

Argo Community High School
English Department
College Reading & Writing (EN200)

Year-Long Transitional English Course

Course Description: College Reading & Writing is a year-long senior English course designed to bridge the gap between high school and college-level reading and writing. Students develop active and analytical reading strategies, writing processes for varied audiences and purposes, research and source-evaluation skills, and critical thinking through informative, analytical, evaluative, persuasive, and reflective writing. The course satisfies one year of the Illinois writing-intensive graduation requirement and is identified by ACHS as its Statewide Transitional English course.

Prerequisites / Credit Note: Prerequisites: 3 English credits and Humanities Division Chair approval. GPA is not an ACHS placement requirement for this course. Some students may be eligible to earn Eastern Illinois University dual credit; university eligibility and credit requirements are separate from ACHS course placement.

Course Overview:

Unit Name	Enduring Understanding / Skills	Common Assessments	READINGS/MEDIA	Length
SEMESTER 1				
Unit 1: Personal Narrative	<ul style="list-style-type: none"> Develop a focused personal narrative using meaningful experiences and concrete detail. Use vivid language, description, voice, and reflection to engage a reader. Analyze professional and student exemplars for writers' moves. Draft, receive feedback, revise, and edit writing. 	<p>Summative:</p> <ul style="list-style-type: none"> Personal Narrative / College Admissions Essay (750 words) <p>Formative:</p> <ul style="list-style-type: none"> Letter to the Teacher Exemplar analysis and annotation Vivid language exercises Draft and writing check-in 	<p>Readings/Media:</p> <ul style="list-style-type: none"> Professional and student personal narrative exemplars "Hers; Letting Light In" 	Approx. 3 weeks
Unit 2: Classification	<ul style="list-style-type: none"> Define and develop a classification through examples and analysis. Use rhetorical choices such as anecdote, counterexample, allusion, tone, and humor. Analyze how writers challenge stereotypes, myths, and misconceptions. Revise and edit through a workshop process. 	<p>Summative:</p> <ul style="list-style-type: none"> Classification Essay (1000 words) <p>Formative:</p> <ul style="list-style-type: none"> Classification brainstorm Draft and peer/group review Annotation and rhetorical analysis 	<p>Readings:</p> <ul style="list-style-type: none"> "The Nerdification Proclamation" - Emily Prescott "Mother Tongue" - Amy Tan Additional professional exemplars 	Approx. 3 weeks
Unit 3: Process	<ul style="list-style-type: none"> Explain a process clearly for a defined purpose and audience. Organize steps, details, and explanation coherently. Analyze professional models for organization, style, and clarity. Use drafting, peer review, revision, and editing. 	<p>Summative:</p> <ul style="list-style-type: none"> Process Essay (1000 words) <p>Formative:</p> <ul style="list-style-type: none"> Process notes and brainstorm Exemplar annotation/discussion Draft and peer/group review 	<p>Readings:</p> <ul style="list-style-type: none"> "Splitting Hairs" and other process exemplars Teacher-selected professional models 	Approx. 3 weeks
Unit 4: Cause-Effect	<ul style="list-style-type: none"> Analyze relationships between causes and effects. Develop and support a focused explanation using evidence and examples. Integrate quotations and vary style, sentence, and paragraph choices for effect. Revise for clarity, organization, and development. 	<p>Summative:</p> <ul style="list-style-type: none"> Cause-Effect Essay (1000 words) <p>Formative:</p> <ul style="list-style-type: none"> Cause-effect brainstorm and annotation Quotation/integration practice Draft and revision activities 	<p>Readings:</p> <ul style="list-style-type: none"> "Golden Arches" and other cause-effect exemplars Teacher-selected professional models 	Approx. 3-4 weeks

Unit Name	Enduring Understanding / Skills	Common Assessments	READINGS/MEDIA	Length
Unit 5: Informative Writing	<ul style="list-style-type: none"> • Develop a focused research question and thesis. • Evaluate sources for credibility, relevance, bias, and currency. • Research using popular and other appropriate sources. • Integrate quotations and evidence while maintaining a formal, informative tone. • Use MLA in-text citations and Works Cited formatting. • Reflect on the writing and research process. 	Summative: <ul style="list-style-type: none"> • Informative Essay (1250 words) Formative: <ul style="list-style-type: none"> • Research/source development • Thesis, outline, and body-paragraph work • Citation and Works Cited activities • Draft and unit reflection 	Readings/Media: <ul style="list-style-type: none"> • "Ologies" podcast materials • Informational articles and student/professional exemplars • MLA research and citation resources 	Approx. 4-5 weeks
SEMESTER 2				
Unit 6: Rhetorical Analysis	<ul style="list-style-type: none"> • Identify and analyze rhetorical appeals, strategies, and choices. • Explain how writers and speakers adapt arguments to audience, purpose, and context. • Develop a defensible thesis and support analysis with textual evidence. • Draft and revise an analytical essay. 	Summative: <ul style="list-style-type: none"> • Rhetorical Analysis Essay (1000 words) Formative: <ul style="list-style-type: none"> • Rhetorical appeal presentation • Article annotation • Thesis and body-paragraph development • Draft and revision 	Readings/Media: <ul style="list-style-type: none"> • Everything's an Argument excerpts on pathos, ethos, and logos • Teacher-selected articles and video examples 	Approx. 5-6 weeks
Unit 7: Argument of Definition	<ul style="list-style-type: none"> • Develop an arguable definition and establish criteria for a claim. • Use research and evidence to support a definition argument. • Analyze argumentative models and rhetorical choices. • Draft, revise, and refine a sustained argument. 	Summative: <ul style="list-style-type: none"> • Argument of Definition Essay (1250 words) Formative: <ul style="list-style-type: none"> • Argument brainstorm and thesis • Research for argument • Draft and revision 	Readings/Media: <ul style="list-style-type: none"> • Argument of Definition articles • JK Rowling graduation speech • Steve Jobs Stanford speech 	Approx. 3-4 weeks
Unit 8: Causal Argument	<ul style="list-style-type: none"> • Develop a causal claim and distinguish correlation from supported causal reasoning. • Organize evidence to explain relationships among causes and effects. • Address competing explanations and counterarguments. • Use evidence, reasoning, and revision to strengthen an argument. 	Summative: <ul style="list-style-type: none"> • Causal Argument Essay (1250 words) Formative: <ul style="list-style-type: none"> • Argument development and research activities • Drafting and revision work 	Readings/Media: <ul style="list-style-type: none"> • Teacher-selected causal argument models 	Approx. 2-3 weeks
Unit 9: Argumentative Research	<ul style="list-style-type: none"> • Navigate academic databases and use effective Internet research strategies. • Evaluate sources for currency, reliability, authority, purpose, and relevance. • Use lateral reading and read scholarly sources strategically. • Avoid plagiarism and integrate sources ethically through summary, paraphrase, and quotation. • Synthesize multiple academic sources into a cohesive research argument. • Use interviews and primary-source information appropriately within research. 	Summative: <ul style="list-style-type: none"> • Argumentative Research Essay (2000 words) • Annotated Bibliography • Profile / Interview Summary (500 words) • Research Presentation Formative: <ul style="list-style-type: none"> • Topic exploration and thesis/question development • Scholarly article work and research check-ins • Interview questions and request email • Drafting and revision 	Readings/Resources: <ul style="list-style-type: none"> • They Say / I Say excerpts • Scholarly articles and database sources • MLA research/citation resources 	Approx. 5-6 weeks

Unit Name	Enduring Understanding / Skills	Common Assessments	READINGS/MEDIA	Length
Unit 10: Visual Rhetoric & Analysis	<ul style="list-style-type: none"> Identify and describe key visual elements in images and other visual texts. Analyze how visual choices contribute to meaning, purpose, and audience impact. Consider historical, cultural, and social context when interpreting visual texts. Support an analytical claim with visual and contextual evidence. 	Summative: <ul style="list-style-type: none"> Visual Rhetoric and Analysis Essay (750 words; Argo grade only) 	Media: <ul style="list-style-type: none"> Teacher-selected art, advertisements, photographs, and other visual texts 	Approx. 1-2 weeks
Unit 11: Final Reflection / Portfolio	<ul style="list-style-type: none"> Critically read, analyze, and reflect on one's own writing. Identify writing processes and skills developed across the year. Assess strengths, areas for growth, and transfer of skills to future writing situations. 	Summative: <ul style="list-style-type: none"> Reflective Paper / Portfolio (750 words; Argo grade only) 	Course Portfolio: <ul style="list-style-type: none"> Student writing and revisions from throughout the year 	Approx. 1 week

Major Course Skills:

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

Grade Weights

Category	Types of assignments	Weight
SUMMATIVE	Major Writing Projects & 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 / DESIGNATION	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 of which must be English. College Reading & Writing is a year-long English course and satisfies one year of this requirement.	Coursewide - All Units	<ul style="list-style-type: none"> • Write for multiple purposes, audiences, and genres. • Use a recursive writing process that includes planning, drafting, feedback, revision, and editing. • Read critically and integrate evidence from multiple sources. • Develop analysis and arguments through research, reasoning, and source-based writing. 	<ul style="list-style-type: none"> • Personal Narrative • Classification, Process, and Cause-Effect Essays • Informative Essay • Rhetorical Analysis • Argument of Definition and Causal Argument • Argumentative Research Essay / Annotated Bibliography • Visual Analysis and Final Reflection / Portfolio
Statewide Transitional English - Postsecondary and Workforce Readiness Act (110 ILCS 148) ACHS identifies College Reading & Writing as its Statewide Transitional English course and aligns the course to the Illinois Transitional English Course Parameters, Competencies, and Policies.	Coursewide - Year-Long	<ul style="list-style-type: none"> • Develop college-ready reading, writing, and critical-thinking processes. • Analyze audience, purpose, genre, rhetorical situation, and discourse community. • Evaluate and use sources ethically and effectively. • Transfer reading and writing strategies to new academic situations. • Reflect on growth, strategies, and readiness for future college writing. 	<ul style="list-style-type: none"> • Year-long sequence of increasingly complex writing tasks • Multi-source informative and argumentative writing • Research, citation, synthesis, and source-evaluation work • Peer review, revision, and reflection • Final reflective paper / portfolio

Review Note: Unit sequence is based on the submitted 2026-27 CRW syllabus. Canvas exports were used only to confirm or clarify existing unit materials. Approximate unit lengths and the Major Course Skills list should be reviewed by the course teacher before publication.