

Spring 1-15-2018

# ENG 1001G-243: College Composition I Dual Credit

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## **ENGLISH 101: College Composition – Spring 2018**

### Course Description and Syllabus

#### **Course Description**

College Composition focuses on informative, analytical, evaluative, and persuasive writing and introduces students to college-level research. Students will develop sound writing processes, produce cogent writing, strengthen analytical reading skills, and work with sources.

#### **Learning Objectives**

Students will demonstrate the ability to:

- Develop effective writing processes for producing documents
- Produce informative, analytical, evaluative, and persuasive prose
- Implement reading processes to evaluate sources
- Adapt written texts to suit the text's purpose, audience, genre, rhetorical situation, and discourse community
- Recognize how to transfer their writing processes, understanding of rhetorical principles, and genre awareness to other writing situations
- Find appropriate sources through secondary research, including the use of academic databases
- Integrate sources ethically and appropriately using at least one recognized citation style
- Use effective language and delivery skills through speaking opportunities
- Present work in edited American English

#### **General Education Component**

This writing-centered course prepares students for further academic study by teaching students to use a writing process that encourages thoughtful drafting and revision, to create texts in a variety of genres and styles and to critically read the writing of others. Students will complete multiple writing assignments. As stipulated by the Illinois Articulation Agreement, students will produce at least ten pages of "multi-source writing." The course focuses on the undergraduate goals of critical thinking, critical reading, and writing. In addition, the course will provide speaking and listening opportunities aligned with some or all of these goals.

#### **Curriculum/Instruction**

This course will employ explicit instruction designed to help students arrive at a writing process that might include practicing annotation of texts, brainstorming, structural planning, drafting, sharing, editing, and revising. Students will read and evaluate model texts, imitate those texts, respond to those texts, and share their writing with peers. Students will also work in groups to draft a collaborative research essay. Class discussions will serve the purpose of helping students understand and appreciate rhetoric.

## **Syllabus**

### **Weeks 1-3: Exploring Human Nature**

*Analytical, persuasive writing.*

Readings, Activities & Assignments:

“Neat People vs. Sloppy People”

“Why We Crave Horror”

“Four Directions”

### **Weeks 4-6: Defining the Self**

*Informative, persuasive, source-based writing.*

Readings, Activities & Assignments:

“This I Believe”

The College Application Essay (fall semester only)

The College Student Interview

### **Weeks 7-11: Examining the World Around Us**

*Informative, analytical, persuasive, evaluative, source-based writing.*

Readings, Activities & Assignments:

Current Event Op/Ed

Teen Issue Group Research Project/Paper/Presentation

### **Weeks 12-14: The Role of Art**

*Informative, analytical, persuasive, evaluative, source-based writing.*

Readings, Activities & Assignments:

The Rhetoric of Poetry

“All Junk, All the Time”

Film Review

### **Weeks 15-18: Words of Wisdom**

*Informative, persuasive, evaluative, reflective writing.*

Readings, Activities & Assignments:

Advice to Juniors

Commencement Address

Portfolio with Reflection (Revisions of best essays)

### **Assignments & Evaluation**

You will do approximately 10 major writing assignments. Each one will be worth 100 points. You will also have a handful of assignments that will be graded for completion only. These will be worth 30 points each. In addition, you will be able to earn roughly 50-100 participation points. I use the "total points" method of calculating grades. I do not curve. For each assignment you will be given a specific grade sheet/checklist so that you will know exactly what the expectations of the assignment are.

### **Policies & Procedures**

Don't turn in your work late. If you do, a full letter grade will be deducted. (Note: Completion grade assignments will not be accepted late at all.)

Never ever under any circumstances email an assignment to me and expect it to be graded. I only accept paper copies of assignments.

Check your email regularly; I may send you very important information from time to time. Make it a habit to check your school email every day at least once.

If you ever need help, come and see me during seminar in the Library. I may also be available by appointment during lunch. One-on-one conferences are the best way to build your skills and develop your drafts before you turn them in for a grade.

If you or your parents ever need to contact me after school hours, please email me at [mark.maxwell@d214.org](mailto:mark.maxwell@d214.org). I usually check my email 2-3 times a day M-F.

### **Dual Credit: EIU/214**

Please note: You must get an "A," "B," or "C" in this class in order to earn college credit from Eastern Illinois University. A grade of "D" or "F" will receive NO CREDIT from EIU.

English is required all four years. In other words, four years of English credit is a graduation requirement. That means if you don't pass this class, you will not graduate from high school. In order to earn graduation credit from District 214, you must get at least a "D."

Excessive unexcused absences could lead to surrender of your dual credit opportunity.