

Lane Community College  
*Humanities Division*  
*Winter 2026*  
*Course Syllabus*

**for CRNs 31645 and 31896**

**Course:** Writing 115: Introduction to College Composition

**Instructor:** Dr. Kathleen Shull (Dr. K)

**Times:** 31645 meets in person on Wednesdays, 12:00-1:50.  
31896 meets in person on Wednesdays, 3:00-4:50.  
Note: Attendance will be taken and counted toward your final grade!

**Important:** Because our 115 is a HYBRID course, you will be expected to do your own work on or for Mondays just as if you were sitting in a normal class setting. In other words, what is assigned on your syllabus and/or Moodle schedule on or for Mondays will be due **IN CLASS** on Wednesdays.

**Place:** Bldg. 19, Room 239 (both sections)

**Required text:** Aaron, *The Compact Reader*, 12<sup>th</sup> edition, access to a stable printing source, and two light-weight folders with pockets. You will use these folders for submitting hard, paper copies of your assignments, and for keeping returned, graded assignments. You will also need to keep your grade checker in one folder for ongoing grade recording. *It is located along with your syllabus just under the Welcome statement on your Moodle schedule.*

**Please PRINT both the grade checker and the syllabus (your primary source of information along with the textbook) right away.** You will be entering your scores (with my help) on a weekly basis, and *you should expect a “coming soon” open-book quiz over the syllabus.* Finally, you will need a regular printing source – the LCC library, for example, and/or a home printer. Your assignments should be submitted in **hard copy form** – except for the *Forum Posts*, which are shared with your classmates online and count heavily toward your final grade (along with attendance).

**Be sure to make back-up copies of all your work before submitting it to your instructor (in your folders), and please do save your instructor feedback/comments on that work.** (You will likely be asked to revise at least something at some point.) I also urge you to keep a GRAMMAR record – a reminder list of MLA rules and mistakes on papers and their corrections; this should be a simple exercise and might well also earn you extra credit.

**Papers will be due on their DUE DATES.** Should you need to turn in after one of those dates, you will need to explain in a written message to your instructor (in email or “note” form). After a full week, late work can only earn partial credit, and after two weeks, out of fairness to your instructor, your classmates, and, yes, yourself, no credit. Ten or eleven weeks may seem a long time, but composing decent work, seeking (and this is **IMPORTANT**) regular help/feedback

from a writing tutor (and your instructor – believe me, I’m eager to assist!). AND making sure your work is revised and looks “professional” before turn-in, takes significant time. And please remember to factor in breathing space and relaxation for yourself as you put together these sometimes-difficult assignments. **WARNING: Teachers recognize AI-generated documents. Do NOT go there. You’re in class to learn, not to “copy.” Thank you!**

My office hours are Wednesdays immediately after the first class, 1:50-2:50, in or near our classroom. You may turn in your work (in your folders) then or deliver (same classroom) before I leave for the day, around 4:55. If my “office time” is bad for you, and you have questions and/or need individualized help on a paper, do let me know. There are definitely options, and we can meet another time. My college email is [shullkr@lanecc.edu](mailto:shullkr@lanecc.edu).

### **Accessibility and Accommodations:**

Lane Community College (LCC) is dedicated to providing inclusive (and respectful) learning environments. **The Center for Accessible Resources (CAR)** coordinates all academic accommodations for students at LCC. If you anticipate or experience academic barriers due to a disability, to request assistance or accommodations, contact the Center for Accessible Resources at 541-463-5150 or accessible [resources@lanecc.edu](mailto:resources@lanecc.edu). **Please be aware that any accessible tables and chairs in this room should remain available for authorized students who find that standard classroom seating is not usable.**

### **Student Computer Helpdesk (SHeD):**

<https://www.lanecc.edu/learningcommons/student-help-desk>

**SHeD** is the college help desk for all online instruction, and the resource for you to use if you encounter any technology-related problems in this course. As your instructor, I am the resource you will need to contact if you encounter any content or procedure-related issues in the course.

**Course Objectives (College description):** This course introduces students to the expectations of college-level reading, thinking, and writing. Students will be introduced to rhetorical concepts and engage in a collaborative writing process to produce projects for a variety of purposes and audiences, across more than one genre. Reading, writing, and critical thinking activities will focus on inquiry and the development of the metacognitive awareness of individuals as writers. Students will produce one formal essay of 700-800 words and a total of 2000-2500 words of revised, final draft copy over the term that incorporate source material and practice MLA citing and attribution conventions. Courses may include multimodal projects.

**Course Objectives (Class section description):** Writing 115 emphasizes the writing process of pre-drafting, composing, revising, and editing to help students express ideas clearly in **logical and meaningful essays**. Writing 115 also helps students to develop **analytical skills** so that they can become **better critical thinkers, readers, and writers**. The course will highlight **rhetorical** concepts and allow students to engage in a collaborative process to produce writing for a variety of purposes and audiences. Assignments will affirm the **relevance of writing skills** to students’ academic, occupational, public, and/or personal lives. Because this course serves as

an introduction to college writing, skills **essential for success in Writing 121** will be introduced in Writing 115. The course also fulfills some of Lane programs' writing requirements.

To reiterate, writers learn to write better (and build their confidence) through **ongoing writing, discussion** with peers (and instructor) through in-class discussion as well as Forum Posts, instructor comments and suggestions, peer **evaluation**, and ongoing **critical, careful reading**. Critical reading **impacts your skill** as a persuasive and convincing writer (rhetor) and writing itself **impacts your ability** to read more sensitively and completely. Do note the Objectives and Writing 115 "Outcomes" require a significant reading – and WRITING -- load. Your weekly Discussion Posts (listed on your Moodle schedule) will help to ensure you are following and actually participating in group discussion and doing your reading and writing. These (Forum) posts are graded (scored) as part of your term Participation points. You may just discover ideas for your papers here, too, as well as work on developing individual styles and voices, which is an important aspect of any creative process.

### **Writing 115 Outcomes:**

#### **A. Rhetorical Awareness**

- a. Develop and practice rhetorical awareness.
- b. Recognize key rhetorical concepts; begin to apply these concepts through analysis of texts.

#### **B. Critical Thinking, Reading, and Writing**

- a. Develop and demonstrate critical reading strategies of college-level texts. practice critical reading as a component of the writing process.
- b. Practice the evaluation of sources provided; recognize the conversational nature of academic conversations and of research.

#### **C. Writing Processes**

- a. Identify and practice stages of the writing process.
- b. Recognize that composing processes and tools are a means to discover and reconsider ideas.
- c. Experience collaborative aspects of writing processes through giving and receiving feedback.

#### **D. Knowledge of Conventions**

- a. Recognize and practice the conventions of Standard Edited English.
- b. Understand the effects of genre on text structure, paragraphing, sentence structure, and word choice.
- c. Practice citation conventions.

#### **E. Metacognition and Transfer**

- a. Recognize that composing practices enact and impact thinking.
- b. Investigate how to transfer and apply writing knowledge to new contexts.

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**Grading** will be based on points accumulated throughout the term. To earn those points, successfully pass the course (you must score a minimum of seventy percent or higher on all assignments), and prepare for other college classes requiring writing, you will need to submit your **essays** and rhetorical statements, reading exercises, and various quizzes and the midterm **ON TIME**, participate in peer workshops and forum post sharing with your classmates, **AND**

attend class regularly. Do be aware that **ON TIME** does allow for a short “grace period” -- **TWO DAYS** from the original due date. Note that those forum posts count – forty points!

Note also that there are significant points to be earned over the term, and an A grade means you have totaled ninety percent, an A+ ninety-five percent. Finally, note that you will be expected to use and follow Modern Language Association -- MLA (grammar, citation, paper structuring) formatting rules and conventions all term, so be sure to do your proofreading and revising and try to set up regular appointments with our college tutorial guides (the tutors), another good way for you to earn extra credit, too. Your work should have no major errors in formatting or grammar and punctuation. Sloppy work is not college work.

Important: Because the class will carefully follow the 115 Outcomes (Course Syllabus 3) list above, be sure to check out the contents soon, particularly the first entry, RHETORICAL AWARENESS, which will be (or should be) the basis for all your assignments this term. You will be sharing your thoughts (briefly) about this 115 Outcomes list in your *Goal One* assignment, and questions about its contents will also appear in your *syllabus quiz*. Please remember I am here to help you, and the tutors, in-person and online, are ready to help YOU as well. And that applies to all your assignments, quizzes included.

**The Writing Center tutors**, also known as teaching guides, are highly trained and knowledgeable, and most were former Lane students themselves. Take advantage of them for your essays, questions, even quizzes. They can also help guarantee that your work is finished by those important due dates. Visit them in-person in STEM Learning Zone, room 169 or room 193 in Building 16, or contact them through WCOOnline or drop into the Zoom Support Hub. Again, note that EXTRA CREDIT is possible IF you enter their names (and time spent) in the Identifying Information section, first page, top, that you need to place on EACH of your assignments. See **the Reminders box** on page five (5).

**Peer Reviews:** You will need to share the rough drafts of both your longer Description or Definition essay and your Explanatory Research essay with two classmates this term. Look for the announcements on your Moodle schedule as well as instructions about using the peer form. You will also find dates for these listed on your syllabus below. After the paper is reviewed, you may well want to share it with a tutor for an even stronger, cleaner document, which, again, is also a good way to earn extra credit for yourself. Reviews will be counted and scored by your instructor.

**Dates to remember:**

1/5 (M)	Winter term 2026 begins
1/12 (M, 11:59 p.m.)	<b>Last day</b> to drop a class and receive full tuition refund
1/19 (M)	Martin Luther King, Jr., Day holiday; college closed
2/16 (M)	Presidents’ Day holiday; college closed
2/27 (F, 11:59 p.m.)	<b>Last day</b> to drop a class or change a grade option
3/16-20 (M-F)	Finals Week
3/21 (Sa)	Winter term 2026 ends

**Reminders and Paper Preparation (using Modern Language Association, MLA, guidelines):**

PLEASE **type** all papers – unless your instructor indicates otherwise. **DOUBLE-SPACE** everything – and that means within paragraphs as well as between paragraphs and directly under your title (double spacing means keyboarding/typing on every other line, not three lines, or four!). Make it look professional. Print on ONE SIDE of the page only.

Use **standard size 12 font**, preferably Times/Times New Roman.

You will need to start **numbering your pages on page TWO**, not page one. Follow this MLA format rule: Place your last name, upper RIGHT, above your TOP paragraph, and follow it with the number in figure form. *It should look like this:* **Miller 2**

Make sure your work has an **eye-catching title** that reflects YOUR voice, **quotations** (epigraph/hanging as well as in-text/inside a paragraph), and that important **identifying** information (hopefully with a tutor’s or reviewer’s name included). The ID information always goes on your *first page* – in the **same spot** as your page numbering begins on your *second* page.

:

Your Name  
Assignment Name  
Reviewers’/Tutors’ Names  
Instructor Name  
Writing 115 – 31645/31896  
Submit Date

Ground Water Poisoned!

*I am I plus my surroundings, and if I do not preserve the latter, I do not preserve myself.*  
-- Ortega y Gasset

Note that this is an example of a HANGING (officially called **EPIGRAPH**) quotation. The quote is generally ITALICIZED; the author is not. The FULL author’s name appears just below the quote, to the right, and there is a DASH before the name. (You may want to use some EPIGRAPHS in your work to reinforce your point of view/voice and thesis/main idea. You will also have a scored exercise over quotation and citations styles soon, and there will be a question or two about quotations on your first reading SYLLABUS quiz. Read more about quotes below.)

**EPIGRAPH (or HANGING)** quotations normally **appear just below a paper title and above a text paragraph** as a kind of vocal (think about your voice or persona here, your attitude) toward the material. An epigraph is centered on the page (just like the title) and, as stated earlier, is normally ITALICIZED. There are NO quotation marks added. Save those

quotation marks for your other quotation type, the in-text or internal/embedded (inside a paragraph) quote. Emphasize the (for the epigraph) author's FULL name with a dash in front of the name. See the Ortega y Gasset example in the box above.

In contrast, **IN-TEXT** or EMBEDDED quotations are inserted into a paragraph. Embedded means placed or located inside. An in-text quotation is normally introduced with an introductory phrase called a SIGNAL PHRASE, followed by a comma. A signal phrase simply means a quotation is about to occur. Notice this example:

She wrote this in her final letter, "Why haven't you answered me?" (Perkins 3). Another example is this one: As one writer states, "The media have a responsibility not only to report facts but to investigate" (Krey 348). NOTE there is NO "page" word in front of the number.

Do not place a comma before the page number in a parenthetical citation. Do NOT add the word "page" or the abbreviation "pg." or "p" before the page number. Omit the author's first name – which is just the opposite of what you do for the epigraph situation, which calls for both first AND last names.

IMPORTANT: If the author's name already appears in the SIGNAL PHRASE and is therefore obvious to the reader, then AVOID repeating that name in the parenthetical and just add the page number: (348).

You can also add the title if it will be important for reader understanding: ("Police Brutality" 38). OR (*Why Should We Care* 43-44). Notice the TITLE format differences here!

**TITLES** note: Titles are NOT quotations. However, when you quote a source – and you will often – you need to communicate whether the title being referenced is a COVER or main document title (title of a book or magazine or newspaper or journal or even movie) or a title located within something else (title of an article or essay or chapter or song). As stated before, titles are not quotes. But there is some format sharing. Focus on this idea: If the title being referenced is of a book or large volume, magazine, newspaper, movie, ITALICIZE it. You are NOT quoting anyone. You are simply indicating the title is a cover/big title. See the book reference *Why Should* in the ( ) above. **A book cover IS italicized. An essay title is not.**

If the title is of a shorter unit, an essay or article or chapter or song or tv show, then indicate the kind of title by enclosing in quote marks. Again, you are NOT quoting anyone. You are simply indicating the type of title for your readers' benefit (your Works Cited will show these differences, too).

This can seem overly complicated, I know. Just do your best, and I will continue to offer constructive feedback. The more you practice, obviously, the more natural it should seem.

## **Assignments and Due Dates:**

### **Major Assignments**

<b>Date</b>	<b>What Due</b>	<b>Points Possible</b>
All term	Attendance and Forum Posts	30 + 40
2/4 (W)	Introductory Paper	25
2/11 (W)	The Midterm in two parts	10 + 15
2/18 (W)	Description (Observations) Prewrite	10
2/18 (W)	Definition/Narration Prewrite	10
2/18 (W)	Description Mini Essay + Rhetorical Analysis	10
2/18 (W)	Definition/Narration Mini Essay + Rhetorical Analysis	10
2/25 (W)	Peer Reviews for Expanded (D OR D/N) Essay	10 + 10
2/25 (W)	Expanded (D or D/N) Essay + Rhetorical Analysis	25 + 10
3/4 (W)	Explanation Essay Prewrite: Six-Point Outline	15
3/4 (W)	Two Research Article Reports	10 + 10
3/18 (W)	Peer Review for Research/Explanation Essay	10
3/18 (W)	Explanation FINAL copy + Works Cited + Rhetor	35 + 10
3/18 (W)	Goal Two: The Self-Evaluation/Assessment	25

### **Other Assignments**

<b>Date</b>	<b>What Due</b>	<b>Points Possible</b>
1/7 (W)	Self-Inventory	5
1/7 (W)	Writing Sample: Communication experience	5
1/14 (W)	The “Instructors Expect” Handout	10
1/21 (W)	Goal One: A Self-Contract	10
1/21 (W)	Quotations (“Citation Realization”) Assignment	10
1/21 (W)	Syllabus Quiz	15
1/28 (W)	“Rhetorical” Thesis Choices	10
1/28 (W)	“Whales” and “Waiting” Thesis-plus Analysis	10
2/4 (W)	Lessons from Reflections	15
2/4 (W)	Your Topics and Your Quotations	5
2/11 (W)	“Visual Devices/Clarity” Handout	10
2/11 (W)	Analyze (Five) Mini Essays	10
2/25 (W)	Applying Guidelines	15
3/11 (W)	Critical Explanatory Analysis	15

***Note that Attendance is not optional! Be sure to do your Posts!***

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### **Tentative Course Outline:**

Our calendar may **change** – Take notes! Read your Moodle News/Announcements Forum emails. Please.

## Monday

Read the *Welcome to the class* statement on Moodle and instructions for the first assignments, the Inventory AND the sample writing (carefully following the guidelines for length and content). Be sure to type (SIZE 12 FONT) your work and submit both writings in your pocketed folder along with the grade tracker form. Do NOT forget the format REMINDERS listed on page five (5) above.

**\*\*Complete your first (Inventory) MOODLE POST (for classmate sharing and response; feedback is important!). This is POST ONE.**

### **Homework:**

Finish your Inventory (using the provided form) and sample (“Communications” situation) writing as well as your first **Moodle Post**. (Remember, all Forum Posts go on your Moodle.) For your writing sample, add your Identifying (ID) information, top right of page, and a catchy title, centered, two spaces above your sample’s first paragraph.

Then, go to the **Introductory Paper assignment** (a detailed, five-section Writing), consisting of a narrative opening and a narrative closing (PARTS one and five), your TWO interviews (each in paragraph form – these are PARTS two and three), a three quotations (that “speak” to you) evaluation paragraph (PART four) – you choose three “outside” quotations that are personally important to you. Note: You will also be bringing in other quotes, especially earlier in the paper – from your interviewee as well as from the textbook essay by Brian Jaehyung Kim mentioned below.

1. Start by looking at the Paper Assignment Outline (see MOODLE), noting, again, that the assignment contains FIVE separate parts or sections.
2. Then, examine the Question Categories for the two Interviews (Parts Two and Three) and choose approximately sixty-to-seventy percent of the questions.
3. Next, go to your textbook, *Compact Reader*, and read the essay titled “Double Identity,” by Jaehyung Kim, located on pages 236-239, and choose two quotations (I find the ending paragraphs very strong in this respect) you think best reflect his main point or thesis.
4. Plan to record those quotes in your Interview sections (can you relate anything Kim says to your own life and your various names, roles, ideas of place and home, and so on?), and also refer to (again, try to relate) the textbook JOURNAL material on page 236 as well as the MEANING (first question) material on page 240.

5. Then, determine how you will begin AND end your paper (how you will balance or make them parallel one another – in content and length). (SEE THE MODELS on your MOODLE SCHEDULE.)
6. Finally, think about what your THREE meaningful quotations DO mean to you, and place that material in PART four.

NOTE: This important first big paper will *not be due for several weeks*, but I urge you to start working early since you will have TWO Interviews (your own and your chosen interviewee) to complete and the **textbook essay** (“Double Identity”) by Kim to read and refer to in your Interviews’ sections.

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## Wednesday

**\*\*DUE: *The Self-Inventory and The Writing Sample.***

### **Homework:**

**Writing Assignment:** For this important assignment, you will need to read the two-page essay, “What Instructors Expect,” and select five points that seem important to you. Then TYPE OUT those five points (I would choose your selected points from what you consider relevant statements/sentences from the essay as opposed just recording the generic headings), leaving enough space under each point to add a personal experience/real-life example (three to four good sentences) for each one. SUBMIT this assignment on time: You will be quoting several points/lines from its pages in your coming Goal One assignment – where you will also be quoting from several classmates’ posts. (SEE POST TWO BELOW).

**\*\*Post on Moodle for POST TWO what you consider the ONE single most important of those same five points or sentences from “Instructors,” AND share (in your Post) at least ONE anecdotal story (brief narrative) relating to its value. Remember, POSTS are meant for classmate response (and participation points). This, again, is your Second POST.**

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To repeat from above, you will be using your ideas for a four-section free writing/draft titled **Goal One: A Self-Contract**, which will be reiterated and expanded into a full progress report in Goal Two (end of term). To prepare for Goal One, think about the guidelines from “Instructors” as well as other tools you use or might use to expand your opportunities for college success; do **your** own Post Two, and compare with your classmates’ responses; then study the OUTCOMES section on page three (3) of this syllabus, and choose three (yes, three) of those (OUTCOMES)

items to discuss, and, as always, follow the instructional guidelines on Moodle, including adding page numbers, top right, after your last name, starting on page two (2). Remember those Moodle models.

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Week 2  
1/12-14

## Monday

Work on that four-part (and at least **FOUR INDENTED** paragraphs) **Goal One Contract**, to reiterate and update for your end-of-term PROGRESS REPORT (Goal Two: The Self-Evaluation).

**To repeat:** You will be including and commenting on your classmates' **POSTS (POST TWO)**, so make sure yours is there and on the correct Moodle site.

### Homework:

Read the Quotations (MLA) styles (there are two of these) section in this syllabus, fifth (5) and sixth (6) pages. Then, complete the **Quotations (“Citation Realization”)** exercise located on your Moodle schedule. See the MARGINAL NOTE, top, page 370 of your textbook, for information about using SIGNAL PHRASES. You will also find good examples of in-text cites or quotations on pages 370 and 371.

IMPORTANT: You will have a **reading QUIZ** (yes, quiz) over this syllabus next class, and a question or two will reference quotation/citation styles. So do your studying. Look at the Course Outcomes again (which you should have discussed in your Goal One assignment), the grading criteria for the class, the MLA formatting reminders, the resources available to you. Mark or highline anything that “seems” important!

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## Wednesday

**\*\*DUE: The five points “Instructors” assignment. Be sure to follow the MLA Reminders and Paper Preparation box on page five (5) of this course Syllabus.**

Start your *Syllabus Quiz* in class – you may share your thoughts as you work or proceed with ONE classmate. Remember the homework on those quotations styles.

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Week 3  
1/19-21

## Monday

### Homework:

Read the sections on the THESIS (sometimes called claim) in your textbook, pages 24-26, 34-35, 65, 91, 198, 253, and 320. Also see Subject/Purpose on page 18 as well as Audience on page 19. Finally, see the

(rhetorical strategy or persuasive tool) Connotations section on page 53 along with the Ethos paragraph on page 311. NOTE THAT ETHICAL APPEAL is the primary rhetorical device for any successful (credible) writer.

Next, go back to your Moodle *Welcome Statement* section and **read** the “Description of Your Rhetorical” handout sections, concentrating on PAGE 3 (my Topic/Thesis material) AND on the student THESIS STATEMENTS on PAGES 10 and 11. (These WERE written by my former 115 and 121 students!)

**Writing Assignment:** First, look for **three** thesis statements (again, go back to pages 10 and 11 of the “Rhetorical” handout) you believe “work” in terms of my page three “Rhetorical” guidelines. (You will also need to study what all those textbook pages listed above have to say about functional or good thesis statements.) Then, look for **three more** of the student thesis statements (or maybe I should say “attempts” at ts) on these same handout pages, 10 and 11, you believe do not successfully “work.”

To repeat, study the textbook pages listed to better know what to focus on, and prepare to add textbook quotes AND quotes from my page three guidelines with citations to your evaluative comments.

Once you have made your selection of six total 115 student thesis statements, you will need to explain *each* in at least four-to-five sentences. Add supporting quotations from those textbook pages! Reference handout page three. You may also find lines from pages 10-11 that contain my commentary to quote from. Cite your entries! For each of your six total student theses, add (“Description” 10 or 11), and when you reference my words (“Description” 3) and the textbook pages (Aaron 91, for example). See the Moodle models. Do NOT include any p. or pg. in your cites.

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## Wednesday

**\*\*DUE: Goal One, each part or paragraph INDENTED.**

**\*\*DUE: The Quotations Exercise.**

**\*\*DUE: The Syllabus Quiz.**

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**\*\*Look at the latest Moodle Post assignment on the textbook essay, “Plastic Perfection” (“Barbie”). Make a Post for yourself and your classmates. This is POST THREE.**

### **Homework:**

Read the “Description of Your Rhetorical” handout again, this time concentrating on pages 1 and 2. FOCUS on page 1 because you will be “doing” Rhetorical Evaluations all term – and the same kind of evaluative work when you do Response Assignments for Writing 121 (if you take the next level of writing/composition).

Then read the “Description of Your Rhetorical” handout ESSAYS on pages 4 (“Whales”) AND pages 8-9 (“Waiting Game”).

Also read the Coherence Strategies (unity, parallelism) section on pages 5-7 of the same handout. Parallelism is an important component of effective rhetoric. You will need to talk about it.

NOTE that this is the SAME big “Rhetorical” handout in which you found those Student Thesis Statements and my page 3 Thesis Guidelines.

**Writing Assignment, Part ONE:** 1) First, CHOOSE (there are THREE here) what you consider the strongest of the three versions of “Whales” on page 4. 2) Then, look for the probable thesis statement (claim) in that essay. 3) Next, describe the writer’s attitude or tone (Ethos) – as well as the 4) probable intended audience. 5) What gives the essay its power or strength? 6) Do you see any weaknesses? 7) How effectively does the author (*refer specifically to the Coherence Strategies on pages 5 through 7 of the same handout*) use the technique of parallelism/ repetition for emphasis? This is ONE of your most IMPORTANT RHETORICAL TOOLS! STUDY YOUR TEXTBOOK, pages 52, 55, and 229.

Remember to QUOTE often and use YOUR RHETORICAL (persuasive) VOICE to explain. CITE! (“Description of” 8). Use the essay title as you introduce the essay.

**Writing Assignment, Part TWO:** Follow the same list of guidelines as you evaluate (in even more detail since this essay is much longer) the essay titled “**Waiting**,” on pages 8-9 of the same “Rhetorical” handout.

Be sure to confine your responses to no more than two typed pages, total. And cite (“Description” 4) or (“Description” 8-9). When you refer to the authors’ use of parallelism or coherence devices, cite with (“Description” 5, for example), OR quote from your textbook (Aaron 52).

Week 4  
1/26-28

### **Monday**

**\*\*COMPLETE your “Surprise” POST. This is POST FOUR.**

### **Homework:**

**Writing Assignment (“Lessons from Reflections”):** Read the textbook, *Compact Reader*, Ch. One, pages 3-8, and 15-16 (Visuals as a rhetorical tool), and Ch. Two, pages 17-22, and 26-30 (another look at the thesis statement!). Then:

1. Choose – any three – important sections or sentences, list them (or summarize their points), and evaluate each in terms of your own life experience or Ethos (what makes these three areas important for you and your learning process). Go into real detail here. Remember to quote and cite (Aaron 28)!
  2. Next read the handout essay titled “On Writing,” located on your Moodle just under the assignment instructions and choose two additional points. You will be adding these last two to your three textbook selections, with personal commentary added. The more specific you are about your own experiences, the better the rhetorical appeal. Again, quote and cite: (Frey 1).
  3. Finally – and this is PART of this same assignment – respond to the TWO mini essays in the textbook, 317, and 317-318. Guidelines are located on your Moodle schedule. POINTS for this assignment are FIFTEEN possible. Critical reading is a significant college-level skill.
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### **Wednesday**

**\*\*DUE: The “Description” handout (six) thesis choices.**

**\*\*DUE: The “Whales” and “Waiting” essay responses.**

### **Homework:**

**Writing Assignment:** Complete the five FULL sections of the Introductory Paper. Do not FORGET the Kim essay and the NAMES and HOMES material. Look again at WEEK ONE and the INTRO PAPER Assignment/Outline!

Finally, and this is SEPARATE from your Intro Paper, create a list of FIVE potential writing topics for YOUR term’s essays AND a list of FIVE quotations from OUTSIDE (and authoritative) sources you could incorporate into YOUR essays. Remember, YOU choose your own topics, what YOU want to weave into 1) a Description (physical detail, color!), 2) a Narration/Definition combined, and 3) an Explanation/” Teaching,” research-based essay.

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**Read the “PREPARE FOR THE MIDTERM” information on Moodle!**

Week 5  
2/2-4

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## Monday

**\*MIDTERM TEST (TWO parts):** **ONE:** “No Shame” (Plagiarism); **TWO:** Roozen, “Writing Social/Rhetorical.” I will go over expectations and guidelines for these in class.

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## Wednesday

**\*\*DUE: *The Reflections assignment from the textbook chapters and the Moodle FREY handout. Do not forget the TWO textbook mini essays!***

**\*\*DUE: *The Introductory Paper in five full paragraphs (or sections).***

**\*\*ALSO DUE: *The topics and quotations lists.***

Continue to work on the two **Midterm** essays. These are important readings for you. Do remember your rhetorical role for the Roozen piece. You will also need to work on *at least one* of two *exercises* to help prepare for your first two mini essays, the Description, and the Narration/Definition. Doing both exercises will earn you *full extra credit*.

### **Homework:**

Read the textbook pages on concrete language and figures of speech (54-55, and 93), and the essay models on Moodle. I will direct you to the specifics here.

**Writing Exercise ONE** (“Visual Devices”/Clarity): Find the handout on your Moodle schedule, then examine and finally ***rewrite*** (try to go beyond simply adding words to the spots left blank) as much as you can but keeping the focus fully on description. When finished, you will need to add some **Rhetorical Statements** to the bottom, as indicated. You will also need to add your own **original title** related to what you consider your thesis and list yourself as the **new author**.

NOTE: When you move to the next pages of the exercise, continue to think about describing (color, shape, size, word pictures) and then start bringing the material alive, through comparing, adding miniature stories, “makes me think of,” remember, creates this vision in my imagination or mind. Make your comparisons, your FIGURES OF SPEECH, your own: *Beware of clichés. Before you begin, STUDY your textbook, Compact Reader, pages 54-55, and 93.*

\*\*ALSO SEE your next (Three Short Des/Narr essays from the textbook) POST! Figurative, connotative, and concrete language choices are – along with Unity/Parallelism – very important Rhetorical Strategies or Tools. This is **POST FIVE**. Details are on Moodle. Note that some Posts are worth more credit.

**Writing Assignment TWO:** Do a *rhetorical analysis* of your “favorite” THREE mini essays from the **Analyze Mini Essays** handout located on Moodle, referring to specific strengths and adding “key” quotations (should be about a THIRD of a page each); do the same thing with TWO additional – but this time “unfavorite” essays – referring to specific weaknesses and again adding quotations (these should be about a QUARTER of a page each). **Reminder:** The Rhetorical Stance has four separate sections, one of which is the Strategies or Tools area (concrete language, sharp beginnings, parallelism, and so on).

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Week 6  
2/9-11

## Monday

### Homework:

Study the instructions and numerous essay models – these are invaluable sources -- listed on Moodle. This will be the starting point for **your first and second (mini – ONE page -- essays, to begin with; then one of these will be later expanded into a full – close to THREE pages -- essay) essays of the term: Description first, and then, Definition/Narration.**

You will then need to read the following textbook essays. (Reminder: A **quiz** could come at any time.) The first are on pages 89-90 (**Description**). The next are on pages 63-64 (**Narration**). The third is on page 252 (**Definition**). Continue from these short writings into longer writings, starting on page 94, then going to page 70, then to page 263.

Before you proceed, think about your own TOPICS choices (from the TOPICS and QUOTES lists you submitted on or near October 30, and open the **Observations** (Description) form on your Moodle schedule, where you will find details about this important assignment as well as a number of very strong models.

**Create your Description PREWRITE using the Observation form.**

After you finish, you will use the details you have gathered together on the **Observations** form, and start writing a ONE-page, no more, **Description mini essay**. Study the models! Place a **HANGING quotation** under your

title, and make sure the quotation is related to what you want your readers to “make of” your thesis or main idea (for Aaron, our textbook author, this is the “dominant impression” created by the writing as a whole piece). Remember to double space as always and to add your **Rhetorical Statements** on another page at the end.

Now create your **Definition/Narration PREWRITE** using the PREWRITE models located on Moodle. Do not just guess. Follow one of those models (ten points at stake!). I suggest looking at the first example, by Olivia, copying her headings, and following the pattern to the end. You need definitions, your quotation interpreted, and two freewrites, the second of which should incorporate the definitions and the quotation/interpretation. Remember, the Narration is also a Definition essay, so it is a hybrid essay.

Finally, edit, revise, and create a ONE-page **Narration/Definition mini essay based on your PREWRITE**. Your quote for this one needs to be inserted as an **in-text quote** with a signal phrase introducing it, and a ( ) following it. Add a catchy title and your Statements at the end. Double-space.

**FORTY points are possible for these FOUR items.** Do NOT turn in the essays before you have turned in the two PREWRITES. I want them submitted in order, PRE first, essay second.

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## **Wednesday**

***\*\*DUE: The Midterm in Two Parts.***

***\*\*ALSO DUE: The “Visual Devices/Clarity” handout – OR Analyze Mini Essays handout.***

***Remember, doing both means full extra credit.***

**Finalize** your two Mini Essays. Remember your titles, quotes, and rhetorical statements. And -- please -- for each, *underline your thesis statement.*

**ONE OF THESE mini essays will be expanded into about three pages and peer reviewed by two of your classmates!**

Week 7  
2/16-18

## **Monday**

### **Homework:**

**As noted earlier, you will need to choose** one of your mini essay masterpieces (smile) to lengthen for peer sharing. To prepare, PLEASE take the time to study the **Expanded Essay models** on Moodle and think about which of your own minis best reflects YOUR voice and writing skills. Seriously. A lot of points are at stake. Plus, you will need to reference these models in a coming readings assignment called *Applying Guidelines*.

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## **Wednesday**

**\*\*DUE: The TWO PREWRITES.**

**\*\*DUE: The Two FINAL Mini-Essays – with original titles, underlined thesis, and required quotations. AGAIN, keep each UNDER a page. ADD your RHETORICALS.**

### **Homework:**

Work on ONE mini essay to expand into a close to three-page version, same topic and focus, just enlarged. Do not leave out your quotations. Be sure to study the peer form and model for peering on Moodle so you are ready to participate in a group of three for feedback exchange. Each of the three of you will need to do two reviews, and each will have two reviews done for your own essay.

**\*\*Note that the peer process is *mandatory*** (and worth twenty points to you) and an important part of your syllabus Course Outcomes, specifically the “collaborative aspects of the writing processes” Outcome. Be sure to fill out the review form in detail. Study the model on Moodle. Focus on offering HELPFUL feedback to your classmates.

Start work on the critical reading evaluation assignment titled *Applying Guidelines*, which will require using your textbook, Chapters five, six, and twelve, and of course adding key quotations and citing them. See your instructions on Moodle.

**\*\*Do not forget to do your POST using the Journal Responses Guidelines! See your textbook, pages 94 and 100, top of each page. This is POST SIX.**

**FORTY points are possible for these POSTS, and that could well be the difference between a term grade of B versus C, or A versus B!**

**Homework continues:**

**Writing Assignment:**

***\*\*DUE: Be ready to PEER SHARE your expanded essay draft with two classmates – you decide on how to exchange.***

When finished, each of you will have evaluated two essays, using the peer form provided on Moodle.

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Week 8  
2/23-25

**Monday**

***\*POST your reaction to the Review experience: What you liked, didn't like, what worked, didn't work. This is POST SEVEN.***

***\*\*Work on final draft of your LONGER ESSAY, yes, the expanded essay that was just reviewed. Remember to see the tutors for a fresh set of eyes!***

**Homework:**

Read your textbook, *Compact Reader*, Ch. 9, 169-174 (classification); Ch. 10, 195-200 (process analysis); Ch. 11, 220-227 (comparison); and Ch. 12, 249-255 (definition). These are ALL examples of EXPLANATORY writing: your *next essay* (research-based) assignment. We will be going to the college library for a lecture and practice session focused on finding credible articles for your two short reports. Remember your topics lists!

**Homework CONTINUES:**

Start thinking about your Explanatory Essay PREWRITE, this time in the form of a SIX-POINT OUTLINE. Your Prewrite will be augmented by TWO RESEARCH ARTICLE REPORTS. Then, all three will be combined into your new expanded essay, this time with a Works Cited page and Addenda for vocabulary and class poll material and (likely) visual support, e.g., illustrations, diagrams, and so on.

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**Wednesday**

***\*\*DUE: Applying Guidelines.***

***\*\*DUE: The TWO PEER REVIEWS. Submit copies of both reviews to me (for your points) and -- IMPORTANT -- hand or send the appropriate copy to EACH of your classmates.***

***\*\*DUE: The expanded Description or Definition Essay – with title, appropriate quotations, and rhetorical statements. BE***

*SURE I see or receive copies of the two reviews so everyone receives DUE credit!*

**Homework:**

**Continue thinking** about your Explanation PREWRITE, and your Research Article Reports *as we visit the college library*. See some strong models on your Moodle and plan to follow their format! To repeat, in the Lane library you will be starting your search for your **Explanatory Prewrite**, which will be comprised of two research article reports (five questions/answers each focusing on your chosen essay topic) as well as a six-point questions/answers outline.

**\*\* This week's second POST focuses on your research topic** Start **POST EIGHT** by first reading your textbook, chapter fifteen (begins on page 355), "Working with Sources," and thinking about "Relevance," "Credibility," and "Reliability" (360-361). How will you ensure these rhetorical and ethical concerns are taken into account in your own (research) explanatory paper?

Mention this area in this latest Post, **POST EIGHT**, as you share what you're thinking about for your research paper. Ask your classmates for challenges to your ideas; ask for suggestions. I will likely ask you to include some specific questions for your classmates to answer (in POLL form).

This **POST EIGHT** is *worth more points* than your others, so please do complete it – not a test, of course, just your opinions.

**Homework continues:**

**Writing Assignment:** Compile your TWO Research Reports AND your Explanatory Prewrite, the SIX-POINT OUTLINE – DUE next class!

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Week 9  
3/2-4

**Monday**

**Homework:**

**Writing Assignment:** Continue to think about your Rhetorical Role as a "teaching or informative" guide. Look at the Expanded Explanatory Essays models (located in four separate folders on your Moodle) and start work on another important critical evaluation assignment (15 points, once again!) titled *Critical Explanatory Analysis (due week ten)*. The essays you will be using for this assignment are not only impressive in themselves but very similar to what you will be exchanging in your coming PEER review.

## Wednesday

**\*\* DUE: Your Explanatory Prewrite materials: The Research Prewrite/ SIX-point outline, and the TWO Research Reports.**

**\*\*This week's POST NINE** focuses on evaluating your progress since doing that early self-contract, Goal ONE . As a starting point, take down some notes on each of the listed categories you first wrote about and gather some relevant quotes from your own work!

### **Homework:**

**Writing Assignment:** Think about the ideas and formatting decisions made by the authors contained in those four folders for your *Critical Explanatory Analysis* assignment, then start putting together your own **version of the expanded essay** (as with your first longer essay, the finished version of this will be four-plus pages with a separate Works Cited page followed by your Addenda and rhetorical statements ). Your peer exchange is early week eleven

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Week 10

3/9-11

## Monday

### **Homework:**

**\*\*This week's POST NINE** focuses on evaluating your progress since doing that early self-contract, Goal ONE . As a starting point, take down some notes on each of the listed categories you first wrote about and gather some relevant quotes from your own work! Note the Goal TWO assignment listed on your Moodle schedule.

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## Wednesday

**\*\*DUE: Critical Explanatory Analysis (the readings assignment).**

### **Homework:**

**Writing Assignment:** Prepare to share your **EXPLANATORY ESSAY with ONE PEER PARTNER, using the new PEER TWO form. Each of you will need to** choose about **seventy percent** of the questions you want addressed . As before, offer helpful feedback to your classmates!

Remember, this essay contains a LOT of quotations/citations and should be a credible document. Bring in that research, the contents of those Article Reports.

Week 11  
3/16-18

## **Monday**

**\*Do that partner sharing.** Check with the tutors, too; they will be having a short week, and you may need their help.

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## **Wednesday**

**\*\*DUE: *The ONE Partner PEER REVIEW. Submit a copy to your classmate and to your instructor.***

### **Homework:**

**\*\*Finish Goal Two**, a required assignment worth 25 points. Remember the length: two-plus pages with ample quotations from your work (including Post entries), your classmates' reviews, your instructor. CITE! Use a lot of the material you placed already in your **POST NINE!**

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## **Friday**

**\*\*DUE: *The Essay on Explanation/Research – with catchy title, regular citations, Works Cited page, and rhetorical statements. Again, make sure your reviews are turned in.***  
**\*\*ALSO DUE: GOAL TWO.**

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*The beautiful thing about learning is that no one can take it away from you.*

-- BB King