



**Idaho State
University**

**Early College
Program**

**Idaho State University-Meridian Medical Arts Charter High School
ENGL 1101, Writing and Rhetoric I**

“With hard work and kindness... we will strive to become more competent, confident, and creative... readers, writers, speakers, listeners, and thinkers.” -Room 5 Mission Statement

Instructor: Nathan Green

Office/Room: MMACHS Room 5

Office Hours: By appointment

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Course Text: Lunsford, Andrea, et al. *Everyone’s an Author*. 2nd Ed., W.W. Norton, 2016.

Course Description: Students learn to read, analyze, and write expository essays for a variety of purposes consistent with expectations for college-level writing in standard English. Partially satisfies Objective 1 of the General Education Requirements.

Course Objectives (from the ISU Catalog): Upon completion of the courses in this category, students demonstrate the following competencies:

- Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts.
- Adopt rhetorical 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 material as well as for surface-level language and style.
- Read, interpret, and communicate key concepts in writing and rhetoric.

Why are you here?

As a senior, you may already feel confident in your ability to read and write for high school. English 1101 is designed to engage you in a more sophisticated level of academic discourse, empowering you with the rhetorical tools you'll need to meet the challenges of reading and writing in college. This course will also help you communicate your ideas more persuasively outside of the academic setting--in your social, political, and personal life.

How can you succeed?

Researchers have identified several academic traits shared by successful college writers. These “habits of mind,” as they are often called, form the foundations for this course. You will grow as a writer if you strive to:

- **Approach writing as a novice.** Rather than starting with a preconceived idea of what they are going to write and how they are going to write it, successful college students begin projects with an open mind. They suspend judgment, ask thoughtful questions, and experiment with new ways of thinking and writing.
- **Allow yourself to produce "bad writing."** Successful students understand that their first attempts might fail; they give themselves permission to make mistakes. From their “crappy” first drafts, they refine their ideas to improve subsequent drafts. They see writing as a process — an often messy, time-consuming process — of creation and revision.
- **Analyze rhetorical situations.** Successful students realize that their writing choices depend on the circumstances. They ask themselves such questions as: Why am I writing this? Who is my intended audience? What is the genre? How can I best accomplish my purpose for this particular situation?
- **Learn from exemplars.** Just as aspiring athletes analyze and emulate the skills of their favorite pros, aspiring writers should seek out excellent writing from accomplished authors. Research shows that the best college writers are also the most observant readers.
- **Collaborate productively.** Although writing can seem like a lonely endeavor, the best writers see themselves as part of a community. They share their ideas and drafts throughout the process, using their peers’ feedback to improve their writing.
- **Focus on one thing.** Research has demonstrated that multitasking is a myth. To think clearly on writing assignments, students are more successful when they set aside time, find a comfortable space, and detach themselves from distractions (including smartphones and social media).
- **Look beyond the grade.** How do the best student writers progress from “novices” to “experts” in college? Ultimately, they find genuine purpose in their writing. Instead of merely completing an assignment to get a grade, they use writing to explore their passions, solve real-world problems, and express their values.

Academic Decorum

Students in the ISU Early College Program are expected to conduct themselves as scholars. This means coming to class prepared with the required homework and supplies, engaging conscientiously in class activities, and avoiding distractions. (Please ask before using your phone.) Moreover, academic decorum requires keeping an open mind and engaging in civil discourse. An important part of the college experience is encountering new ideas that you may find unusual or objectionable: remember to exchange ideas respectfully by listening to other students and expressing disagreements with courtesy.

Academic Honesty

ISU holds its students to high standards for honesty and integrity. Cheating and plagiarism can result in failure of the course, or even expulsion from the university. As a student in a writing course, you should be especially aware of the norms of citation: Whenever you borrow the words or ideas of another person, you must clearly cite the source of that information.

According to ISU, “The guiding principle is that all work submitted must properly credit sources of information. In written work, direct quotations, statements that are paraphrased, summaries of the work of another, and other information that is not considered common knowledge must be cited or acknowledged. Quotation marks or a proper form of identification shall be used to indicate direct quotations.”

Course Content

I am committed to creating a safe and inclusive learning environment. At the same time, since this is a college course, some assigned readings may deal with adult language and/or challenging, controversial, or sensitive situations. Further, readings may not be prefaced with warnings concerning content or language. You are never required to enjoy or agree with assignments, but you are expected to complete them. Please communicate with me if you have any concerns.

Privacy

As a college writing student, you may sometimes discuss and write about personal memories that are emotionally challenging or even traumatic. You are never expected to write about private matters that you don't feel comfortable sharing with others. Also, please note that if you write or talk about harming yourself or harming others, I am legally obligated to report this to the counselor.

Evaluation of Course and Instructor: At the end of the course, evaluations will be given to students for feedback on the course and instructor.

**Note: I reserve the right to make changes to the syllabus to best ensure the success of students in this course.

Semester Overview

(Consult our Schoology page for detailed unit schedules)

Unit 1 — Tell a Story: You will describe a meaningful personal experience, reflecting on how that experience helped shape your understanding of yourself and your life.

Unit 2 — Argue a Position: After researching opposing arguments in a controversial debate, you will take a stand and support your claims with clear reasoning and credible evidence.

Unit 3 — Propose Research: You will propose an academic research project, defining a research question, why it is important, and how you plan to investigate it.

Unit 4 — Gather Sources: After using the ISU academic databases to find the most relevant and credible sources for your research project, you will integrate them into a literature review.

Grading

Each unit will culminate in a portfolio of your writing. I will evaluate the final draft of the unit essay, as well as your revisions, reading responses, peer reviews, and other assignments. Unit essays will be assessed according to a rubric we develop through class collaboration, while portfolio work will be checked for timeliness and completion. Each unit will also include a quiz and a collaborative blog post.

- Final Unit Essays 1, 2, and 3: 100 points; Unit 4: 200 points
- Unit portfolios: 50 points
- Daily assignments, such as peer reviews, blog posts, and quizzes: 5-25 points each

A	4.0	95-100%
A-	3.70	94-90%
B+	3.30	89-87%
B	3.0	86-84%
B-	2.70	83-80%
C+	2.30	79-77%
C	2.0	76-74%
C-	1.75	73-70%

Revisions

You will have multiple opportunities to improve your drafts through the process of composing each essay. If you want an additional chance to revise an assignment after you've received a grade, I will consider your request on a case-by-case basis.

Absences and Late Work

If you are going to be absent, please tell me as early as possible to make accommodations. When possible, submit an assignment before the absence. If you have a legitimate excuse for an absence, you will have two school days to make up the assignment. There will be a 25% deduction for late assignments submitted within a week of the due date; assignments more than a week late will only be accepted at my discretion.

Supplies:

- College-ruled notebook
- Four pocket folders (for unit portfolios)
- USB thumb drive
- Sticky notes (3"x3" recommended)
- Highlighter
- Headphones or earbuds

Syllabus Acknowledgment and Contact Information

I have read the course syllabus. I understand the academic expectations for this course, and I will strive to uphold the scholarly values of Idaho State University.

Student Name: _____

Student Signature: _____

Email Address: _____

Phone Number: _____

Parent Name: _____

Parent Signature: _____

Email Address: _____

Phone Number: _____