

## ENGLISH 100: BASIC WRITING

### Required Texts:

Macrorie. *The I-Search Paper: Revised Edition of Searching Writing*. Boynton/Cook, 1988.  
Maimon, Peritz, and Yancey. *A Writer's Resource: A Handbook for Writing and Research*.  
McGraw-Hill.

[Readings on Blackboard or e-reserve as designated by instructor.]

Designed for students who want extra help with their writing, this course teaches the processes and strategies students will need to succeed in English 101, 102, and other writing courses. Students in the course will be given many opportunities to draft, edit, and revise their writing; to discuss their writing with their instructor and peers; to address their specific writing needs; and to develop the confidence and enthusiasm for writing that can lead to success in future courses in which writing may be required. Some class discussion and readings focus on the function and scope of language and communication in personal contexts.

English 100 is the first course in SIUC's Stretch Program. The Stretch Program is designed to help students develop the writing skills they will need to successfully complete the English Composition requirement and excel in the University. In the Stretch Program, students take English 100 and English 101 in consecutive semesters with the same instructor. This allows both the instructor and student to spend time addressing specific writing needs at a pace and in a sequence that will help students become better writers and readers. English 100 is offered for degree credit (3 hours). English 101 and 102 also count as credit toward the Core Curriculum requirement.

### Student Learning Objectives:

In English 100, students will become familiar with the writing demands of English 101 and of the University; learn useful methods for producing and interpreting a variety of texts of familiar and interesting subjects; learn processes for inventing and elaborating ideas, for shaping them into purposeful and successful writing, for revising, and for editing; learn strategies for effectively developing and organizing sentences and paragraphs; begin to appreciate, through dialogue and reflection, the important role of language and communication in the students' own writing and reading in college and in the world; learn the appropriate use of Edited American English.

### Coursework:

- Four Writing Projects - 70%

Students will submit each writing project at the end of a course unit. In each unit, students will engage in a composition process that comprises invention, planning, drafting, peer-review, and revision and editing.

- Writer's Notebook - 20%

The notebook may include responses to readings, practice with invention and style, peer responses, and a variety of other types of writing that exercise students' abilities to write clearly and analytically and to read and think critically.

- Final Examination - 10%

Students will have two hours to write an in-class essay on a topic to be announced.