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## ENG 1001G-246: College Composition I Dual Credit

Mark Maxwell

*Eastern Illinois University*

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Eastern Illinois University - High School District 214  
 ENG 1001G Composition and Language / 63290 College  
 Composition  
 Dual Credit - 3 semester hours - Spring 2020



INSTRUCTOR: Mark Maxwell	START DATE: January 7, 2020
EMAIL: Mark.maxwell@d214.org	END DATE: May 1, 2020
PHONE: 847-718-5871	PERIOD AND TIME: 5 (8:05-9:35) or 8(1:40-3:10)
MODALITY: face-to-face	LOCATION: RMH S room E101

**SYLLABUS CONTENTS**

- A. Course Description
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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**

Grassroots and The Sundance Reader

**E. CLASS OUTLINE AND CALENDAR**

WEEK	TOPICS	ASSIGNMENTS AND ACTIVITIES
WEEK 1	<b>Exploring Human Nature:</b>	“Neat People vs. Sloppy People”
WEEK 2		“Why We Crave...”
WEEK 3		“Four Directions”
WEEK 4	<b>Defining the Self:</b>	“Nerdification Proclamation”
WEEK 5		College App Essay
WEEK 6		College Student Interview
WEEK 7	<b>Examining Local Issues:</b>	Current Event: Teens & Smartphones or Online Porn
WEEK 8		“The Siesta Solution”
WEEK 9		Teen Issue Group Research Project
WEEK 10		Teen Issue Group Research Project
WEEK 11	<b>Examining Global Issues</b>	“Horizontal Slices of Poverty”
WEEK 12		“So Much Hate”
WEEK 13		“All Junk All the Time”
WEEK 14	<b>Words of Wisdom:</b>	Advice to Juniors
WEEK 15		Commencement Address
WEEK 16	<b>Final Portfolio</b>	Final Portfolio/Reflection

**F. ASSIGNMENTS**

All major essays are worth 100 points.

**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
Partic	100
Book Talks	100
Portfolio	100
TOTAL	1,300

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.*

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



<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 Harper College 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.*

**K. MISCELLANEOUS**

Instructor is available during seminar and before school for one-on-one assistance.