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ENG 1001G-246: College Composition I Dual Credit

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Eastern Illinois University

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INSTRUCTOR: Michelle Marconi	START DATE: January 5, 2021
EMAIL: michelle.marcon@d214.org	END DATE: April 30, 2021
PHONE: 847-718-5931	PERIOD AND TIME: 7 (12:55-2:05) or 8 (2:15-3:25) every other day
MODALITY: face-to-face	LOCATION: RMHS room B222

SYLLABUS CONTENTS

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A. COURSE DESCRIPTION

A course in the reading and writing of expressive, expository, and persuasive essays. Attention is given to effective expression, clear structure, adequate development, and documentation of 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

Grassroots
The Sundance Reader

E. CLASS OUTLINE AND CALENDAR

WEEK	TOPICS	ASSIGNMENTS AND ACTIVITIES
WEEK 1	Introduction to Course and Introduction to the Writing Process	
WEEK 2	Introduction to Narrative and Informative Writing	Lecture on Genre, Read and Annotate Model Text; Write, Edit, and Publish 2-3 Page “Arm Wrestling with My Father” Essay ; Journal Entry
WEEK 3	Narrative and Informative Writing, continued;	Read and Annotate Model Text; Write, Edit, and Publish 2-3 Page “Four Directions” Essay ; Journal Entry
WEEK 4	Introduction to Descriptive Writing: Definition Essay	Lecture on Genre, Read and Annotate Model Text; Write, Edit, and Publish 2-3 Page “All Junk, All the Time” Essay ; Journal Entry; PORTFOLIO ENTRY
WEEK 5	Introduction to Descriptive Writing: Classification Essay	Lecture on Genre, Read and Annotate Model Text; Write, Edit, and Publish 2-3 Page “The Nerdification Proclamation” Essay ; Journal Entry
WEEK 6	Introduction to Comparative Writing: Compare and Contrast Essay	Lecture on Genre, Read and Annotate Model Text; Write, Edit, and Publish 2-3 Page “Neat vs. Sloppy” Essay ; Journal Entry



WEEK 7	Introduction to Causality: Cause and Effect Essay	Lecture on Genre, Read and Annotate Model Text; Write, Edit, and Publish 2-3 Page <i>“Why We Crave” Essay</i> ; Journal Entry
WEEK 8	Introduction to Process Writing	Lecture on Genre, Read and Annotate Model Text; Write, Edit, and Publish 2-3 Page <i>“How to Avoid” Essay</i> ; Journal Entry; PORTFOLIO ENTRY
WEEK 9	Introduction to Summary, Analysis and Response (SAR) Writing	Lecture on Genre, Learn About MLA Documentation Read and Annotate Model Text; Journal Entry
WEEK 10	Summary, Analysis and Response (SAR) Writing, Continued	Write, Edit, and Publish 2-3 Page <i>“SAR” Essay</i> ; Journal Entry
Week 11	Introduction to Using Primary Sources and Interviews in Writing	Lecture on Genre, Read and Annotate Model Text; Write, Edit, and Publish 2-3 Page <i>“College or Career Interview Paper”</i> ; Journal Entry
WEEK 12	Introduction to Analytical, Persuasive, Source-Based Writing	Lecture on Genre, Read and Annotate Model Text; Learn How To Use Databases and Research Time; Journal Entry
WEEK 13	Analytical, Persuasive, Source-Based Writing, Continued	Write, Edit, and Publish 2-3 Page <i>“Teen Issue Research Paper”</i> ; Journal Entry
WEEK 14	Analytical, Persuasive, Source-Based Writing, Continued	Present Research Papers in Class; Give Peer Reviews; Journal Entry; PORTFOLIO ENTRY
WEEK 15	Review of Persuasive, Personal, and Informative Genres	Write, Edit, and Publish 2-3 Page <i>“Commencement Address” OR “Letter of Advice to Juniors” Essay</i> ; Journal Entry
WEEK 16	Reflective Writing	Final Portfolio/Reflection

F. **ASSIGNMENTS**

ESSAYS: All major essays are worth **100 points** each.

PRESENTATION: You will present your Research Paper in class. This is worth **50 points**.



JOURNALS: You are expected to type one full page of journal writing (in MLA format) each week, comprised of Daily Dynamic Language Exercises and / or journal prompts, worth 10 points a week for weeks 1-15. **150 points.**

PORTFOLIO: You will reflect on your growth as a writer through the use of a portfolio, which counts as your FINAL for this class. We will work on the portfolio throughout the entire semester, and it will be due the final week of class.

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
Essays	1,000
Presentation	50
Participation	100
Journal Entries	150
Portfolio	100
TOTAL	1,400

The course will use the following grading scale:

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

Late work will be accepted but will be marked down one full letter grade.

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.

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 the designated drop period may risk receiving a ‘W’ or ‘F’ on a college transcript.

Eastern Illinois University Withdrawal Policy

<i>Last day to drop the class with no repercussions. After this date, a ‘W’ grade will be assigned.</i>	<i>January 14, 2021</i>
<i>Last day to withdraw from the class and receive ‘W’ on your transcript</i>	<i>March 30, 2021</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 Harper College and High School District 214 academic integrity and honesty policies. Each may impact the academic activities at each institution.

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.

K. MISCELLANEOUS

The instructor is available during Seminar and before school for one-on-one assistance.