

Eastern Illinois University

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Fall 2021

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Fall 8-15-2021

### ENG 1009G-240: Stories Matter Dual Credit

Zachary Poulos

*Eastern Illinois University*

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INSTRUCTOR: Zachary Poulos	START DATE: 8/11/2021
EMAIL: zachary.poulos@d214.org	END DATE: 12/17/2021
Period: 4th	TIME: 1:40-3:00pm
MODALITY: face-to-face	LOCATION: John Hersey High School

**A. COURSE DESCRIPTION**

On Demand. A study of literary texts that engage some of the most vital topics in our world today. (1: Media and Popular Culture; 2: Law and Social Justice; 3: Identity and Culture; 4: Science and Technology; 5: Health and Medicine).

**B. PREREQUISITE INFORMATION**

EIU - "C" or better in ENG 1000 (may be taken concurrently) or ENG 1001G (may be taken concurrently).

**C. STUDENT LEARNING OUTCOMES/COMPETENCIES**

1. Read and understand the perspectives represented by a diverse collection of texts that represent plural traditions, historical eras, and/or literary genres.
2. Analyze texts and develop arguments ideas from a series of different reading experiences in formal and informal written assignments and essay exams.
3. Develop their written communication skills by practicing various aspects of the writing process (e.g., drafting, outlining, and revision based on instructor feedback) throughout the semester in formal written assignments.
4. Listen and respond articulately to the ideas and perspectives represented by the instructor and their peers.
5. Reflect on the value of a text for themselves as individuals and for the world in which they live.
6. Examine the value of expression and creativity, especially in literature and literary analysis.

**D. COURSE MATERIALS**

W.E.B. DuBois, *The Souls of Black Folk* (double consciousness)  
 Judith Fetterley, *The Resisting Reader*  
 Toni Morrison, *Playing in the Dark*  
 Azar Nafisi, "The Freedom to Read" (podcast #55 from New York Public Library)  
 Francine Prose, *Reading Like a Writer*

Claudia Rankine, *Citizen: An American Lyric*  
 Joy Harjo, *An American Sunrise*  
 Franz Kafka, *The Trial*  
 Richard Wright, *Uncle Tom's Children*

Mary Wollstonecraft, *A Vindication of the Rights of Woman*

Helena Maria Viramontes, "The Cariboo Café"  
James Baldwin, "The American Dream and the American Negro"  
James Baldwin, "My Dungeon Shook: a Letter to my Nephew"  
Herman Melville, "Benito Cereno"  
Ursula K. LeGuin, "The Ones Who Walk Away from Omelas"

*13th* (Film)  
*Mangrove* (Film)  
*The Trial of the Chicago 7* (Film)

\*Additional sources may be added

**E. CLASS OUTLINE AND CALENDAR**

WEEK	TOPICS	ASSIGNMENTS AND ACTIVITIES
WEEK 1	Introduction to course: ways to read texts	Writing/discussion Listen to Azar Nafisi, " <a href="#">The Freedom to Read</a> " Isabel Wilkerson, " <a href="#">America is an Old House</a> " Response Paper #1 Due
WEEK 2	"Ways of reading"	Francine Prose, Excerpts from <a href="#">Reading Like a Writer</a> James Baldwin, " <a href="#">The American Dream and the American Negro</a> " James Baldwin, " <a href="#">My Dungeon Shook: A Letter to My Nephew</a> " Response Paper #2 Due
WEEK 3	Begin Discussion: "Reading social justice in the past & present"	Excerpt from Wollstonecraft, <i>A Vindication of the Rights of Women</i> (Introduction) Rebecca Solnit " <a href="#">The Longest War</a> " Excerpt from Judith Fetterley, <i>the Resisting Reader</i> ( <a href="#">Introduction</a> ; <a href="#">The Great Gatsby</a> ) Helena Maria Viramontes, " <a href="#">The Cariboo Café</a> "
WEEK 4	Collaborative Work Time & Conferences Film: <i>Mangrove</i>	<b>COLLABORATIVE WORK TIME AND CONFERENCES</b> Essay #1 Due

WEEK 5	“Reading social justice in the past & present” contin. (Feminism)	Excerpt from Judith Fetterley, the Resisting Reader <a href="#">(Introduction; The Great Gatsby)</a> Helena Maria Viramontes, “ <a href="#">The Cariboo Café</a> ” Essay #1 Due
WEEK 6	“Reading social justice in the past & present” contin. (Feminism/Race)	Excerpt from W.E.B. DuBois, <a href="#">The Souls of Black Folk</a> (double consciousness) Excerpt from Toni Morrison, <a href="#">Playing in the Dark</a> Response Paper #4 Due
WEEK 7	Contin. (Race)	Begin Claudia Rankine, <i>Citizen: An American Lyric</i>
WEEK 8	Contin. (Race)	Finish <i>An American Lyric</i>
WEEK 9	Contin. (Race)	Begin Richard Wright, <i>Uncle Tom’s Children</i> (“Big Boy Leaves Home”)
WEEK 10	Contin. (Race)	Finish Richard Wright, <i>Uncle Tom’s Children</i> (“Big Boy Leaves Home”) Response #5 Due
WEEK 11	<b>MIDTERM</b> Film: <i>13th</i>	<b>MIDTERM EXAM</b>
WEEK 12	“Law & Citizenship”	Herman Melville, “ <a href="#">Benito Cereno</a> ” Proposal for Essay #2 Due Response #6 Due
WEEK 13	Collaborative Work Time & Conferences	<b>COLLABORATIVE WORK TIME AND CONFERENCES</b>
WEEK 14	Contin.	Ursula K. LeGuin, “The Ones Who Walk Away from Omelas” Essay #2 Due
WEEK 15	Contin.	Begin Franz Kafka, <a href="#">The Trial</a>
WEEK 16	Contin.	Continue Franz Kafka, <a href="#">The Trial</a> Response #7 Due
WEEK 17	Contin. <b>FINAL EXAM</b>	Finish Franz Kafka, <a href="#">The Trial</a> <b>FINAL EXAM</b>
WEEK 18	Film: <i>The Trial of the Chicago 7</i>	Film discussions
WEEK 19	Film: <i>The Trial of the Chicago 7</i>	Film discussions contin.
WEEK 20	Course Reflections	Course Reflections

## F. ASSIGNMENTS

Students will be assigned a variety of reading, annotating, writing, and discussion tasks throughout the semester. Tasks will focus on performing a close reading of various texts and generating and supporting an original and thoughtful response. Students will propose and complete a multigenre research project as the major essay of this course. Annotations, response papers, and writing assignments will not be accepted after the due date for any reason. In the case of excused absence, a student may be granted one day per day absent.

## 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
Formal Assignments (2 assignments)	40%
Midterm Exam	15%
Final Exam	15%
Response Papers, Quizzes, Informal Writing	30%

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.**

COLLEGE/UNIVERSITY Withdrawal Policy

<i>Last day to drop class with no repercussions. After this date a ‘W’ grade will be assigned.</i>	TBA
<i>Last day to withdraw from class and receive ‘W’ on transcript</i>	TBA

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 Harper College 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](http://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.

**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.*

#### **iPad Guidelines**

- *Each teacher has the discretion to allow and regulate the use of the iPad.*
- *Devices may not be used to cheat on assignments, quizzes, or tests or for non-instructional purposes.*
- *Devices may only be used to access applications or materials relevant to class.*
- *Students should have the iPad and keyboard charged and ready for class everyday. Not being prepared for class may have an impact on a student's grade if unprepared.*

*No video recordings allowed without explicit permission.*

*The Illinois Eavesdropping Act, 720 ILCS 5/14-2(a)(1) prohibits the audio/video taping of conversations without all parties' consent. Conversations in which someone has a "reasonable expectation" of privacy still require all-party consent and cannot be "surreptitiously" recorded.*

#### **Phones**

*All phones are to be put in the classroom holder upon arriving in class. This is to prevent cheating and to respect the time we have together. Your phone is to be on silent with the screen facing backward. Vibrating and/or ringing phones will be confiscated*

#### **Inclusivity Statement**

*John Hersey High School strives to foster a learning environment where students and staff can celebrate individuality—where we explore the shared ideas and experiences that connect us all. We are one Hersey, strengthened by our diverse perspectives, interests, identities, and stories. In honor of John Hersey's authorship and his art of storytelling, understanding the power of language and stories is a key component in growing as an anti-racist, diverse, equitable, and inclusive institution.*

*John Hersey High School does not tolerate the use of hate speech or actions that attempt to silence, harm, or infringe on the safety of others. Our classrooms foster critical thinking, skills acquisition, evidence-based arguments, constructive feedback, and self-reflection. Our classrooms embrace empathy, justice, and an ethical framework for our actions and thinking. Every student must feel safe in order to learn.*