

University of Akron English Composition Sequence

Composition I (English 111)

Basic Overview

- Engages students in the process of pre-writing, drafting, editing, and revising.
- Helps students respond effectively to a range of rhetorical situations by making purposeful and appropriate choices about structure, voice, tone, level of formality, format, and conventions.
- Gives students practice writing in different genres and for different audiences and purposes (memoir, literacy narrative, profile, observation, reflection, review, analysis, ethnographic research, etc.)
- Encourages students to incorporate primary and experiential research into their essays (interviews, observations, analysis of pop culture, etc.).
- Engages students in critical reading and analytical writing.
- Teaches students to integrate their own ideas with those of others. This includes incorporating quotes, paraphrasing, summarizing, and citing. (In this course, students should primarily use texts that are common to the class as a whole. Library research will be covered in Comp. II.)

Requirements:

- Four formal essays, plus a reflective letter for the portfolio, totaling a minimum of 20 pages of revised, polished writing.
- Informal writing assignments that focus on the writing process and rhetorical skills (using detail, summarizing, paraphrasing, evaluating, analyzing, etc.). These assignments might include journals, exercises, informal reading responses, and exploratory drafts.
- Opportunities for revision of formal essays, based on instructor's feedback
- Final Portfolio that showcases what students have learned in the course. The portfolio should include a 2-3 page reflective letter and three formal essays. These essays should demonstrate a range of purpose and genre and should be selected by the student to highlight his or her abilities and accomplishments. The reflective letter should give students an opportunity to reflect on what they have learned in the course and demonstrate their understanding of writing processes and concepts.
- At least 60% of the final course grade should come from the formal paper assignments and the Final Portfolio.

Composition II (English 112)

Basic Overview:

- Builds on the skills of English Comp. I, with a continued emphasis on the writing process and rhetorical awareness.
- Primary focus on research, argumentation, and critical reading.
- Gives students practice in developing arguments for different purposes and different audiences, with a strong emphasis on academic writing.
- Provides instruction in independent research, evaluation of primary and secondary sources, and incorporation and documentation of outside texts.

Requirements:

- Four formal essays plus a reflective letter for the final portfolio, totaling a minimum of 20 pages of revised, polished writing. These essays should be evidence-based academic arguments. One way to achieve this requirement is to begin with experience-based papers and move into writing that includes more complex forms of evidence and support.
- Informal writing assignments—such as reading responses, journals, and exploratory drafts—should focus on the writing process and rhetorical skills (using detail, summarizing, paraphrasing, evaluating, analyzing, etc.).
- Opportunities for revision of formal essays, based on instructor's feedback.
- The Capstone Essay: This essay, which serves as one of the 4 required essays, should be an argument with research, 6-8 pages long. Students should use a library database such as Academic Search Complete for this assignment. This paper should demonstrate the cumulative body of skills, concepts, and abilities the student has gained while moving through the composition sequence.
- The Final Portfolio should include the capstone essay and a 2-3 page reflective letter. In the reflective letter, students will analyze the rhetorical choices they made as they wrote the capstone essay.
- At least 60% of the final course grade should come from the formal paper assignments and the Final Portfolio.