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ENG 1001G-240: College Composition I Dual Credit

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INSTRUCTOR: Dr. Anna Schultes	START DATE: January 5, 2021
EMAIL: anna.schultes@d214.org	END DATE: April 30, 2021
PHONE: 847-718-4335	PERIOD AND TIME: 7 (12:55-2:05)or 8 (2:15-3:25) Every other day
MODALITY: face-to-face	LOCATION: BGHS Room A191

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A. COURSE DESCRIPTION

College Composition I: Critical Reading & Source-Based Writing

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. **C1 900R(WC)**

B. PREREQUISITE INFORMATION

ENG 1000 or proficiency in basic skills as determined by the English Department. **C1 900R** Note: A grade of 'C' or better in ENG 1001G, ENG 1002G, and CMN 1310G or in accepted substitutions is a requirement for the Bachelor's degree at Eastern as well as a General Education requirement.

SAT EBRW score of 430 or better.

C. STUDENT LEARNING OUTCOMES/COMPETENCIES

At the conclusion of the College Composition course, students should be able to

- “develop effective writing processes for producing documents
- produce informative, analytical, evaluative, and persuasive prose
- implement reading processes to evaluate sources
- adapt written texts to suit the text’s purpose, audience, genre, rhetorical situation, and discourse community
- recognize how to transfer their writing processes, understanding of rhetorical principles, and genre



awareness to other writing situations

- find appropriate sources through secondary research, including the use of academic databases
- integrate sources ethically and appropriately using at least one recognized citation style
- use effective language and delivery skills through speaking opportunities
- present work in edited American English”

D. COURSE MATERIALS/ TEXTBOOK

Textbooks: *Joining the Conversation: A Guide and Handbook for Writers*, Walraff and Palmquist, *Everything's an Argument*, Lunsford, Ruskiewicz, Walters; *Entering the Conversation*, Palmquist

Supplementary Texts: *They Say, I Say; The Language of Composition; 50 Essays*, essays and nonfiction texts selected by instructor

E. CLASS OUTLINE AND CALENDAR

WEEK	TOPICS	ASSIGNMENTS AND ACTIVITIES
WEEK 1	Introduction to Purposes of Argument	-Identifying different types of arguments and the basic terms and skills of making an argument. -Read & take Cornell notes on Chp. 1 of <i>Everything's an Argument</i> , pgs 3-20: Purposes of Argument & Occasions for Argument -Read an Editorial and identify purpose
WEEK 2	Analysis of Argument	-Read an editorial and identify purpose -Understanding Rhetorical Principles and How They Relate to Writing Situations
WEEK 3	Rhetorical Analysis	-Reviewing sophisticated uses of Ethos/Pathos/Logos -Rhetoric in Narrative
WEEK 4	Sophisticated Uses of E/P/L	-Rhetorical Analysis Step-by-Step



		-Using E/P/L in Documentary Film - <i>An Inconvenient Truth</i>
WEEK 5	Rhetorical Analysis of Speech	-Obama Speech at Notre Dame -analyze a speech from the American Rhetoric Archive
WEEK 6	Introduction to Informative Text	-Characteristics of Informative Text -Working with Informative Sources-Wikipedia
WEEK 7	Informative Text: Analyzing Audience	-Writing an Email -Sources of Information: Expert Opinion & Eyewitness Testimony
WEEK 8	Informative Text: Interviewing for Information	-Creating an Infographic: Literary Autobiography Piktograph -Read "How to Conduct an Interview" from <i>Joining the Conversation</i>
WEEK 9	Visual Text	-Frame Analysis -The Rhetoric of Political Cartoons -Photo Essays -Read Ch 2 from <i>They Say, I Say - "The Art of Summarizing"</i> -read Zinchenko's "Don't Blame the Eater"
WEEK 10	Visual Text	-Paraphrasing vs. Summarizing -Writing a Critical Summary -Writing a Visual Critique
WEEK 11	Building an Original Argument	-watch Ted Talk: "Do Schools Kill Creativity?" -Watch documentary <i>2 Million Minutes</i> -various nonfiction selections
WEEK 12	Building an Original Argument	-read Carr "Is Google Making Us Stupid" -generating evidence -finding sources
WEEK 13	Building an Argument using Secondary Sources	-write an original argument using secondary sources and proper MLA citation
WEEK 14	Analyzing Multiple Viewpoints of an Argument	-taking a side -concession-refutation



WEEK 15	Synthesizing Sources	-Integrating Best Evidence From Sources -New York Times, Room for Debate
WEEK 16	Evaluative Text	-Identifying Evaluative Evidence -Movie Review / Critique Assignment

F. ASSIGNMENTS

I. Informative Paper

Literary Autobiography Piktochart Assignment

Create a Piktochart that outlines your development as a reader and a writer.

Make sure to include key people, texts, and experiences that have shaped your experiences. This could be in the form of a time-line, such as the Elon Musk example, or another infographic design of your choice.

Use <https://piktochart.com/> to create your infographic (you will need to create a free account) or another infographic-creation tool of your choosing if you know of one.

II. Visual Analysis Paper

Goals:

- Students will develop strategies for close, careful, and critical reading of visual texts.
- Students will learn how to write the first paragraph of a visual critique.
- Students will practice writing in narrative format (present-tense; simple sentence structure).
- Students will learn to write non-interpretative descriptions of artwork (i.e., keeping an objective tone).
- Students will have the opportunity to revisit the idea of finding concrete details.

III. Rhetorical Analysis Paper

Produce a 2-paragraph RA on the documentary film of your choice making sure to focus very clearly and purposefully on the effects/purpose and not on the rhetorical strategies themselves.



IV. Evaluative Paper

Write a 200-word "yelp"-style review of your own making sure to address each criterion you established.

V. Persuasive Paper

Using the first three paragraphs of the Nicholas Carr essay entitled "Is Google Making Us Stupid?," produce an imitation of his style, using your own ideas. Look for a variety of sources and types of evidence to support your viewpoint. Look at how Carr used a variety of evidence and use his writing as an example. **YOU NEED TO USE 2 EXTERNAL SOURCES** to support your argument.

VI. Portfolio Reflection

G. STUDENT EVALUATION AND GRADING

Students who enroll in this dual credit course will receive a grade on both a High School District 214 and Eastern transcript. Policies related to these grades are outlined below.

Course grades will be determined according to the following categories:

Category	Percentage OR Points
Classwork/Homework	Total points
Written Assignments	
Participation	
Final Reflection	

The course will use the following grading scale:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 0-59%

Missed or late exams, quizzes, and assignments [High School District 214 Board Policy 6:290 AP]

A student, whose absence is authorized, unauthorized, or an excused absence will be permitted to make up the work missed. Credit given for such work will be appropriate to the nature of the work missed and to the quality of the make-up work. The teacher will establish reasonable time limits for its completion.

Discussion, Collaborative Activities, Peer Review



DUAL CREDIT FINANCIAL AID IMPLICATION

Students whose dual credit grades fall below a "C" or receive a "W" could be in danger of impacting their future Financial Aid eligibility as dual credit grades affect college GPA and calculation of completed/non-completed courses.

H. COURSE WITHDRAWAL INFORMATION

Students are subject to both the Eastern Illinois University and High School District 214 withdrawal policies, each independently impacting grades awarded by each institution.

A student wanting to withdraw from a dual credit course should contact his/her High School District 214 counselor.

Students dual credit enrollment is also subject to the college's enrollment and withdrawal policies. Students who withdraw from courses after designated drop period may risk receiving a 'W' or 'F' on college transcript.

Eastern Illinois University Withdrawal Policy

<i>Last day to drop class with no repercussions. After this date a 'W' grade will be assigned.</i>	<i>January 16, 2020</i>
<i>Last day to withdraw from class and receive 'W' on transcript</i>	<i>March 20, 2020</i>

Dual Credit Financial Aid Implications

Students whose dual credit grades fall below a "C" or receive a "W" could be in danger or impacting their future Financial Aid eligibility as dual credit grades affect college GPA and calculation of completed/non-completed courses.

I. ACADEMIC DISHONESTY

Students are subject to both the Eastern Illinois University and High School District 214 academic integrity and honesty policies. Each may impact the academic activities at each institution.

Eastern Illinois University Academic Honesty Policy

Eastern Illinois University Student Code of Conduct/Academic Integrity:

This class will operate according to the Student Code of Conduct for EIU that can be found on the University's website...<http://www.eiu.edu/~judicial/studentconductcode.php>. Strict adherence to this policy will be expected



at all times without exception. Violators of this policy will be subject to appropriate disciplinary actions.

J. STUDENTS WITH DISABILITIES AND ACADEMIC ACCOMMODATIONS (High School District 214 Board Policy 6:120)

The District shall provide a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the District, as required by the Individuals With Disabilities Education Act (IDEA) and implementing provisions of the School Code, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act. The term "children with disabilities," as used in this policy, means children between ages 3 and 21 (inclusive) for whom it is determined, through definitions and procedures described in the Illinois State Board of Education's Special Education rules, that special education services are needed. It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in the Illinois State Board of Education's Special Education rules. For those students who are not eligible for services under IDEA, but, because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student's parent(s)/guardian(s) to examine relevant records, an impartial hearing with opportunity for participation by the student's parent(s)/guardian(s), and representation by counsel, and a review procedure.

The District may maintain membership in one or more cooperative associations of school districts that shall assist the School District in fulfilling its obligations to the District's disabled students.