

Eastern Illinois University

## The Keep

---

Fall 2021

2021

---

Fall 8-15-2021

### ENG 1001G-244: College Composition I Dual Credit

Danielle Menacker

*Eastern Illinois University*

Follow this and additional works at: [https://thekeep.eiu.edu/english\\_syllabi\\_fall2021](https://thekeep.eiu.edu/english_syllabi_fall2021)



Part of the [English Language and Literature Commons](#)

---

#### Recommended Citation

Menacker, Danielle, "ENG 1001G-244: College Composition I Dual Credit" (2021). *Fall 2021*. 27.  
[https://thekeep.eiu.edu/english\\_syllabi\\_fall2021/27](https://thekeep.eiu.edu/english_syllabi_fall2021/27)

This Article is brought to you for free and open access by the 2021 at The Keep. It has been accepted for inclusion in Fall 2021 by an authorized administrator of The Keep. For more information, please contact [tabruns@eiu.edu](mailto:tabruns@eiu.edu).



INSTRUCTOR: Danielle Menacker	START DATE: August 11, 2021
EMAIL: danielle.menacker@d214.org	END DATE: December 10, 2021
PHONE: 847-718-5338	PERIOD AND TIME: 1 (8:35-9:55) or 2 (10:00-11:20) every other day
MODALITY: face-to-face	LOCATION: PHS Room 210

**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**

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 do the following:

- 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**

Cohen, Samuel. *50 Essays: A Portable Anthology*. Bedford/St. Martin’s, 2011.

Graff, Gerald, Cathy Birkenstein, and Russell Durst. *They Say, I Say* W. W. Norton & Company, 2009.

Kirsznner, Laurie G., and Stephen R. Mandell. *Patterns for College Writing*. Bedford/St. Martin’s, 2015.

Lundsford, Andrea A., and John J. Ruszkiewicz. *Everything’s An Argument*. Bedford/St. Martin’s, 2007.

Bring your ipad to class every day. Check Schoology and your email daily for information regarding the course.

**E. CLASS OUTLINE AND CALENDAR**

WEEK	TOPIC/SKILL	ASSIGNMENTS
Weeks 1-3	Informative, Narrative	Narrative Writing, College Application (2-3 pages)
Weeks 4-5	Informative, Argumentative	Definition Essay (4 pages)



Weeks 6-7	Compare/Contrast	Entertainment Review (4 pages)
Weeks 8-10	Cause/Effect	Cause and Effect Research Essay (5 pages)
Weeks 11-12	Rhetorical Analysis (RA)	Presentations, Summary Analysis Response Essay (SAR) (3 pages)
Weeks 13-15	Persuasive	Persuasive Letter (3 pages)
Weeks 16-17	Visual Analysis	Various Options for Visual Analysis Essay (4 pages)
Week 18	Reflective	Writing Portfolio (2-3 pages)

**F. ASSIGNMENTS**

Students will write a variety of informative, analytical, evaluative, and persuasive essays. These assignments will cultivate varied essential writing skills while incorporating the writing process: brainstorming, drafting, conferencing, revising, and editing. Students will print (submit through Google Classroom while remote) as well as submit their work to TurnItIn.com. They will assemble a writing portfolio in order to document growth and reflect on progress. By the end of the semester, students must have written a minimum of **20 pages** of polished writing. All final drafts of essays must be revised at least once.

**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.

**Students must earn an A, B, or C in this class in order to earn college credit from EIU. A grade of D or F will not receive credit from EIU.**

Students are required to take four years of English as a graduation requirement by High School District 214. If you do not pass this class, you may not be able to graduate high school. In order to earn graduation credit from 214, you must get at least at D.

Course grades will be determined according to the following categories:

Category	Percentage
Final drafts	70%
Homework/Classwork	30%
Final exam (Portfolio)	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.*

**POLICIES AND PROCEDURES**

Late homework/classwork will not be accepted. Late papers will be deducted 1 full letter grade for each day it is late. If you have an excused absence the day a paper is due, email it to Ms. Menacker for full credit, and bring a paper copy when you return.

**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 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>September 1, 2021</i>
<i>Last day to withdraw from class and receive 'W' on transcript</i>	<i>November 3, 2021</i>

Dual Credit Financial Aid Implications

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.

**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. Cheating and plagiarizing will result in a 0 for the assignment. The policy will be strictly enforced.

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.*