

# Co-Requisite ENG 095 and ENG 151: A Textbook-Free Approach to College Composition



Gabriel Decio, Ph.D.  
Instructor of English

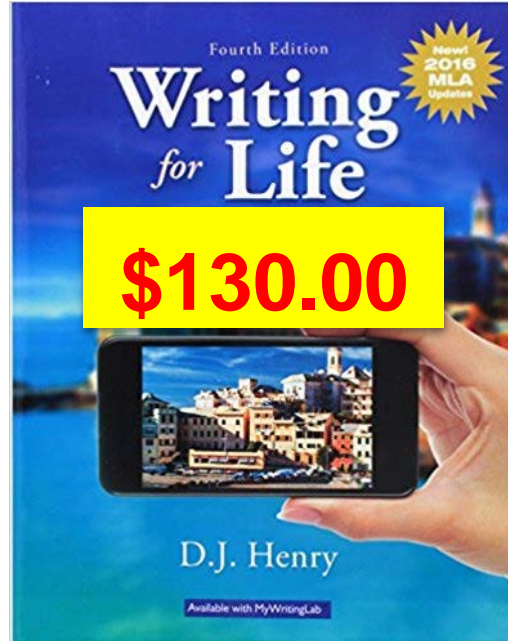
# **ENG 095--Introduction to College Writing**

- Stand-alone course
- Non-credit course
- Preparatory course for ENG 151

# Accelerated Learning Program







- ENG 151 and ENG 095 taught concurrently.
- ENG 095 taught as development of and support for ENG 151.

# Cost of Textbooks



# Collection of Material in ENG 151

☰ ▾ Module 3: The Argumentative Essay with Research ✔ + ⋮

☰		<a href="#">Essay #3 General Topics</a>	✔	⋮
☰		<a href="#">Essay #3 Specifics</a>	✔	⋮
☰		<a href="#">Rubric for the Argument Essay</a>	✔	⋮
☰		<a href="#">Argument Paper Checklist</a>	✔	⋮
☰		<a href="#">News Websites</a>	✔	⋮
☰		<a href="#">Essay #3 Topic Proposal Guidelines</a>	✔	⋮

# Collection of Material in ENG 151

## Rubric for the Argument Paper

	Above Standards	Meets Standards	Approaching Standards	Below Standards
<b>Topics</b>	The topic is narrow and focuses on a specific aspect of the broader subject.	The topic is narrow but the writer could have made it more focused.	The topic may need to be narrowed down.	The topic is broad and unfocused.
<b>Thesis statement</b>	The thesis statement <b>clearly</b> presents the issue at hand and states the writer's position.	The thesis statement <b>adequately</b> presents the issue at hand and states the writer's position.	The thesis statement may vaguely present the issue at hand and/or state the writer's position.	The thesis statement may fail to present the issue at hand and/or state the writer's position.
<b>Content</b>	<p>The body of the paper presents solid support for the writer's position through well-developed arguments.</p> <p>The main counterargument is discussed and effectively refuted.</p>	<p>The body of the paper presents adequate support for the writer's position through effective arguments.</p> <p>The main counterargument is presented and refuted.</p>	<p>The body of the paper presents some support for the writer's position but it needs further development. The arguments may contain logical fallacies.</p> <p>The main counterargument is presented but may not be effectively refuted.</p>	<p>The body of the paper may not present enough support for the writer's position.</p> <p>The main counterargument is not presented.</p>
<b>Paper structure</b>	The organization of the paper allows the writer to convey the message effectively.	The organization of the paper allows the writer to convey the message adequately.	The organization of the paper needs some revision to convey the message more	The organization of the paper may not convey the message effectively.

# Collection of Material in ENG 151

[Modules](#)

[Outcomes](#)

[Assignments](#)

[Quizzes](#)

[Grades](#)

[Attendance](#)

[MCC Library](#)

[Canvas Student  
Help](#)

[Google Drive](#)

[Collaborations](#)

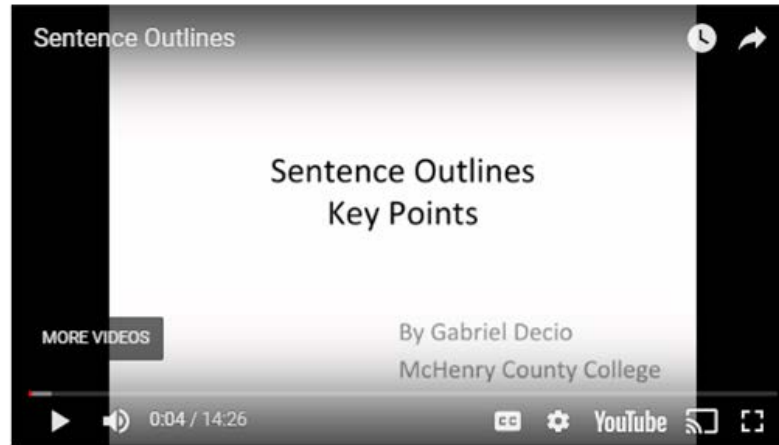
[Syllabus](#)

[Files](#)

[Announcements](#)

[Conferences](#)

## Writing a Sentence Outline Video Tutorial



[◀ Previous](#)

# Activities in ENG 095

## Narrative Compound Sentences: The Battle of Hastings

### Narrative Using Compound Sentences

Construct a narrative paragraph about the events in the Battle of Hastings on the 14 October 1066 in Hastings, southern England.

We will use the video clip below by the BBC that narrates the events of the battle of Hastings in chronological order.



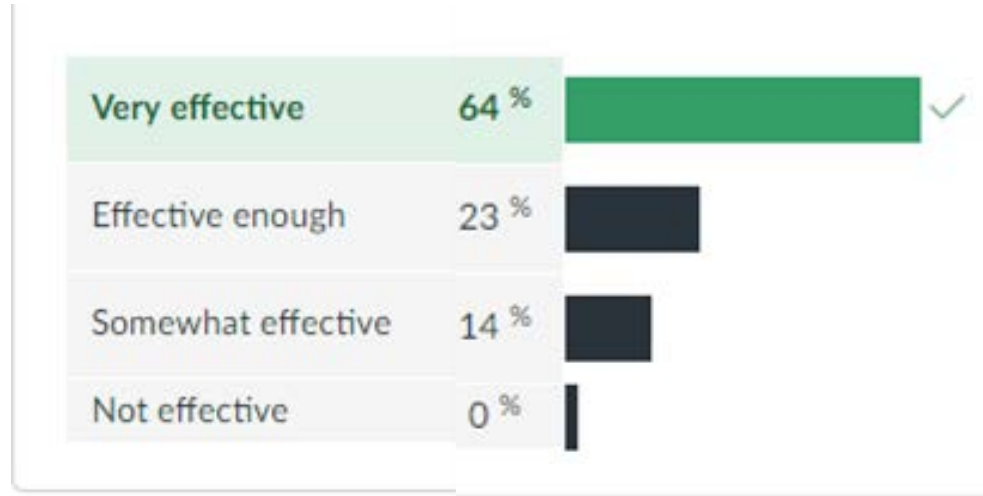
You may also do some independent research to gather the facts around the Norman invasion and conquest of England in the 11th century, and about William, Duke of Normandy, who in 1066 became William, King of England, later known as William I or William the Conqueror.

---



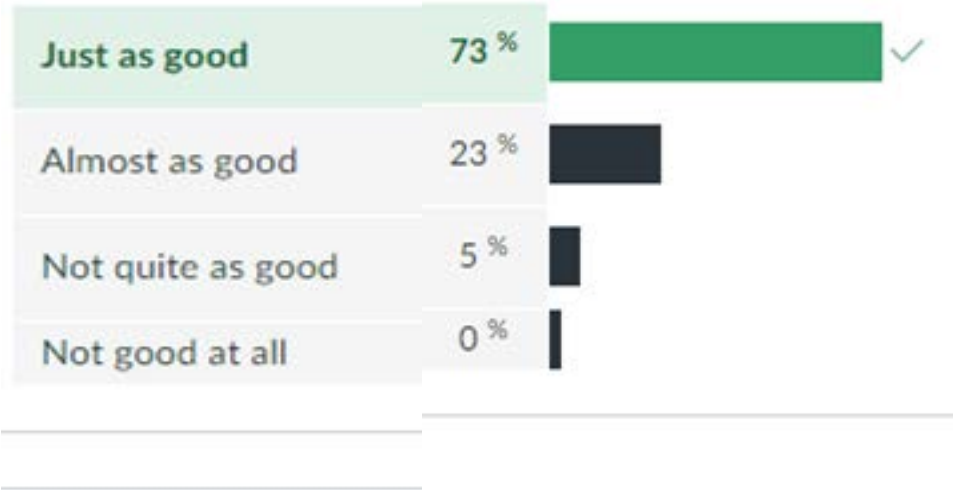
# Students' Feedback

To what extent did you find the teaching materials used in this course/these courses effective?



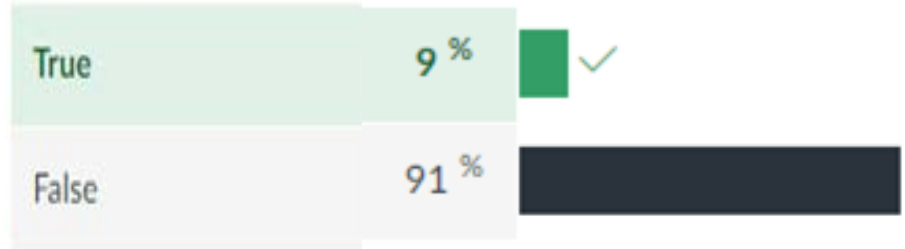
# Students' Feedback

How does the teaching material in this course compare with that in a commercial textbook?



# Students' Feedback

Would you have preferred to use a commercial textbook?



## **Students' Comments**

In this class, I found the teaching material to be very effective, efficient, and helpful to me. In using several different media types, you reach different learning types. For example, I am a hands on and visual learner, so by using Power Points, computers and group activities, I am able to immerse myself in each lesson.

## **Students' Comments**

I enjoyed the teaching materials because it was a very hands on approach instead of reading the material from a confusing composition book

## **Students' Comments**

The teaching materials were presented greatly, everything was easy to understand and people were able to take notes if they wished and if anything was missed we could always just go back on canvas and look at it again.

# Challenge Ahead



**ENG 105**

**ENG 271**



**ENG 272**

**Thank you.**

**Any questions?**



Gabriel Decio, Ph.D.

Instructor of English

McHenry County College