

Fall 8-15-2018

ENG 1001G-241: College Composition I Dual Credit

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INSTRUCTOR: Emily Mikuzis	START DATE: August 15, 2018
EMAIL: emily.mikuzis@d214.org	END DATE: December 14, 2018
PHONE: 847-718-4636	PERIOD AND TIME: 1 (8:15-9:03) or 4 (10:54-11:42) or 7 (1:30-2:18) or 8 (2:22-3:10)
MODALITY: face-to-face	LOCATION: EGHS Room 145

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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

Various readings supplied by instructor. Readings include:

- Coates, selections from *Between the World and Me*
- Emerson, “On Education”
- Hooks, selections from *Teaching to Transgress*
- Robinson, “Changing Education Paradigms

E. CLASS OUTLINE AND CALENDAR

WEEK	TOPICS	ASSIGNMENTS AND ACTIVITIES
WEEK 1	Introduction to Course <i>Syllabus and Expectations</i>	<i>Experiences in Education</i> Activity <i>Baseline Writing</i> <i>Impromptu (Formative Assessment)</i>
WEEK 2	<i>Experience as Evidence</i> Coates	<i>Schoology post #1 due</i> <i>Mini-lessons: Invention</i> <i>Activities (ongoing)</i> <i>In-class drafting E1D1</i> <i>Due</i> <i>Summer Reading Test</i>
WEEK 3	<i>Taking perspectives -</i> <i>Pinwheel discussion</i>	<i>Pinwheel prep</i> <i>Peer Review</i> <i>Guided Revision E1D2</i> <i>Due</i>
WEEK 4	<i>Rhetorical Analysis</i>	<i>Re-reading: Ta-nehesi</i> Coates, Selections from <i>Between the World and</i> <i>Me</i> <i>SchoologyPost #3 Due</i> <i>E2D1 Due</i>
WEEK 5	<i>Taking and Giving</i> <i>Feedback</i>	<i>Group critiques</i> <i>Peer one-on-one feedback</i>
WEEK 6	Visual Analysis	Three-level art critique Visual Analysis <i>Introduce Robinson</i> <i>E3D1 Due</i>
WEEK 7	<i>Editing v. Revision</i>	<i>E3D2 Due</i>

		<i>Peer review groups Revision Reflection</i>
WEEK 8	<i>Evaluative Essay</i>	<i>Language of evaluation activity Music review Schoology Post #4 due E4D1Due</i>
WEEK 9	<i>Editing v. Revision</i>	<i>Peer review groups Revision Reflection E4D2 Due</i>
WEEK 10	<i>Synthesizing Sources</i>	<i>Readings/ discussions Hooks, Coates, Emerson, Robinson</i>
WEEK 11	<i>Selecting Evidence</i>	<i>Pinwheel preparation Pinwheel discussion</i>
WEEK 12	<i>Forming an argument</i>	<i>Evaluating arguments E5D1 Due</i>
WEEK 13	Peer and teacher conferences	E5D2 Due
WEEK 14	Research skills	Research and presentation
WEEK 15	Portfolio construction	Portfolio conferences Portfolios and reflections due
WEEK 16	Portfolio presentations and critique	Portfolios submitted

F. ASSIGNMENTS

- Essay #1 – Informative (Literary Autobiography) 3 pages
- Essay #2 – Visual Analysis 3 Pages
- Essay #3 – Rhetorical Analysis – 4 pages
- Essay #4 – Evaluative Essay – 5 Pages
- Essay #5 – Argumentative Essay – 5 Pages

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
Habits of Work Assessed through discussion, Collaborative Activities, Peer Review, etc.,	10%
Writing Process Assessed through completion of writing tasks, journals, warm-ups, and IWAs □	10%
Speaking Intensive Assignments Assessed Through Socratic Seminar or similar formal discussions	20%
Writing Assessed through 5 formal writing assignments resulting in a minimum of 20 pages of finished prose. 10 pages must be multi-source writing.	50%
Portfolio	10%

The above comprises 90% of final grade. The final exam comprises 10%.

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.

Student Participation Expectations

Students are expected to complete assignments for this course to the standard of a college class. A "C" is considered the minimum acceptable level of work. Any assignments that do not meet this level can be revised within 2 weeks. While time will be given 2x per week to complete class assignments, reading and writing must be done outside of class in order to meet deadlines.



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>August 31, 2018</i>
<i>Last day to withdraw from class and receive 'W' on transcript</i>	<i>November 1, 2018</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.

High School District 214 Academic Integrity Policy

ACADEMIC INTEGRITY – Policy 6:282

Students, teachers, and administrators work together to establish and maintain an academic environment that is fair to all students. Students are expected to strive to maintain academic integrity and to refrain from academic misconduct or from aiding others in academic misconduct.

Academic misconduct is subject to disciplinary action defined by District and school/ site procedures. A pattern of absences that occur during classroom assessments (exams, projects, presentations, etc.) may create a presumption of academic dishonesty. Faculty will investigate such a pattern and apply consequences as outlined in the Academic Integrity policy. Teachers will review the District policy and procedures regarding academic integrity at the beginning of every course and will incorporate instruction regarding the need for and value of academic integrity in their lessons.

I. Definitions of Academic Misconduct

- A. **Scholastic Dishonesty:** A breach of the standards of academic integrity including all forms of academic cheating; e.g., plagiarism, collusion, falsifying academic records, and any other act designed to give unfair academic advantage to the student.
- B. **Cheating:** Any attempt to defraud, deceive, or mislead the teacher and/or school administration in arriving at an honest evaluation of learning. Cheating includes aiding other students in cheating, as well as the inappropriate use of technology that transmits data.
- C. **Plagiarism** A form of cheating that involves presenting as one's own, the ideas or work of another. Plagiarism is not a question of intent. Any use of the content or style of another's intellectual product without proper recognition of the source, constitutes plagiarism.
- D. **Furnishing False Information** Writing an exam or term paper for another student; soliciting another person to take an exam or write a paper for one's own class; submitting the same work in more than one course when doing so is prohibited; or representing oneself as another person.
- E. **Creating an Improper Disadvantage:** Removing, defacing, hiding or deliberately withholding library books or other materials; contaminating a laboratory sample, etc.
- F. **Theft/Damage of Intellectual Property** Sabotaging or stealing another person's assignment, book, paper, notes, experiment, or project; improperly accessing or electronically interfering via computer or other means with the property of another person.
- G. **Selling or Distributing Materials** Selling or distributing course notes, handouts, readers or other information provided by a teacher without the teacher's permission.
- H. **Collusion:** The act of forming a secret agreement for a fraudulent or illegal purpose.
www.d214.org

II. Standard Consequences

When an incident of academic misconduct is suspected, the teacher will take reasonable action to establish whether it actually occurred. After giving the student notice of the allegation(s) and an opportunity to explain his or her actions, the teacher will take the following disciplinary actions when it has been determined that academic misconduct has occurred. The consequence for academic misconduct will always be more severe than the consequence for failing to do, turn in, or complete an assignment or to take the test/exam/assessment in question.

A. First Occurrence

1. Zero credit for the assignment or examination.
2. Possible course failure based on the weight of the assignment or examination.
3. The student is given the opportunity to complete the assignment/examination at the teacher's discretion at no credit.
4. The incident is reported to the division head and documented by the dean as a disciplinary incident, and the parent/guardian is notified by an administrator of the

incident and possible course failure. "Academic Misconduct" is added to the discipline referral form.

B. Second Occurrence

1. Zero credit for the assignment or examination.
2. As a consequence, possible course failure as determined by the teacher and the Building Principal's/ Director's designee(s).
3. The student is given the opportunity to make up the assignment/examination at the teacher's discretion at no credit.
4. Incident is reported to the division head and documented by the dean as a disciplinary incident and, the parent/ guardian is notified by an administrator of the incident and possible course failure. "Academic misconduct" is added to the discipline referral form.
5. The student may be excluded from consideration for academic awards.

C. Third Occurrence

1. Course failure.
2. Incident is reported to the division head and documented by the dean as a disciplinary incident and, the parent/ guardian is notified by an administrator of the incident and course failure.
3. The student will be excluded from consideration for academic awards. Incidents of academic misconduct are cumulative in individual courses; i.e., an incident in one course is unrelated to any incidents in other courses. The administration, however, may detect a pattern of academic misconduct that requires an additional or alternative disciplinary intervention. The incident may be considered a co-curricular code violation.

III. School Rules, District Policies, and the Law The consequences for violating the Academic Integrity policy are separate from and in addition to those assigned for violating school rules, other School District policies, and the law. Furthermore, this policy in no way limits the authority of the administration or Board of Education to impose other or additional consequences in accord with school rules and District policies. ADOPTED: April 2013

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.