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ENG 1001G-245: College Composition I Dual Credit

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INSTRUCTOR: Michelle Marconi	START DATE: August 14, 2019
EMAIL: michelle.marcon@d214.org	END DATE: December 13, 2019
PHONE: 847-718-5931	PERIOD AND TIME: 1 (8:05-9:35) or 4(1:40-3:10)
MODALITY: face-to-face	LOCATION: RMHS room B222

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A. COURSE DESCRIPTION

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
The Sundance Reader

E. CLASS OUTLINE AND CALENDAR

WEEK	TOPICS	ASSIGNMENTS AND ACTIVITIES
Exploring Human Nature		
WEEK 1	compare/contrast	“Neat vs. Sloppy”
WEEK 2	cause and effect	“Why We Crave...”
WEEK 3	personal narrative	“Four Directions”
Defining the Self		
WEEK 4	process essay	“How to Avoid”
WEEK 5	informative, narrative	College Application Essay
WEEK 6	informative, narrative	“Try Talking to Neighbors” OR
WEEK 6	persuasive, source-based	College Student Interview
Examining Local Issues		
WEEK 7	summary/analysis/response	Current Event: Teens & Smartphones
WEEK 8	summary/analysis/response	Current Event: Teens & Smartphones
WEEK 9	informative,	Teen Issue Group Research Project
WEEK 10	analytical, persuasive, source-based	Teen Issue Group Research Project
Examining Global Issues		
WEEK 11	analytical, evaluative	“All Junk All The Time”
WEEK 12	humorous writing	“Another Road Hog”
WEEK 13	definition essay	“Horizontal Slices of Poverty”
Words of Wisdom		
WEEK 14	persuasive, informative	“Advice to Juniors”
WEEK 15	personal, informative	Commencement Address
Final Portfolio		
WEEK 16	reflective	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
Participation	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%

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 on 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>August 27, 2019</i>
<i>Last day to withdraw from the class and receive 'W' on your transcript</i>	<i>October 29, 2019</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



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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.