## ENGLISH 101: Composition I

### Assignment Sequence/Suggested Assignments

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<tr>
<th>ASSIGNMENT PURPOSE</th>
<th>POSSIBLE ASSIGNMENTS</th>
<th>GOALS Addressed</th>
<th>SKILLS Practiced</th>
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| Reflecting on Personal Experience | 1. Literacy Narrative  
Describe your writing process, emphasizing one or two particular episodes of writing; then reflect on that process, drawing relationships between your writing practice and the descriptions in the course rhetoric.  
For other sample assignments, see *The Norton Field Guide* 21-37.  
2. Personal Narrative  
Describe a time in your life that changed the way you think about [a subject of instructor’s choice, perhaps the PREFACE theme.] If you want to tie this assignment to health or medicine and science, you might consider Steiker’s “Our Mother’s Face” 826-31 and Gates’s “A Giant Step” 832-36.  
Length: 3 - 4 pages  
Sources: 0 | A, C, D | Experience processes of writing  
Understand rhetorical situation  
Write process reflections  
Identify distinguishing features of various types of academic writing (narrative, analysis, argument, etc)  
Select writing topics (IL Standard I)  
Develop a thesis (IL Standard I)  
Narrow a thesis (IL Standard I)  
Anticipate reader’s questions and expectations  
Organize text logically (IL Standard IV)  
Evaluate relevance and quality of supporting evidence (IL Standard III)  
Create reader-based text  
Understand relationship between reader and writer: what you expect as a reader you must deliver as a writer  
Learn to participate in peer review sessions |
| | 1. Textual Analysis | B, C, D | Understand and apply |
Using Summary to Build Analysis

- Read an essay or essay-length selection (perhaps a chapter from the PREFACE text) and then offer a clear and comprehensive summary of its content, purpose, and implicit or explicit argument. Then, offer your response to the text in a fashion that goes beyond whether or not you liked it. You might indicate how it could be improved, or how it is similar to other works--or you might indicate how, specifically, it succeeds or fails in proving convincing. (complete assignment available on the P: drive)

- Select an essay or editorial and write a paper which evaluates its effectiveness. Begin with a summary of the argument of the piece, and include an analysis of how the writer incorporates the sources to support or complicate the argument and an assessment of how effective the sources are in supporting the argument.

- Using the concepts of ethos, pathos, and logos analyze these rhetorical strategies at work in an opinion piece. Discuss whether or not the appeals are used effectively and determine if the piece is successful in making its argument to its audience.

- For this essay, the only text you will use is the PREFACE text. When we talk about the “theme” of a book we mean its message. It can be the overt or obvious message, or it can be the subtextual message. This is a book that contains many overt and subtextual themes, like walking, communication, history, environment, perceptions, prejudices, etc. Your essay will be an examination of one of the following themes. (complete assignment available on P: drive)

2. Book Review of PREFACE text

Write a book review which gives the reader a concise summary of the content of the book including a relevant description of the topic as well as its overall perspective, argument, or purpose. Then offer a critical assessment of the content. This involves your reactions to the work under review: what strikes you as noteworthy, whether or not it was effective or persuasive, and how it enhanced your understanding of the issue the book concerns. In addition to analyzing the work, suggest whether or not the audience appreciated it and explain why.

Length: 2 - 4 pages
Sources: 1

characteristics of academic essay (IL Standard IV)
Identify purpose for reading
Read, annotate, and study text
Question the text
Make inferences, draw conclusions, and explain their reading of the text (IL Standard III)
Identify and understand author’s point
Write accurate summaries
Evaluate author’s reasoning (IL Standard III)
Identify points of agreement and disagreement with author (IL Standard III)
Identify and support counterarguments (IL Standard III)
Recognize how author focuses a topic
Understand influence of audience
Understand general organization of a text and its purpose
Create scratch outline of text to evaluate consistency of reasoning
Summarize main ideas, analyze structure and logic of arguments, recognize bias** (IL Standard III)
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<th>Analysis Incorporating Sources</th>
<th>Popular culture or literary textual analysis</th>
<th>C, D, E, F</th>
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<td>Choose a popular song, album, episode of a television show, essay, short story, poem, or film and analyze it. You may choose the principle or definition on which you examine the piece.</td>
<td>Write analyses of texts</td>
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<td>You might draw on research, determine its genre, and compare the work to other entries of that genre (slasher films, country music, reality television). Or you might offer a specific interpretation of the work or how it reflects the historical and cultural context of its production, including information from sources to construct and support your analysis.</td>
<td>Use text as model: thesis, organization, language</td>
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<td>You will examine the subject using the principle or definition you choose as a tool to see what it means and how it works. Your goal is to help your readers think about or understand your subject in a way we might not otherwise have considered.</td>
<td>Learn to determine appropriate sources and how source could best be used (background information for writer, support in paper) (IL Standard I)</td>
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To see an interesting syllabus of a course devoted to persuasion and visual analysis, see [http://www.stanford.edu/~steener/f03/PWR1/rhetan.htm](http://www.stanford.edu/~steener/f03/PWR1/rhetan.htm). The course is set up with a library orientation and research component as well.

Length: 4 – 5 pages

Sources: 4+ (at least one academic book or article)
| Preparing to Write the Critical Response Research Paper | 1. I-search Paper  
Students “write themselves into” their own research and writing processes by approaching a topic from a first person POV and describing their thoughts, choices and actions as they complete the assignment. Students record what they already know, assume, or imagine and why they are interested in a topic; the search and what they did to go about learning more; what they discovered and what this means to them; works cited. (complete assignment available on the P: drive)  
Write process reflections  
Identify kinds of information needed and where they could be found (IL Standard I)  
Develop research vocabulary  
Learn to locate reliable statistical information (IL Standard II)  
Examine information to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias** (IL Standard III)  
Conduct background reading in specialized encyclopedias and other reference sources to gain knowledge and generate topics (IL Standard I)  
Select source material that best advances writer’s position (IL Standard IV)  
Locate correct formats for citations (IL Standard V)  
Create annotated bibliography |
The purpose of this paper is for students to demonstrate their understanding of competing perspectives on a topic and recognize the relative merit of each while still concluding with a position of their own.  
The final and most important writing assignment in this class | A, B, C, D, G, E, F, G, H | Recognize fallacies  
Use Toulmin system  
Understand when and how to paraphrase (IL Standard IV) |
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<th>Essay</th>
<th>Use direct quotes judiciously (IL Standard IV)</th>
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<td>requires that students describe an issue or topic and three competing viewpoints regarding it, then support the position you find most reasonable.</td>
<td>Use signal phrases and avoid dropped quotes</td>
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<td>Process includes topic proposal, background research, annotated bibliography, draft(s), and revision.</td>
<td>Understand the relationship between signal phrases, in-text citations, and works cited entries</td>
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<td>Length: 5 - 7 pages</td>
<td>Connect source material to their claim or point and discuss its relevance (IL Standard IV)</td>
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<td>Sources: minimum of 3 USC Upstate Library sources and others</td>
<td>Revise for consistency of reasoning</td>
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<td>Maintain portfolio</td>
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