



**University of International Business and Economics  
International Summer School**

**ENG 210 Advanced 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: [dwightcodr@gmail.com](mailto:dwightcodr@gmail.com)**

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

**Office Location: Zoom Meeting Room**

**Office Hours: Wednesdays, 10PM-11PM China Standard Time (10AM-11AM on Wednesdays, Eastern Standard Time)**

**Teaching Assistant Information: Ruihan Jiang (“Rae”)**

**Email: [rjiang29@binghamton.edu](mailto:rjiang29@binghamton.edu);**

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

**Location: WEB**

**Credit: 4 units**

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.

**Course Description:**

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.

Unlike ENG 110 (“College Composition”) this course will focus primarily on your ability to locate, read, summarize, and respond to *academic* writing. Emphasis will be placed on cultivating the ability to compose an argument and use research to support your claims and ideas. To this end, the course will culminate in a research paper of 5-7 pages, in which you will

make use of some materials from the course textbook while adding to that material other essays and articles that you find in the course of your research. In support of this project, over the course of the term we will practice composing an annotated research bibliography; we will discuss and strategize about research archives; and, we will learn the basics of quoting research as well. The final week of the course will be devoted to orally delivered presentations of your final research project; you will also be required to respond to the oral presentations of the other students in the course.

The thematic and topical focus of this course will be on food and eating. Each of your assignments will be based upon readings in the “What’s there to eat?” section of our textbook, and your research paper will ask you to come up with a unique argument about food and/or eating.

### **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.

### **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 (Bloom's Taxonomy):**

1. Identify scholarly writing and research.
2. Write summaries of scholarly arguments.
3. Analyze scholarly arguments.
4. Respond to scholarly arguments in writing.
5. Synthesize different arguments for and into your own original argument (research paper).

### **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:**

Students will be assessed based on: 1. Participation; 2. Weekly assignments; 3. Research paper and Presentation of Final Research Paper.

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: 5 points total)

Weekly assignments (applies to weeks 1-4) are each designed to move you one step closer towards your final research paper. You will receive extensive feedback from the professor on each of these assignments, but in order to receive that feedback you must submit your work on time. Papers submitted one day late will receive a grade but no feedback. Papers submitted more than one day late will not be graded nor will feedback be provided. (10 points for assignments in weeks 1 & 2, 15 points for assignments in weeks 3 & 4: 50 points total)

Each weekly assignment will be given an "original grade." You may submit revisions of any essay if you are not satisfied with this "original grade" or if you simply wish to practice your writing more. If you submit a revision, that revision will only receive a grade change, not new feedback, as the basis for the grade change will have been whether it responded to the initial feedback. In no case will you receive a grade for a revision that is lower than your original grade (though it may remain the same). Please note that, depending on the extent and nature of the

work that you are asked to do, you may not receive an “A” grade on a revision even if you respond to all feedback provided by the professor on the original assignment. Please also note that your final research paper will be based upon the weekly assignments and, as such, constitutes a revision of those earlier assignments.

Your research paper will give you the chance to build on the writing and feedback you receive from the professor over the course of the term. You will submit a draft of the paper one week prior to the due date to give you time to revise it during the final week. In the final week of courses, you will record and deliver an oral presentation in which you lay out the basic moves in your argument. Your final paper will be based upon the weekly assignments and this presentation and thus will be a revision of those earlier assignments. 25 points (10 points for presentation; 15 points for the essay: 25 points total)

#### GRADE SUMMARY

Participation: 25 points

Assignments: 50 points

Research Paper and Presentation: 25 points

100 total points

#### Grading Scale:

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

<b>A</b>	90-100	<b>C+</b>	72-74
<b>A-</b>	85-89	<b>C</b>	68-71
<b>B+</b>	82-84	<b>C-</b>	64-67
<b>B</b>	78-81	<b>D</b>	60-63
<b>B-</b>	75-77	<b>F</b>	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). If you want to get ahead in the work for the course, your best move is to begin reading and taking notes on the 8 essays in the “What’s there to eat?” section of your textbook (pages 621-729).

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.

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 do need to record yourself for your final presentation.

### **Week 1**

Monday, June 15, 2020

Watch Lecture: “Dwight Codr Introduction”

Watch Lecture: “Introduction to ENG 210 Advanced 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: INTRODUCING YOURSELF DUE (11:59PM CST)**

Wednesday, June 17 2020

**RESPOND TO TWO POSTS ON DISCUSSION BOARD (DUE 11:59PM CST)**

**DISCUSSION BOARD POST 2: “I grew up abroad. Do I have a cuisine?” RESPONSE DUE (11:59PM CST)**

Friday, June 19, 2020

**WEEKLY ASSIGNMENT 1 (PERSONAL ESSAY DUE (11:59PM CST))**

### **Week 2**

Monday, June 22, 2020

Watch Lecture: “Week 2 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”

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, June 23, 2020



READ *They Say/I Say*, Chapter Twenty opening pages (621-623).

READ *They Say/I Say*, Chapter Twenty essay by Michael Pollan “Escape from the Western Diet” (624-631)

**DISCUSSION BOARD POST 3: QUOTATION SANDWICH (DUE 11:59 CST)**

Thursday, June 26, 2020

**WEEKLY ASSIGNMENT 2 (SUMMARY OF Michael Pollan’s “Escape from the Western Diet” DUE (11:59 CST))**

Friday, June 27, 2020

**PEER REVIEW WORKSHEET (DUE 11:59 CST)**

### **Week 3**

Monday, June 29, 2020

Watch Lecture: “Week 3 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”

Tuesday, June 30, 2020

READ *They Say/I Say* essay by David H. Freedman “How Junk Food Can End Obesity” (681-712)

**DISCUSSION BOARD POST 4: “How Junk Food Can End Obesity” (DUE 11:59 CST)**

**RESEARCH PAPER TOPIC DUE (11:59 CST)**

Wednesday, July 1, 2020

**READ discussion board posts by your peers, commenting on other posts as you go (minimum two comments required; DUE 11:59 CST)**

Friday, July 3, 2020

**WEEKLY ASSIGNMENT 3 (THE RESPONSE PAPER (DUE 11:59 CST))**

### **Week 4**

Monday, July 6, 2020

Watch Lecture: “Week 4 Preview”

Watch Lecture: “What is a research archive?”

Watch Lecture: “What is a scholarly resource?”

Wednesday, July 8, 2020

**WEEKLY ASSIGNMENT 4 (ANNOTATED BIBLIOGRAPHY (DUE 11:59 CST))**

Friday, July 10, 2020

**ROUGH DRAFT OF ESSAY DUE (11: 59 CST)**



**Week 5**

Monday, July 13, 2020

Watch Lecture: "Week 5 Preview"

**PEER REVIEW OF ROUGH DRAFT DUE (11:59 CST)**

Wednesday, July 15, 2020

**INDIVIDUAL STUDENT PRESENTATIONS DUE (11:59 CST)**

Thursday, July 16, 2020

**DISCUSSION BOARD POST 5: Respond to your two designated presentations (DUE 11:59 CST)**

**DISCUSSION BOARD POST 6: Closing Reflection Worksheet (DUE 11:59 CST)**

Friday, July 17, 2020

**RESEARCH PAPER FINAL DRAFT DUE (11:59 CST)**