



Independent Study | in Idaho

**ENGL 101
Writing and
Rhetoric I**

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The University of Idaho in statewide cooperation with
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Course Guide

Independent
Study | in Idaho

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English 101 Writing and Rhetoric I

University of Idaho
3 Semester-Hour Credits

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University of Idaho

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4-Engl 101
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3-Engl 101: Writing and Rhetoric I

3 credits: UI

Welcome!

Whether you are a new or returning student, welcome to the Independent Study in Idaho (ISI) program. Below, you will find information pertinent to your course including the course description, course materials, course objectives, as well as information about assignments, exams, and grading. If you have any questions or concerns, please contact the ISI office for clarification before beginning your course.

Policies and Procedures

Refer to the ISI website at www.uidaho.edu/isi and select *Students* for the most current policies and procedures, including information on setting up accounts, student confidentiality, exams, proctors, transcripts, course exchanges, refunds, academic integrity, library resources, and disability support and other services.

Course Description

Workshop on strategies for generating ideas for writing, for planning and organizing material, and for revising and editing; intended to prepare students for the demands of college writing, focusing on reading critically and incorporating source material. Graded P (pass)/F (fail). General education credit. Corequisite: Students with ACT scores 1-17, SAT verbal scores 200-400, COMPASS scores 1-67, or no standardized test scores must concurrently enroll in Engl 095.

Required: Internet access with appropriate browser level to access BbLearn.

13 graded assignments, no exams.

Coursework is divided into 4 Units. For each of the 4 Units, there are readings and writing assignments, including Preparatory Work, a First Draft, a Feedback Summary and Revision Plan, and a Final Draft. Read each assignment carefully before completing and submitting it in BbLearn.

You must work through each unit's assignments in order and WAIT for feedback before completing the next assignment in that unit – **which may take up to three weeks after date of receipt by the instructor.**

You may submit up to 2 assignments in one week by working on more than one unit at a time. For example, before writing the First Draft in Unit One you must wait for feedback on Unit One Preparatory Work. While waiting, you could begin working on the Preparatory Work for Unit Two.

ALL assignments must be submitted to receive a final grade for the course.

Course Materials

Required Textbook

- Ramage, John D, John C. Bean, and June Johnson. *Allyn and Bacon Guide to Writing*. 7th ed. New Jersey: Pearson, 2015. ISBN 10: 1-269-88162-0 | ISBN 13: 978-1-269-88162-3

(The 7th edition is preferred, however, the 6th edition will work. The 7th edition is required for Independent Study in Idaho's Engl 102 course.)

Course Delivery

All ISI courses are delivered through BbLearn, an online management system that hosts the course lessons and assignments and other items that are essential to the course. Upon registration, the student will receive a *Registration Confirmation Email* with information on how to access ISI courses online.

Course Introduction

English 101 is an introductory composition course that focuses on strategies for critical reading, generating ideas for writing, planning and organizing material, and for revising and editing. The course prepares you for the demands of college reading and writing. We will focus on reading critically, writing with a main idea, and properly incorporating source material into your writing.

Becoming a good writer is crucial to success during your college career and virtually any job that you will enter after college. English 101 teaches writing skills that will equip you to succeed both at the university and in the working world.

In addition to writing well-supported essays that argue for a thesis and take counterarguments into account, the writing assignments in this course will help you to develop strategies for improving writing coherence.

This course is divided into four units and requires you to complete a Final Portfolio representing your best work.

Course Objectives

By the end of the course, a successful student should be able to:

- Quickly and accurately grasp the main point of college-level and professional prose.
- Understand how writers present their ideas in view of their probable purposes, audiences, and occasions.
- Develop a central idea or argument, and provide logical and clear support.
- Understand how to present ideas as related to, but clearly distinguished from, those of others: i.e., paraphrasing, summarizing, and correctly citing and documenting borrowed material.
- Understand the basics of synthesizing arguments.
- Use a variety of strategies for generating ideas and arguments.
- Understand that writing is a process, one that requires continuing and recursive invention, rereading, and revision processes.
- Know and use strategies for revising effectively.
- Proofread accurately in order to produce writing that maintains the conventions of Standard Edited English.
- Use electronic environments for drafting, reviewing, revising, editing, and sharing texts.

Exams

There are no exams for this course.

Submitting Assignments

Refer to the *Course Rules* in BbLearn for details on assignment requirements and submission.

Course Breakdown

Units and Assignments

This course has thirteen assignments spread over four larger units corresponding to four major writing assignments and a Final Portfolio. Units 1-4 contain three assignments each. The assignments in each unit build successively on one another to produce the final draft of the assigned paper (the last assignment in each unit). There are no exams. To be most successful on each assignment, first read the comment introducing the unit; then look at each lesson in the unit to get an overview of what it requires and how the unit lessons work together to produce a final draft. Next, work through the assignments in order, doing the assigned reading for each unit thoroughly. After you have read the assigned reading, you will be ready to do the writing assignment that accompanies the reading.

Each Unit includes the following components:

- Reading Assignments
- Writing Assignments
 - Preparatory Work
 - First Draft of Essay
 - Feedback Summary and Revision Plan
 - Final Draft of Essay

Study Hints:

- Keep a copy of every assignment submitted.
- Complete all reading assignments.
- Set a schedule allowing for course completion one month prior to your personal deadline. An Assignment Submission Log is provided for this purpose.

Grading

The course grade will be based upon the following considerations:

English 101 is a Pass or Fail/No Pass course. The criteria for each assessment is as follows:

P (Pass): Your writing demonstrates readiness to advance to English 102. You earned an evaluation of “C” (70%) or higher on each Final Draft and the Final Portfolio.

F (No Pass/Fail): Your writing does not demonstrate readiness to advance to English 102. You did not earn an evaluation of “C” (70%) or higher on each Final Draft and the Final Portfolio or you failed to complete or submit all Final Drafts and/or the Final Portfolio.

The final course grade is issued after all assignments have been graded.

The official course grade will be a P (Pass) or F (Fail/No Pass). **Students who pass the course will receive a “P” on the transcript; a LETTER GRADE WILL NOT BE ASSIGNED.** Students who fail the course will receive an “F” on the transcript.

The equivalent letter grade corresponds to the following grading scale.

- 90 - 100 percent equals a letter grade of an A results in a Pass
- 80 - 89.99 percent equals a letter grade of an B results in a Pass
- 70 - 79.99 percent equals a letter grade of an C results in a Pass
- 60 - 69.99 percent equals a letter grade of an D results in a Fail/No Pass
- Less than 60 percent equals a letter grade of an F results in a Fail/No Pass

The point system used is as follows:

| | | | | |
|---------------------|-----------|-------------|-------|-------------|
| Essay | 1 | Preparatory | Work | 50 |
| Essay | 1 | First | Draft | 50 |
| Essay | 1 | Final | Draft | 100 |
| Essay | 2 | Preparatory | Work | 50 |
| Essay | 2 | First | Draft | 50 |
| Essay | 2 | Final | Draft | 100 |
| Essay | 3 | Preparatory | Work | 50 |
| Essay | 3 | First | Draft | 50 |
| Essay | 3 | Final | Draft | 100 |
| Essay | 4 | Preparatory | Work | 50 |
| Essay | 4 | First | Draft | 50 |
| Essay | 4 | Final | Draft | 100 |
| Final | Portfolio | | | 800 |
| Total Points | | | | 1600 |

Acts of academic dishonesty, including cheating or plagiarism are considered a very serious transgression and may result in a grade of F for the course.

About the Course Developers

Your course developers are Dr. Diane Kelly-Riley, Director of Writing and Assistant Professor of English at the University of Idaho; and Barbara Kirchmeier, Associate Director of Writing. Dr. Kelly-Riley has degrees in English and Educational Psychology. She has taught college composition courses and other subjects for more than 20 years. Ms. Kirchmeier has degrees in English and Curriculum and Instruction. She has taught college composition and education courses for more than 10 years.

Contacting Your Instructor

Instructor contact information is posted on your BbLearn site under Course Rules. Academic Integrity

| Assignment Submission Log | | | | |
|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|-----------------------|--------------|
| Use this log to help you keep track of your progress through the course. | | | | |
| Unit 1: Comparative Ad Analysis | | | | |
| | Reading Assignment | Writing Assignment | Date Submitted | Grade |
| Unit 1 Prep Work | <i>Allyn & Bacon</i> pgs. 241-252 pgs. 256-270 Magazine Covers Advertisement Choices Comparing Ads Chart | Unit 1 Preparatory Work: Parts I-IV | | |
| Unit 1 First Draft | Essay 1 Assignment Instructions Guidelines for Formatting Drafts <i>Allyn & Bacon</i> pgs. 459-470 pgs. 434-444 pgs. 638-643 | Essay 1 First Draft | | |
| Unit 1 Final Draft | <i>Allyn & Bacon</i> pgs. 445-450 | Essay 1 Feedback Summary and Revision Plan Essay 1 Final Draft | | |

| Unit 2: Rhetorical Analysis of an Argument | | | | |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|----------------|-------|
| | Reading Assignment | Writing Assignment | Date Submitted | Grade |
| Unit 2 Prep Work | <p><i>Allyn & Bacon</i> pgs. 51-57</p> <p>“Backpacks vs. Briefcases”</p> <p>Essay 2 Text Options</p> | Unit 2 Preparatory Work: Parts I-IV | | |
| Unit 2 First Draft | <p>Essay 2 Assignment Instructions</p> <p>Guidelines for Formatting Drafts</p> <p><i>Allyn & Bacon</i> pgs. 58-64</p> <p>What/Why Table</p> <p>Sample Rhetorical Analysis Essay & NYTimes article</p> | Essay 2 First Draft | | |
| Unit 2 Final Draft | <p><i>Allyn & Bacon</i> pgs. 470-477 pgs. 553-565</p> <p>Paragraph Cycle for Rhetorical Analysis</p> <p><i>Allyn & Bacon</i> pgs. 87-99</p> <p>Tips for Incorporating Quotations into Your Writing</p> | <p>Essay 2 Feedback Summary and Revision Plan</p> <p>Essay 2 Final Draft</p> | | |

| Unit 3: Response to an Argument | | | | |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-----------------------|--------------|
| | Reading Assignment | Writing Assignment | Date Submitted | Grade |
| Unit 3 Prep Work | <i>Allyn & Bacon</i> pgs. 99-104 pgs. 114-117 pgs. 33-34 Essay 3 Articles | Unit 3 Preparatory Work: Parts I-IV | | |
| Unit 3 First Draft | <i>Allyn & Bacon</i> pgs. 104-114 pgs. 118-123 Essay 3 Assignment Instructions Guidelines for Formatting Drafts | Essay 3 First Draft | | |
| Unit 3 Final Draft | <i>Allyn & Bacon</i> pgs. 459-470 "As He Himself Puts It" <i>Allyn & Bacon</i> pgs. 301-305 pgs. 305-314 | Essay 3 Feedback Summary and Revision Plan Essay 3 Final Draft | | |

| Unit 4: Comparing Perspectives | | | | |
|---------------------------------------|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|-----------------------|--------------|
| | Reading Assignment | Writing Assignment | Date Submitted | Grade |
| Unit 4 Prep Work | <i>Allyn & Bacon</i> pgs. 314-321 pgs. 307-310 Essay 4 Articles to Read | Unit 4 Preparatory Work: Parts I-III | | |
| Unit 4 First Draft | Essay 4 Assignment Instructions Guidelines for Formatting Drafts | Essay 4 First Draft | | |
| Unit 4 Final Draft | | Essay 4 Feedback Summary and Revision Plan Essay 4 Final Draft | | |
| Final Portfolio | | | | |
| | Reading Assignment | Writing Assignment | Date Submitted | Grade |
| Final Portfolio | Final Portfolio Instructions | English 101 Final Portfolio | | |

Unit 1: Comparative Ad Analysis Preparatory Work

Unit Objectives

The ability to analyze can help us to make better judgments about the messages that continually bombard us. But analysis is difficult because it requires us to reexamine things that have become habitual (and therefore invisible) through familiarity. To be a good analyst, you need to develop the art of looking, and that's what we're going to be doing in Unit 1.

Reading Assignment

- *Allyn & Bacon*, pgs. 241-252
- *Allyn & Bacon*, pgs. 256-270
- Essay 1 Assignment Instructions
- Magazine Covers
- Essay 1 Comparing Ads Chart

Written Assignment

Part I: Picking a Magazine

Review the Essay 1 Assignment Instructions. Look through the Essay 1 Magazine Covers.

Decide which of the following magazines you're going to pretend to work for during Essay 1. Make your decision based on your familiarity with the magazine, your interests, etc.

- *Cosmopolitan*
- *Family Circle*
- *Field & Stream*
- *In Style*
- *Men's Health*
- *Parenting*
- *US Weekly*
- *Women's Health*

Write a paragraph that explains why you think you would want to work for this particular magazine. What draws you to this publication? What experience do you have with this publication? Have you read this magazine before? Have you read similar magazines before?

Part II: Picking the Ads

Now that you've decided which magazine you want to work for when writing Essay 1, you need to pick the type of ads you want to write about. Make your decision based on the magazine you work for (which of the products are the readers of your magazine most likely to need/want/use?) and your familiarity with the types of products:

- Lotion and Body Wash
- Vehicle
- Clothing
- Food
- Shoe
- Cell Phone

Once you've picked the type of ad you want to work with, look in the corresponding folder and pick two ads that you'll use to write Essay 1. Please note that the ads you pick cannot have already been published in the magazine you picked. For example, if I picked *Cosmopolitan* for my magazine, I cannot use the first ad in the "Lotion and Body Wash" folder because it has already been published in *Cosmopolitan*. I'd have to pick one of the other four ads provided in the "Lotion and Body Wash" folder.

Write two paragraphs:

- In the first paragraph, describe the first ad you decided to use. Explain why it might work well with the magazine you work for, and explain why it might not work well with the magazine you work for.
- In the second paragraph, describe the second ad you decided to use. Explain why it might work well with the magazine you work for, and explain why it might not work well with the magazine you work for.

Part III: Analysis of Target Audience

Review the magazine you are going to work for. (You picked this in Part I.)

Note the print magazines in which the two ads you picked in Part II originally appeared (written beneath the ad).

Now do some research on each magazine: you can either find a print copy of the magazine at a local store, or look the magazine up online--all of these magazines have associated websites.

Write your target audience analysis as three complete, polished paragraphs using the following template:

- "The target audience for [the magazine you work for] is [describe the target audience concisely]. [Provide evidence to support your claim in the form of other advertisements, article titles, and the ratio of text to images if you're looking at a print source, and features, images, categories, links, and online article titles if you're looking at an online source.]"
- "The target audience for [the magazine ad 1 originally appeared in] is [describe the target audience concisely]. [Provide evidence to support your claim in the form of other advertisements, article titles, and the ratio of text to images if you're looking at a print source, and features, images, categories, links, and online article titles if you're looking at an online source.]"
- "The target audience for [the magazine ad 2 originally appeared in] is [describe the target audience concisely]. [Provide evidence to support your claim in the form of other advertisements, article titles, and the ratio of text to images if you're looking at a print source, and features, images, categories, links, and online article titles if you're looking at an online source.]"

Part IV: Analyzing Ad Features

This assignment is designed to help you generate a lot of "raw material" for your Comparative Ad Analysis Essay.

Read through all of the categories and questions under "Strategies for Analyzing the Compositional Features of Print Ads" in *Allyn & Bacon*, pgs. 261-263.

Fill out the Essay 1 Comparing Ads Chart using information from the two ads you're using for Essay 1.

Submit Your Assignment