The Southeastern Dual Enrollment English courses provide high school students the opportunity to take University writing courses at their high schools and receive credit on their high school and Southeastern transcripts. The course may be taught in a year-long format or in a semester-long format.

**ENGL 101. Freshman Composition.** Credit 3 hours. Required of all students who do not qualify for English 102, 121H or 122H. Instruction and practice in the basic principles of expository writing: the paragraph and the whole composition—the methods of development, the thesis, the outline and organization, the structure and style. Instruction in functional grammar, sentence structure, diction and spelling, punctuation and mechanics, in direct relation to the student's writing.

**2018 Summer Workshops:**

<table>
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<tr>
<th>Session Title</th>
<th>Dates</th>
<th>Audience</th>
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<tr>
<td>New Facilitator--Engl 101</td>
<td>June 25-26, 2018; 9am-3pm</td>
<td>Mandatory for all new Dual Enrollment Engl 101 facilitators</td>
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<tr>
<td>New Facilitator--Engl 102</td>
<td>June 27-28, 2018; 9am-3pm</td>
<td>Mandatory for all new Dual Enrollment Engl 102 facilitators</td>
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<tr>
<td>Returning Facilitators--Engl 101</td>
<td>July 26, 2018; 9am-12pm</td>
<td>Mandatory for returning Dual Enrollment Engl 101 facilitators</td>
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<tr>
<td>Returning Facilitators--Engl 102</td>
<td>July 26, 2018; 9am-12pm</td>
<td>Mandatory for returning Dual Enrollment Engl 102 facilitators</td>
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**Note:**
Once a facilitator has completed the workshop for a particular course, he or she does not have to repeat that workshop in subsequent summers. The only mandatory workshop for a returning facilitator, who does not wish to facilitate a new course, is a ½ day workshop at the end of the summer. This ½ day workshop must be repeated each summer.
Southeastern Louisiana University
English 101

Required Rental Texts and Materials

Course Description
Credit 3 hours. Required of all students who do not qualify for English 102, 121H or 122H. Instruction and practice in the basic principles of expository writing: the paragraph and the whole composition—the methods of development, the thesis, the outline and organization, the structure and style. Instruction in functional grammar, sentence structure, diction and spelling, punctuation and mechanics, in direct relation to the student's writing. For placement in English 101, see English Placement section in Southeastern’s *General Catalogue*.

Course Objectives
Please see the “Freshman English Pages” in your *Little, Brown Handbook* for an elaborated version of these goals.

1. Students will read and write texts reflecting a variety of increasingly complex purposes and writer-reader relationships.
2. Students will read and write texts representing a variety of increasingly complex non-literary, literary, and public genres.
3. Students will read and write texts using a variety of increasingly complex strategies of development.
4. Students will read, react to, and integrate into their writing a variety of pre- and self-selected texts utilizing increasingly complex interpretive and rhetorical strategies.
5. Students will use increasingly complex and diverse information resources to develop their ideas for writing.
6. Students will use computer technologies appropriate to their needs and purposes as writers, readers, and researchers.
7. Students will read and write texts using language in ways that are grammatically, rhetorically, and stylistically increasingly accurate, complex, and effective.
8. Students will write four to five formal and fully revised essays (rough and final drafts) ranging from three to four pages in length (approx. 1000 words total), along with frequent informal and exploratory writing.

Assignments: There will be four essays, a midterm, and a final exam. Essays assignments will be posted in Moodle DE and discussed in face-to-face class visits. Students will submit essays for grades and feedback via MoodleDE and grades will be posted on MoodleDE.

Quizzes: Students will complete quizzes in Moodle DE site. The quizzes are open book, so students may use textbooks, notes, and handouts to complete each quiz.

Make Up Work and Late Papers: If a student has a legitimate excuse (death in family and severe illness), the student will be allowed to make up the assignment without penalty, but the facilitator should inform the Southeastern Instructor of Record with the details of the situation. Unexcused papers that are three or more days late will lose a minimum of five points; however, papers that are more than two weeks late without an excuse will not be graded and will receive a zero.

Grade scale: [90-100% = A] [ 80-89% = B] [ 70-79%  = C] [ 60-69% = D] [ < 60%  = F]
Grades will be posted on MoodleDE at the completion of the unit. The Instructor of record will report final grades in LeoNet.

Academic Dishonesty: Schools agree that the first incident of academic dishonesty in any course by any student in any manner will result in a grade of 0 on the assessment in question. The second incident will result in the student's failing the Southeastern portion of the course. Southeastern’s Academic Dishonesty Policy:

Students are expected to maintain the highest standards of academic integrity. Behavior that violates these standards is not acceptable. Examples are the use of unauthorized material, communication with fellow students during an examination, attempting to benefit from the work of another student and similar behavior that defeats the intent of an examination or other class work. Cheating on examinations, plagiarism, improper acknowledgement of sources in essays, and the use of a single essay or paper in more than one course without permission are considered very serious
offenses and shall be grounds for disciplinary action as outlined in the current General Catalogue of Southeastern Louisiana University [http://www.southeastern.edu/resources/policies/policy_detail/acad_integrity.html](http://www.southeastern.edu/resources/policies/policy_detail/acad_integrity.html)

**Attendance:** If you cannot complete the assignments, you should consider dropping the class. **It is your responsibility to complete and file drop forms with your high school course coordinator if you wish to withdraw from the class.**

**Grade Appeals:** Should a student have a concern about a final grade posted for a dual enrollment course, the Grade Appeals policy should be followed below. Please note that a student has 30 days to make a written appeal to the Southeastern Instructor of Record:

After a final course grade is recorded in the Records and Registration Office, a change of grade must be approved in sequence by the instructor of record, the instructor’s department head, and the academic dean of the College of Arts, Humanities, and Social Sciences. In the event of a contested final course grade, a student’s written appeal of the grade must be submitted to the instructor within **thirty (30)** calendar days of final grades for the term being due. The grade appeal should also be submitted to Dr. Jeffrey Temple, Assistant Vice President for Academic Programs. For more information about grade appeals, see [http://www.southeastern.edu/resources/policies/policy_detail/instruction_practices.html](http://www.southeastern.edu/resources/policies/policy_detail/instruction_practices.html).

**Essay Assignments:**
- 950-1000 words
- Detailed assignment and additional resources in Moodle DE
- Students will submit first draft to tutoring service; second draft to high school facilitator; final draft to Southeastern.
- Grading Focus for Essay 1: a clear point, good details, clear organization, good diction, correct grammar, punctuation, language, and dialogue (if appropriate).
- Grading Focus for Essay 2: Rhetorical appeals, focus on details, not too much summary/description, effective thesis statements, grammar, MLA format, primary source (and secondary source if required) documented correctly, academic language, I. C. E. Method.
- Grading Focus for Essay 3: Argument, specific argumentative thesis, organized, on topic, understands scope of the argument, includes counterargument, sources from library databases, grammar, MLA format, academic language, I. C. E. Method.
- Grading Focus for Essay 4: Clear argument, appropriate thesis statement, on topic, logical development and use of source material, organization, grammar, MLA format, academic language, I. C. E. Method.

**Essay Requirements:**
- All essays should develop a clear thesis statement or theme.
- Follow MLA guidelines for formatting essays. See pages 746-751 for an example of a paper in MLA format. A header with the student’s last name and page numbers will not be necessary for the electronic papers. Also, double-spacing is not necessary for electronic papers. Save essays as a Word document (.doc or .docx format) using the following formula for file name: LastnameFirstnameEssaynumber. For example, the file name for my first essay would be BotsfordHeather1, second BotsfordHeather2, third BotsfordHeather3, fourth BotsfordHeather4, and fifth BotsfordHeather5
- Each essay must meet the length requirement detailed in the writing assignment. The writing assignments and length requirement will be posted in Moodle DE. Note: The word count is for the main body of text; it excludes headings, titles, and the Works Cited page. Most assignments will require 950 words with a maximum of 1100 words, or about 3-4 pages. The timed essays will be shorter.
- Essays that use sources should follow MLA guidelines. When you quote from a source we expect you to introduce the source, cite the source, and explain how that quote is relevant to your thesis statement. See pages 626-647 in Little, Brown Handbook for examples of how to integrate sources and pages 667-716 for details on MLA documentation. Additional resources are also available on Moodle.
  - At least two of your essays should include information from relevant and reliable sources. The purpose of using sources is to add to your understanding of a subject. Credible sources include your textbooks, books from libraries, the library databases, government and scholarly websites, and other informative websites. Websites that summarize literature like Sparknotes, eNotes, and Shmoop may be helpful in understanding a work of literature, but these sources should not be used as sources in your essay. In addition, famous quotes may add something interesting to your essay, but the websites where you find those quotes, such as BrainyQuotes, should not be considered as sources for your essay. You may use those quotes; you just need to find more relevant sources to help you develop your thesis. See pages 611-626 in Little, Brown Handbook for more information on evaluating sources.
  - As a Southeastern student, the online library databases are available for you and are an invaluable source of information. An information sheet on how to access Southeastern’s library databases is available in the Dual Enrollment English 101 Moodle site.
When you are using sources in your paper, it is important that your sources do not take over your paper. Your essay should be the point you are trying to make. The sources should just help you make that point. Limit the amount of information you take from the sources: no more than 20% of your paper should come from information that you have taken from sources. At least 80% of the paper should be your own thoughts, details, examples, and analysis. For a 3-4 page essay, we recommend using no more than 5 sources. See pages 648-666 on avoiding plagiarism and writing a paper with sources.

When you submit your essay in Moodle DE, your essay is automatically scanned by Vericite, a plagiarism-prevention service. Vericite generates a similarity report, which should be no more than 25%.

- Failure to complete any major writing assignment (e.g. an essay, whether it be a traditional out of class essay or a timed essay) will result in failing the course. All major assignments must be completed.
- The essays will be evaluated in the following areas using the Freshman English Grading Rubric.
  --Content/Development
  --Sources/MLA Documentation
  --Language/Form

Essay Assessment
High School Facilitator: The high school facilitator will guide students through the writing assignment, offer feedback and advice for drafting, research, and revising. The high school facilitator may elect to offer additional resources related to Southeastern writing assignments. The grade the student earns for the high school class may not be the same grade that the student earns for Southeastern DE English course.

Southeastern Instructor: The Southeastern instructor will create writing assignments and materials. The instructor will visit the classroom, grade the assignments, and respond to student questions. The instructor will use the Southeastern Freshman English rubric (attached) to assess the quality of student essays. To earn a passing grade, a paper must meet all the requirements of the assignment. Papers with intentional and unintentional plagiarism will be penalized, possibly failing.

Freshman English Grading Rubric
This grading scale describes in detail specific characteristics of student writing at each grading level. Like all generalized grading scales, these descriptions represent tendencies, both within and across writing samples. Even the best student writing cannot be equally outstanding in every respect. Nor will the weakest writing be equally lacking for each feature.

DE English 101 Grade Scale: 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; 59-0 = F

<table>
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<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>Form and content demonstrate focused attention to purpose and audience. The writing exhibits all or most important formal and rhetorical characteristics of the genre(s) represented. Varied and complex strategies of development are used effectively. Few if any errors in grammar and mechanics occur. Style and usage are consistently effective, conveying a strong sense of clarity and coherence that enhances content. Research is well executed, with appropriate and varied sources types and few if any errors in integrating and documenting sources. Critical reading of sources is consistently evident. Mastery of the technologies required for writing and research is shown. The writing is consistently well developed, meeting or exceeding all minimum length expectations.</td>
</tr>
<tr>
<td>B</td>
<td>In most cases form and content show careful attention to purpose and audience. The writing demonstrates most or many of the important formal and rhetorical features of the genre(s) represented. Varied and modestly complex strategies of development are used effectively in most cases. A few minor and mainly random errors in grammar and mechanics are evident. Style and usage are generally effective, conveying an overall sense of clarity and coherence. Research is generally competent and appropriate, with some variety of source types and infrequent, minor errors in integrating and documenting sources. Reading comprehension is generally strong, with some critical understanding of sources evident. A clear facility with most technologies required for writing and research is shown. The writing is generally well developed, meeting or exceeding minimum length requirements in most cases.</td>
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| C     | Form and content exhibit a modest, but inconsistent attention to purpose and audience. The writing utilizes some but not all-important formal and rhetorical characteristics of the genre(s) represented. Occasional, but inconsistent use of a limited number of basic strategies of development is shown. Grammar and mechanics are competent but unimpressive, with mainly random and minor errors evident. Style and usage are generally adequate, but unremarkable. Research is competent, but with little variety of source types and a number of errors in integrating and documenting sources. General
reading comprehension of sources is demonstrated, but only occasional critical insight. The most common writing and research technologies needed are used adequately. Minimum expectations for length and development are generally met, but not exceeded.

Form and content demonstrate little and inconsistent attention to purpose and audience. The writing exhibits few of the important formal and rhetorical characteristics of the genre(s) represented. Infrequent or ineffective use of a very limited number of strategies of development is shown. Frequent, systematic, and sometimes major errors in grammar and mechanics are evident. Style and usage are inconsistent and sometimes inappropriate, at times challenging understanding. Research is inconsistent, with occasionally inappropriate or limited source types and regular errors in integrating and documenting sources. Reading comprehension of sources is inconsistent, with very little critical insight. The writing exhibits weak use of basic writing and research technologies. The writing generally struggles to meet basic expectations for length and development.

Form and content show no clear attention to purpose and audience. The writing exhibits few formal or rhetorical characteristics of the genre(s) represented. Little ability to use even the most basic strategies of development is evident. Grammar and mechanics are consistently weak, with major systematic errors occurring frequently. Inappropriate style and non-standard usages often obscure meaning. Research is weakly executed, with inappropriate or limited source types and frequent errors in integrating and documenting sources. Reading comprehension of sources is severely limited. The writing shows limited facility with the basic technologies of writing or research. Writing consistently fails to meet basic expectations for length and development.

More Course Information:

Moodle DE: Students enrolled in Dual Enrollment English are automatically enrolled in a special version of Moodle for Southeastern’s Dual Enrollment, Moodle DE. The URL for the Moodle DE is https://moodlede.selu.edu/moodle/; students cannot access this Moodle from the Southeastern home page. Students should check DE Moodle weekly. To log into the Moodle DE: Username = W# and the initial password = the letter S + six digit birth date (MMDDYY).

Note: Moodle DE passwords do expire. Below are instructions for changing an expired password:
1. Go to the southeastern.edu
2. Click on “My Den”
3. Click the link “Need to change your password?”
4. Enter the w number, with the w as the username
5. If you have never changed your password, enter the default Smm-dd-yyyy password or the password that you have been using.
6. If you have never changed from the default password you will be put into a screen to select security question before creating a new password
7. If you are using a non-default password, you will be put into a screen asking for your current, expired, password and asked to create a new one.
8. You’re now ready to access Leonet and MoodleDE

The Writing Center: The Writing Center is in D. Vickers 210 on Southeastern’s campus in Hammond and provides free peer tutoring for any level of writing or reading. It is open Mon-Friday; tutoring is by ½-hour appointments. Call 985-549-2076 or email writing@selu.edu for an appointment.

Southeastern’s Common Read Program: Each semester the Southeastern English department chooses a common text and invites the author to campus to read and discuss the work. Dual Enrollment facilitators and students are encouraged to read these works and participate in events on campus. Visit the Common Read website for information about the author each semester: http://english.selu.edu/commonread/.

Dual Enrollment: For more information about the Dual Enrollment program, including transcript requests, visit the Dual Enrollment website at http://www.selu.edu/future_students/dual_enrollment/.

See Dual Enrollment Calendar for more important dates: http://www.southeastern.edu/future_students/dual_enrollment/calendar/index.html

Important dates to remember:
Last day to enroll for fall-only/year-long courses: August 27, 2018
Last day to DROP fall-only/year-long courses: September 9, 2018
Last day to WITHDRAW from fall-only courses: November 2, 2018