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Spring 2021

2021

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ENG 1001G-248: College Composition I Dual Credit

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Eastern Illinois University

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| INSTRUCTORS: Christine Pacyk Meredith Silverman Laura Wagner | START DATE: January 5, 2021 |
| EMAIL: christine.pacyk@d214.org meredith.silver@d214.org laura.wagner@d214.org | END DATE: April 30, 2021 |
| PHONE: 847-718-7321 (PACYK) 847-718-7202 (SILVERMAN) 847-7718-7066 (WAGNER) | PERIODS AND TIMES: Day A: PACYK 6 (9:50-11:00) Day B: PACYK 5 (9:50-11:00) WAGNER 5 (9:50-11:00) WAGNER 1 (11:10-12:20) SILVERMAN 8 (2:15-3:25) |
| MODALITY: remote; face-to-face | LOCATION: WHS Room 147 (PACYK) WHS Room 151 (SILVERMAN) WHS Room 141 (WAGNER) |

SYLLABUS CONTENTS

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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

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| fiction | selections from <i>Sudden Flash Youth: 65 Short-short Stories</i> , edited by Christine Perkins-Hazuka, Tom Hazuka, and Mark Budman selected poetry |
| non-fiction | “Shitty First Drafts” from Anne Lamott’s <i>Bird by Bird: Some Instructions on Writing and Life</i> “Have Smartphones Destroyed a Generation” by Jean M. Twenge “How to Avoid Class Participation” by Karisa Tell “Why We Crave Horror” by Stephen King “Feminist Standpoint Theory” from <i>Encyclopedia of Communications</i> “Lady Gaga and Feminism: A Critical Debate” by Curtis A. Fogel and Andrea Quinlan “A 36-24-36 Cerebrum: Productivity, Gender, and Video Game Advertising” by Shira Chess sources from databases and other internet resources |
| media | film from American Film Industry’s Top 100 List additional video clips |

E. CLASS OUTLINE AND CALENDAR

| WEEK | TOPICS | ASSIGNMENTS AND ACTIVITIES |
|--------------------------|--|--|
| WEEK 1 NARRATIVE WRITING | <ul style="list-style-type: none"> • course introductions | <ul style="list-style-type: none"> • read and annotate “Shitty First Drafts” by Anne Lamott |



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| (1/5-1/8) | <ul style="list-style-type: none"> ● close reading and rhetorical analysis of NARRATIVE WRITING | <ul style="list-style-type: none"> ● read and annotate "How to Avoid Class Participation" ● respond to writing prompts and draft 300 word rough draft of voice #1 |
| WEEK 2 (1/11-1/15) | <ul style="list-style-type: none"> ● course introductions ● read, annotate, and analyze short fiction ● brainstorm and draft narrative writing ● drafting a narrative | <ul style="list-style-type: none"> ● read and annotate "Why We Crave Horror Movies" ● respond to writing prompts and draft 300 word rough draft of voice #2 ● Revise and submit voice essay |
| WEEK 3 (1/18-1/22) | <ul style="list-style-type: none"> ● brainstorm and draft narrative writing ● revise according to add "narrative tricks" | <ul style="list-style-type: none"> ● read, annotate, and analyze "Alone," "After," & "Quinceñera Text" ● respond to writing prompts and draft 450-word rough draft of narrative #1 |
| | | <ul style="list-style-type: none"> ● "Diverging Paths and All That" ● read, annotate, and analyze "The Burden of Agatha" ● Revise and submit Narrative essay |
| WEEK 4 (1/25-1/29) SOUNDTRACK OF MY LIFE PAPER | <ul style="list-style-type: none"> ● draft thesis and contentions ● draft contextual lead-ins into quotes ● analyze evidence | <ul style="list-style-type: none"> ● choose favorite song and develop arguments (thesis and contentions) ● draft contextual lead-ins to evidence ● draft analysis of evidence ● Draft 300-word summary of article |
| WEEK 5 (2/1-2/5) SUMMARY-ANALYSIS-RESPONSE PAPER | <ul style="list-style-type: none"> ● draft intro ● draft conclusion with a "so what?" ● provide feedback to peers ● revise essay to meet rubric requirements | <ul style="list-style-type: none"> ● draft conclusion with a so "what" ● Revise and submit soundtrack essay ● Read, annotate, and analyze "Have Smartphones Destroyed a Generation?" ● Summarize article in one body paragraph ● Analyze content of article in 2nd body paragraph ● Respond to article in one body paragraph |
| WEEK 6 (2/8-2/12) | <ul style="list-style-type: none"> ● Practice summarizing, analyzing, and responding to a controversial topic ● write an introductions and conclusions ● revise summary-analysis-response paper to meet requirements ● Complete white privilege checklists ● Read Feminist Standpoint Theory | <ul style="list-style-type: none"> ● Revise and submit SAR essay ● read , annotate, and analyze Feminist Standpoint Theory ● Read, annotate, and analyze an excerpt from <i>So You Want to Talk About Race</i> |
| WEEK 7 (2/15-2/19) RACIAL EQUITY PAPER | <ul style="list-style-type: none"> ● Based on readings, formulate research | <ul style="list-style-type: none"> ● read and analyze materials from the D214 Justice Group Manifesto and Voice of 214 stories ● conduct interview OR analyze Voice of 214 stories |



Eastern Illinois University - High School District 214
 ENG 1001G Composition and Language / 63290 College
 Composition
 Dual Credit - 3 semester hours - Spring 2021



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| | <ul style="list-style-type: none"> question for teacher approval generate interview questions and conduct interview draft introduction and two body paragraphs | <ul style="list-style-type: none"> draft introduction and two body paragraphs |
| WEEK 8 (2/22-2/26) | <ul style="list-style-type: none"> draft 3rd body paragraph and conclusion peer edit and revise essay for submission | <ul style="list-style-type: none"> Revise and submit Racial Equity essay |
| WEEK 9 (3/1-3/5) MEDIA STANDPOINT ANALYSIS ESSAY | <ul style="list-style-type: none"> understand and apply Feminist Standpoint Theory to media select a paper topic | <ul style="list-style-type: none"> read, annotate, and analyze excerpt from <i>Untamed</i> and revisit excerpt from <i>So You Want To Talk About Race</i> |
| WEEK 10 (3/8--3/12) | <ul style="list-style-type: none"> understand and apply Feminist Standpoint Theory to media select a paper topic | <ul style="list-style-type: none"> Draft 300-word response to "Danger of a Single Story" read, annotate, and analyze "Feminist Standpoint Theory" view and analyze Lady Gaga's "Paparazzi" video using Standpoint Theory |
| WEEK 11 (3/15-3/19) | <ul style="list-style-type: none"> take notes using double-entry notes read, annotate and analyze essays students get paper topics approved | <ul style="list-style-type: none"> read, annotate, and analyze "Lady Gaga and Feminism: A Critical Debate" practice synthesis analysis with Lady Gaga's "Paparazzi" read, annotate, and analyze "A 36-24-36 Cerebrum: Productivity, Gender, and Video Game Advertising" analyze author's thesis and contentions |
| WEEK 12 (3/29-4/2) | <ul style="list-style-type: none"> analyze media of choice using Standpoint Theory take double-entry notes find peer-reviewed articles to help support your contentions | <ul style="list-style-type: none"> complete 20 double-entry notes on chosen media find three peer reviewed articles take double-entry notes on articles |
| WEEK 13 (4/5-4/9) | <ul style="list-style-type: none"> take notes on outside research draft thesis and contentions begin drafting body of essay (choose specific & | <ul style="list-style-type: none"> complete 10 double-entry notes for article #1 complete 10 double-entry notes for article #2 draft thesis and contentions draft 600 words workshop draft for specific & synthesized evidence workshop draft for analysis, transitions, and development |



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| | <ul style="list-style-type: none"> synthesized evidence, analyze evidence, etc.) workshop draft | |
| WEEK 14 (4/12-4/16) | <ul style="list-style-type: none"> peer revision | <ul style="list-style-type: none"> complete draft of Media Standpoint Theory Essay peer edit essay submit revised Media Standpoint Theory Essay |
| WEEK 15 (4/19-4/23) FINAL EXAM POETRY PORTFOLIO | <ul style="list-style-type: none"> Reflect upon your writing growth this semester Analyze poetry for imagery and figurative language | <ul style="list-style-type: none"> Submit final exam to Turnitin.com read Yusef Komunyakaa's "My Father's Love Letters" an draft poem in response (at least 16 lines) read Naomi Shihab Nye's "Voices" and draft poem in response (at least 16 lines) |
| WEEK 16 (4/26-4/30) | <ul style="list-style-type: none"> Analyze poetry for imagery, figurative language, and sound devices draft 2 additional poems | <ul style="list-style-type: none"> read Chase Twichell's "19 Lake Street" and draft a poem in response (at least 16 lines) Read Lucille Clifton's "Wishes for Sons" and draft a poem in response (at least 16 lines) |
| WEEK 17 (5/3-5/7) | <ul style="list-style-type: none"> draft final poem workshop poems for feedback revise poems to meet requirements of poetry portfolio | -draft final poem and begin revision activities |
| WEEK 18 (5/10-5/14) COMPLETE POETRY PORTFOLIO | <ul style="list-style-type: none"> -workshop poem in small groups of peers -revise and annotate final poem and compile portfolio | Submit poetry portfolio to Turnitin.com Participate in poetry reading |
| WEEK 19 (5/17-5/21) | | View <i>Stranger Than Fiction</i> |

F. ASSIGNMENTS

Assignments are due in Schoology by 8 a.m. Late work is not acceptable for a college class. Late minor assignments will not be accepted. For the major papers required for passing the course, a late paper or presentation is 50% off the first day late and then receives a zero after that (even though completion is still required for passing the course). Whether or not you have an excused absence, you need to turn in major papers and presentations on their due date by the start of class. Post them to Schoology or have a friend or family member drop them off in my mailbox in the English office (140) or main office.



Since this is a composition class, you must turn in every single major paper/project in order to pass this course. Even if the rest of your papers/projects are submitted, you will not pass the class.

Four years of English are required for graduation, so most of you need to pass this course in order to graduate on time.

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 |
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| Participation: Discussion, Collaborative Activities, Peer Review | 5% |
| Pre-Writing, Writing-to-Learn Assignments, Journals, Metacognitive Prompts, etc. | 5% |
| Speaking-Intensive Assignments | 10% |
| Major Writing Projects | 80% |

The course will use the following grading scale:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69% DOES NOT EARN COLLEGE CREDIT!
- F = 0-59% DOES NOT EARN COLLEGE CREDIT!

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.

Because this is a college class, I will not round up. A 69.9% is a non-college-credit bearing "D." A 59.9% is a failing "F." In order to earn a 59.9%, a student as made *multiple* poor decisions. Don't put yourself in this situation. Nobody should be earning a "D."

DUAL CREDIT FINANCIAL AID IMPLICATION

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.



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

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| <i>Last day to drop 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 class and receive "W" on 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 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 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.

Plagiarism is the act of passing off another person's work as your own (This could mean copying someone else's homework; copying and pasting a sentence, paragraph, or paper from the internet; etc.). More than three words in a row need to be quoted and cited.

Plagiarism is a serious offense and will result in an automatic zero for all parties involved (both the person who copied and the person who allowed his work to be copied) and possibly failure of the course. This incident will be documented, and your parents will be notified. Because this is a college course, any incident of plagiarism will be



reported to Eastern and could impact your admittance to any college or university.

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

COURSE SECRETS TO SUCCESS

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| <p>Manage your time to allow yourself to complete quality work.</p> | <p>College courses are difficult. English courses are no different. Please understand the amount of work you must invest for the grade you wish to receive. You are very intelligent and can produce high quality work. The question is whether you will allow yourself to achieve your best. Your success in this class ultimately comes down to time management.</p> |
| <p>Be an active learner.</p> | <p>Don't be a slug waiting passively for the teacher to give you information. You will learn more and enjoy the class more if you are an active learner. Participate actively every day. Read all of the reading assignments with the purpose coming to class with thoughtful insights to share. Looking at every word on the page and actually thinking</p> |



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| | about the deeper meaning and connections of what you read are two very different activities. |
| Take initiative. | <p>If you don't understand an assignment or concept in class, you should ask questions in or outside of class (before school, during my free periods, after school, or via email) before it evolves into a bigger issue.</p> <p>Please know that I check email during the school day. While you can certainly email me in the evenings or on weekends, just know that I won't see it until the next school day. If there is a homework question you need a quick answer to, please review the calendar and assignment sheet, then text, email, or call a couple classmates.</p> <p>If you are absent, it is your responsibility to find out what you missed (in addition to reviewing the weekly calendar, calling a friend, emailing me, or talking to me before class the next day).</p> <p>I take the time to put grades in Infinite Campus so you can monitor your grades at least once a week. It is my personal goal to post minor assignments within the week and larger assignments in two-four weeks. If you are earning a grade lower than the one you want, take the initiative to ask questions immediately after a particular assignment or assessment so you know what to improve on for next time.</p> |

CLASSROOM EXPECTATIONS

In order to successfully focus on these goals, I expect you to come to class ready to learn. Specifically, that means:

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| Respect others. | For example, ways to respect me include being on time, not asking to leave the room unless it is an emergency, and not packing up or lining up before the bell rings or when I'm mid-sentence. |
| Come prepared. | Come to class each day with the proper materials: your homework completed, your written draft for workshopping, your charged iPad, pens, and the text we are using at that time. |
| Attend class consistently. | While there is nothing wrong with cell phones, they are frequently a distraction to one's learning. Therefore, we will spend 45 minutes each day using our time together. |
| Use your iPad appropriately. | Bring a charged iPad to class every day. Use the iPad as instructed in class and not for off-task and/or inappropriate behaviors. Because using the iPad is a privilege, if you are earning a D or F in the class, all games and non-academic materials will be deleted. The iPad is the school's property, so any school official has the right to |



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| | inspect (and block) material on the iPad. Please make smart, responsible choices about using your iPad. |
| Use your resources. | I am here to help you, but please use the “three before me” guideline when you have an absence or question: the weekly calendar, the assignment rubric/explanation, and peers. These are real world skills to apply to your future professors and bosses. |
| Use email etiquette. | Use emailing your teachers as an opportunity to practice varying your audience, purpose and tone. In other words, do not email me using the same language as you would in a text to your friend. Please do not email questions that can be answered by the syllabus, assignment sheets, rubrics, readings, or your classmates. This, of course, does not mean that you cannot ask for clarification or help. Please wait 24 hours before inquiring about a grade to allow yourself time to carefully review the rubric and thoughtfully craft your specific question. |
| Follow all school rules. | You will be held accountable for all rules and consequences outlined in <i>The Academic Handbook</i> . |

GRADE FOR EASTERN vs. GRADE FOR WHS

Because Eastern’s schedule is different from Wheeling High School’s schedule, your Eastern grade will be due before your WHS grade is due. After your teacher submits your Eastern grade, there will be one more assignment. Hopefully, this last assignment will maintain or improve your WHS grade from your Eastern grade; however, failure to follow the assignment’s directions could result in a WHS grade that is lower than your Eastern grade.

GRADING PRACTICE

I update Infinite Campus as quickly as I can. I typically update minor, daily assignments every week and larger projects and papers every three to four weeks. I encourage students and parents to check Infinite Campus approximately once a week. Students and parents should contact me with specific questions/concerns. I can respond to email the fastest.

These codes are being used to help you understand your grade in class:

| code in Infinite Campus | what it means |
|-------------------------|--|
| T--turned in | Indicates an assignment is turned in--score may be added after assignment is graded. |



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| M--missing | Indicates an assignment was not turned in--student may still complete work. |
| L--late | Indicates the assignment was accepted after the due date. |
| Ch--cheated | Indicates the student violated the D214 Academic Integrity policy and has been awarded a zero. |
| Dr--dropped | Indicates the teacher did not "count" the assignment toward the student's grade. |

Please note that the syllabus is subject to change as I see fit. I will, however, make you aware of any changes.