



**Idaho State  
University**

**Early College  
Program**

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

*“With care and curiosity, we strive to become better  
readers, writers, speakers, listeners, and thinkers.”*

*-Room 5 Mission Statement*

**Instructor:** Nathan Green

**Office/Room:** MMACHS Room 5

**Office Hours:** By appointment

**Email:** green.nathan@westada.org

**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.

**Purpose**

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 rhetorical tools 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 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 (Sommers & Saltz, 2004).
- **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 \_\_\_revise\_\_\_ to improve subsequent drafts. They see writing as a process — an often messy, time-consuming process — of creation and revision (Ballenger, 2001; Duckworth et al., 2007).
- **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? (Reiff & Bawarshi, 2011).
- **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 (Gallagher, 2011).
- **\_\_\_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 (Bruffee, 2003).
- **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 (Uncapher et al., 2017).
- **Look beyond the grade.** How do the best student writers progress from “novices” to “experts”? Ultimately, they find genuine purpose in their writing. Instead of merely completing an assignment to get a grade, they explore their passions, solve \_\_\_real-world\_\_\_ problems, and express their values (Sommers & Saltz, 2004).

**Make stress your friend.** While stress gets a bad rap, it can also be harnessed for good. If you see stress as your body’s way of preparing you to \_\_\_overcome\_\_\_ a challenge—as an ally and not an enemy—it can help you grow stronger as a student (McGonigal, 2016).

## 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 intentionally 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.** For formal assignments, you will be expected to correctly use APA citations when using direct quotations, paraphrases, and summaries—unless the information is considered common knowledge.

Students should be especially careful when using artificial intelligence for research. While AI might be useful during the initial stages of research, it is not a reliable source of information. Further, copying or summarizing AI without correctly citing the source is plagiarism. (See sidenote.)

## Course Content

I am committed to creating a safe and supportive 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.**

“Ethical use of AI in college writing involves leveraging AI tools to enhance one's writing process, such as grammar and style checkers, language translation, and content organization platforms. These tools can aid students in honing their writing skills, providing valuable feedback and facilitating language proficiency. However, the ethical application of AI necessitates proper acknowledgment of its contribution to the work and maintaining the integrity of original thought. On the other hand, unethical use of AI in college writing encompasses practices like plagiarism through automated content generation, submitting assignments created entirely by AI, or manipulating AI tools to produce superficially polished work that lacks genuine understanding or effort” (OpenAI, 2023).

## Semester Overview

(Consult our Schoology page for unit schedules)

**Unit 1 — Share 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.

- Unit Essays: 100 points
- Peer Reviews: 25 points
- Reading responses, discussion posts, and quizzes: 5-20 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.

**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.

**Supplies:**

- Laptop
- College-ruled notebook
- 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:** \_\_\_\_\_

## References

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