

ENGLISH 101
RHETORIC AND COMPOSITION I:
LITERACY AND THE SELF
INSTRUCTORS' HANDBOOK

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Acknowledgements

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Course Description

ENG 101, Rhetoric and Composition I: Literacy and the Self, is a course in the critical arts of reading, writing, and discussion with an introduction to rhetoric and argumentation. It meets University Core Curriculum Goal A1: The Mind: Enhancement of Cognitive Abilities, A1 The Ability to Communicate Effectively, and it enhances students' coursework aimed at University Core Curriculum Goal B: The Self: Enhancement of Individual Development. Prerequisites: ENG 100 or appropriate placement. Basic keyboarding skills required; see ASBE 121.

Placement

To place into ENG 101, students must meet two of the following three criteria:

1. High school percentile of 51% or above;
2. SAT Critical Reading score of 450 or above;
3. SAT Writing score of 450 or above.

Students who do not meet two of these three criteria must write a placement exam prior to registering for their composition courses.

In cases where students submit ACT scores instead of SAT scores, the equivalent scores will be used (ACT English, 19; ACT Writing, 19). In cases where students submit both SAT and ACT scores, the scores that place the student in the higher course will be used. In cases where the student's data is incomplete, the student will be required to write the placement exam.

English 101 Objectives and Outcomes and Requirements:

Objectives and Outcomes

1. Academic Literacy

Prepares students to:

- Read and comprehend academic discourse.
- Discover, develop, and articulate ideas through discussion and writing.
- Communicate effectively within various rhetorical contexts.
- Reflect on their reading and writing practices.

2. Academic Discourse Conventions

Are the basic rules for writing academic prose. These rules include:

- Reasoned arguments.
- Organized ideas.
- Developed supporting evidence.
- Correct grammar, spelling, and punctuation.
- Appropriate documentation and format.
- Language appropriate to the rhetorical context.

3. Enhancement of Individual Development

Means that, through critical thinking, reading, and writing, students will:

- Discover, develop, revise, and express their ideas.
- Become members of academic discourse communities.
- Develop, refine and defend a personal ethos.
- Evaluate positions on issues from critical perspectives.

Requirements

To achieve these goals, all English 101 students will be required to write at least 16 pages (4500 words) of revised, finished prose, developed through a process of invention, development, and revision. Assignments, either individually or in combination, will ask students to practice the following:

- Exposition
- Analysis
- Critique
- Argumentation
- Reflection

Required Texts

Reid, Stephen. *The Prentice Hall Guide for Writers*, 8th ed. Customized for the University of Southern Indiana Composition Program.

Contents:

1. Writing Myths and Rituals
 2. Situations, Purposes, and Processes for Writing
 3. Observing
 4. Remembering
 5. Reading
 6. Investigating
 7. Explaining
 8. Evaluating
 9. Problem Solving
 10. Arguing
 11. Analyzing and Designing Visuals
- Appendix: Writing Under Pressure

Aaron, Jane. *The Little, Brown Handbook Compact Edition with Exercises*. Customized for the University of Southern Indiana Composition Program.

Everything You Wanted to Know about Using a Handbook. Packaged with *The Little, Brown Handbook*.

MyCompLab. An online writing environment packaged with *The Little, Brown Handbook*.

The Mercury Reader. A custom publication of supplemental readings.

How to Use This Handbook

We have developed this handbook as guide for constructing your individual sections of ENG 101. In it, you will find two options for the course, each including semester schedules, lesson plans, and assignments. **Option A** progresses chapter-by-chapter through *the Prentice Hall Guide*. **Option B** develops in a more thematic or conceptual manner. They are intended as guides to help you adapt your sections to your own styles of teaching. You may choose to follow one of the two examples, mix and match from both examples, or simply use both examples as general guides for developing your schedules, plans, and assignments. We strongly recommend that first-time instructors use one of the two options as a guide. The syllabus template for ENG 101 is located at <http://www.usi.edu/libarts/english/EnglishUCC/instructors.asp>. It contains all of the required elements for ENG 101 syllabi.

Feel free to contact Patrick Shaw or Evon Hawkins if you have any questions or concerns about the schedule, plans, and assignments you develop.