

# What are English IV DC 1301 & 1302 Like?

- ❖ We do a great deal of writing—individual essays (like college entrance docs, about texts we have read, persuasive), and research projects with multiple components and pieces
- ❖ But, we read too!—British literature: some texts are the same as other courses here on campus, and some are unique to this class
- ❖ The day-to-day—some days are structured with listening to instructions or taking notes, literary/textual analysis and discussion, or daily assignments; some days are writing-process time—time to write and ask questions as you work on your essays

## I Should Take This Class If...

- ✓ I meet the entrance requirements for DC classes at Lone Star
- ✓ I am self-motivated and manage time well
- ✓ I want to better my writing skills and learn the process of writing from initial thought to polished essay for multiple types of essays and written work
- ✓ I am okay with a course focus of writing rather than reading
- ✓ I want to go to college next year with 6 hours of English credit
- ✓ I want to take a high school course on the 6.0 GPA scale
- ✓ I want a little more challenge than I have had throughout high school so far

## Comments from Students:

- “I like English 1301 as a senior more than I do other English classes I have taken in high school...I am glad I chose dual credit because it has provided me with more challenging work but it is still manageable.”
- “My overall impression of dual credit English is that it seems to be good preparation for English classes in college.”
- “I am so glad I took this course. I enjoyed the book discussions and have learned greatly from this class. When I took this class, I thought I would become overwhelmed, but I wasn’t. The class kept a good pace with each individual assignment.”
- “I think this class pushes me to the point where I have to work harder and outside my comfort zone, and because of that, I have been made into a better writer.”

## Lone Star General Descriptions of 1301 & 1302:

### 1301

Involves students in the intensive study and practice of writing processes, from invention and research to drafting, editing, and revising, both individually and collaboratively.

Emphasis is placed on effective rhetorical choices, including audience, purpose, arrangement, and style.

### 1302

Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts.

Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

