



EASTERN IOWA COMMUNITY COLLEGES

CLINTON ♦ MUSCATINE ♦ SCOTT

Syllabus Course Title Credit Hours Fall 2022

Course Information	
Course Moniker	ENG-105
Section	MHS02, MHS03
Section Number	219224
Course Delivery Mode	Classroom+
Zoom ID (if applicable)	
Class Start Date	August 23, 2022
Class End Date	December 16, 2022
Days of Week	M-F
Time of Day	8:20-9:08, 12:04-12:52
Campus Center	MCC Muscatine High School
Room Number	21-033

Instructor Information	
Name	Randy Guerra
Institutional Phone Number	563-263-6141
Institutional Email Address	randy.guerra@mcsdonline.org , rguerra134508@live.eicc.edu
Office Location	21-033
Office Hours/Virtual Office Hours	10:06-10:36 M-F

COVID 19 Information, Protocols, and Safety Procedures

We take the health of our college community seriously. EICC is continuing to monitor information from the Centers for Disease Control (CDC) and state health officials regarding the outbreak of the novel coronavirus and the Coronavirus Disease 2019 (COVID-19).

The following webpages eicc.edu/coronavirus and eicc.edu/covid19 provide updates relevant to our college community along with links to various resources available to students, faculty, and staff. The content will be updated as new information becomes available. Students are expected to follow the guidelines and regulations. Failure to abide by these procedures will be considered a breach of the student code of conduct.

Course Description

Course Description:

Composition I introduces students to the college-level writing process. Students will develop critical reading and thinking skills to analyze and evaluate information from diverse viewpoints. The course introduces documentation practices and information literacy skills. Students will write and revise at least four formal assignments and produce a minimum of 20 pages.

Prerequisites and Co-requisites:

ENG 095 ALP Writing

Course Goals:

Upon successful completion of the course, a student will be able to:

- Recognize writing as an evolving and complex process.
- Recognize how writing often serves as a social and ethical act.
- Develop critical reading and thinking skills to analyze and evaluate information from diverse viewpoints.
- Develop written communication skills necessary to engage in a dialogue about civic issues.
- Develop knowledge of linguistic and genre conventions of writing.
- Analyze a variety of texts including multimedia materials.
- Apply college-level source documentation practices.
- Generate formal and informal writing in at least four required formal assignments of 7,000 words or 20 pages text.

Required and Recommended Textbooks, Software, and/or Other Materials

Required Textbooks, Software, and/or Other Materials:

- *Patterns for College Writing: A Rhetorical Reader and Guide*, Bedford and St. Martins (provided by Muscatine High School)

Required Technology

- Chromebook
- Webcam
- Microphone and speakers or headset with microphone
- High-Speed Internet – If you are using WIFI to connect to the internet, here are several [helpful tips to address connection issues](#) from Zoom.us.
- Operating System – Zoom.us provides information related to [system requirements for PC, Mac, and Linux Operating Systems](#).

Teaching Strategies

Teaching Strategies:

This course will utilize group discussions and workshopping writing, using thematic units to prepare students for college writing.

Attendance

Attendance Expectations:

Class attendance is required in all classes and students are expected to plan accordingly, giving classes priority. Students who do not miss more than three classes have a higher probability of passing the course successfully.

Digital Etiquette

When you or your course needs to Zoom class expectations are similar to traditional face-to-face classrooms. You are expected to:

- Have a computer with a working camera and microphone available for each class session.
- Attend the scheduled class times.

- Enter the class session on time.
- Demonstrate interest in the subject matter by participating in discussions and asking questions.
- Maintain visual contact with the instructor and classmates by keeping the camera focused on your face and ensure that both your speakers and microphone are at an appropriate volume.
- Avoid disruptive and distracting behaviors. Select a learning space that has good lighting, quiet atmosphere (absent of other media or phones), and is void of others (people and pets).
- Make use of services such as [library](#), [tutoring](#), [advising](#), and Zoom office hours (days and times).
- Keep pace with course content and submit assignments on time.

If you need additional assistance in understanding how to effectively use Zoom or Canvas, please see the [Instructional Video](#) provided by eLearning in the [Student Resource Center](#).

The Live Online campus contact for Eastern Iowa Community College is our Helpdesk. The EICC Helpdesk can be reached at 563-336-3456 or helpdesk@eicc.edu.

Evaluation Methods: Course Assessments, Participation, and Grading Policies

Categories	Weights	Criteria
Participation	10%	<p>Grades in this category need to be tied to a specific learning activity or task. Examples include (but are not limited to) participation in discussions, daily writing warm-ups, completion activities, flashcards, study guides, and other in-class activities. Teachers provide the support necessary to maintain/improve these skills but the grading of these items should have minimal impact on the overall academic grade.</p> <p>The following examples <i>cannot</i> be assessed in the gradebook: attendance (absence/tardiness), bringing in classroom supplies, putting chairs up on desks, on-time work completion.</p>
Learning Activities	20%	Grades in this category are designed to scaffold the learning progression up to the summative assessment. These activities should get students ready to be assessed on priority standards. Learning Activities will include reading quizzes, journal writing (free writes/dialectical), annotations/journals of close readings, discussions, guided questions or other short writing assignments.
Summative Assessment	50%	Summative assessments are assignments that check to see if you are “putting it all together” and therefore include assignments such as formal essays where multiple drafts have been written (quick writes), with provided feedback used as a guide to revision. Formal essays will be expository, critical, persuasive, analytical, interpretive, or evaluative in nature. This category will be 50% of your grade. All assessments will be submitted on the due date and evaluated. You will have the option to revise or to be reassessed.
Final	20%	Midterm and Final exams will make up the remaining 20% of your grade.

Participation Expectations:

Students are expected to participate in class discussions and small group activities. Class discussions will be evaluated on quality as well as quantity. Students who are passively (e.g. sleeping) or actively (e.g. talking in private discussions) disrupting a class may be asked to leave. It is expected that class participants will treat classmates with respect; thus, contentious arguments are to be avoided.

Grading Policies:

Grades are maintained in the online learning management system (Canvas) for student viewing as the course progresses. The following grading scale will be used:

Grading Scale:

Grade	Score
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	00-59

Proposed Class Schedule

Week(s)	Topic	Assignment, Tests, Quizzes, & Exams
1	Introduction to course, rhetorical devices, & getting ready to write	Read “What’s in a Name?” by Henry Louis Gates <ul style="list-style-type: none"> • Taking a Tumble • You Can Do It Baby! Review and practice: <ul style="list-style-type: none"> • Exigence • Audience • Purpose • Ethos • Pathos • Logos
2 – 3	Reading and responding to Text	Reading and responding to texts <ul style="list-style-type: none"> • “Dumb Kid’s Class” by Mark Bowden • “Only Daughter” by Sandra Cisneros • “Indian Education” by Sherman Alexie ----- <ul style="list-style-type: none"> • Diagnostic Essay Sample • “My Education Essay” Personal Narrative • Scholarship Essay • Resumes

4-7	<p>Critical Writing: Process and Communication</p> <p>Focus: Immigration and the power of language</p>	<p>Critical Writing: Process and Communication</p> <ul style="list-style-type: none"> • “Learning to Read and Write” Frederick Douglas • “The Lonely, Good Company of Books” Richard Rodriguez • “How to Mark Book” Mortimer Adler • “Turning the Page on Disaster” Edwidge Danticat • “Freewriting” Peter Elbow • “The Maker’s Eye: Revising your own Manuscripts” Donald Murray • “Writing is Easy” Steve Martin <p>Compare and Contrast Essay:</p> <p>Write an essay comparing or contrasting a pair of subjects. Choose subjects to compare or contrast that your readers might find surprising or enlightening</p> <p>Requirements:</p> <ul style="list-style-type: none"> • Times New Roman, 12 pt. font, double space, MLA format • At minimum, two outside sources • 3-5 pages <p>Process Essay:</p> <p>Explaining a process is a common feature in almost all college textbooks. A science text may explain the carbon nitrogen cycle. A history text may explain the sequence of events that caused the Black Plague to spread across Europe. A linguistic text may explain how new words are added to the language. By definition, a process is a “series of actions or operations that produces a particular result.”</p> <p>Many process essays such as the ones described above, explain how something works or occurs. Then there are process essays that explain how to do or make something. This type of essay may, for example, explain how to use a new piece of software, how to manage your time, or how to use reading and writing processes.</p> <p>For this essay, you will write a 2-3 page (MLA, double spaced) process essay in which you explain how something works, is made, or done. Choose a topic you are familiar with or that you can learn about through observation or research. Try to select a topic that your readers-your teacher and fellow students-will find interesting or useful.</p>
8-10	Social Media: Friend or Foe?	<p>In this unit, you will compose an argumentative synthesis essay from the articles and essays read in class. You will synthesize and cite your evidence in an argumentative essay that maintains a formal style and tone appropriate to your audience and purpose, uses rhetorical appeals</p>

		<p>including logical reasoning, and includes all the organizational elements of an argument including a strong claim/thesis, presents and refutes counter claims and a conclusion that summarizes the main points.</p> <p>Your essay may examine any of the topics below:</p> <ul style="list-style-type: none"> • Social Media and Privacy: Does social media pose a threat to an individual's privacy? • Social Media and Mental Health: Does social media negatively impact the mental health of its users? • Social Media's Political Influence: Is social media affecting politics and current events? • Social Media and Kids: Should social media companies be marketing their products to children? • Social Media's Influence: Is social media's influence on culture and the world overstated? • Develop your own research question to argue about social media <p>Your essay:</p> <ul style="list-style-type: none"> • May use additional sources, but they must be articles, essays or studies from periodicals, magazines, or academic journals. • Must be 4-5 pages • MLA format, 12 pt. font, Times New Roman • You will synthesize and cite your evidence in an argumentative essay that maintains a formal style and tone appropriate to your audience and purpose, uses rhetorical appeals including logical reasoning, and includes all the organizational elements of an argument including a strong claim/thesis, presents and refutes counter claims and a conclusion that summarizes the main points. . • 1000-1500 words, 4-5 pages <p>You will need to synthesize at least three articles into your outline and cite your sources within the text.</p>
11-13	Defining Culture	<ul style="list-style-type: none"> • “Mother Tongue” Amy Tan • “Tortillas” Jose Antonio Burciaga • “Leave your name at the Border” Manuel Munoz • “Observations from 20 Years of Iowa Life” Stephen Bloom • <i>There, There</i> Tommy Orange <p>The assessment is to write an MLA format essay (700 word minimum) that introduces, develops, explores, and ultimately, informs and outlines an argument for your personal definition of a term.</p> <p>We rely on definition for successful, efficient communication. Not only do we need to know what others mean when they speak or write to us, but we also want them to know exactly what we mean. <i>You know what I mean?</i> When words have more than one meaning, we need to make sure</p>

that the meaning we intend is clear. When a word or term may be unfamiliar to our audience, we need to take the time to define it. But definition is especially important when we use words that signify controversial or contested ideas. Terms such as “culture,” “family,” “home,” “immigrant,” and “identity” have many meanings and provide the foundation for a thoughtful argument. Whenever we use such terms, we need to let listeners and readers know exactly how *we* are using them. Although we can make words mean different things, we can do so only if our *language community*—the people with whom we speak most frequently—agrees to share the meaning with us.

The purpose of your definition essay will be to inform or argue by classifying a term in a broad category (class) and then differentiating that term from other terms in the same category by stating its distinguishing characteristics. Your one-sentence *formal* definition will serve as the basis of your thesis statement.

Ultimately, you can develop your definition only by considering who your audience is, what they already know, what they need to know, and how they feel about your topic. So when choosing a topic for definition, think carefully about a specific group of people who would be interested in or benefit from your definition—and then tailor your definition to that group.

Whatever your topic, audience, and purpose, your essay must include definitions of important terms in the controversy, historical and background information, and a thorough exploration of different points of view on the issue. This will require you to do research to supplement and verify your existing knowledge. Therefore, *your essay must include at least four outside sources*.

How might you deliver your essay? It could be a letter or a talk that includes the points of view of the audience. It could be an essay or article for a magazine or newspaper that presents the issue to its readers. In any case, your essay must have exigence—the situation must call for a rhetorical response (in this case, your definition). Whatever form of delivery you choose, try to avoid writing an encyclopedic article for the “general reader.”

Library Research for Defining a Term, Concept, or Issue

To gather evidence in support of your investigation, it is necessary to explore a broad range of positions and opinions and research about the issue. This evidence can be found in a variety of sources: in current sources such as periodicals and newspapers, in quantitative form such as statistical sources, and in books that may provide valuable background information. That being said, you are highly encouraged to use the readings in class to support your definition (this is why we read them).

Choose one of the following concepts/words to define and base your essay.

- culture
- immigrant

		<ul style="list-style-type: none"> • human • identity • country • United States • Iowa • choose your own option but must have approval
14-15	Stories Matter-Interview Narrative	<p>In the previous unit, we spent time reading and studying the connections between culture, history, languages, names and identity. Now we will bridge what we learned to our own lives.</p> <p>We will conduct qualitative research to learn about a part of our family history that we may not be aware of or collect a story from a community member similar to Dene from <i>There, There</i>. By collecting this history from a family member or community member, we will learn how it shapes our identity today.</p> <p>Collecting histories is more than just listening to someone talk, it's recognizing the significance and importance of one's own, personal story and the way it fits within the fabric of a family's history and therefore shapes the identity of those who follow. Through this project, you will be participating in the preservation of the past that is almost never found in history books.</p> <p>After interviewing a family member, you will write an interview narrative (2-4 pgs.).</p> <p>Additionally, we will watch and analyze <i>The Stories We Tell</i> to understand how the fallibility of memories influence the stories that families experience and share.</p>
16-17	A Writer is Never Finished-Writing Portfolio	<p>Writing is a process of discovery, drafting, and revision. Composition is distinct from other classes because it places a unique emphasis on that process. For instance, all assessments in Composition require that students develop drafts as well as participate in other key activities within the writing process, including conferences, peer workshops, focused exercises, and activities that enable students to arrive at a final, polished revision.</p> <p>Yet those final revisions do not always reveal the hard work that a student has put in to create them. This portfolio assignment is designed to help you document that work, making visible all the steps taken to craft and improve your major writing projects. It will also afford you with the opportunity to track your development as a writer in Composition by asking you to reflect on some of the projects you have completed and to consider what you have learned about the writing process along the way.</p> <p><i>The portfolio will include, at a minimum:</i></p> <ul style="list-style-type: none"> • A title page • An Introduction, in which you introduce your portfolio and reflect on what you have learned about the writing process, the skills you have practiced throughout your Composition coursework, and

		<p>how you hope to apply these skills to your future coursework or career (see below).</p> <ul style="list-style-type: none"> • The final drafts of your Final Paper (with all working materials including notes and audio recording). • In including your essays, you will be expected to discuss why you have included them in your Reflective Essay and explain specifically what they illustrate about you as a writer and critical thinker. As such, I recommend that you discuss how the essays reveal your analytical skills at work—your abilities to develop, examine, and communicate an informed perspective. • Include final (2nd) draft copies of all three assessments/essays you have written in this course. • Two other minor pieces of writing of your choice.
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Student Make-up Policy

Categories	Late Work Policy	Description	Is reassessment for a better grade offered?
Participation	Work must be turned in on time.	Teachers are not expected or required to accept late work in this category because it is daily work completed during the class period. Failure to submit work in this category will result in a “zero” grade.	No. This work is completed during the class period.
Learning Activities	Work must be turned in on time.	<p>Teachers will give a minimum of 48-hours notice for any work that students are expected to complete outside of class at home. For example, if you assign homework on Tuesday, the earliest possible due date is Thursday.</p> <p>Students will not receive less than a 50% for a grade in this category, as long as an attempt is made on the learning activity. Teachers will enter a 0% if no attempt was made by the student.</p>	Yes but.... Grades for late assignments/learning activities will be lowered ten percentage points (a full letter grade) for each calendar day late, which includes both Saturday and Sunday as separate days. After three days, it will not be accepted unless communication with the teacher to establish an alternative due date.
Summative Assessment & Final	Work must be turned in on time.	Students will receive a grade for the work turned in at that time (i.e. tests, grade partial essays, projects, etc.). The only exception is if missing assessments are due to extenuating circumstances discussed prior to the due date with the teacher. When an	Yes. Students will be able to redo or makeup an assessment up to two weeks after the assessment grade is posted; students must follow necessary steps mandated by the department to be eligible for <i>any</i> reassessment.

assessment is turned in, teachers will mark “Collected” in PowerSchool.

Students will not receive less than a 50% for an assessment grade, as long as an attempt is made on the summative assessment. Teachers will enter a 0% if no attempt was made by the student on the assessment but need to mark “Missing” and/or “Absent” in PowerSchool.

Students can be retaught in class or during Enrichment to build skills or reteach before a reassessment is given. Students can also arrange a time to meet with teachers before or after school.

Classroom Behavior Policy and/or Other Expectations

Classroom Behavior & Netiquette Expectations: Use of Technology: Students are expected to engage in class. Each instance of inappropriate use of technology (use of cell phones or laptops while texting, talking, web searching, Facebooking, twittering, gaming, etc.) will be noted and communicated to advisors on campus regarding inappropriate and disruptive behavior.

Classroom Behavior: Any type of inappropriate classroom behavior will result in a student losing all the daily points (for all daily work required for that day) and the student may be required to leave. Inappropriate behavior can include sleeping, being disruptive, being argumentative, being disrespectful, complaining, leaving class, etc. Each instance of inappropriate behavior will noted and communicated to advisors and the Dean of Students and Dean of Students.

Faculty Feedback Commitment to Students

Faculty Feedback Commitment to Students: Major assignments will usually be returned to the class within one week of submission, sooner if possible.

You will receive scoring guides prior to writing every major essay so that you know the expectations/grading criteria beforehand. If, at any time, you would like to submit drafts for feedback, I am open to that and will try to get you that feedback in one to two days.

College Policies

The Student Handbook is online at eicc.edu/handbook. Any questions about the handbook should be directed to the Dean of Student Development.

Plagiarism and Cheating:

Any assignment that is plagiarized or contains plagiarism, shows evidence of cheating, or is sabotaged, will receive a 0 with no option for resubmission. The next two assigned papers will be handwritten under supervision in either the Success Center or the Testing Center.

“Any assignment” can be an essay, a test, a quiz, an exercise in class, etc. In other words, an assignment you produce or anything someone else produced/helped produce. Sabotage can apply to any of the above, but also can include class discussion, lecture, class instruction, guest speakers, etc., i.e., anything presented, discussed, shown or seen in class.

Depending upon the individual case, the student may fail the course upon the first instance of plagiarism, cheating or sabotage. If there is a second case, the student will fail the course, with no exceptions. I will not sign a drop slip in cases of plagiarism or cheating. Depending upon the severity of the case, I may inform the Dean of the College of the reason for failure.

To grade objectively, a professor must be able to trust that a student has done his or her work in good faith. Plagiarism, cheating and sabotage destroy the ability to trust the student. On a first instance, showing willingness to write under supervision can restore some of that trust, but upon a second instance, the student has shown either unwillingness or inability to learn the material.

Plagiarism is defined by the college as:

1. using direct quotes without quotation marks and textual citation of the material;
2. paraphrasing without crediting the source;
3. presenting another's ideas as your own without citing the source;
4. submitting material written by someone else as your own (this includes purchasing or borrowing the paper);
5. submitting a paper or assignment for which you have received so much help that the writing is significantly different from your own;
6. Participating in a group project which presents plagiarized material;
7. Failing to provide adequate citations for information obtained through electronic research; and/or
8. Downloading or submitting work from electronic sources without citation.

Cheating is defined by the college as:

1. partially or wholly copying someone else's exam or homework;
2. allowing another student to copy your work or submit work you have written as his/her own;
3. referring to a text, notes, other materials, or any other type of assistance, including electronic devices, during an exam without authorization to do so;
4. submitting a paper or assignment for which you have received so much help that the writing is significantly different from your own;
5. passing test answers to another student during or before a test.

Academic Integrity: College deans may initiate disciplinary proceedings against a student accused of Academic Dishonesty. Academic Dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. Academic dishonesty will not be tolerated in any course at this college. Plagiarism and other forms of cheating are examples of such dishonesty and will result in serious consequences. Plagiarism is presenting someone else's words as your own, whether in writing or in speaking.

FERPA Information: Eastern Iowa Community Colleges, in full compliance with the Family Educational Rights and Privacy Act of 1974, shall make educational records available to students upon request. Likewise, in accordance with the law, individually identifiable educational records will not be released to anyone other than authorized individuals without the written consent of the student. Students have the right to file complaints with the Family Educational Rights and Privacy Act (FERPA) Office concerning alleged failures by the institution to comply with the act. For more information, visit eicc.edu/about-eicc/ferpa.aspx.

Student Complaint Policy/Procedures for Capricious Grading:

eicc.edu/about-eicc/student-handbook/procedures-for-use-in-appealing-allegedly-capricious-semester-grades.aspx

Disability Services

Eastern Iowa Community Colleges are committed to providing access to all students. If you have a disability that may affect your academic performance and are seeking accommodations, it is your responsibility to inform the Disability Resources Coordinator at your campus. It is important to request accommodations promptly to receive your accommodations in a timely manner. Instructors can only provide accommodations after being presented with a completed EICC Accommodation Form. Letters of Accommodation must be renewed each semester. Please contact your campus Disability Services Coordinator to set an appointment. This service is free and confidential.

Clinton Community College - Marcia Larson at mlarson@eicc.edu or 563-244-7083 or visit the Information Desk at Student Services to make an appointment.

Muscatine Community College – mccdisabilityresources@eicc.edu or 563-288-6013 or visit the office at Loper 109 to make an appointment.

Scott Community College - Jan Weis at jweis@eicc.edu or 563-441-4027 or visit the Academic Support Center at the Belmont campus in room 2015. SCC Disability Services also has offices at the Urban Campus and the Blong Technology Center.

Free Tutoring

EICC Remote Tutoring Options for students is located at [EICC.edu](https://eicc.edu) and the [Student Resource Center Canvas Shell](#). EICC also provides on-campus tutoring services at each campus location.

Clinton Community College

The CCC Success Center offers one-on-one or group tutoring in a variety of subjects. Peer tutors can help you study, discuss difficult material, or answer questions about assignments and homework. Trained tutors can offer one-on-one assistance or group support in a variety of subjects, including math, science, writing, and more. Meet with a tutor to complete homework, discuss difficult material, brainstorm, or revise a writing assignment, or study for exams. Come to the CCC Success Center in Room 104 to meet with a tutor during drop-in hours, or to schedule an appointment, contact the Tutoring and Disabilities Resource Coordinator at 563-244-7121 or contact Shirley Turnis at sturnis@eicc.edu

Muscatine Community College

The MCC Success Center is a free on-campus resource that provides tutoring assistance, strategies for successful learning, and resources to help you succeed in your classes. Trained tutors can offer one-on-one assistance or group support in a variety of subjects, including math, science, writing, and more. Meet with a tutor to complete homework, discuss difficult material, brainstorm, or revise a writing assignment, or study for exams. Come to the MCC Success Center in Loper 110 to meet with a tutor during drop-in hours, or to schedule an appointment, contact the Tutoring and Disabilities Resource Coordinator at 563-288-6013 or mccsuccesscenter@eicc.edu.

Scott Community College

The Academic Support Center (ASC) in room 2015 at the Belmont Campus provides many tutoring opportunities that are all free to students. Within the ASC, students will find help for their math classes in the Math Center, support for their writing assignments in the Writing Center, and general tutoring in a variety of other subjects. Students should call 563-441-4026 for more information and times when the tutors are available.

Other Student Resources

English Language Acquisition: For students whose primary language is other than English and who believe that receiving academic assistance is necessary for their success, the following resource guidelines are offered:

- Meet with your instructor at the beginning of the course to discuss strategies for success.
- Seek free tutoring by contacting your college's Success Center, Academic Support Center, Writing Center, and/or Math Center (see above).
- Manage your time so you can sufficiently understand the coursework and assignments.

Counseling Resources: Sometimes we need a little extra support for depression, family problems, or day-to-day stress. Free counseling services are available to all students through a licensed therapist. [Counseling Services](#) information is available at EICC.edu or the following campus locations:

Clinton Community College – Contact Mary Walker at mary.walker@bridgeviewcmhc.com or 243-5633 ext. 320. When calling to schedule, please communicate you are a student at CCC.

Muscatine Community College – Appointments available by calling 563-263-0067. When calling the office to schedule, please communicate you are a student at MCC.

Scott Community College - Appointments available by contacting Rose at ralmquist@famres.org or 563-468-2186.

Military: Eastern Iowa Community Colleges seeks to provide a learning environment that is welcoming to all students. Any active or reserve military who would like to discuss transitioning from the military into the academic environment, please contact our Military and Veteran Student Affairs Facilitator. This office assists all veterans and their families in accessing programs and services within the college and community. Please contact EICC Military and Veteran Student Affairs Facilitator Shari Ruehling at sruehling@eicc.edu or any of our campus locations.

Clinton Community College – CCC Main Campus Room 128, 563-244-7175

Muscatine Community College – MCC Loper Hall Room 108, 563-288-6063

Scott Community College – SCC Belmont Campus Room 2109, 563-441-4020

Retention Alert: One of the most efficient and effective ways to improve student success and retention is to identify problems early and take swift action. EICC uses an automated tool that helps students by alerting the appropriate parties, triggering the appropriate response, setting up and tracking an action plan, and monitoring success.

Campus Communication: In an effort to keep our students safe and informed in emergency situations, EICC has a system to help alert students, faculty, and staff of school closings and other emergencies. EICCAAlert is a free service* to send text and voice messages and email notifications. Signup for alerts at <https://www.eicc.edu/about-eicc/eiccalert/>. Also, log in to EICConnect for daily cancellations, activities, and events.

Other

Equal Education Opportunities

It is the policy of Eastern Iowa Community College District not to discriminate in its programs, activities, or employment on the basis of race, color, national origin, sex, disability, age, sexual orientation, gender identity, creed, religion, and actual or potential family, parental or marital status, as required by the Iowa Code §§216.6

and 216.9, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. §§ 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681-1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and Title II of the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.).

If you have questions or complaints related to compliance with this policy, please contact Debora J. Sullivan, Equal Employment Opportunity Officer/Equity Coordinator, Eastern Iowa Community College District, 101 West Third Street, Davenport, Iowa 52801, 563-336-3487, djsullivan@eicc.edu or the Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 West Madison Street, Suite 1475, Chicago, Illinois 60661-7204, phone number 312-730-1560, fax 312-730-1576, OCR.Chicago@ed.gov.

Revised July 2020