



Independent Study | in **Idaho**

Engl 101 Introduction to College Writing

Independent Study in Idaho
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The University of Idaho in statewide cooperation with
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Course Guide

Independent
Study | in **Idaho**

PO Box 443225
Moscow ID 83844-3225

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English 101 **Introduction to College Writing**

University of Idaho
3 Semester-Hour Credits

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University of Idaho

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Independent Study in Idaho

This course is offered through the University of Idaho.

Engl 101: Introduction to College Writing

3 Semester-Hour Credits: (UI)

Welcome!

Whether you are a new or returning student, welcome to the Independent Study in Idaho (ISI) program. Before beginning this course, read the information provided below, including course description, prerequisites, required materials, course objectives, and information about lessons, exams, and grading.

Important!

As you read this section, you will see the following icon:



Use this icon to direct yourself to the **Appendix** in the back of this course guide for essential registration information, Independent Study in Idaho policies and procedures, and forms you will need to successfully complete this course. You are responsible for understanding and following ISI policies and procedures. This icon will also direct you to the **Registration Confirmation Letter**, which you will receive upon registering for this course. The *Registration Confirmation Letter* provides your course instructor's contact information and any specific lesson guidelines, and instructions about online access.



Turn to the **Appendix** now. Familiarize yourself with the information in the *Registration* section, student responsibilities in *Academic Integrity*, and the necessary forms. If there is anything you do not understand, please contact the ISI office for clarification before starting your course.

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)/ N (repeat) /F (fail)

Prerequisite

ENGL 090 or equivalent

Course Materials

Required Course Materials

Bullock, Richard, Maureen Daly Goggin, and Francine Weinberg. *The Norton Field Guide to Writing with Readings and Handbook*. [Rev. ed.] New York: W. W. Norton & Company, 2008.

ISBN-10: 0-393-93020-3 ISBN-13: 978-0-393-93020-7

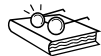
Independent Study in Idaho course materials are available for purchase at the University of Idaho Bookstore. To order online, visit the UI Bookstore's Web site, www.uidahobookstore.com, select *Textbooks, Independent Study* for a list of course materials. You also may order by telephone at (208) 885-7334.

Independent Study in Idaho courses are updated and revised periodically. Ordering course materials from the UI Bookstore at the time of registration allows you to purchase the correct edition(s) of textbooks, course guides, and supplemental materials. If purchasing textbooks from another source, refer to the ISBN(s) for the textbook(s) listed for this course to ensure that you obtain the correct edition(s).

If you have questions regarding the course materials you have ordered and received, contact the UI Bookstore.

Course Delivery

This course is offered through a print-based course guide or online through Blackboard.



To access the online version of this course, see your **Registration Confirmation Letter**.

Course Introduction

English 101 is an introductory composition course that focuses on the fundamental skills of reading and writing the essay. It is intended to prepare you for the demands of college writing while paying specific attention to personal, descriptive, expository, and persuasive 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.

This course is divided into five units. Each unit is based on a chapter from *The Norton Field Guide to Writing with Readings and Handbook*, and emphasizes reading texts closely and critically to gather information dealing with a larger question.

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.

Course Objectives

English 101 is designed to prepare you for the demands of college writing in general and the rigors of English 102 in particular. To pass English 101, you should be able to do the following:

- Understand writing as a process, including prewriting, revision, and editing
- Read and respond thoughtfully and analytically
- Control a main idea
- Develop and organize support for a main idea
- Develop a logical argument
- Identify and write to a variety of audiences
- Develop writing that is appropriate in academic and occupational settings
- Write clearly, concisely, and vigorously
- Use correct spelling, punctuation, and grammar
- Use basic word-processing skills to produce and revise an essay

Lessons

Overview

Each lesson includes the following components:

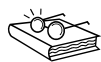
- Lesson objectives
- Reading assignment
- Important terms
- Introductory lecture
- Written assignment

This course has seventeen lessons spread over five larger units corresponding to five major writing assignments. Units 1, 4, and 5 contain three lessons each. Units 2 and 3 have four lessons each. The lessons in each unit build successively on one another to produce the final draft of the assigned paper (the last lesson 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 lessons 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.

Study Hints

- Complete all assigned readings.
- **Keep a copy of all your assignments.**
- Set a schedule allowing for completion of the course one month prior to your desired deadline. (An *Assignment Submission Log* is provided for this purpose.)
- Web pages and URL links in the World Wide Web are subject to change. If you cannot access a link that has been listed in this course guide, use your favorite search engine (such as Google) to locate the site. To seek assistance or provide any updated information, contact your instructor.
- Keep in mind that all the lessons in Units 1–5 build toward the final draft of a paper. Therefore, successfully completing each one in order and waiting for instructor feedback makes writing the rough and final drafts of the paper much easier.
- Use the **Handbook** and **Glossary** sections of *The Norton Field Guide to Writing with Readings and Handbook* for help with grammar and definitions of writing terms.
- All reading assignments are from *The Norton Field Guide to Writing with Readings and Handbook* unless otherwise noted. (See Lesson 5.)



See your *Registration Confirmation Letter* for further details on *your instructor's requirements: how to format and submit lessons, number of lessons you may submit at one time, and lesson guidelines*. Also see the **Appendix** at the back of this course guide for essential *ISI policies on submitting lessons to your instructor*.

Grading

English 101 is graded on a P-N-F basis:

P = Pass

Your writing is proficient. This grade is equivalent to at least a C in a traditional A–F grading system.

N = No Pass

You have done the work, but it does not meet the standards required for the course. You need to repeat English 101.

F = Fail

This is the result of a serious academic offense, such as plagiarism.

All of the seventeen assignments in this course are graded “P” (Pass) or “N” (No Pass); there are seven prewriting assignments, five rough drafts, and five final drafts (lessons 3, 7, 11, 14, and 17). In order to pass this course, **all prewriting assignments** and **rough drafts**, and **four of the five final drafts** must be satisfactorily completed (receive a “P”).

Your instructor will evaluate your prewriting assignments and rough drafts and return them to you with comments. Therefore, it is important to wait for your instructor's comments before submitting your final draft. In addition, your instructor will evaluate your final drafts and return them to you with comments. All final drafts that receive a "P" will also receive a letter grade (A, B, or C). The letter grade is simply to let you know how strong a piece of writing is. A paper with a "P" is an acceptable paper, while a paper with an "N" is not acceptable.

The following tables explain what the letter grades mean, but remember that your instructor's comments provide the most important feedback.

Pass: Letter Grades	Meaning	What you need to do
P (Pass)	The paper is acceptable. It demonstrates writing that is acceptable for college-level work. In a regular grading system, your work would be graded C or better.	Read the paper and your instructor's comments in order to understand what you did well. Every paper can still be improved in some ways, however small. Check to see what sorts of issues need improvement.
A	Represents achievement that is outstanding or superior relative to the level necessary to meet the requirements of the assignment.	
B	Represents achievement that is above average relative to the level necessary to meet the requirements of the assignment.	
C	Represents achievement that meets the basic requirements in every respect. It signifies that the work is average , but nothing more.	

No Pass	Meaning	What you need to do
N (No Pass)	The paper is not satisfactory for college level work. There may be problems with focus, structure, development, sentence clarity, and/or proofreading.	Read the paper and your instructor's comments. Follow your instructor's advice for revising the problem areas of the paper.

Criteria for Proficiency Evaluation of Papers in English 101

The final paper in each unit (lessons 3, 7, 11, 14, and 17) will be evaluated based on the following six broad standards for proficiency in English 101, listed below. Any other considerations particular to a given assignment will be clearly noted.

However, before you look at any of these six components, answer this general question: Did you fulfill the objectives of the assignment? For example, if the instructor has asked you to write an evaluation of a specific short story based on four criteria, have you done this? Have you responded to the correct short story? Are there four criteria?

If you have met the objectives of the assignment, evaluate your paper based on the six standards, listed below.

Six Standards for Proficiency in English 101

1. Is your purpose clear?

Do you take a clear stance? Do you make a point about your topic that is interesting, thoughtful, and focused? Have you clearly asserted a thesis, one that isn't simply self-evident?

2. Is the logic of your essay convincing?

Is your argument reasonable and consistent? Have you considered your audience and probable objections a reader might make to your assertions? Do you avoid major fallacies in your thinking? Is your thinking clear, and do you discuss your material intelligently?

3. Are your paragraphs organized, developed, and coherent?

Does your paper have a satisfactory organization based on your thesis? Do you have a clear organizing principle that orders your points and guides the reader? Do you use carefully selected and sufficient examples, illustrations, and explanations to support your ideas? Do you provide transitions between paragraphs?

4. Are your sentences clear and well structured?

Do you use a variety of sentence structures? Do you avoid a succession of short, choppy sentences? Do you avoid long, convoluted sentences? Are your sentences active and dynamic, avoiding excessive use of the passive voice and nominalization?

- **Passive voice:** the use of the verb "to be," which results in wordiness. For example, the sentence in passive voice, *The bike was ridden by the boy*—would be, in active voice, *The boy rode the bike*.
- **Nominalization:** when verbs are converted to nouns, which results in wordiness. For example, the sentence, *He made a suggestion*—would be *He suggested*.

5. Does your language follow the conventions of usage and grammar for edited American English?

Are your words and phrases appropriate and precise? Do you avoid generalities, pat phrases, clichés, jargon, and sexist/racist language? Do you use the correct verb forms, verb tenses, subject-verb agreement, pronouns, adjectives, adverbs, prepositions, and articles?

6. Are your punctuation and spelling correct?

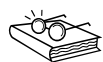
Is your control of punctuation sufficient to keep the reader from being distracted from what you are trying to convey? Is your punctuation accurate? Do you write in complete sentences, avoiding fragments, comma splices, and run-ons? Is your spelling sufficiently accurate to reflect college-level work?

- **Comma splice:** to join two independent clauses with a comma, but without a coordinating conjunction. For example, *The bike is red, the boy loves it*—should be *The bike is red, **and** the boy loves it.*
- **Fragment:** an incomplete phrase. For example, *The bike is red. Which is the boy's favorite color*—should be *The bike is red, **which** is the boy's favorite color.*

These six categories are arranged from most to least important, but serious problems in categories 5 and 6 (the basic mechanics of proficient writing) may be enough to keep the writing from being evaluated as proficient.

Final Grade

The final course grade is issued only after **all** lessons have been graded. **There are no exams.**



See the **Appendix** for information about *confidentiality of student grades, course completion and time considerations*, and *requesting a transcript*.

About the Course Developer

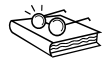
Your course developer is Jennifer Anderson, an English lecturer at Lewis-Clark State College and an ISI instructor at the University of Idaho. She received her bachelor's degree in English/Creative Writing from Lewis-Clark State College and her master's degree in Creative Writing from the University of Idaho. During the past several years, she has taught a variety of composition courses at the University of Idaho and Lewis-Clark State College.

Contacting Your Instructor



You will receive *course and instructor contact information* in your *Registration Confirmation Letter*, which you will receive upon registration in this course.

Disability Support Services



See the **Appendix** for *information on Disability Support Services (DSS)*.

Assignment Submission Log

Readings:

Bullock, Richard, Maureen Daly Goggin, and Francine Weinberg. *The Norton Field Guide to Writing with Readings and Handbook*. New York: W. W. Norton & Company, 2008.
 ISBN-10: 0-393-93020-3 ISBN-13: 978-0-393-93020-7

NOTE: Submit written assignments as directed in your *Registration Confirmation Letter*.

Lesson	Reading Assignment	Written Assignment (WA)	Date Submitted
Unit 1: (Lessons 1–3) Writing a Literacy Narrative			
1	Ch. 6, pages 21–38 Ch. 50, pages 492–497 Ch. 22, pages 199–204 Ch. 34, pages 285–293	1) Prewriting practice 2) Writing vivid description	_____
2	Ch. 37, pages 304–312 Ch. 23, pages 205–207 Ch. 24, pages 208–212	Write a rough draft of WA 1.	_____
3	Ch. 25, pages 213–218 Ch. 26, pages 219–223	Write a final draft of WA 1.	_____
Unit 2: (Lessons 4–7) Analyzing a Visual Text			
4	Ch 7, pages 39–59 Ch 51, pages 525–530 Ch 38, pages 313–328	Annotation of pages 525–530	_____
5	Ch. 29, pages 250–254 Ch. 32, pages 266–274 Ch. 34, pages 285–293	1) Identify patterns on magazine covers 2) Descriptions of magazine covers 3) Tentative thesis	_____
6	Reading review: Ch. 22, pages 199–204 Ch. 23, pages 205–207 Ch. 28, pages 239–249	Write a rough draft of WA 2.	_____
7	Reading review: Ch. 24, pages 208–212 Ch. 25, pages 213–218 Ch. 26, pages 219–223	Write a final draft of WA 2.	_____

Lesson	Reading Assignment	Written Assignment (WA)	Date Submitted
Unit 3: (Lessons 8–11) Arguing a Position			
8	Ch. 9, pages 82–106 Ch. 53, pages 629–635 Ch. 38, pages 321–322 Ch. 42, pages 358–369 Ch. 43, pages 370–374 Ch. 44, pages 375–377 Ch. 45, pages 378–407	1) Write a summary of pages 629–634. 2) Do a “Works Cited” page.	_____
9	Ch. 38, page 316	1) Play the “Believing Game” with Cutler’s essay. 2) Play the “Doubting Game” with Cutler’s essay.	_____
10	Reading review: Ch. 22, pages 199–204 Ch. 23, pages 205–207 Ch. 24, pages 208–212	Write a rough draft of WA 3.	_____
11	Reading review: Ch. 24, pages 208–212 Ch. 25, pages 213–218 Ch. 26, pages 219–223	Write a final draft of WA 3.	_____
Unit 4: (Lessons 12–14) Writing an Evaluation			
12	Ch. 12, pages 120–126 Ch. 54, pages 650–653 Ch. 56, pages 716–722	1) Answer questions 1–4 on pages 722–723. 2) Develop four to five criteria.	_____
13	Reading review: Ch. 22, pages 199–204 Ch. 23, pages 205–207 Ch. 24, pages 208–212	Write a rough draft of WA 4.	_____
14	Reading review: Ch. 24, pages 208–212 Ch. 25, pages 213–218 Ch. 26, pages 219–223	Write a final draft of WA 4.	_____

Lesson	Reading Assignment	Written Assignment (WA)	Date Submitted
Unit 5: (Lessons 15–17) Writing a Proposal			
15	Ch. 17, pages 160–165 Ch. 58, pages 787–793	1) Answer questions 1–4 on page 794. 2) Identify six features of a proposal in Singer’s essay.	_____
16	Reading review: Ch. 22, pages 199–204 Ch. 23, pages 205–207 Ch. 24, pages 208–212	Write a rough draft of WA 5.	_____
17	Reading review: Ch. 24, pages 208–212 Ch. 25, pages 213–218 Ch. 26, pages 219–223	Write a final draft of WA 5.	_____

Unit 1
Lessons 1–3
Writing a Literacy Narrative

For the first unit, you will write a short literacy narrative in which you examine yourself as a reader and a writer. In addition to practicing a variety of prewriting strategies that will be useful for all of your writing assignments, you will be introduced to the format that finished essays should take for this course. This first unit also gives your instructor an initial sample of your writing on which to offer you feedback. As with all writing assignments in this course, you should wait for your instructor's feedback on your rough draft before proceeding to the final draft.

Lesson 1

Strategies for Prewriting and Writing Descriptively

Lesson Objectives

- To introduce you to the key elements of a literacy narrative
- To practice a variety of prewriting strategies
- To understand how to write an effective description

Reading Assignment

The Norton Field Guide to Writing with Readings and Handbook:

- Chapter 6, “Writing a Literacy Narrative” (pages 21–38)
- Chapter 50, “Learning to Read,” by Frederick Douglass (pages 492–497)
- Chapter 22, “Generating Ideas and Text” (pages 199–204)
- Chapter 34, “Describing” (pages 285–293)

You may also read the following literacy narratives in *The Norton Field Guide to Writing with Readings and Handbook*, if you wish:

- “Se Habla Español,” by Tanya Barrientos (pages 488–491)
- “Literacy Behind Bars,” by Malcolm X (pages 499–503)
- “Mother Tongue,” by Amy Tan (pages 505–511)
- “Potato Chips and Stars,” by Mike Rose (pages 512–516)

Important Terms

- freewriting
- listing
- clustering
- looping

Lecture

As your text explains, literacy narratives have several key elements in common: “a well-told story,” “vivid detail,” and “some indication of the narrative’s significance” (Bullock 29–30). As you read the four literacy narratives in this assignment, think about these elements and how they work together. Pay special attention to the details that the writers use to convey their messages and where they incorporate the five senses: what they see, smell, taste, hear, and feel.

Since you will eventually be drafting a literacy narrative of your own, you will practice prewriting as you consider a topic. Please read carefully “Choosing a Topic” on page 30. Note that it is best to narrow your focus to **one single event** rather than examine myriad experiences. Pages 199–202 provide helpful descriptions on the following prewriting strategies: freewriting, looping, listing, and clustering. While it is not necessary to do all of these strategies for each writing assignment, you will find one or two strategies that work best for you in this assignment as well as in future assignments. In addition, pages 285–293 provide valuable tips on writing vivid description.

Written Assignment



Please read the **Appendix** in the back of this course guide for essential Independent Study in Idaho policies and procedures, and forms you will need to successfully complete this course.

You are responsible for understanding and following ISI policies and procedures. If there is anything on these pages you do not understand, contact the ISI office for clarification.

Before starting the written assignment for Lesson 1, see your *Registration Confirmation Letter* for your instructor’s requirements: **how to format and submit lessons, number of lessons you may submit at one time, and lesson guidelines.**

**Submit this assignment to your instructor as directed in your *Registration Confirmation Letter*.
Grading: P/N/F**

1. Choose **two** of the prewriting strategies introduced on pages 199–202 and prewrite about your experience learning to read and write. Remember that the key is to generate ideas for a topic. Do not worry about spelling, grammar, etc. at this point. You should complete about one page for each prewriting strategy for a total of two pages. To help get you started, you may want to consider the following questions: Did you want to learn, or was it simply expected of you? Did you in any way teach yourself, or did you learn from a schoolteacher or a relative?
2. Now you will practice writing a vivid description. Review the prewriting that you just completed for question 1. Choose one item from your experience of learning to read and write, and complete the following sensory worksheet on a separate sheet of paper. Please choose three or four of your strongest or favorite senses (or all five senses, if you choose) and identify three items for each sense.

Event: _____

I saw 1. _____
 2. _____
 3. _____

I smelled 1. _____
 2. _____
 3. _____

I heard 1. _____
 2. _____
 3. _____

I tasted 1. _____
 2. _____
 3. _____

I felt 1. _____
 2. _____
 3. _____

For instance, I wrote about learning to write in school.

Event: I sat at a large rectangular table with the other students.

- I saw:
1. the blackboard streaked with white chalk dust
 2. the alphabet banner above the blackboard
 3. the lime green tiled floor

- I smelled:
1. chalk dust
 2. play-dough on the craft table
 3. pencil shavings from the sharpener on the wall

- I heard:
1. the teacher's heels clacking on the floor
 2. the squeak of chalk on the board
 3. the kid sitting next to me sneeze