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ENG 1001G-008: College Composition I

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Eastern Illinois University

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Syllabus: English 1001G, College Composition I, Fall 2019 (3 credits)

Michael Kuo

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Office: Coleman 3860, with conferencing in the Library Reference Room

Office Hours: 9:00-11:00 TR, or by appointment

Catalog Description of Course

"College Composition I focuses on informative, analytical, evaluative, and persuasive writing and introduces students to college-level research. Students will develop sound writing processes, produce cogent writing, strengthen analytical reading skills, and work with sources."

For the purposes of the Electronic Writing Portfolio, English 1001G is a "writing centered" course.

Learning Objectives

The University asks that in English 1001G, "[s]tudents will demonstrate the ability to: [d]evelop effective writing processes for producing documents; [p]roduce informative, analytical, evaluative, and persuasive prose; [i]mplement reading processes to evaluate sources; [a]dapt written texts to suit the text's purpose, audience, genre, rhetorical situation, and discourse community; [r]ecognize how to transfer their writing processes, understanding of rhetorical principles, and genre awareness to other writing situations; [f]ind appropriate sources through secondary research, including the use of academic databases; [i]ntegrate sources ethically and appropriately using at least one recognized citation style; [u]se effective language and delivery skills through speaking opportunities; [p]resent work in Edited American English."

Books & Materials

The books you received from the Textbook Library, as well as assigned online documents.

Classroom and Online Components

About two thirds of our classes will be met in the classroom. In addition to these meetings, you will be expected to spend a substantial amount of time conferencing through email with me about your papers. We will talk about each of your papers from the idea stage to outlines and drafts, and I will expect you to be diligent about this conferencing (which will account for about one third of the "face time" we will have together). You will be given specific email assignments and deadlines—sometimes through announcements in class and on the daily schedule, but more often through email—and your paper grades will partly depend on your meeting these assignments and deadlines. Be sure to read the email policies below (under "Email").

Classroom meetings, along with assigned readings, will be announced on the daily schedule at least one week in advance.

Attendance and Online Participation

Because of the substantial online component in the course, the attendance policy is strict. You can skip **only two** classes this semester without affecting your grade. After that, your grade for the course will be lowered by one grade for each time you're absent.

Classes missed for personal emergencies and health issues will not count in your "skip total" if you provide me with documentation. To qualify, a personal emergency must involve the death or hospitalization of someone close to you—like, a family member, girl/boyfriend, or best friend—and I will need proof of the unfortunate event (a newspaper clipping or other reliable account). It really sucks that I have to write this stuff, but I hope you agree that it's better to make it clear now than to try figuring it out during the course of the semester. Health reasons for missing class must be documented with a healthcare professional's written opinion that you could not make class. University-related excused absences (for example, scheduled games for athletes) require documentation from the appropriate University office.

I will pass out an attendance sheet at the beginning of each class that we meet in the classroom. It is your responsibility to sign your name on the list. If you show up late and forget to ask for the sheet at the end of class, or you space out somehow, you will be counted absent.

As for documenting your online participation: I expect your online conferencing with me to be substantial and diligent—and that if I feel you're not meeting my participation requirements I will let you know, either individually or through a general announcement made in class, giving you at least one chance to rectify the situation before your grade is affected. I may assign absences if I feel you are not participating enough.

If you miss class, please first get the notes for that day from another student (or, preferably, from several students). If you have trouble understanding anything after that, please make an appointment to see me; I will help you understand the notes provided by your classmates.

Phones, Texting

Please turn your phone off for class, or turn the ringer off. I will be fairly tolerant if you forget once or twice; this happens to all of us—but you may not answer your phone or place a call during class. Texting and other phone use, however, will not be tolerated. If you disrupt class by texting or using your phone, I will ask you to leave immediately. If it happens a second time, I will consider your phone use an ongoing disruption of class and, pursuant to Eastern's policies (see Policy 157.1), remove you from the course permanently and give you an F.

If you have a potential emergency that might require notification (for example, someone close to you is in the hospital and you are waiting on news—but not, for example, having a fight with your boyfriend or girlfriend) you must notify me before class, sit near the door, leave the ringer off and, if you receive the awaited text or call, leave class quietly to take your call and return only for the next class.

Late Work

I will not accept late work, unless we have made a previous arrangement.

Academic Integrity

Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct. Violations will be reported to the Office of Student Standards.

I won't tolerate cheating or plagiarism. Here is what Eastern's Office of Student Standards advises me to do if you cheat or plagiarize: "The value that we place on education should be reflected in our response to academic misconduct. In the absence of mitigating factors we recommend that an F for the course should be the minimum appropriate response for deliberate violations. Giving a failing grade solely on the test or assignment may in actuality be no worse than the student might have gotten had there been no effort to raise the grade through dishonesty. Consider, too, the unlikelihood that you caught this student the first time he or she chose to cheat on an educational assignment."

Students with Disabilities

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583.

Email

You are welcome to send me email; in fact, most of your online participation in the course will be through email. My address is mfkuo@eiu.edu. For our class, please use your Eastern email account. Please put your full name (if it is not displayed by your email program) and a specific, appropriate subject phrase in the message's subject line. I do not guarantee I will read your email otherwise. If your email involves a question or requires a reply, you should expect me to answer within *three school days* (not including weekends)—unless I have announced otherwise in class (for example, when all of my students will be sending me emails on the same day as part of an assignment). It would be smart to keep a copy of every email you send me.

Since it is part of my job to teach you how to write effectively in a professional environment, I will not respond to any email that is not courteous—and I include salutations, closings, electronic signatures (just typing your full name is sufficient), and diligence with writing mechanics in my notion of courtesy.

Many of you are not used to using email regularly. You will need to do so for this class. I expect you to check your email at least once a day (excluding Saturdays and Sundays); I may give you important information with 24 hours' notice.

Grading

Your grade for the course will be based on the 100 points below. You must turn in all the assignments to get credit for the course. 90 to 100 total points will receive an A, 80 to 89 will receive a B, 70 to 79 will receive a C, and 0 to 69 will receive an NC (No Credit). The details of the writing assignments will be posted here and discussed in class.

Paper 1 (a walk in Charleston): 20 points
Paper 2 (Internet research, tba): 20 points
Paper 3 (research, movie accuracy): 20 points

Student Performance Journal: 20 points
Community Service: 20 points

Grading of Writing

I will follow the grading standards suggested by Eastern's English Department. I will use the "Process" category to gauge your performance in meeting various deadlines and assignments related to each paper. *A grade of C, D, or F in any individual category will conquer the grade for the paper.*

Since I teach three sections each semester, I have 60–70 papers to grade whenever an assignment is turned in. I hope to return your papers within two weeks from the date you turn them in—but I am not always able to meet this goal, and it sometimes takes me three weeks.

Final Exam

There is no final exam in this class. Your grade is comprised only of the items listed above, under "Grading."

"What's My Grade in This Class?"

You can calculate your grade for the course at any point by comparing your grades to the totals and information above, under "Grading." The question "How am I doing so far?" is easily answered by dividing the total number of points you have received in the course (to date) into the total number of points possible (to date), and using the 90-80-70 scale mentioned above. The question "Is it still mathematically possible for me to pass this class?" can be easily answered by adding the total number of points you have received (to date) to the total number of points you could possibly receive (if you got perfect scores) in the remainder of the class—then dividing this total sum into 100 and using the 90-80-70 scale; if the result is less than 70, the answer is "no." The question "What will I get in this class?" is very different, however, as is "Can I still pass this class?" These questions require that you *estimate* what you will get on future assignments. I sincerely hope you do well on future assignments—but, for obvious reasons, I do not want to help you make these calculations, and I urge you to be realistic with your estimations.

Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to contact the [Student Success Center](#) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Note to Parents and Guardians

I am sorry, but professional ethics and the laws of Illinois prohibit me from discussing your child's performance in my class with you.

<http://castle.eiu.edu/~kwoeng/>

Daily Schedule, English 1001G

Note: You may need to click "refresh" or "reload" to see the most current version of this page.

Tuesday, August 20:

Introduction and review of [syllabus](#).

Assignment: Please send me an email, from your Eastern account, introducing yourself. My email address is at the top of the syllabus. Please tell me in a few well-developed paragraphs what you plan on studying at Eastern, and what your career goals are. If you are an undeclared major and you are still figuring out what you want to do, please tell me about the majors and careers you are seriously considering. Also: please review the [syllabus](#) for our course and, at the end of your email, either 1) ask any questions you have about the course policies and grading, or 2) tell me that you have read the syllabus and understand the policies and grading. Please send this email before 11:59 pm on Sunday, August 25—and please be sure to review my rules for emails (on the [syllabus](#)) before sending your message. Note: You may not receive a reply from me until next week.

Thursday, August 22:

Introduction and review of [syllabus](#). Attendance is not required if you were in class on Tuesday.

Tuesday, August 27:

Meet in the classroom. Discussion of [Community Service Requirement](#), [Student Performance Journal](#), higher education funding (#1), and professional emails (#2).

Thursday, August 29:

Meet in the classroom. Discussion of APA formatting (#3).

Tuesday, September 3:

Meet in the classroom. Discussion of cultural issues for [Paper 1](#) assignment (#4).

Thursday, September 5:

Conferencing online; see your individual email correspondence with me regarding [Paper 1](#)—and see the syllabus for attendance and participation requirements.

Tuesday, September 10:

Meet in the classroom. Discussion of [Paper 1](#) writing strategies and, for Paper 2, how to set up and conduct a professional interview (#5)

Assignment: Before Tuesday, October 1, at 11:59 pm, please send me an email with the subject line "paper two," in which you A) copy our previous correspondence about what you are studying (or are considering studying) at Eastern, for our reference; B) write 300 or more words reporting on your interview with a faculty member or professional in your field; and C) write 300 or more words reporting on your interview with an EIU senior major or graduate student in your field. For your interviews, please consult your class notes from September 10. In particular, please recall

the required questions: 1) What are some important current issues in the practice of (your field)? and 2) What are good websites for (your field)? Also remember that you're required to set up these interviews through email (I may ask to see these emails at some point), and to conduct them in person. The interviews should take about 10 minutes. If you would like to use or link this note from me to professors and professionals as you set up your interview, please feel free to do so.

Thursday, September 12:

Meet in the classroom. Discussion of Paper 2 writing strategies: evaluating online sources (#6).

Tuesday, September 17:

Conferencing online; see your individual email correspondence with me regarding Paper 1—and see the syllabus for attendance and participation requirements.

Thursday, September 19:

Meet in the classroom. Paper 1 due at the beginning of class. Discussion of Paper 2 writing strategies.

Tuesday, September 24:

Conferencing online; see your individual email correspondence with me regarding Paper 2—and see the syllabus for attendance and participation requirements.

Thursday, September 26:

Meet in the classroom. Discussion of Paper 2 writing strategies.

Tuesday, October 1:

Conferencing online; see your individual email correspondence with me regarding Paper 2—and see the syllabus for attendance and participation requirements.
Assignment due at 11:59 pm; see September 10 entry, above.

Thursday, October 3:

Meet in the classroom. Discussion of Paper 2 writing strategies: paraphrasing (#7 or #8, depending on your class), quoting (#8 or #7), citing in APA Style (#9).

Tuesday, October 8:

Conferencing online; see your individual email correspondence with me regarding Paper 2—and see the syllabus for attendance and participation requirements.

Thursday, October 10:

11:00 and 2:00 classes: SEE YOUR EMAIL FROM ME ABOUT MEETING LOCATIONS AND TIMES
3:30 class: MEET AT LAKESIDE FIELD; SEE YOUR EMAIL FROM ME

Tuesday, October 15:

ASSIGNMENT DUE by 11:59 pm; see your "Paper 2" email train.
11:00 and 2:00 classes: SEE YOUR EMAIL FROM ME ABOUT MEETING LOCATIONS AND TIMES
3:30 class: Conferencing online; see your individual email correspondence with me regarding Paper 2—and see the syllabus for attendance and participation requirements.

Thursday, October 17:

Meet in the classroom. Discussion of Paper 2 writing strategies: to heck with the 5-paragraph essay (#10), using headings (#11)..

Tuesday, October 22:

Conferencing online; see your individual email correspondence with me regarding Paper 2—and see the syllabus for attendance and participation requirements.

Thursday, October 24:

Meet in the classroom. Discussion of Paper 2 writing strategies: common freshman style problems (#12), getting off the quote-to-quote highway (#13). Discussion of Paper 3 assignment.

Tuesday, October 29:

Conferencing online; see your individual email correspondence with me regarding Paper 2—and see the syllabus for attendance and participation requirements.

Thursday, October 31:

Meet in the classroom. Discussion of Paper 2 writing strategies.

Tuesday, November 5:

Conferencing online; see your individual email correspondence with me regarding Paper 2—and see the syllabus for attendance and participation requirements.

Thursday, November 7:

Meet in the classroom. Paper 2 due at the beginning of class.

Tuesday, November 12:

Conferencing online; see your individual email correspondence with me regarding Paper 3—and see the syllabus for attendance and participation requirements.

Thursday, November 14:

Conferencing online; see your individual email correspondence with me regarding Paper 3—and see the syllabus for attendance and participation requirements.

Tuesday, November 19:

Meet in the classroom. Paper 3 movie notes and source list (see your email correspondence from me about Paper 3) due at the beginning of class.

Thursday, November 21:

Conferencing online; see your individual email correspondence with me regarding Paper 3—and see the syllabus for attendance and participation requirements.

Tuesday, November 26 and Thursday, November 28:

Thanksgiving Break

Tuesday, December 3:

Meet in the classroom. Discussion of writing strategies.

Thursday, December 5:

Meet in the classroom. Last class day. *All work for the course due at the beginning of class; no exceptions.*