

Spring 1-15-2018

ENG 1001G-241: College Composition I Dual Credit

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Mikuzis, Emily, "ENG 1001G-241: College Composition I Dual Credit" (2018). *Spring 2018*. 70.
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**ELK GROVE HIGH SCHOOL/ EASTERN ILLINOIS UNIVERSITY
COLLEGE COMPOSITION/ ENGLISH 101**

SPRING 2018

**INSTRUCTOR: Emily Mikuzis
START DATE: January 2018
EMAIL: Emily.mikuzis@d214.org
END DATE: May 2018
PHONE: 847-718-4636**

**PERIOD AND TIME: 3rd Period, 4th Period, 6th Period, 7th Period;
Monday – Friday**

LOCATION: EGHS Room 145

SYLLABUS CONTENTS

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COURSE DESCRIPTION

Taught in collaboration with Eastern Illinois University, College Composition I emphasizes informative, analytical, evaluative, and persuasive prose. Students will develop sound writing processes, produce cogent writing, strengthen analytical reading skills, and work with sources. This course emphasizes the writing of expository prose and gives an introduction to the critical reading of nonfiction prose. From the District 214 Academic Handbook: "This course emphasizes the writing of expository prose and introduction to the critical reading of nonfiction prose. For a student to be enrolled in this course they must meet the dual credit prerequisite process or exam score. Students must have an ACT Reading score of 20 or better AND and ACT English score of 19 or better or SAT Evidence Based Reading and Writing score of 510 or better or pass dual credit English essay exam. Upon successful completion of this dual credit course, students may have the opportunity to receive Eastern Illinois University (ENG1001) credit.

PREREQUISITE INFORMATION

ACT English score of 19 or more and an ACT reading score of 20 or more OR SAT Evidence Based Reading Score of 510 or better OR passing grade on the dual credit English essay exam.

STUDENT LEARNING OUTCOMES/COMPETENCIES (EIU)

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 texts' 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 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

CLASS OUTLINE AND CALENDAR

This calendar is subject to change. Instruction on invention, drafting, revision, and editing will be ongoing and based on student needs and goals.

Week 1: Introduction to Course

Syllabus and Expectations

Experiences in Education Activity

Baseline Writing Impromptu (Formative Assessment)

Week 2: Literary Autobiography

bell hooks, Selections from Teaching to Transgress

Schoology post #1 due

Mini-lessons: Invention Activities (ongoing)

In-class drafting E1D1 Due

Summer Reading Test

Week 3: Revision Week

Socratic Seminar Prep

Peer Review

Guided Revision E1D2 Due

Week 4: Conferences and Work

Labor Day

Writing Conferences/ Revision Work

Independent Writing Work

Week 5: Rhetorical Analysis

Essay #1: Final Draft Due

Introduce Essay #2 Rhetorical Analysis

Reading: Ta-nehesi Coates, Selections from Between the World and Me

SchoologyPost #3 Due

E2D1 Due

Week 6: Discussion and Revision

Socratic Seminar

Peer Review

Schoology Post #4 Due

E2D2 Due

Week 7: Conferences and Work

Writing Conferences/ Revision Work

Independent Writing Work
Essay #2 Final Draft Due (E2D3)

Week 8: Visual Analysis
Introduce Robinson
Essay #3 Visual Analysis
Reading - Schoology Post #5 Due
Essay #3 Drafting
E3D3 DUE

Week 9: Revision Work
Robinson Socratic Seminar Prep
Socratic Seminar
Schoology Post #6 Due
Peer Review
E3D2 Due

Week 10: Conferencing and Work Time
Monday: Institute Day No School
Conferences
Independent Writing Work

Week 11: Evaluative Essay
Essay #3 Due (E3D3)
Introduce Friere
Essay #4: Evaluative Essay Introduced
Reading – Schoology Post #7 Due
Drafting – E4D1 Due

Week 12: Revision
Socratic Seminar – Schoology Post #8 Due
Peer Review
Revision
E4D2 Due

Week 13: Conferencing and Work Time
Conferences
Independent Writing Work
Essay #4 Final Draft Due (E4D3)

Week 14: Argumentative Essay
Preparation for Essay #5 – Argumentative
Socratic Seminar
E5D1 Due
Peer Review

Week 15: Revision
E5D2 Due

Week 16-17
Conferencing and Revision
Essay #5 Final Draft Due

Week 18- 19:
Portfolio Preparation. Conferences

Final Exams – Portfolio Presentations

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 Illinois University transcript. Policies related to these grades are outlined below.

Course grades will be determined according to the following categories:

Semester Grade (.9 of Transcript Grade)

Habits of Work (5%)

Assessed through discussion, Collaborative Activities, Peer Review, etc.,

Writing Process (5%)

Assessed through completion of writing tasks, journals, warm-ups, and IWAs ☐

Speaking Intensive Assignments (10%)

Assessed Through Socratic Seminar or similar formal discussions

Writing (80%)

Assessed through 5 formal writing assignments resulting in a minimum of 20 pages of finished prose. 10 pages must be multi-source writing.

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

Final Exam (.1 of Transcript Grade)

Revision of Final Portfolio - 50%

Presentation of Final Portfolio – 25%

Reflective Essay – 4 Pages – 5%

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.

Absence: If you are absent make sure to contact a classmate or myself in order to learn what you missed during class. Agendas and documents will be posted in Schoology and reminders on our classwork board. Absences, excused or unexcused, do not free you from long term due dates. You may email the assignment (expect a confirmation email in return) or send the work to school with a friend or relative. If you have a planned absence, your work must be turned in prior to that absence. Make-up work (including missed tests/quizzes) must be completed within one week of an excused absence. You may take tests and quizzes before/after school or during any free period in the Test Make-up Center. Remember, make-up work is your responsibility. District 214 Statement on Absences: Excessive unexcused absences could lead to surrender of your dual credit opportunity.

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.

COURSE WITHDRAWAL INFORMATION

Students are subject to both 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.

High School District 214 Withdrawal Policy [High School District 214 Board Policy 6:280 AP]

A student must have the approval of his/her parent or guardian to drop a course and must process the request for withdrawal with his/her counselor. Once a semester begins, the following rules apply:

- 1. If a student drops a course on or before the 15th day (not including holidays, institute, and non-attendance days), no record of the course appears on the student's transcript.*
- 2. Students who drop a course between the 16th and 30th school days (not including holidays, institute, and non-attendance days) will have the course title and a grade of “W” (withdrawn) recorded on their transcript. (Note: “W” grades are not included in computing grade point average and do not affect honor roll eligibility.)*
- 3. Students who drop a course on or after 31 school days (not including holidays, institute, and non-attendance days) a grade of “WF” (withdrawn failing) is recorded on the student's transcript.*
- 4. If the administration, any time after the end of the 31st school day (not including holidays, institute, and non-attendance days), drops a student from a course, the course title and a grade of “F” (failing) are recorded on the student's transcript.*
- 5. “WF” and “F” grades are included in computing grade point averages and negatively impact honor roll eligibility.*

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 [High School District 214 Board 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 (exam, 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.

Definitions of Academic Misconduct

- *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.*
- *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.*
- *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.*
- *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.*
- *Creating an Improper Disadvantage – Removing, defacing, hiding, or deliberately withholding library books or other materials; contaminating laboratory sample, etc.*
- *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.*
- *Selling or Distributing Materials – Selling or distributing course notes, handouts, readers, or other information provided by a teacher without the teacher's permission.*
- *Collusion – The act of forming a secret agreement for a fraudulent or illegal purpose.*

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 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.

First Occurrence Consequences

- *Zero credit for the assignment or examination.*
- *Possible course failure based on the weight of the assignment or examination.*
- *The student is given the opportunity to complete the assignment/examination at the teacher's discretion at no credit.*
- *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.

Second Occurrence Consequences

- *Zero credit for the assignment or examination.*
- *As a consequence, possible course failure as determined by the teacher and the Building principal's/director's designee(s).*
- *The student is given the opportunity to make up the assignment/examination at the teacher's discretion at no credit.*
- *The teacher reports the incident to the division head and dean who document it as a disciplinary incident. An administrator notifies the parent/guardian of the incident and possible course failure. "Academic Misconduct" is added to the discipline referral form.*
- *The student may be excluded from consideration for academic awards.*

Third Occurrence Consequences

- *Course failure.*
- *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.*
- *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 cocurricular code violation.*

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.

• **STUDENT BEHAVIOR AND MISCONDUCT**

The High School District 214 Board of Education and administration have the responsibility to manage student conduct. Students are expected to comply with the regulations of the school, to obey promptly all directions of the school staff, to observe good order, and to conduct themselves at school or at school-related activities in such a manner that their conduct will neither harm nor bring discredit to their school or the district. For those students who do not conduct themselves accordingly, disciplinary action will be taken pursuant to the established Illinois School Code, district procedures, and any other relevant Board policy. The Board of Education also authorizes the administration to pursue appropriate criminal charges against students who are suspected of violation of the criminal laws of the State of Illinois.

Details related to grounds for disciplinary action, prohibited student conduct, disciplinary measures, and other related topics are described in Student & Parent Handbook in alignment with High School District 214 Board Policies.

Within this course, students are expected to be responsible for your academic growth and success. Cheating/plagiarizing results in a zero for the assignment. It is not worth it. Do the work yourself, and reap the benefits. Please reference the John Hersey High School/District 214 Academic Integrity Policy for additional information. The policy will be strictly enforced.

• **STUDENTS WITH DISABILITIES AND ACADEMIC ACCOMODATIONS (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.

EQUAL OPPORTUNITY STATEMENT

High School District 214 Equal Opportunity Statement (High School District 214 Board Policy 7:10)

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under Board of Education policy 8:20, Community Use of School Facilities. Any student may file a discrimination grievance by using Board policy 2:260, Uniform Grievance Procedure.

Sex Equity

No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student may file a sex equity complaint by using Board policy 2:260, Uniform Grievance Procedure. A student may appeal the Board's resolution of the complaint to the appropriate Intermediate Service Center (pursuant to 105 ILCS 5/3-10) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8).

Gender-Based Discrimination is Prohibited

School districts must provide equal educational opportunities to transgender students and gender non-conforming students. Under State law, sex discrimination extends to claims of discrimination based on sexual orientation and gender identity. 775 ILCS 5/5-101(11); 23 Ill.Admin. Code §1.240. The Ill. Human Rights Act defines sexual orientation as the "actual or perceived heterosexuality, homosexuality, bisexuality, or gender-related identity, whether or not traditionally associated with the person's

designated sex at birth." 775 ILCS 5/1-103(0-1).

Federal law prohibits exclusion and discrimination on the basis of sex. 20 U.S.C. §1681(a). Title IX of the Education Amendments of 1972. According to the U.S. Department of Education's Office for Civil Rights (OCR) and the U.S. Department of Justice. Title IX protects lesbians, gay, bisexual, and transgender students, from gender discrimination.

School Board policy 7:10 Equal Educational Opportunities, recognizes the legal requirements described above. This procedures guidance on accommodating transgender students or gender non-conforming students is based on OCR pronouncements. See the last section, Resources.

Gender-Based Bullying and/or Harassment is Prohibited

The School Code prohibits bullying on the basis of actual or perceived sexual orientation, gender-related identity or expression, and/or association with a person or group with one of the afore-mentioned actual or perceived characteristics. 105 ILCS 5/27-23.7(a). The Board policy on bullying and the District's suite of bullying prevention materials must be used to address and resolve peer bullying and harassment of transgender or gender non-conforming students. See 7:180, Prevention of and Response To Bullying, Intimidation, and Harassment.

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator. The Superintendent and Building Principal shall use reasonable measures to inform staff members and students of this policy and grievance procedure.

STUDENT E-MAIL NOTIFICATIONS AND PRIVACY

Students should use their High School District 214 assigned email for all course related activities and communication with staff. The acceptable use of technology is outlined in the Student-Parent Handbook in accordance with High School District 214 Board of Education Policy 6:235.

TUTORING INFORMATION

The purpose of this course is to develop students' skills as effective writers; students are expected to devote an appropriate amount of time and effort to writing assignments. Concerted and complete efforts to improve writing outside of class, such as writing conferences with the instructor or visits to the Writing Well, are highly encouraged.

MISCELLANEOUS ITEMS

Students need to bring their iPads to class daily. Students need to work to establish the habit of checking their D214 emails and the course Schoology page regularly. Announcements, updates, resources, and materials will be posted frequently.