Argo Community High School
English Department

Dual Credit College Writing (EN801)

Eastern Illinois University: ENG 1001G - College Composition I: Critical Reading and Source-Based Writing

Course Description: This college dual credit course through Eastern Illinois University focuses on the reading, writing, research, and critical thinking skills required in college. Students produce informative, analytical, evaluative, and persuasive writing; develop effective writing processes through drafting and revision; critically read and evaluate sources; conduct college-level research; and integrate sources ethically and appropriately. The course includes multiple writing assignments and at least 20 pages of multi-source writing. This course satisfies .5 of the Illinois two-year writing-intensive graduation requirement.

Dual Credit Note: *Eligibility to earn Eastern Illinois University credit is governed by EIU requirements and is separate from ACHS course placement.*

Course Overview:

Unit Name	Enduring Understanding / Skills	Common Assessments	READINGS/MEDIA	Length
Unit 1: Classification	• Define classification and use examples to develop a category or identity. • Analyze rhetorical choices and writers' moves in professional and student exemplars. • Use anecdote, concrete examples, counterexamples, allusion, tone, humor, and figurative language purposefully. • Draft, share, revise, and edit writing through a workshop process.	***Summative:*** • Classification Essay (3 pages) ***Formative:*** • Annotation and rhetorical analysis • Classification brainstorm and modeling • Language exercises • Rough draft and peer/group review	***Readings:*** • "The Nerdification Proclamation" - Emily Prescott • "Mother Tongue" - Amy Tan • "The Dog Ate My Disk, and Other Tales of Woe" - Carolyn Foster Segal • "The Ways We Lie" - Stephanie Ericsson	**Approx. 2 weeks**
Unit 2: Informational Writing	• Develop a focused research question and organize information around a clear thesis. • Evaluate sources for credibility, relevance, bias, and currency. • Integrate evidence while maintaining an informative and neutral tone. • Use MLA in-text citations and Works Cited formatting. • Use peer review and reflection to improve writing.	***Summative:*** • Informative Research Essay (5 pages) • Works Cited ***Formative:*** • Notes and student exemplars • Research question, outline, and modeling • Peer review and revision • Presentation/summary and reflection	***Readings/Resources:*** • Student-produced exemplars • Course notes and models • MLA resources	**Approx. 3 weeks**
Unit 3: Argument of Definition	• Develop and refine an arguable thesis. • Use research to support an argument of definition. • Analyze argument models and rhetorical choices. • Draft and revise a sustained argument.	***Summative:*** • Argument of Definition - Final Essay ***Formative:*** • Argument brainstorm • Thesis development • Research for argument • Argument of Definition draft	***Canvas-supported materials:*** • Argument of Definition articles • Selected speech exemplars	**Approx. 3 weeks**
Unit 4: Profile Interview & Essay	• Identify purpose and audience for a profile essay. • Prepare and ask open-ended interview questions. • Practice active listening, follow-up questioning, observation, and note-taking. • Obtain consent and integrate quotations and details accurately. • Use organization, description, and reflection to communicate the significance of a subject.	***Summative:*** • Profile Essay ***Formative:*** • Interview questions and notes • Rhetorical analysis discussion • Rough draft and peer/group review	***Readings/Resources:*** • Notes on profile writing and interviewing • Profile exemplar (teacher-selected)	**Approx. 2-3 weeks**

Unit Name	Enduring Understanding / Skills	Common Assessments	READINGS/MEDIA	Length
Unit 5: **Academic Argumentative Research**	• Navigate academic research databases and use effective Internet search strategies. • Evaluate sources for currency, reliability, authority, and purpose. • Use lateral reading and distinguish ethical from improper use of AI in academic writing. • Avoid plagiarism and use MLA citation accurately. • Summarize, paraphrase, quote, embed evidence, and synthesize multiple academic sources. • Organize a cohesive academic argument.	***Summative:*** • Argumentative Research Essay (7 pages) • Annotated Bibliography ***Formative:*** • Topic exploration and research question/thesis • Research/database work • Rhetorical analysis discussion • Brainstorming and language exercises • Rough draft and peer/group review	***Readings/Resources:*** • Excerpts from They Say / I Say • Professional/student exemplars • MLA research and citation resources	**Approx.** **4-5 weeks**
Unit 6: **Visual Rhetoric & Analysis**	• Identify and describe key visual elements in art, advertisements, and photographs. • Analyze how composition, color, space, and other visual choices shape meaning. • Examine historical, cultural, and social context. • Assess purpose and audience and support an interpretation with visual and contextual evidence.	***Summative:*** • Visual Rhetoric and Analysis Essay (2 pages) ***Formative:*** • Visual analysis practice and discussion	***Media:*** • Teacher-selected art, advertisements, photographs, and other visual texts	**Approx.** **2 weeks**
Unit 7: **Final Reflection / Portfolio**	• Critically read, analyze, and reflect on one's own writing. • Identify writing processes and skills developed during the course. • Assess strengths, weaknesses, and growth as a critical thinker and writer. • Articulate strategies and attitudes for future writing situations.	***Summative:*** • Reflective Paper / Portfolio (4 pages)	***Course portfolio:*** • Student writing and revisions from throughout the semester	**Approx.** **1 week**

Major Course Skills:

Critical Reading	Writing Process	Rhetorical Analysis	Audience / Purpose / Genre
Informative Writing	Argumentative Writing	Source Evaluation	Academic Research
Database & Internet Research	MLA Citation	Ethical Source Integration	Synthesis
Thesis & Organization	Interviewing & Active Listening	Visual Rhetoric	Speaking & Discussion
Peer Review	Revision & Editing	Reflection / Metacognition	Edited American English

Grade Weights

Category	Types of assignments	Weight
SUMMATIVE	Major Writing Projects and Annotated Bibliography	**90%**
FORMATIVE	Discussion, collaborative activities, peer review, pre-writing, writing-to-learn assignments, journals, brainstorming, and related process work	**10%**

State of Illinois Requirements / Mandates

STATE REQUIREMENT	UNITS that Cover REQUIREMENT	Enduring Understanding	Assessment / Activity
Writing-Intensive Coursework - 105 ILCS 5/27-605 **Illinois requires two years of writing-intensive coursework; one year must be English. Dual Credit College Writing satisfies .5 credit / one semester of this requirement.**	Coursewide - All Units	• Develop effective writing processes through pre-writing, drafting, revision, and editing. • Write for informative, analytical, evaluative, persuasive, and reflective purposes. • Adapt writing to purpose, audience, genre, and rhetorical situation. • Evaluate, integrate, and cite sources ethically and appropriately. • Use research, synthesis, and critical reading to support college-level writing.	• Classification Essay • Informative Research Essay • Argument of Definition Essay • Profile Interview & Essay • Argumentative Research Essay • Annotated Bibliography • Visual Rhetoric & Analysis • Final Reflection / Portfolio