



University of International Business and Economics International Summer School

ENG 110 College Composition

Term: June 15 (Monday) through July 17 (Friday) 2020

Instructor: Professor Dwight Codr (pronounced “Deh-WHITE KO-der”)

Home Institution: University of Connecticut (PhD Cornell University)

Email: dwrightcodr@gmail.com

Class Hours: Online (asynchronous with synchronous weekly office hours)

Office Location: Zoom Meeting Room

Office Hours: Monday 10PM-11PM CST (10AM ET-11AMET)

Teaching Assistant Information: Ruihan Jiang (“Rae”)

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WeChat: 13521285703

The teaching assistant [TA] is available to speak with you about procedural and clerical matters: the class schedule, submitting assignments/homework, and to generally serve as a line of communication between the students and the professor. Students should speak with the TA if they intend to miss any classes or miss any assignments (and documentation should be submitted to the TA). Further, students should speak with the TA if they have questions about technology or accessing assigned readings, accessing the Zoom meeting room, or submitting documents electronically. The TA is NOT responsible for nor able to address questions that you have about grades that you have received. Please contact Professor Codr if you have any questions about your grade.

Total Contact Hours: 64 contact hours (45 minutes each, 48 hours in total)

Location: WEB

Credit: 4 units

Course Description:

OVERVIEW: This is an online course that combines asynchronous lectures with synchronous weekly office hours. Most of the interaction you have with the professor will take place in the form of feedback on your writing assignments. You stand to benefit in unique ways from taking this class online in that it will function like an individual tutorial, where the lessons and feedback will be tailored to respond to your individual needs and desires. It will retain a communal element, however, in that we will be reading and responding to one another’s work as well.

COURSE CONTENT (PRIMARY): This course is intended to help students gain familiarity with the major genres of writing at the college level and learn about the process of revision. Students

will be given instruction in and/or examples of each type of writing they will be expected to compose. Students will also cultivate the ability to critically reflect on their writing process and to comment intelligently and helpfully upon the writing of their peers. Students will develop skills in writing in a variety of different formats and genres in English, including personal essay, business letter, descriptive essay, summary of research, response essay. All students must deliver an oral presentation in the final week of the semester in which they articulate their argument in relation to the argument of another writer (using the dialogic method of the course text, *They Say/I Say*).

COURSE CONTENT (SECONDARY): Although this is not a course in English language learning, we will spend some time discussing conventions of writing in English that may be unfamiliar to some students. We will discuss the politics of gendered modes of address in Western societies, forms of bibliographic citation, English grammar (to a very small extent), and writing on university campuses in the United States and Europe.

Expectations for Online Learning:

To be successful in an online course, it is important that you keep on top of your assignments. You should plan to spend the same amount of time working on the course each week as you would for a face-to-face course (both inside and outside of the classroom). While the online environment offers you greater flexibility as to when you put in the time, beware of the temptation to put off readings and assignments to the last minute. To make sure you don't fall behind, pay close attention to due dates listed on the course schedule. **Late work will not be accepted.** To avoid any issues, begin assignments with time to spare so that you can get help if problems arise.

Additional expectations for this online course include the following:

1. Have access to a reliable computer, high-speed internet access, and necessary software for viewing materials. One important technical parameter is that your papers must always be saved and submitted as document files. This is the default format for files composed using Microsoft Word (MSWord). This means that your submissions must have a .doc or .docx suffix in the file name (though please note that adding those suffixes will not MAKE the file a document file; you need to format your file as a document, which happens when you "Save as" a document). Do not submit "Google Docs" or other shareable file formats requiring permissions. Do not submit .pdf files, or .rtf files, .txt files, or any other file type. You will, therefore, also need software that enables you to read and mark up/modify .doc files.
2. Read and study the course orientation materials: the syllabus, the introductory lectures, and so on.
3. Check your email regularly over the course of each weekday (as well as Sunday evening) and respond when needed. EMAIL PROTOCOL

Plagiarism:

All writing for the course must be your own, and plagiarism will not be tolerated. Plagiarism can be defined as failing to properly credit a source such that another's *ideas* or *words* are

presented as your own. If you plagiarize, you will receive a “0” on the assignment. A second offense will automatically result in failure of the course. These policies are final and will not be negotiated. If you’re having difficulty with any assignment you should contact me right away. I can help! More details about what constitutes plagiarism will be covered in the “What counts as cheating?” lecture (week 1).

Course Outcomes and Goals (Assessment Measures):

1. Write in a variety of different formats and genres. (personal essay, descriptive essay, business letter, summary, response)
2. Compose summaries of scholarly arguments. (summary essay, discussion board posts)
3. Respond to scholarly arguments in writing. (response essay, discussion board posts)
4. Analyze the writing of your peers. (peer review, discussion board posts)

Required Textbook:

Graff, Gerald and Cathy Birkenstein. *They Say/I Say with Readings* (Fourth Edition). W.W. Norton, 2018.

Please note that you must have the *fourth* edition, and it must be the fourth edition “with readings” (“readings” is another word for “essays” or “articles”). Some versions of this book do not come with the readings, but the one we are using does. These readings are at the core of the syllabus.

Assessment (Grading) Policy:

The breakdown for your graded assignments is as follows:

ESSAYS 70%

- PERSONAL ESSAY (10%)
- BUSINESS LETTER (5%)
- DESCRIPTIVE ESSAY (10%)
- SUMMARY ESSAY (20%)
- CREATIVE OPTION (5%)
- RESPONSE ESSAY and ORAL PRESENTATION (20%)

Details for each of the assignments will be made available as the term progresses, but a few advance words are useful. First, this is a writing course, with an emphasis on revision learning how to develop your writing through pre-writing and drafting stages. As such, you must complete all steps for each essay in order to receive a grade on any “final draft.” If you do not submit a rough draft by the due date, you will receive a 0 for the final draft, regardless of whether you submit one or not.

As you can see, the Summary and Response essays are the most heavily weighted single grades. This is due to the fact that they will require the most of you in terms of work. If you wish to do well in this course, you are advised to begin the reading for these assignments – which you can see in the schedule below – well in advance of the week in which you must write

those essays. 10% of your response essay grade will be determined by your performance in your oral presentation.

The breakdown for other assignments and responsibilities is as follows:

PARTICIPATION 30%

-DISCUSSION BOARD DRAFTS/POSTS (5 POINTS/WEEK; 25 TOTAL)

-PEER REVIEW OF ESSAYS (5)

-MEETING BASIC ONLINE LEARNING EXPECTATIONS AND ORDINARY RESPONSIBILITIES

Participation means posting to the class discussion board, responding to other students' posts to the discussion board when asked to do so, and responding to emails sent by the TA and professor in a timely fashion (i.e. without delay). Weekly discussion board posts will receive either full or no credit and all discussion-board activities for each week must be completed for the student to receive any credit (in other words, each week you will receive a 5 or a 0, whether there are 1, 2, or 3 different discussion board activities). Students will receive no credit for weekly posts if their posts are off topic, too short, or fail to respond to the discussion board prompt. 5 points each week (25 points total)

Your grade may also be lowered if you fail to respond to emails, submit materials incorrectly, show disrespect towards other students or the instructors, etc. You will be given a warning if a problem arises, and you will be given the chance to talk about the problem with the instructor, and you would be penalized only if the problem continued after that.

Grading Scale:

Assignments and examinations will be graded according to the following grade scale:

A	90-100	C+	72-74
A-	85-89	C	68-71
B+	82-84	C-	64-67
B	78-81	D	60-63
B-	75-77	F	below 60

Course Schedule:

Notes:

1. Some lectures may be divided up over two or even three recordings. This is to make it easier to record, upload, and download (smaller file sizes being easier to work with and less liable to glitching). When this is the case, be sure to watch both parts. Because not all lectures have been recorded at the time of this syllabus's composition, lectures divided in this way are not noted in the schedule below.
2. This course is primarily asynchronous, but there are deadlines that you must meet. What you will find below in the schedule is a good, general recommendation for pacing the work for this course and the order in which work must be completed (some assignments build upon others or are based on readings that must be completed prior to writing). Due dates are marked in

BOLD CAPITAL TYPE and are required. Some materials, further, will only become available later in the semester (timed release).

3. The reading assigned is sometimes very difficult. If you are struggling, do your best to keep up. It sometimes help to jump ahead a few pages if you can't grasp what is happening on a given page or in a single scene. The important thing is not to give up and, when you are struggling, to be sure to write down where you got confused and to ask the Professor about those pages.

4. Each week, aside from week 1, will have a "weekly preview" lecture. You should watch these before beginning any other readings or assignments. Sometimes, these previews will also reflect back on class performance from the previous week, and sometimes they will concentrate on what is to come later in the term. These lectures will remind you of any and all major responsibilities, due dates, challenges, and reading obligations you have for the week ahead.

5. While it is encouraged and will improve communication, you do not need to use your webcam to show your person if you attend Zoom office hours with the professor. You must appear physically, however, for your oral presentation.

Week 1

Monday, June 15, 2020

Watch Lecture: "Dwight Codr Introduction"

Watch Lecture: "Introduction to ENG 110 College Composition" (This is a very important lecture. Please watch it early and carefully. It contains details about the course requirements, the syllabus, the reading schedule, assignments, Zoom meetings, the TA, and other procedural matters).

Watch Lecture: "What counts as cheating?"

Tuesday, June 16, 2020

DISCUSSION BOARD POST 1 (PART I): Introducing yourself (DUE 11:59PM CST)

Wednesday, June 17 2020

DISCUSSION BOARD POST 1 (PART II): Responses to Introducing yourself (DUE 11:59PM CST)

Read "Death of a Moth"

DISCUSSION BOARD POST 2: "Death of a Moth" (DUE 11:59PM CST)

Watch Lecture: "The Personal Essay"

Friday, June 19, 2020

PERSONAL ESSAY DUE (11:59PM CST)

Week 2

Monday, June 22, 2020

Watch Lecture: "Week 2 Preview"

Watch Lecture: "The Business Letter" (aka "The Formal Letter")

Tuesday, June 23, 2020



Study the “Full Block Letter Sample”

BUSINESS LETTER DUE (11:59PM CST)

Wednesday, June 24, 2020

Read excerpt from *Kitchen Confidential* “Third Course: I make my bones” [A description of famous chef Anthony Bourdain’s first job out of culinary school, at the Rainbow Room, in NYC]

Read “Descriptive Essay Sample”

Watch Lecture “The Descriptive Essay”

DISCUSSION BOARD POST 3: Where are you sitting right now? (Part I DUE 11:59PM CST)

Thursday, June 25, 2020

DISCUSSION BOARD POST 3: Where are you sitting right now? (Part II DUE 11:59PM CST)

Friday, June 26, 2020

DESCRIPTIVE ESSAY DUE (11:59PM CST)

Week 3

Monday, June 29, 2020

Watch Lecture: “Week 3 Preview”

Read *They Say/I Say* Part 1, Chapter 2 “The Art of Summarizing”

Read *They Say/I Say* Part 1, Chapter 3 “The Art of Quoting” [Note to ENG 110 Students: The very end of this lecture makes reference to an assignment for my ENG 210 course; please ignore this part of the lecture]

Read *They Say/I Say* essay by Mike Rose, “Blue-Collar Brilliance” (377-389)

Watch Lecture: “The Art of Summary”

Watch Lecture: “Quotation Sandwich”

Tuesday, July 1, 2020

DISCUSSION BOARD POST 4: “Blue-Collar Brilliance” SUMMARY ESSAY DRAFT 1 DUE (11:59PM CST)

Wednesday, July 2, 2020

PEER REVIEW OF SUMMARY ESSAY DRAFT 1 DUE (11:59PM CST)

Friday, July 3, 2020

SUMMARY ESSAY FINAL DRAFT DUE (11:59PM CST)

Week 4

Monday, July 6, 2020

Watch Lecture: “Week 4 Preview”

Read *They Say/I Say* Part 1, Chapter 4 “Three Ways to Respond”

Read *They Say/I Say* Part 1, Chapter 5 “Distinguishing What You Say from What They Say” [using voice markers]

Watch Lecture: “Three Ways to Respond”

Watch Lecture: "Using Voice Markers"

Wednesday, July 8, 2020

**DISCUSSION BOARD POST 5: "Minority Student Clubs: Segregation or Integration?"
SUMMARY DUE (11:59PM CST)**

Friday, July 10, 2020

RESPONSE ESSAY DRAFT 1 DUE (11: 59 CST)

Week 5

Monday, July 13, 2020

Watch Lecture: "Week 5 Preview"

PEER REVIEW OF RESPONSE ESSAY DRAFT 1 DUE (11:59PM CST)

Wednesday, July 15, 2020

INDIVIDUAL STUDENT PRESENTATIONS DUE (11:59 CST)

Thursday, July 16, 2020

**DISCUSSION BOARD POST 6: Respond to your two designated presentations (DUE 11:59 CST)
DISCUSSION BOARD POST 7: CREATIVE OPTION DUE (11:59PM CST)**

Friday, July 17, 2020

RESPONSE ESSAY FINAL DRAFT DUE (11:59PM CST)