

College Composition II

College Composition II (CCII) builds on the study and practice of your College Composition I or Intensive College Comp I (CCI/ICCI) course. However, CCII focuses more specifically on forms of writing associated with academic writing—formal argumentation and the research skills that are necessary to produce it.

Formal argumentation is not a one-sided, win-at-any-cost activity. Formal argumentation is a specialized type of persuasion that values and requires logical and credible evidence. It is a method of inquiry that requires that we first understand what others say and think before we can establish and present our own position. It is a process of discovery that begins with asking a question (rather than making a statement) and is followed by research to determine the potential answers to that question. In CCII you will learn how to begin such a discovery--to become a critical researcher, to effectively find relevant information from a variety of sources (both academic and non academic), and to evaluate and synthesize that information.

There are several foundational concepts to formal argumentation, but perhaps the most important is that the only thing one can prove in a formal argument is the validity of the argument itself. Of course the goal of an argument is to convince an audience to accept its claim. Still, critical readers understand the difference between proof and persuasion and recognize the existence of opposing arguments. Your CCII course will guide you through these concepts as well as argumentative strategies to help you become effective at writing valid arguments and effective at analyzing the validity of arguments.

In addition to attending and participating in the class, reading required texts and materials, and completing all assignments, you will be asked to:

- Read and analyze a variety of written and visual arguments
- Practice critical reading and writing
- Write a selection of arguments reflecting multiple approaches and strategies
- Become familiar with academic databases
- Engage in information evaluation

Course Learning Goals and Learning Outcomes

While all CCII students will turn in a portfolio that follows the same guidelines, the specific assignments you will prepare for your portfolio may be different from the assignments your fellow students complete in other sections of CCII. There are always differences in how individual teachers design their courses; however, all course instructors develop their courses and assignments in response to the Program's common values, goals and desired outcomes. Your success in the course will be determined by the degree that you demonstrate mastery of these goals through your course writings and activities and how well you articulate your understanding of these goals in your reflective statement.

Core Value I. Understand that writing is a multi-stage, recursive and social process.

Students come to experience writing as a deliberative and interactive process, whereby a writer's ideas are developed through multiple recursive stages of invention, drafting, and revision, at many points of which peers, instructors and others may provide useful feedback. This process is more a conversation or conversations than an individual effort on the part of the student. This process is explicitly structured into learning activities of the course so that students begin to value and internalize it.

What you need to value, understand, or know for Core Value 1:

- Writers draft, revise, and edit, repeatedly.
- Writers seek input and feedback from others (who may be teachers, tutors or peers) to generate ideas, to develop and refine ideas, and to identify problems or errors.
- Writers know what resources and processes they need to write effectively.

What you need to be able to do and demonstrate for Core Value 1:

- You are able to apply the revision practices developed in CCI to self-directed revision practices, as evidenced by reflective exercises.
- You demonstrate that you are responsive to the feedback of the instructor and peers,
- You can identify and use effective processes and appropriate resources for argumentative writing as demonstrated in your reflective assignment or other exercises.

Core Value II. Understand that writing is shaped by audience, purpose, and context.

Students develop awareness for audience, purpose, and context of acts of writing through exercises and discussion so that they may define these factors for themselves when they encounter new rhetorical situations (a new writing assignment). Purposes should be outer-directed/world-driven, including writing to understand, explain, evaluate, and analyze.

What you need to value, understand, or know for Core Value 2:

- Writers analyze and respond to a rhetorical situation.
- Writers use different genres, voices, styles, and conventions depending on the rhetorical situation
- Writers can articulate an authentic or real purpose for a piece of writing and can explain how that purpose shaped their choice of rhetorical strategies.

What you need to be able to do and demonstrate for Core Value 2:

- You have developed and refined your familiarity with rhetorical elements of argumentation and formal research.

- You can identify and choose appropriate responses to rhetorical situations, particularly in choosing among multiple approaches to argumentation, with an emphasis on formal and academic strategies.
- You can identify and use effective processes and appropriate resources for argumentative writing, as demonstrated through your reflective assignments or exercises.

Core Value III. Understand how texts represent meaning and how the processes of writing and reading create and interpret meaning.

Students learn to appreciate that writing—their own and others’—is a process that creates, shapes, and conveys meaning. They learn that texts present meanings in different ways in different settings, including disciplinary ones.

What you need to value, understand, or know for Core Value 3:

- Writers reflect on and critique their own and others’ writing (published writing or the writing of their peers).
- Writers use writing for inquiry, learning, thinking, communication, and argumentation.
- Writers understand and can articulate the rhetorical effects of visual and electronic texts

What you need to be able to do and demonstrate for Core Value 3:

- You are able to analyze and evaluate various types of persuasive writing (yours, your fellow students, and published texts) for defined elements of argumentation and effective argumentative strategies.
- You are able to analyze and evaluate various types of persuasive writing (yours, your fellow students, and published texts) for evidence of research quality.
- You can demonstrate the ability to use elements of effective argumentation and research.
- Your writing shows that you have explored and learned about a complex issue then developed and communicated a point of view that builds on and expands the ongoing textual discussion.
- You have an understanding of how academic/technical information is displayed visually—through graphs, charts and tables.
- You can apply argumentative analysis to visual arguments, e.g. advertisements or websites .

Core Value IV. Understand the conventions of academic writing and Standard Written English and the contexts in which adherence to these standards is expected.

Students learn the importance of correctness and conventions in making texts acceptable and understandable to particular audiences. They come to understand that these choices carry with

them particular consequences depending on one's audience. They learn to use grammatical, discursive and generic conventions in strategic ways, appropriate to the rhetorical situation.

What you need to value, understand, or know for Core Value 4:

- Writers are aware that contexts, or writing situations, dictate appropriate conventions.
- Writers are aware of alternative sets of conventions and can use them appropriately.

What you need to be able to do and demonstrate for Core Value 3:

- You can maintain grammar and mechanical conventions, tone, vocabulary, and style appropriate to academic and public argument.
- You can vary your use of conventions based on the rhetorical situation—for example, an opinion/editorial versus an academic research paper.

Core Value V. Understand the role and use of information in writing.

Students should become aware of the status of various kinds of individual knowledge, including experiences, perceptions, and opinions, as information, and understand the ways in which individual knowledge is the starting point of who students are as writers. They should begin to expand the ways in which they construct their knowledge and identity to engage with external sources of information. They should develop an understanding of how external sources of information connect with and affect their individual knowledge. The kinds of external knowledge that students are encouraged to work with should include both those that allow them to most readily form these connections and relationships to their individual knowledge base and those that develop, challenge or even disrupt their individual knowledge base.

What you need to value, understand, or know for Core Value 5:

- Writers understand that there are different types of information and different ways to interpret information.
- Writers decide what information is needed based on audience, purpose, and context.
- Writers know how to find information effectively and how to evaluate its quality.
- Writers know how to incorporate information into their writing.

What you need to be able to do and demonstrate for Core Value 5:

- You can use information from sources that are associated with the formal production of academic and disciplinary knowledge—including observations, interviews, surveys; books, magazines, and journals; online data and documents; laboratory and field experiments; maps, diagrams, and spreadsheets; etc.
- You can independently identify and choose information and sources appropriate to the rhetorical situation as defined by audience, purpose, and context and explain your decisions.

- You are able to use information from sources to contextualize, develop, and interpret knowledge claims within a specific discursive context.

Core Value VI. Understand the principles and practices of academic honesty.

Students should become aware that academic knowledge is a shared venture between students and all the thinkers whose works have been viewed by both themselves and their instructors. They should begin to understand their social and ethical responsibility to respect the intellectual property of others and to acknowledge its role in their own work. Students should develop an understanding of their accountability to the intellectual community as a whole, and to the university in particular. They should begin to use one documentation format (i.e. MLA or APA) while understanding there are different formats (including informal citation) that writers use depending on the rhetorical situation.

What you need to value, understand, or know for Core Value 6:

- Writers follow conventions for the use and documentation of information from sources.
- Writers understand the value and importance of doing their own work.

What you need to be able to do and demonstrate for Core Value 6:

- You are able to appropriately introduce and blend source material into your writing, using formal and informal citation.
- You understand the role of formal citation in writing and can correctly use a specific citation format, while recognizing there are several discipline-specific citation styles.
- You can observe the rules of academic honesty and intellectual property and can recognize and avoid the ethical pitfalls of plagiarism, distortion, and misquoting.

Core Value VII. Understand the power and ethical responsibility that come with the creation of written discourse.

Students become aware that writing is an outer-directed, meaning-making activity with personal, public, and social ramifications; that writing, is in essence, an ongoing conversation with their and others' ideas and writing. As such, students develop the ability to conscientiously engage in topics to understand their complexity and ramifications to others and, to thus, engage in meaningful discussion.

What you need to value, understand, or know for Core Value 7:

- Writers use valid forms of reasoning, evidence, and persuasion.
- Writers understand their responsibilities and rights, including the expression of opinions that may counter those of authorities.
- Writers understand that writing has consequences.

What you need to be able to do and demonstrate for Core Value 7:

- You can use research/sources/texts appropriately to develop and support your writing with details and evidence.
- You use rhetorical appeals responsibly, prioritizing logical appeals over emotional ones and avoiding fallacious reasoning.
- Your research and writing reveals an honest attempt to appropriately understand the constituencies and various points of view on an issue/topic.
- You recognize the quasi-logical nature of persuasion and the inability to draw indisputable conclusions.

What Goes in the Portfolio

Your CCII portfolio contains a selection of the writing you have completed in the course. Your instructor will collect your portfolio during the last two weeks of class. During Finals Week your instructors will set up a conference with you to return your portfolio and discuss its evaluation and your final grade for the course.

Your CCII portfolio makes up the major portion of your grade for the class. Depending on your instructor's course policy, it will count from 60% to 75% of your grade. The rest of the grade will be based on other assignments and requirements determined by your instructor.

Your instructor **will only accept your portfolio if it is complete and properly assembled (see About Portfolios in this guide) and you have not exceeded the allowable number of absences as defined by our Attendance Policy (see Policies in this guide).** To be complete your portfolio must contain five items:

Item 1: The Reflective Statement

The Reflective Statement provides you the opportunity to describe and assess your work in the course. The Reflective Statement serves as a guide to your portfolio in that it gives you and your instructor a clear, specific sense of what you have achieved in the course. For the CCII Reflective Statement you will focus on the three core values below and explain how you have met the course expectations for these goals—those items identified as “do or demonstrate” through your course work and/or in your portfolio.

The three values you need to address:

- Core Value III. Understand how texts represent meaning and how the processes of writing and reading create and interpret meaning.
- Core Value V. Understand the role and use of information in writing.
- Core Value VII. Understand the power and ethical responsibility that comes with the creation of written discourse.
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The Reflective Statement is a very important component of your portfolio and has a significant effect on the final evaluation of the portfolio. Therefore, it is important to carefully craft this statement. Give yourself ample time to complete the self-reflective statement. This assignment requires you to analyze and reflect upon a semester's worth of work—a significant project. Also, carefully analyzing your work may help you identify an issue in one of more of your essays that you can improve upon through further revision.

Items 2 and 3: Two written arguments with at least one instructor-commented draft each.

You will write three major argumentative essays and revise each at least once. Each of these essays will represent a different argumentative approach, such as a definition, evaluative, causal, rebuttal argument, or proposal argument.

Your CCII portfolio essays need to meet the following requirements:

- Your essays must be a minimum of 900 words, with a maximum of 1200 words.
- Your argumentative essays must have been submitted to your instructor and revised.
- Your portfolio must include one instructor-commented-on draft for each of the final revised essays.
- Your essays must incorporate sources—a minimum of two and a maximum of four--and use appropriate in-text citation and include works-cited pages.
- Your portfolio essays need to represent two different argumentative types. One must be a proposal argument; the other is your choice.

Key Point:

As you write and turn in essays throughout the semester your instructor will provide comments and feedback to guide your revision. Your instructor will also give you some indication of the overall quality of each essay. You might be given a tentative letter grade, descriptive scale, or evaluative comments. Regardless of the marks you receive on your drafts, your portfolio grade will primarily be based on the final versions of the essays you include in your portfolio.

Feel free to ask your instructor for more feedback during the semester if you want more specific information on how you are doing in the class.

Item 4: An Annotated Bibliography

Your instructor will provide you with the specifics for your annotated bibliography—the documentation style, annotation guidelines/expectations and the number of sources.

However, the bibliography needs to meet the program expectations:

- All the items on your bibliography should be college-level and credible sources. No encyclopedia or low quality websites (such as *About.Com* or *Howto.Com*).
- Your bibliography should include a variety of types of sources—from traditional academic sources to more popular sources, including multi-media sources (such as film documentaries and even *YouTube*)

A couple of general notes about your annotated bibliography: it may contain sources you did not use in your argumentative essays and depending on how your instructor designed the course, all the entries might not be on the same topic.

Item 5: A Visual Rhetoric Assignment

Your instructor will develop this assignment based on program guidelines and you will be required to either create a visual argument or analyze a visual argument. Depending on your class assignment you will need to include in your portfolio:

- The visual argument you created (if it is a multi-media piece include a link) and a explanation of the argument (250 to 500 words)

OR

- Your analysis of a visual argument with an image of the visual itself (500 to 800 words).