



Independent Study | in Idaho

Engl 102
Writing and
Rhetoric II

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The University of Idaho in statewide cooperation with
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Course Guide

Independent
Study | in Idaho

Self-paced study. Anytime. Anywhere!

English 102 Writing and Rhetoric II

Lewis-Clark State College
3 Semester-Hour Credits

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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

A continuation of Engl 101 with an emphasis on general research techniques with applications to various academic disciplines. Successful students will be able to: 1. Continue to demonstrate competency in the course outcomes for Engl 101; 2. Locate, identify, and participate in academic discourse; 3. Read critically, synthesize, and evaluate information; 4. Use a variety of research tools (databases, indexes, the Internet, etc.) to locate appropriate information sources; 5. Develop a focused research topic or project; 6. Conduct a review of the literature for a specific topic; 7. Understand what constitutes evidence in a particular discipline; 8. Use valid evidence to support claims; 9. Understand and use APA and MLA formats for organizing and documenting multiple source papers; 10. Understand and demonstrate the ethical responsibility of the research writer to explore multiple perspectives on a topic and to cite sources and report findings accurately. Writing integrated; computer intensive.

Prerequisite: a grade of “C” or better in Engl 101 or satisfactory placement score:

INDEPENDENT STUDY IN IDAHO OPTIONS

Students enrolling in ENGL 102 through Independent Study in Idaho must do one of the following:

1. Complete ENGL 101 with a score of C or greater, and then enroll in Engl 102
2. Produce evidence of a minimum placement score as outlined below:
 - a. ACT25-30
 - b. SAT570-690
 - c. SAT630-720 (March 2016 or later)
 - d. AP Exam.....3 or 4
 - e. TOEFL.....100+ on the TOEFL (iBT) exam (100+ overall AND 28+ on the writing section)
3. Produce transcripts showing student has passed an ENGL 101 equivalent course. (LSCS and ISI would need to work out a process for course equivalency questions and transcript evaluations.)

RESOURCES

LCSC placement rubric:

<http://webdev.lcsc.edu/catalog/Files/Course%20Placement%20Score%20Chart.pdf>.

LCSC on-campus Placement Options:

- 1) Take ENGL 101 w/ remediation workshop course
- 2) Take ENGL 101
- 3) Test out of ENGL 101 and take ENGL 102
- 4) Test out of both ENGL 101 & 102.

Students may submit up to 1 assignment per week.

Students should wait to receive instructor feedback on pass/fail assignments before submitting letter-graded assignments in the same unit. For instance, not having the instructor's feedback on Assignments 2 and 3 before submitting Assignment 4 will make doing Assignment 4 more difficult.

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

Course Materials

Required Course Materials

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

Recommended Materials

Dictionary

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 102 is an introductory composition course designed to improve your skills in persuasive, source-based writing, the sort of writing you will do in other college courses. Because academic writing often builds upon ideas from other sources, this course will focus on integrating and responding to outside sources.

By the end of the course, you should be very good at doing the following: 1) Accurately assessing and effectively responding to a wide variety of audiences and communication situations; 2) Comprehending college-level and professional prose and analyzing how authors present their ideas in view of their probable purposes, audiences, and occasions; 3) Presenting your ideas as related to, but clearly distinguished from, the ideas of others (including the ability to paraphrase, summarize, and correctly cite and document borrowed material); 4) Developing a central idea or argument logically, supporting and illustrating it clearly; 5) Writing syntheses of college-level and professional prose; 6) Being able to make the connection between questions and problems in your life both within and outside of college; 7)

Gathering and evaluating information and using it for a rhetorical purpose in writing a research paper; 8) Using a variety of strategies during the prewriting or “invention” process; 9) Revising effectively, and 10) Accurately proofreading your own work in order to produce writing that maintains the conventions of published English.

Of course, I expect that you are able to carry out some of these tasks already; this class will expand your rhetorical knowledge and immerse you in research-writing at the University.

Course Objectives

English 102 is part of the Written Communication area of the General Education Core. Upon successful completion of this course a student will demonstrate the following competencies:

- Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts.
- Adopt strategies and genre appropriate to the rhetorical situation.
- Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context.
- Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others.
- Address readers’ biases and assumptions with well-developed evidence-based reasoning.
- Use appropriate conventions for integrating, citing, and documenting source materials as well as for surface-level language and style.

Lessons

Each lesson may include the following components:

- lesson objectives
- reading assignments
- important terms
- lecture
- written assignment, project, or activity

Study Hints:

- Keep a copy of every assignment submitted.
- Complete all reading assignments.
- Set a schedule allowing for course completion one month before your personal deadline. An *Assignment Submission Log* is provided for this purpose.
- Web pages and URL links on the World Wide Web are continuously changing. Contact your instructor if you find a broken Web page or URL.

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

Exams

- You must wait for grades and comments on assignments before taking the midterm exam.
- For your instructor’s exam guidelines, refer to the **Course Rules** in BbLearn.

Refer to *Grading* for specific information on assignment/exam points and percentages.

Proctor Selection/Scheduling Exam

The exam requires a proctor.

To submit your *Proctor Information Form* online, visit the ISI website and select *Forms, Proctor Information Form*. Submit this form at least two weeks before your first exam. Refer to *Students, Assignments and Exams* on the ISI website for information on acceptable and unacceptable proctors.

Grading

The course grade will be based upon the following considerations:

As you glance through the assignments, you will notice there are two types of grades in this course: pass/fail grades and letter grades. Each letter grade is worth a certain percentage of the final course grade. While pass/fail assignments are not calculated into your final grade, you **MUST** pass every pass/fail assignment before completing this course. If you receive a grade of “fail” on any of the pass/fail assignments or the pass/fail midterm, the instructor will explain why you failed and decide whether or not you may revise it to try for a passing grade.

The following table lists the lessons that receive a letter grade of A–F along with a percentage of the final grade comprised by each lesson.

Major Writing Assignment (WA)	Percentage
WA 1: Lesson 2–Literacy Narrative	10
WA 2: Lesson 6–Summary/Response Essay	10
Midterm	15
WA 3: Lesson 10–Analysis and Synthesis Essay	15
WA 4: Lesson 12–Annotated Bibliography	10
WA 5: Lesson 13–Writing a Detailed Outline	15
WA 6: Lesson 16–Research Essay	25
Total	100

Grading scale:

A = 90 to 100

B = 80 to 89

C = 70 to 79

D = 60 to 69

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

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

About the Course Developer

This course was initially developed by Bryan Fry, a husband, and father of three. He earned his B.A. in English from Walla Walla College and his M.F.A. in Creative Writing from the University of Idaho. Since 2000, Bryan has taught a variety of courses, from GED and ESL courses at the Washington State Penitentiary to composition and creative writing courses at the University of Idaho and Washington State University. He is currently the editor of *Blood Orange Review*, an online literary journal. Bryan currently teaches at Washington State University and for Independent Study Idaho.

This course was revised by Kate Watts. Kate earned her B.A. in English in 2004 and her M.A. in English in 2011, both from the University of Idaho. Kate currently teaches a variety of composition courses at Washington State University. She is a member of the President's Teaching Academy and is involved in a number of cross-discipline writing pedagogy and assessment groups.

Contacting Your Instructor

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

Assignment Submission Log

Submit all of the Written Assignments (whether P/F or letter grade) in BbLearn.

Lesson	Reading Assignment	Written Assignment	Date Submitted
Unit 1: Unit 1: Multi-modal Personal Narrative			
1	Ch 1 pg 2-12 Ch 2 pg 22-32 Ch 7pg 147-148	Freewrite Short Essay Grading: P/F	
2	Ch 3: How Messages Persuade Concepts 3.1-3.2 and 3.4 pg 42-49 and 57-63 Ch 4: Multimodal and Online Communication Concept 4.1 pg 66-68 Ch 19: Strategies for Composing Multimodal Texts pg 488-495	(WA 1) Multi-Modal Personal Narrative and Reflective Memo (10% of grade)	
Unit 2: Summary/Response Essay			
Read Chapter 5 (pg 82-124) in the <i>A & B Guide</i> before beginning this unit.			
3	Ch 3 pg 42-50 Ch 5 pg 82-92, 102-105 Ch 22 pg 546-549	Essay Summary Grading: P/F	
4	Ch 2 pg 32-37 Ch 5 pg 86-87, 92-96, 109-112 Ch 17 pg 451-455 Refer to the reading you selected to work with in Lesson 3	Thesis statement Topic sentences Grading: P/F	
5	Ch 5 pg 106-112 Ch 22 pg 546-560 Refer to the reading you selected to work with in Lesson 3	Thesis sentence Response essay Grading: P/F	
6	Chapter 3: "Exploring Problems, Making Claims" (pg 37-39) Ch 5: "Reading Rhetorically" (pg 112-113) Chapter 17: "Strategies for Writing Closed-Form Prose" (pg 444-451)	(WA 2) Summary/Response Essay and Reflective Memo (10% of grade)	
Midterm Exam—15% of grade			
Unit 3: Analysis and Synthesis Essay			
Read Chapter 12 (pg 284-308) in the <i>A & B Guide</i> before beginning this unit.			
7	Ch 12 "Analyzing and Synthesizing Ideas" pg 284-308 Readings –you will select a pairing in the lecture	Synthesis Question Learning Logs Thesis Grading: P/F	
8	Chapter 3 "Messages persuade through appeals to logos, ethos, and pathos" (48-50) Chapter 22 "Know when and how to use summary, paraphrase, quotation, and attributive tags" (546–556) Chapter 23 "Citing and Documenting Sources" (561–576)	Revised Thesis Rhetorical Analysis Find and Evaluate Source Grading: P/F	

Lesson	Reading Assignment	Written Assignment	Date Submitted
9	Chapter 7: "Writing an Exploratory Essay or Annotated Bibliography" (144–146 and 155-158)	Revised Thesis Synthesis Works Cited Page Grading: P/F	
10	Chapter 12: "Analyzing and Synthesizing Ideas" (284-308) "Readings" (see Lesson 7 for list)	(WA 3) Synthesis Essay and Reflective Memo (15% of grade)	
Unit 4: Annotated Bibliography Read chapters 7 (pg 144-167) and 20 (pg 508-525) before beginning this unit.			
11	Chapter 20: "Asking Questions, Finding Sources" (508-524) Chapter 21: "Evaluating Sources" (526-558)	Establish Roles Expand Keyword Search Submit Sources Grading: P/F	
12	Chapter 7: "Writing an Exploratory Essay or Annotated Bibliography" (144–146 and 155-158)	(WA 4) Annotated Bibliography (10% of grade)	
Unit 5: Research Essay Review Chapter 22 (611–625) in the <i>A & B Guide</i> before beginning this unit.			
13	Review Chapter 22 (543-560) in the <i>Allyn & Bacon Guide</i> before beginning this unit.	(WA 5) Writing a Detailed Outline (15% of grade)	
14	Chapter 17: "Composing and Revising Closed-Form Prose (432–474) Chapter 23: "Cite and document sources using MLA style" (561-576)	Rough Draft Questions Grading: P/F	
15	Chapter 17: "Composing and Revising Closed-Form Prose (432–474) Chapter 22: "Incorporating Sources in Your Own Writing" (546-552)	Revision Exercise Written Response Grading: P/F	
16	"Improving Your Editing Skills, Handbook: A Guide to Editing" (pg 610-612, 634-677)	(WA 6) Research Essay and Reflective Memo (25% of grade)	

UNIT 1: (LESSONS 1-2)—MULTI-MODAL PERSONAL NARRATIVE

Lesson 1 Introduction to English 102

Lesson Objectives

- To become acquainted with the textbook and the layout of the course
- To learn key course vocabulary and introduce key concepts
- To identify a researchable topic to develop throughout the course (to be especially developed in the final two units)
- Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context

Reading Assignment

Ch 1 pg 2-12

Ch 2 pg 22-32

Ch 7pg 147-148

Important Terms/Concepts

Rhetoric

Problematic question

Wallow in complexity

Lecture

Note: Because the research project is a significant undertaking, you will be assigned smaller tasks related to that project in each unit. The smaller, scaffolding assignments are intended to help you complete the larger assignment in the final unit. Reading through the other units (especially the last unit) may help you better grasp the trajectory of the course.

The first goal of this lesson is to help you become familiar with the textbook, *The Allyn and Bacon Guide*, and the course itself. The first chapter introduces readers to key concepts, which we will further develop throughout the course. The other readings support the lesson's assignment, which is the second goal in this lesson.

Each chapter in the textbook is subdivided into concepts. We will cover many of these concepts in the lessons, but you may want to read additional sections or return to sections on your own. Likewise, Ch 17-23 are subdivided into skills, all of which are helpful to college-level writing students. This subdivision of concepts and skills makes our textbook easy to use, making it a key to discovering and understanding writing techniques useful inside and outside of this course.

After you have familiarized yourself with the textbook and the course materials, be sure to read this lesson's assigned readings. Once you have read the assigned pages, begin work developing your research topic and line of inquiry.

You will need to pick an academic topic, one you can break down and problematize. In other words, you will have to practice "wallowing in complexity" from Ch 2. Once you pick a good academic topic/research question, you should be able to contemplate its dimensions. This work will set you for success in the development of the project throughout the course.

There are a few rules in choosing a topic: avoid topics which are polarized, such as abortion, gun control, legalizing marijuana, wolf reintroduction, immigration, terrorism, the War in Iraq or Afghanistan, government subsidized healthcare, steroids, welfare, euthanasia, changing the drinking age, etc. Rhetorically, these topics are poor choices because of the conversation that surrounds them. They are arguments that you cannot win. I want you to push yourself to write about something more creative and more focused—something that you are passionate about. Writing about these topics is possible, but you will need a specific focus within the topic. Instead of a paper about euthanasia, a focused paper would ask “When working in an elderly care facility, what is a nurse’s role in end of life decisions?” Instead of a paper exploring climate change, a focused research question would ask “What can be done to improve the water quality in Puget Sound in an effort to restore aquatic habitat?”

Please review the following examples:

Topic: I am doing a paper on eating disorders.

Focused question: I am trying to sort out what experts say is the best way to treat anorexia nervosa. Is inpatient or outpatient treatment more effective?

Topic: I am doing my paper on gender-specific toys for children.

Focused question: I am puzzled about some of the effects of gender-specific toys. Do boys’ toys, such as video games, toy weapons, and construction sets, develop intellectual and physical skills more than girls’ toys do?

Your goal is to arrive at a focused question. The narrower that question, the better. You should not know the answer to the research question; rather, finding the answer and taking a stance will be developed through the research process.

Final thoughts: To be successful in this course, read the corresponding reading assignments for each lesson. Do not rush through the readings. The written lectures in this guide are meant to complement the assigned readings; they do not replace the information in *The Allyn and Bacon Guide*.

Written Assignment

Grading: P/F

Before beginning the first written assignment, refer to the *Course Rules* in BbLearn for your instructor’s assignment requirements. All assignments must be submitted to BbLearn for grading.

Assignment: Write a one-page essay about a tentative research project. The essay should end with your focused research question. You are welcome to use open-web sources (*The New York Times*, *Wikipedia*, and other trustworthy sources) in this initial essay to help you develop a focused question. Be sure to cite all information from sources you use; use Ch 23 to help you.

As discussed above, watch out for topics which receive too much media attention. These topics are easy to think of, but they do not necessarily lead towards fascinating and new research. Rather than think of an argument, establish a focused research question for now. Pick something that interests you and work from there.

Once you find a topic which interests you, problematize it. In other words, break it down into parts, examine it from various points of view, and practice “wallowing in complexity.” Your one-page essay will need to demonstrate the importance of your research question and why it is difficult to answer.