

2014 — 2016

STUDENT GUIDE TO ENGLISH COMPOSITION 1001



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**"I write to understand
as much as to be understood."
-Elie Wiesel**



UNIVERSITY OF
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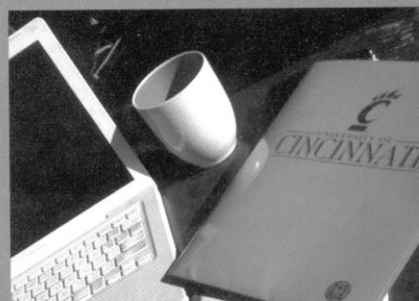
STUDENT GUIDE TO ENGLISH COMPOSITION 1001

2014–2016

EDITORS:

HANNAH RULE, MICHELLE HOLLEY, JANINE MORRIS, AND CARLA SARR

UNIVERSITY OF CINCINNATI
McMICKEN COLLEGE OF ARTS AND SCIENCES





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TABLE OF CONTENTS

Acknowledgements	vii
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WELCOME TO THE GUIDE	1
Sequence and Goals of the English Composition Requirement	5
English Composition Guiding Principles	7
A Note about Revision	9
Guidelines and Forms	10
Overview of Important Dates for 2014/2015 and 2015/2016	10
Grading Rubric	11
Sample Essay Evaluation Form	13
Explanation of Key Terms on the Evaluation Form	14
Key to Editing Marks	16
Plagiarism Explanation and Policy	17
Publication Consent Form	21
The Academic Writing Center	23
Course Requirements, Goals, and Policies	25
Weekly Schedule of Assignments Due	30

UNITS	31
Unit 1: Texts in Action	33
Assignment Description	33
Activities: Compose Revise Reflect	35
Unit 2: Making a Claim	39
Part One: Research Steps—Assignment Description	39
A. Determining a Research Topic	41
B. Understanding and Using Sources for Discovery	42
C. Entering the Conversation	43

D. Determining a Focus and Mapping a Plan	47
E. Proposing Your Research Project	48
Part Two: Researched Argument—Assignment Description	49
Activities: Compose Revise Reflect	52
Unit 3: Recasting for a Public Audience	55
Assignment Description	56
Activities: Compose Revise Reflect	58
Unit 4: Reflecting on Your Work	61
Assignment Description	61
Activities: Compose Revise Reflect	63

MICROTHEMES

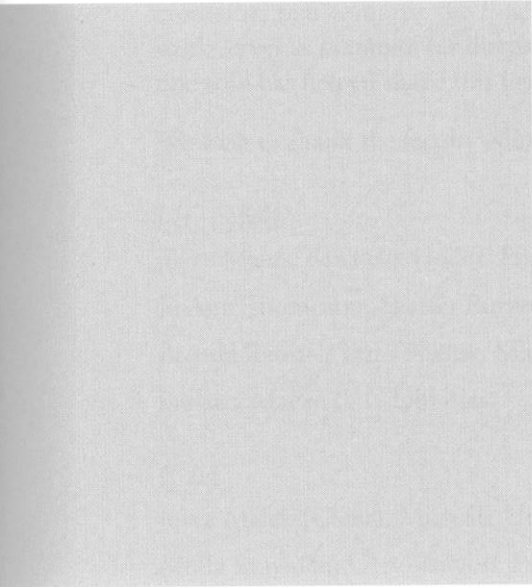
65

How We Read	67
Voice	69
Imitation	70
Style	71
Context	72
Genre	73

SAMPLE STUDENT WRITING

75

Unit One: Texts in Action	77
Unit Two: Researched Argument	109
Unit Three: Recasting for a Public Audience	181
Unit Four: Reflecting on Your Work	217



Two UC Freshmen at Orientation, September 1939

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Acknowledgements

The *Student Guide to English Composition 1001* is designed for students taking first-year composition through the McMicken College of Arts and Sciences at UC. This guide is revised every two years and represents the efforts and thinking of many: faculty and graduate assistants who regularly teach 1001, members of the Composition Advisory Committee who drafted, reviewed, revised, and reviewed again the assignments, activities, and microthemes that comprise the English 1001 curriculum, as well as first-year writers, whose work serves as examples for discussion. The editors wish to acknowledge and thank everyone who has helped shape this installment of the *Guide*!

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Congratulations and thank you to Ellen Wang for her winning cover design. We love how she's captured the *action* and *energy* of composing! We'd also like to acknowledge all of the exceptional designers who submitted cover designs for consideration; these designers truly made our decision difficult.

Inspired by Ellen's cover, throughout the guide you'll find images that show the activity of writing. We feature student-submitted "writing selfies" of contemporary writing spaces alongside historical snapshots of composing activity across UC's long history. Thanks to all the students who've shared these pictures with us. We acknowledge the University of Cincinnati Archives and Rare Books Department for permissions to feature the historical photos you'll see throughout the guide, and Greg Hand and Doug Nienaber for helping us secure permission.

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The Editors



Mick or Mack, the lion, in front of the original McMicken Hall, circa 1904



WELCOME TO THE *GUIDE*

Welcome to the *Student Guide to English Composition 1001*

The edition of the *Student Guide* you are now reading is the result of hundreds of hours of discussion and contributions over the past several years from faculty who teach in the English Composition Program at the University of Cincinnati. The first *Student Guide to English Composition 101* was published in fall 1999 and was joined the following year by the *Student Guide to English Composition 102*. In 2007, the two *Guides* were combined, and in 2012, the *Guide* changed again as we moved to a new semester-long course, English Composition 1001.



Janine Morris, Carla Sarr, Michelle Holley, and Hannah Rule, Editors

Every two years the *Guide* undergoes rethinking, revising, and editing as we strive to define our goals and develop materials that represent the writing and thinking valued throughout the many colleges that make up the University. As we continue to refine our curriculum, we welcome your comments on the *Guide* and how it functions with your assigned readings to develop cohesive instruction in writing.

English Composition 1001 introduces you to the kinds of analytic skills college students are expected to demonstrate as they read and respond to analytical and argument-based written, spoken, and visual texts. By the end of English Composition 1001, you should be able to analyze and synthesize ideas while remaining aware of rhetorical concepts like audience, purpose, situation, and voice. Over the course of the semester you will also work with diverse Research Steps designed to help you find a topic that engages you, focus your research process, articulate a thesis, and plan out your argument. The writing from your Research Steps will help you compose your Researched Argument essay. After completing your Researched Argument, you will recast your essay into a new form, with a more public audience in mind. You will conclude the term by reflecting on what you have learned about writing and about yourself as a writer, and also analyzing the ways your writing has changed from the beginning of the semester.

What's in the Guide

The *Guide* is divided into several sections. The first three provide information and material related to the composition program and to college-level writing. The Guidelines and Forms section contains information about how your papers will be assessed, grading and editing rubrics, and plagiarism information. Since writing from students is a critical part of the *Guide*, we include a Publication Consent Form for you to fill out if you would like us to consider any of your papers for publication in the next edition of the *Guide*. The final section introduces you to the Academic Writing Center, a valuable resource for you in ENG 1001 and your other courses.

The next section of the *Guide* presents the curriculum for English Composition 1001, complete with assignment descriptions and options, goals, and activities that can help you develop your writing. We also include a description of how each assignment fits in to the larger goals and aims of ENG 1001.

The final section of the *Guide* features the most important part of ENG 1001: student writing. We collect this work to showcase some of our students' best efforts and offer these selections as discussion starters. We know that writing is a recursive art and that every attempt, every draft—even the final ones!—can be altered and improved. We hope that you and your classmates can foremost consider how the sample essays and recasts work, how they are constructed to achieve certain effects. Ultimately, we hope you'll apply this analytical and evaluative thinking to your own writing.

This year we're excited to offer a digital version of the *Guide*, a DynamicBook, as a complement to our traditional print version. Recognizing that more and more of our lives seem to happen on our phones or online, we thought a great deal about how best to transition our curriculum to the digital age. We decided ultimately that students and faculty alike gain the most from not having to *choose* between a digital and print guide. As a result, we've given you both! And we've aimed to make the print and digital book look and function similarly, so that you can switch easily between the versions. Be sure though to visit the DynamicBook version to check out the public Recasts—many of these creative projects can only really be experienced digitally.

We wish you a challenging, successful, and enjoyable experience in ENG 1001. We hope we've provided you with a valuable tool to complement your instructor's approach to writing. All of us welcome you to the University of Cincinnati's writing program and wish you success in your college career.

The Editors

Sequence and Goals of the English Composition Requirement

English Composition is a university-wide required General Education course, which is designed to help you develop knowledge and skills to achieve the four Baccalaureate Competencies. The Baccalaureate Competencies are the critical abilities shared by all educated persons, and they comprise a major component of the General Education Program. The four Baccalaureate Competencies include: Critical Thinking, Effective Communication, Knowledge Integration, and Social Responsibility. In particular, English Composition focuses on **Critical Thinking** and **Effective Communication**.

Critical Thinking is the ability to analyze, synthesize, and evaluate information and ideas from multiple perspectives. The educated individual thinks critically and analytically about subjects. Critical thinking includes the capability for analysis, problem solving, logical argument, the application of scholarly and scientific methods, the accurate use of terminology, and information literacy. The particular critical thinking skills vary from discipline to discipline. **Effective Communication** embraces aural, visual, and language arts, including the ability to read, write, speak, and listen; it is the effective use of various resources and technology for personal and professional communication. The educated individual must be able to understand and convey ideas in diverse contexts, using appropriate communication and information technology resources and skills. Among important language capabilities are proper usage, appropriate style, and the ability to formulate a coherent, well-supported argument using language appropriate to academic and public discourse.