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Spring 1-15-2021

### ENG 1002G-605: College Composition II

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*Eastern Illinois University*

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#### Recommended Citation

Kuo, Michael, "ENG 1002G-605: College Composition II" (2021). *Spring 2021*. 34.  
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## **Syllabus: English 1002G, College Composition II, Spring 2021 (3 credits)**

### **Michael Kuo**

mfkuo@eiu.edu

Office: N/A (online course)

Virtual Office Hours: 10:00 am–12:00 pm, M–F; see *D2L: Content: Overview* for instructions

### **Catalog Description of Course**

"College Composition II focuses on argumentation and the critical inquiry and use of sources and arguments. Course work entails analyzing others' arguments and writing a variety of well-researched and ethically responsible arguments. Students gain further practice finding relevant information from a variety of sources and evaluating, synthesizing, and presenting that information."

For the purposes of the Electronic Writing Portfolio, English 1002G is a "writing centered" course.

### **Learning Objectives**

The University asks that English 1002G students "will demonstrate the ability to [a]pply the principles of argument—claims, reasons, evidence, assumptions, counterarguments, and counter-argumentation—in written documents," "[p]roduce cogent written arguments that consider ideas, issues, problems, and evidence from multiple perspectives," "[e]valuate primary and secondary source evidence, including quantitative data, to determine its credibility, appropriateness, and relevance," "[i]ntegrate sources ethically, appropriately, and consistently in written documents," "[u]se data and create graphical elements in their writing," "[r]ecognize how to transfer their writing processes, understanding of rhetorical principles, genre awareness, understanding of argumentative principles, and the research process to other writing situations," and "[p]resent work in Edited American English."

### **Textbooks**

You will probably receive a writing handbook from the Textbook Library; feel free to use it as a reference for writing if you wish. I will not assign any readings or activities from the book.

### **Technology**

This is an asynchronous, online class. We will not "synchronously," at the same time. However, you and I may meet synchronously, virtually, one on one, if we need to conference and written exchanges prove inadequate. My office hours will be held virtually with Collaborate (see *D2L: Content: Overview* for details and instructions).

You will need a laptop or desktop computer and regular access to a good Internet connection (sufficient for streaming video and running a conferencing app like Zoom or Skype). Your computer will need to have a functioning microphone and camera.

You will need Microsoft Word (or a word processing app that will save files as Word files), an Internet browser (Chrome, Safari, Internet Explorer, etc.), and an app that will let you read pdf files. Eastern provides its students with Word and other apps; visit the PantherTech Software Downloads page to get started.

You will use Desire to Learn (D2L) and your EIU email account extensively for this class; for help acquiring, setting up, and using these services—as well as other services we may use in this class—please see or contact PantherTech Support.

You will need to know how to use Microsoft Word, EIU Panther Mail, and an Internet browser. You may also need to be able to download and install software.

### **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 will be using email a lot for this class! 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 *two school days* (not including weekends)—unless I have announced otherwise (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 greetings, closings, electronic signatures (just typing your full name is sufficient), and diligence with writing mechanics in my notion of courtesy. Module 2, "Writing in Professional Environments," will help you learn how to send professional emails.

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 one school day's notice.

Whenever you use someone else's ideas or words, be sure to cite them appropriately—even in an email!

## Online Conduct

In your online interactions with me and with other students in the class, please be courteous and respectful. Proofread your discussion board texts before posting them. When commenting on someone else's post, please be careful with humor and sarcasm, since tone of voice cues and body language will be missing. When you are posting a response or follow-up, please briefly summarize the part of the post you are responding to. *Focus on helping and making suggestions rather than evaluating and judging.* Whenever you use someone else's ideas or words, be sure to cite them appropriately. See also "Grading of Participation," below.

## 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 assignments will be posted on D2L.

APA formatting assignment (Module 3): 5 points

Paper 1, experiential (Module 4): 20 points

Evaluating Internet sources assignment (Module 5): 5 points

Quoting, paraphrasing, citing assignment (Module 6): 10 points

Paper 2, Internet research (Module 7): 20 points  
Academic, peer-reviewed sources assignment (Module 8): 5 points  
Paper 3, academic research (Module 9): 25 points  
Participation: 10 points

### **Grading of Module Assignments**

To get full credit for each module assignment, you should complete each assignment fully and competently. I may subtract points if your work is not thorough, or if your work does not demonstrate that you have met the learning objectives for the module.

### **Grading of Participation**

In modules 1, 4, 6, and 9 you will be asked to make discussion board posts about yourself and your work, and to provide feedback to other students. Instructions and word-length requirements will be provided each time. To get full credit for participation you should be diligent and thorough with these posts. I may subtract points otherwise. See also "Online Conduct," above; if you are unable to follow the conduct guidelines I may subtract points from your participation grade.

### **Grading of Papers**

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 grade 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.

### **"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.

### **Final Exam**

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

### **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.