

Writing I

Writing I

JOSIE MILLIKEN



Writing I by Lumen Learning is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/), except where otherwise noted.

Contents

1. Getting Started	1
2. Module 1	11
3. Module 2	16
4. Module 3	29
5. Module 4	41
6. Module 5	55
7. Module 6	65
8. Module 7	79
9. Module 8	87
10. Sample Annotations	92

I. Getting Started

Welcome to Writing 101 Online

Now that you have accessed our online classroom space, your next step should be to become acquainted with this class website. Logging into an online course for the first time can feel a bit like being dropped into the middle of a forest. You want to know: Where do I go first? How do I navigate this terrain? If this is your first online course, know that this feeling is completely natural: Every online course is set up a bit differently, and getting a feel for each requires taking some time to just click around and understand how everything is laid out.

The work you will do in this course will consist of the following tools and resources:

- **Content:** Content consists of course information, module and assignment instructions, and supplementary materials.
- **Discussions:** You will complete discussions as you move through the modules.
- **Final Assignments:** You will complete the following four major writing assignments: rhetorical analysis, brief argument, and research-based argument (which consists of an annotated bibliography and final essay).
- **Quizzes:** You will take three quizzes.

After exploring this course space, you should begin to feel more orientated with the layout, and at that point, you will want to begin working through the modules while staying alert to due dates posted on the **Course Schedule**. You may want to print this schedule out and place it somewhere handy, as it will be important to keep the due dates in mind throughout the course to verify

you are completing all course assignments on time. Completing coursework on time will be crucial if receiving a satisfactory grade is important to you.

A Few Notes Regarding the Course Texts: As you are aware by this point, you are not required to purchase a textbook for this online section of WRT 101. Readings will be provided electronically. These readings are from credible online sources and contain wonderful content related directly to WRT 101 objectives. This content also reflects what you would find in a required textbook for WRT 101. The main online sources for this content are as follows:

- Purdue University's Online Writing Lab (OWL): This extensive writing-related resource is a favorite for students and writers and contains a wealth of information on writing concepts and strategies. To access this resource now, click the following title to open Purdue's OWL in a new browser window: [Purdue University's Online Writing Lab \(OWL\)](#)
- WikiBooks: WikiBooks is an online, collaborative library of educational textbooks. To access this resource now, click the following title to open WikiBooks in a new browser window: [WikiBooks](#)
- Writing Commons: This extensive resource offers peer-reviewed content for college students and faculty. To access this resource now, click the following title to open the Writing Commons in a new browser window: [Writing Commons](#)
- Oregon Writes Open Writing Text: This resource is a compilation of various open educational articles focusing on college-level writing. To access this resource now, click the following title to open the Oregon Writes Open Writing Text in a new browser window: [Oregon Writes Open Writing Text](#)
- ENG 101: *Horse of a Different Color: English Composition and Rhetoric*: This online composition and rhetoric text written and compiled by Paradise Valley Community College faculty is aimed at college students in 101-level writing courses. To access this resource now, click the following title to open the

Oregon Writes Open Writing Text in a new browser window: [ENG 101: Horse of a Different Color: English Composition and Rhetoric](#)

Specific readings are linked to individual module pages. Aside from being rich with credible content, these resources are free and easy-to-access, and as you gain experience using them, you will likely find yourself visiting them on your own for guidance with various tasks and projects, even ones that extend outside of WRT 101.

What's Next? You can begin by visiting Module One and working through the assignments taking care to complete them by the due dates. Then, you can move to Module Two. This is the basic pattern the course will follow, so as long as you follow along with the Schedule and keep up with the assignments for each week, you will be in good shape.

Welcome again to online Writing 101!

Course Schedule

CD = Class Discussion

Please note: Numbers designate corresponding weeks. For example, CD8 = Class Discussion, Week Eight.

DB = Dropbox

Assignments need to be submitted by 11:59 p.m. on due dates.

Unit I: Rhetorical Analysis

Module	Assignment	Due Date	Points
1	CDL 1: Introductions Discussion		
1	Literary Autobiography (DB)		
2	Readings		
2	CD2a & CD2b		
2	CD2a & CD2b; Responses and Replies		
3	Quiz #1		
3	Readings		
3	CD3: Rough Draft Essay #1		
3	CD3: Peer-Reviews		
3	Final Draft of Essay #1 (DB)		

Unit 2: Basic Argument

Module	Assignment	Due Date	Points
4	Readings		
4	CD4a & CD4b		
4	CD4a & CD4b; Responses and Replies		
4	Quiz #2		
5	Readings		
5	CD5a (Rough Draft Essay #2) & CD5b		
5	CD5a & CD5b; Responses and Replies		
5	Final Draft of Essay #2 (DB)		

Unit 3: Research Argument Part I: Annotated Bibliography

Module	Assignment	Due Date	Points
6	Readings		
6	CD6a & CD6b		
6	CD6a & CD6b; Responses and Replies		
6	Quiz #3		
6	Final Annotated Bibliography (DB)		
7	Readings		
7	CD7		
7	CD7; Responses and Replies		

Unit 3: Research Argument Part 2: Research Argument Essay

Module	Assignment	Due Date	Points
8	CD8a: Final Rough Draft Essay #3		
8	CD8a: Peer-Reviews: Research Argument		
8	Final Research Argument (DB)		
8	CD8b: Farewell		

Breakdown

- **Final Assignments:** 550 points
- **Quizzes:** 60 points
- **Weekly Assignments:** 390 points
- **Total points possible:** 1000

A = 900 – 1000 pts.

B = 800 – 899 pts.

C = 700 – 799 pts.

D = 600 – 699 pts.

F = 599 pts. and below

Discussion Grading

Here is a breakdown of how discussion contributions are evaluated:

Grade

“A” Level

(90 – 100 percent)

- Contributions are prompt and relevant to the questions and/or issues posed.
- Posts demonstrate good critical thinking and reflection, including logical analysis and synthesis of ideas from readings, classmates' posts, classmates' writing, and discussions.
- Responses to others focus on inquiry and analysis and are encouraging and thoughtful in tone.
- Responses are posted over a period of time (not all posted at once) and address a variety of subtopics
- Posts are well-written and free of grammar errors and typos.

“B” Level

(80 to 89 percent)

- Posts demonstrate some critical thinking and some attempt to respond to posted prompts and to classmates' ideas and writing but are brief and/or general in nature.
- Responses to others demonstrate some inquiry, response, and analysis but stay at the level of summary, non-specificity, and occasional analysis.
- Posts are fairly well-written and free of most errors and typos.

“C” Level

(70 to 79 percent)

- Posts are brief, spotty, and demonstrate more summary or generalized responses than critical reflection, response, and analysis.
- Posts contain grammar errors and typos.

“D” and “E” Level

(up to 69 percent)

- Remarks are short, superficial, spotty, and/or lacking.
- Writing is unpolished and contains a large amount of grammar errors and typos.

Check the **“Course Schedule”** page for a specific breakdown of points associated with discussions.

- For discussion assignments worth 20 points, 18 – 20 points is an A, 16 – 17 points is a B, etc.
- For discussion assignments worth 50 points, 45 – 50 points is an A, 40 – 44 points is a B, etc.

Peer Review – A Few Notes

Throughout this course, you will engage in peer-review, a process that will allow you to give and receive feedback for rough drafts of final projects. Students tend to come to peer-review with a variety of experiences and, at times, anxieties. Some of you may have substantial experience with peer-review; others of you may be

coming to it for the first time. Even those with experience likely followed diverse approaches and methods.

With this in mind, here are a few notes about peer-review that reflect what may be helpful:

- **Peer-review is a two-way process:** It is easy, sometimes, to forget that peer-review is a two-way process. The process of providing feedback for others can be just as useful, if not *more* useful, than receiving feedback, as it allows us to strengthen our analytical muscles.
- **Peer-review helps writers see others' approaches and styles:** Peer-reviewing the work of others for this class allows you to see how others are tackling the same assignment. You might admire and learn from the approaches of others in your group.
- **Peer-review is part of life:** Keep in mind, also, that peer-review is an activity that goes beyond college-level writing courses; you likely will, or already do, engage in peer-review in some level in your work lives as you work with others to refine documents and correspondence. As you will find in the research unit, peer-review is a scholarly practice as well that helps ensure the reliability and credibility of published work. You can probably think of instances in our world where it would be valuable to require more in the way of peer-review.
- **Your feedback is valuable!** Many students feel timid about offering feedback to others, particularly when feeling uncertain about specific concepts and about writing. Know that your response as a reader is valuable, as everyone in this class has different strengths and experiences as writers and readers, and each of you has something useful to add. You are advised to frame your remarks as readers instead of “critics.” For example, instead of saying, “Your essay needs a better introduction,” you could express it as, “When I read your first paragraph, I had a difficult time knowing your overall main idea... Is your goal to argue that Tucson needs more bike lanes

or that Arizona needs stricter laws regulating cell phone use while driving? Your main idea becomes clearer later on, but focusing your introduction will help you create a stronger opening!”

These benefits and tips, as too often, find that students have misconceptions about peer-review and worry about offering feedback to others. Others think of peer-review as a one-way process (getting ideas for revision), when really, the process encompasses so much more than that. It is the instructor’s hope is that, by understanding the full purpose and value, you will feel more invested in the process and gain the most from this valuable collaborative experience.

2. Module I

The purpose of Module One is to get acquainted with the course, engage in an introductory discussion with classmates, and begin completing course assignments. This page outlines the objectives, provides an overview of the module, provides introductory information about the course, and outlines the assignments due for the module.

Objectives

The Module One assignments will guide you toward the following objectives:

- Understand the course objectives and outline
- Prepare for the work of Writing 101 online
- Identify experiences, strengths, and challenges as a writer

Overview

Module One assignments include the following:

- **Read** through the **Syllabus** module materials (Welcome message, Course Guidelines, Course Schedule, Discussion Grading, Peer-Review Notes)
- **Participate** in the introductory class discussion
- **Compose and submit** literary autobiography

Readings

Aside from introductory course content, no readings are assigned for this module, but it is highly recommended that you begin the Module Two readings and assignments.

A Few Notes about WRT 101

As you will see from reading through the course information located in the Course Guidelines, WRT 101 is geared toward allowing students to develop skills related to critical thinking, analysis, research, argument, and, of course, writing thus, this online WRT 101 course has been structured around three main units that directly reflect the stated objectives. These units include:

1. Unit 1: Rhetorical Analysis
2. Unit 2: Argument
3. Unit 3: Research Argument

Each unit will end with the submission of a final project that reflects the main focus of the unit. Specifically, your project for Unit 1 is a rhetorical analysis essay, your project for Unit 2 is a brief argument essay, and your project for Unit 3 is an extended research argument, which will include an annotated bibliography component.

You will find, as we progress, that the units follow a logical flow: By learning rhetorical strategies in Unit 1, you will be equipped to apply rhetorical strategies to your own essay writing to create written arguments. By learning how to develop and support a written argument, you will be equipped to blend research into a written argument to create an extended, supported written argument. The annotated bibliography will be a step along the way to help you develop research skills and identify credible, persuasive support for your topic.

man sitting at a computer with a teacup
[“Apple, Business, Café, Coffee”](#) by BarnImages. [CC-0](#).

By the end of the course, you will be able to analyze texts, convey your beliefs through written arguments, and engage in sound, credible research. These skills will be useful as you continue on with your academic and career pursuits. Perhaps you will also find that they will prove useful in other ways. This is often the case, as students tend to find, months or years after completing WRT 101, that the skills they gained in the course helped them in areas like communicating better through email (even gaining jobs and promotions in doing so), knowing when not to trust information on websites, becoming more aware of manipulative strategies, etc. You may be surprised at how the strategies and concepts we cover relate to your other goals, interests, and projects. You instructor looks forward to seeing your growth in these areas throughout the next few months.

Assignments

Discussions

CD1: Introductions

Please introduce yourself to the class by providing any details you believe to be important about you and your life. You will find **CD1**, the forum for class introductions, in the **Discussions** area of this course.

For your introduction, provide a song (title and, if appropriate, artist) that represents how you feel at this moment – a song you would put into a time capsule representing this exact moment of

your life. In addition, share whatever else you would like to share, be it a bit of background about your educational goals and your life, a summary of a dramatic event you recently experienced, or a note about something you value or have recently discovered.

As the list of introductions grows, feel free to respond to the posts of others by clicking on a post, hitting “Reply,” and then composing and submitting your message. Use this opening discussion as an opportunity to interact with others in the class and to gain familiarity with this D2L online discussion feature. Submit your introduction by the due date noted on the **Course Schedule**.

Dropbox

Unit 1: Literary Autobiography

Compose a reflection of about 350 – 500 words in which you write about your past experiences with reading and writing. Questions you might consider include the following:

- What are your career and educational goals?
- What are your experiences with reading and writing in general?
- Do you enjoy reading and writing? Explain.
- What have you struggled with as a reader and writer?
- What skills would you like to gain in this course?

The purpose of this assignment is to let your instructor know a bit about your background and your interest in the course. Submit an electronic copy through the **Dropbox** tool, which is located on the upper navigation menu.

Looking Ahead

Module Two will cover key concepts related to rhetorical analysis, the focus of this first unit.

3. Module 2

The purpose of Module Two is to learn about the focus of Unit One, “Rhetorical Analysis,” and gain familiarity with MLA (Modern Language Association). This page outlines the objectives, provides an overview of the module, lists the readings, provides introductory information about rhetorical analysis and MLA, and outlines the assignments due this module.

Objectives

The Module Two assignments will guide you toward the following objectives:

- Understand key concepts of Unit One, “Rhetorical Analysis,” including:
 - Argument/Persuasion
 - Rhetoric
 - Ethos, pathos, and logos
- Understand MLA formatting and methods of citation and source use
- Demonstrate your knowledge of MLA and rhetorical analysis in a quiz
- Identify a meaningful text to analyze for Essay #1

Overview

open book pages

[“Opened Book”](#) by Mabel Amber. [CC-0](#).

Now that you have become familiar with the goals and objectives of WRT 101 and have had an opportunity to reflect on your experiences and skills as readers as writers, you are ready to delve into the first unit, “Rhetorical Analysis.” In this module, you will learn the requirements for Essay #1, read about rhetorical analysis and MLA, participate in two online discussions focused on rhetorical analysis, and begin searching for a text to analyze for Essay #1. Finally, you will demonstrate your knowledge of rhetorical analysis and MLA by taking a quiz.

Readings

Two readings are listed below. Click on the title of the reading to open it in a new browser window. For example, the first reading is the instructions for Essay #1. Click directly on “Essay #1: Rhetorical Analysis” to open the instructions. If you have difficulty opening any of the readings, please contact your instructor.

Essay #1

- [Essay #1: Rhetorical Analysis](#)
- [Essay #1: Rhetorical Analysis Grading Rubric](#)

WikiBooks

- [Rhetoric and Composition / Rhetorical Analysis](#) (Read the first four sections, “Overview of Rhetorical Analysis,” “Critical Reading,” “Basic Rhetorical Strategies for Effective Communication,” and “Persuasive Appeals”)

Writing Commons

- [Formatting In-text Citations \(MLA\)](#)
- [Formatting the Works Cited Page \(MLA\)](#)
- [Examples of Effective Summaries and Paraphrases \(MLA Style\)](#)
- [MLA Updates for 8th Edition](#)
- [MLA Template](#)
- [MLA Checklist](#)

Optional – Purdue University’s Online Writing Lab (OWL)

- [Rhetorical Situations](#)
- [Elements of Rhetorical Situations](#)
- [Aristotle’s Rhetorical Situation](#)
- [MLA Guide](#)

Rhetorical Analysis and MLA: A Few Introductory Notes

Rhetorical Analysis

Have you ever been moved by a powerful speaker, commercial, song, poem, or slogan? A text’s ability to *move* us – to *persuade* us to change attitudes or actions, to *cause* us to *feel* emotions, to *help* us *relate* to others – is not limited to the text’s words and meanings alone. Words and meanings certainly play a crucial part, but a text’s meaning actually comes from so much more, including:

- Tone and style: Does the writer/speaker come across as ecstatic? Angry? Formal? Informal?
- Organization: How are the words, sentences, lines, paragraphs, etc. organized? How does the way they are organized impact meaning?
- Persona/voice: What type of voice do you sense behind the text? Is it a voice you would trust? What clues help you make a decision of whether to trust or not trust the voice?
- Logic: If the writer/speaker is trying to persuade you, what does the writer/speaker do to seem logical?

These are the concepts and questions we consider when discussing rhetoric and engaging in the act of rhetorical analysis. Think of some specific text you have encountered recently that caused you to feel a certain way. That feeling didn't just come from the words and the dictionary definitions of those words alone. That feeling came from tone, how the words were organized, and a variety of other elements, depending on the situation. As an example, let's say a student wants to email a professor to ask about assignment instructions. It's a simple question, right? Note, though, that the student has many options for communicating this request. Consider these two:

Option 1:

help!!! don't know where to find instrctns for essay do tonite. lost!

Option 2:

Professor Romero,

Good morning. I am unsure about the instructions for the essay that is due Thursday night. Can you guide me in the right direction?

I have looked under the Content links for the unit but just do not see information on what is required for the essay in term of word count, topics, and other requirements. I appreciate your guidance.

Sincerely,

Student

Note how each email is communicating the same request... but how each does so in very different ways. Imagine you are the professor. How would you 'read' each? How do those differences in tone, style, organization, grammar, etc. impact the feel of the request and its full meaning? What persona do you sense behind each different example? Which one suggests a more organized, professional persona... and which suggests a more frantic, disorganized persona? Approaching a text in this way can seem awkward at first, particularly if you've never thought about writing in this way, but once you understand the purpose and get the hang of it, it gets much easier.

two students sitting on a couch with a computer and a tablet device

["Adult, Boy, Break, Browsing"](#) by rawpixel.com. [CC-0](#).

By engaging in rhetorical analysis, we can understand all the textual nuances that contribute to how texts impact us and the world, and we can also understand how to become more adept at our own use of text to ensure our intended meanings come through. In a world that relies more and more on online communication, identities are often constructed through text alone - blog postings, emails, etc. Consider this online course, for example. Most of you will never interact face-to-face with others in the class, but you *will* gain a feeling for your individual personalities by the way you present your ideas in writing and interact online. Fascinating!

As you can imagine and have likely experienced, then, having strong reading and writing skills can only benefit you in this world, as you will have greater power over how you are 'read' by others and will be in a better position to ensure your meanings come across as intended. Through this unit, you will gain familiarity with

a variety of valuable rhetorical analysis concepts and become more effective readers and writers – skills that will benefit you long after the conclusion of Writing 101.

MLA

In addition to rhetorical analysis, the focus of this module concerns MLA. You will note that all final writing assignments are required to be in MLA format. Some of you are probably very familiar with MLA; others of you may not be.

Simply put, “MLA” is a set of writing and formatting rules and guidelines provided by the Modern Languages Association (MLA). Essentially every discipline uses a specific style; other styles include APA (used in medical and science fields) and Chicago (used in publishing). Each style is slightly different, but the *purpose* of each is the same: to establish a set of guidelines for formatting and style for written works in the discipline.

“Formatting and style” concerns aspects like margin size and line spacing – and – very importantly – citing outside source information in the text of essays and on bibliographies so sources are accurately and appropriately recognized. These guidelines are important, as they ensure consistency in works of writing in the field. It’s sort of like how every state has traffic laws and traffic regulation tools, like signs and traffic lights. The purpose of the laws and tools is to control traffic, and without them, our streets would be quite chaotic.

As you will learn as we move through the course, there is no shortage of resources that can help you understand and apply MLA style; the challenge is finding the resources that work best for you. The MLA-focused readings for this module will give you a good foundation for understanding MLA, and you can apply the information to the formatting of your Essay #1 and the essays and assignments that follow.

Assignments

Discussions

CD2a: Analyzing Texts Rhetorically

As you are aware, the focus of the first unit of this WRT 101 course is rhetorical analysis, and throughout the course of the unit, you will create your own rhetorical analysis essay. The purpose of this class discussion, then, is to gain a stronger understanding of what it means to analyze texts rhetorically.

Instructions:

1. **First Post:** In your own words – and based on ideas expressed in the readings you read for this week – describe what it means to “analyze a text rhetorically.” Questions to answer: What is rhetorical analysis? What does this process consist of? What is the purpose? Include at least 150 words in your response.
2. **Replies:** Compose three replies of about 100 words each to others’ posts. In your replies, discuss whether you agree or disagree with your classmates – and explain why. You might even include specific examples of situations in which you have (knowingly or unknowingly) engaged in the act of rhetorical analysis – or situations in which you wish you *would* have engaged in this act.

Submit all posts by the deadline noted in the **Course Schedule**. See the Module One instruction page (under “Content”) for more details about all assignments due for the module, and see the [Discussion Post Evaluation Rubric](#) for information on how posts are evaluated. Let your instructor know if you have any questions.

CD2b: Rhetorical Analysis

Please note: For this discussion, you will be asked to discuss possible texts to analyze for [Essay #1](#). Possibilities could include lyrics to a specific song that communicates an argument, a letter to the editor from a local newspaper, a speech from a politician, or some other piece of persuasive writing.

The purpose this discussion is to gain familiarity with the rhetorical triangle appeals (ethos, pathos, logos) while generating ideas for Essay #1.

Instructions:

1. **First Post:** Post the text you plan to analyze for Essay #1 here as either as a web link or as an attached document. Then, compose a post of about 300 words in which you briefly describe the rhetorical situation (author, text, purpose, audience, setting) and then describe the ethos, pathos, and logos appeals.
2. **Replies:** Skim through the analyses posted by classmates and post three responses/replies (50 to 100 words each) in which you discuss whether you agree with your classmates' analyses. Do you agree with your classmates' assessments of ethos, pathos, and logos? Do you have other ideas for ways to examine ethos, pathos, and logos in each text? You might also synthesize the ideas to determine whether or not the various *authors* are effectively *conveying their arguments/messages*. You are encouraged to use the ideas you generate, here, in your Essay #1.

As always, be sure to complete the above by the due date noted in the **Course Schedule** and see the [Discussion Post Evaluation Rubric](#) for information on how posts are evaluated. Let your instructor know if you have any questions.

Please post your **CD2** responses in the **Discussions** area of this course.

Quizzes

Quiz #1: This quiz consists of ten multiple-choice questions, and you can access it by clicking on “**Quizzes**” tool found on the upper-navigation menu. You can use any resources you might find helpful. The time limit is 60 minutes. The purpose of the quiz is to test and strengthen your knowledge of rhetorical analysis and MLA.

Looking Ahead

In Module Three, you will learn more about rhetorical analysis and apply your knowledge to a rough draft of Essay #1. You will also peer-review drafts with classmates.

Quiz #1

1. Elements ranging from author credibility to an author’s treatment of other viewpoints to an author’s use of grammar all relate to which rhetorical triangle concept?

- a. Pathos
- b. Ethos
- c. Logos
- d. Fritos

Answer: _____

2. In a letter to the editor of a local paper, a citizen criticizes the lack of bike lanes in the city. The citizen proposes that bike lanes be developed along every street and avenue within the next year.

If we were to analyze the effectiveness of the argument, we might say that the idea, though good in spirit, is unfeasible due to the

town's small budget and the tight timeframe the writer proposes, which likely wouldn't give enough time to plan, get permits, and create the bikelanés. In other words, we would suggest that the _____ of the argument is weak.

- a. Logos
- b. Ethos
- c. Pathos
- d. Wordos

Answer: _____

3. Consider the following excerpt from a politician's speech, delivered to a crowd of government officials and policymakers:

"If we do not raise taxes, the U.S. will get into deeper debt, which our children and grandchildren will inherit, and we do not want our true flesh and blood—our loved ones, our legacy, our pride and joy, the beating of our hearts—to be burdened by something they, in their tender innocence and purity, are not responsible for."

What would we say this politician relies heavily on—perhaps so heavily that it weakens his or her argument?

- a. Pathos
- b. Ethos
- c. Logos
- d. Mentos

Answer: _____

4. A customer is composing a complaint letter to a hotel manager regarding a recent stay at Hotel Paradise. The customer wants a refund. Given the rhetorical situation, which of the following approaches would be most effective in terms of persuading the manager to grant a refund?

- a. Unless you give me a refund, I will never stay in your horrible hotel again and am telling everyone I know to stay away.

- b. Please, give me back my money. I need it back badly.
- c. Refund my money ASAP. Thx.
- d. I want my money back. Cash is best. Thank you!!!
- e. While I have encountered good experiences with this chain in the past, Hotel Paradise did not live up to its promises of air-conditioning, complimentary internet, and cleanliness, which had a negative impact on my recent trip. The fairest way to handle this situation would be for Hotel Paradise to comply with my request for a refund.

Answer: _____

5. A high school junior is applying for a scholarship that is based on *achievements* and *academic merit*. Given this rhetorical situation, which approach would be effective?

- a. I have done a lot for my community—just ask my teachers.
- b. While I am a good person, I don't have a lot to show for it, so I'm hoping you'll overlook this and just know I would make good use of the scholarship money.
- c. Throughout my first two years of high school, I have participated in Student Government and volunteered for America Reads while maintaining a 4.0 GPA.
- d. Thus far in my high school career, I can say I've made the most of my years here, as I've had great times with friends and learned a lot about life.

Answer: _____

6. Match the rhetorical triangle concept with its corresponding meaning.

___ 1. Ethos

___ 2. Pathos

___ 3. Logos

a. Inherent Feasibility

b. Appeal to Emotions

c. Credibility

7. What is MLA?

- a. MLA stands for “Modern Language Association,” and this association provides guidelines for formatting essays and citing source material.
- b. MLA stands for “Modern Language Association” and publishes academic arguments meant to be seen as models of effective argumentation in the sciences.
- c. MLA stands for “Modern Language Association,” and this group develops guidelines for the advertising and marketing world and helps companies build brand names.
- d. MLA stands for “Modern Language Association,” and this organization focuses on modernizing language so that we use words that are current and up-to-date when we talk with one another.

Answer: _____

8. Titles of *longer* works, including books, newspapers, journals, and films, should be italicized, while titles of *shorter* works, including poems, stories, chapters, essays, and songs, should be placed in quotes. Example:

Literature for Composition contains many excellent short stories, including John Updike’s “A & P” and Zora Neale Hurston’s “Sweat.”

- a. True
- b. False

Answer: _____

9. Which is correct for formatting an MLA “Works Cited” citation for a print newspaper article?

- a. Quarrelle, Paola. “Funding Fury: Budget Woes in Smalltown, U.S.A.” *Daily Smalltown Gazette*, 20 Jan. 2015, p. C11.
- b. Quarrelle, Paola. “Funding Fury: Budget Woes in Smalltown,

U.S.A.” *Daily Gazette* [Smalltown, AZ] 20 Jan. 2015: C11.

- c. “Funding Fury: Budget Woes in Smalltown, U.S.A.” Quarrelle, Paola. *Daily Gazette* [Smalltown, AZ] 20 Jan. 2015: C11. Print.
- d. 1. Quarrelle, Paola. “Funding Fury: Budget Woes in Smalltown, U.S.A.” *Daily Gazette* [Smalltown, AZ] 20 Jan. 2015: C11.

Answer: _____

10. Which of the following illustrates a correct way to format a “Works Cited” citation for a web source that has no identified author?

- a. <http://www accuratestateinfo link.com/arizona key facts.html>. Retrieval date: August 7, 2015.
- b. “Arizona: Key Facts.” *Stateinfo link*, 15 May 2015, www.stateinfo link.com/az.html. Accessed 7 Jan. 2017.
- c. No author. “Arizona: Key Facts.” *Organization for Accurate State Information*, n.d. Web. 7 Aug. 2015.
- d. 1. No author. “Arizona: Key Facts,” n.d. Web. 7 Aug. 2015.

Answer: _____

4. Module 3

The purpose of Module Three is to apply an understanding of rhetorical analysis and MLA to the crafting and peer-reviewing of Essay #1, your rhetorical analysis essay.

Objectives

The Module Three assignments will guide you toward the following objectives:

- Gain a more in-depth understanding of the rhetorical situation as it applies to rhetorical analysis
- Become more confident about the purpose and process of rhetorical analysis
- Create a rough draft of Essay #1
- Engage in peer-review

Overview

By this time, you should have a good fundamental understanding of the meaning and purpose of rhetorical analysis and should have ideas in mind for [Essay #1](#). The focus of this module, then, is on drafting Essay #1 rough drafts and peer-reviewing those drafts with classmates. By the end of this module, you should have an even stronger understanding of rhetorical analysis and be in great shape to revise Essay #1 rough drafts so you can have a solid rhetorical analysis essay to close out this first unit of Writing 101.

Readings

The Module Three readings are from Purdue University's Online Writing Lab (OWL) and provide more in-depth information on rhetorical analysis. They also offer examples to show how to engage in rhetorical analysis.

Click on the title of the reading to open it in a new browser window.

Writing Commons

- [Ethos](#)
- [Fallacious Ethos](#)
- [Pathos](#)
- [Fallacious Pathos](#)
- [Logos](#)
- [Fallacious Logos](#)
- [Composing Strategies](#)
- [How to Write an Engaging Introduction](#)
- [Paragraphs Flow When Information is Logical](#)
- [Paragraph Transitions](#)
- [Paragraphs Must Logically Relate to the Previous Paragraph\(s\)](#)
- [How to Write a Compelling Conclusion](#)

Optional – Purdue University's Online Writing Lab (OWL)

- [Text](#)
- [Author and Audience](#)
- [Purposes](#)

- [Setting](#)
- [Example 1](#)
- [Example 2](#)
- [Example 3](#)
- [Conclusion](#)

Preparing for Essay #1 and Peer Review: A Few Notes

The focus for this module is all about drafting and peer-reviewing Essay #1 drafts. You will spend the first part of the module writing your rough draft and the second part engaging in peer-review with classmates.

Essay #1 Rough Drafts

The first step for composing your Essay #1 rough draft is to ensure you have a clear understanding of the requirements. As a reminder, the instructions are linked under “Quick Links to Major Assignments and Grading Rubrics.” You can access the instructions and grading rubric directly in separate browser windows by clicking on the corresponding links below:

- [Essay #1: Rhetorical Analysis](#)
- [Essay #1: Rhetorical Analysis Grading Rubric](#)

Using the grading rubric as a checklist will be valuable as you compose and revise, as it lists out the criteria that will be used to evaluate final drafts. You will also use the grading rubric for peer-review.

The next step will be to identify a text to analyze if you have not

done so already. You discussed possibilities in the **CD1b** discussion, and now you will want to commit to a text. Here are a few suggestions:

- Choose something relatively brief (200 – 900 words or so). If you are a student who worries about word count, your impulse might be to think that you will have more to write about if you choose a longer text; however, longer texts can often be more challenging to analyze at an in-depth level for an essay of this length, as there is generally more to untangle, which can make the process of developing analytical conclusions more challenging.
- Choose something you are interested in analyzing. Likely, you will be more engaged in the assignment if you care about what you are writing about!
- Choose something that contains a clear author, audience, and argument. This is very important, as if you aren't able to identify the author, audience, and argument, you will have a difficult time establishing a foundation for your analysis.

You are completely welcome to continue using the text you focused on in the **CD1b** discussion.

Your next step will be to apply everything you've learned about rhetorical analysis to the drafting of your essay. Likely, you will benefit from reviewing the readings from the past modules. As you are aware, one of the goals is to ensure your essay has an introduction, a series of focused body paragraphs, and a conclusion. Here is an outline you can follow that will help you achieve these requirements:

Sample Outline: Rhetorical Analysis Essay

- **Introduction:** Readers are engaged, topic is set up, and thesis is revealed.

- **Body Paragraph #1:** The rhetorical situation is described.
- **Body Paragraph #2:** Analytical Point #1 (ethos) is discussed and connected to thesis.
- **Body Paragraph #3:** Analytical Point #2 (logos) is discussed and connected to thesis.
- **Body Paragraph #4:** Analytical Point #3 (pathos) is discussed and connected to thesis.
- **Additional Body paragraphs:** Additional analytical points are discussed and connected to thesis.
- **Conclusion:** Main points are summed up and thesis is reemphasized. Final insights, observations, and conclusions are revealed.

You do not have to follow this exact outline, but you are welcome to if it will help you organize your ideas. You will see that the rhetorical analysis essay examples linked under “Optional Readings” above follow this outline or a very similar outline.

Peer Review

The second part of this week will focus on peer-review. You will post your rough draft to the CD2 topic under **Discussions**. Full instructions for peer-review are provided in the discussion prompt. Be sure to read the instructions carefully to ensure you have a clear understanding of the purpose and value of peer-review and the process you will follow. You may also find it helpful to review the “Peer-Review: A Few Notes” page posted under the **Course Materials** module in the Content area. Click the following link to open this page in a new browser window: [Peer-Review: A Few Notes](#)

As expressed on this page, any feedback you offer is valuable as long as it focuses on the assignment goals and reflects your response as a reader. Your instructor wants to emphasize that students often feel anxious about offering feedback because of concerns of coming across as too critical or because of a lack of

confidence about writing and reading skills. As described on the page, a strategy that helps is using reader-response language rather than critical, command-style language. Note the difference:

Critical, command-style: *You need to redo the whole body of the essay.*

Reader response: *When I read the body of your essay, I was able to get a good idea of the main ideas of the article you are analyzing, but I was unclear about your analytical points. This may be an important part to work on when you revise since a main goal of this essay is to create a rhetorical analysis. One thing that helped me focus more on rhetorical analysis is using those terms “ethos,” “pathos,” and “logos.” What is the author’s ethos? How would you describe the logos – does the argument about coal mining seem logical? What about the emotional appeal (pathos)? Rhetorical analysis is totally new to me, and using these terms really helped!*

You can’t go wrong if you express your response in terms that reflect your distinct reading and in a way that focuses on providing helpful feedback related to the assignment goals. Note, also, the use of examples in the second version and how the examples help show the reader’s perspective and reasoning. This type of reader-response, specific feedback will be much more helpful to classmates.

Keep in mind that you are not obligated to follow every suggestion offered when you revise – that could prove challenging, if not impossible! – but when you have an assortment of reader responses and weigh them all together, you will get a sense of areas of your essay that will be valuable to focus on during revision.

Assignments

Discussions

CD3: Peer-Review, Rough Drafts of Essay #1

Essay #1 Peer-Review: Overview

Use this forum to workshop your rough drafts of your Essay #1. You should post your draft and workshop responses to three group members' rough drafts by the due date noted in the **Course Schedule**. Follow the process and instructions noted below.

Essay #1 Peer-Review: Process

Choose carefully when selecting drafts to review to ensure that everyone gets an equal amount of peer-review feedback.

Reviews should be at least 200 words each.
draft of a typed paper with red markings throughout
[“Mistakes, Editing, School, Red Ink”](#) by annekarakash. [CC-0](#).

Use the Essay #1 Grading Rubric to offer feedback. It is recommended that you print it out and have it beside you as you offer feedback or having it easily accessible in a separate browser window. You can access this rubric by going to Content and selecting “Essay #1 – Rhetorical Analysis Grading Rubric” under “Quick Links to Major Assignments and Grading Rubrics” or clicking on the following link to open it in a new browser window: [Essay #1 – Rhetorical Analysis Grading Rubric](#)

Be as helpful and specific as possible!

Do not make comments directly to drafts; instead, make comments in response paragraphs and post these response paragraphs as replies to drafts you review. Divide your comments into the following three main areas which directly reflect the

assignment requirements and areas identified in the Grading Rubric as outlined below.

Essay #1 Peer-Review: Feedback

1. **Content:** First, identify a strength related to the content. Then, offer suggestions. Questions to consider include: Does the essay focus consistently on rhetorical analysis (analyzing a piece of text)? Does the essay follow the assignment guidelines and discuss the rhetorical situation, ethos, pathos, and logos? Do any areas go off on tangents or contain information that is not related to rhetorical analysis? Do any sections focus too much on summary rather than analysis?
2. **Organization:** First, identify a strength related to organization; then, offer feedback on the overall organization of the essay. Questions to consider include: Does it contain an introduction, a series of focused body paragraphs, and a conclusion? Does the introduction introduce the piece of writing (including author and title) and a rhetorical analysis claim? Does each body paragraph focus on one main idea related to rhetorical analysis? Does the conclusion sum up the main points of analysis and offer final insights?
3. **MLA and Grammar:** First, identify a strength of MLA or grammar. Then, offer MLA and grammar suggestions. Questions to consider include: Does the writer follow MLA format? Does the tone feel appropriate for a college essay? Is the essay free of errors? What could the writer do to improve?

See the example posted to this forum for guidance and review the “Peer-Review: A Few Notes” page to ensure you have a solid sense of the goal and value of peer-review. You can access this page by going to Content and then locating it under “Course Materials” or just click the following link to open this page in a new browser window: [Peer-Review: A Few Notes](#)

Use this peer-review as an opportunity to develop your rhetorical

analysis skills (as peer-reviewing is rhetorical analysis), to gain ideas for strengthening your Essay #2 rough draft, to participate in a community of readers and writers, and to grow as a reader and writer.

Looking Ahead

In Module Four, we will begin Unit 2, “Brief Argument.” You will revise Essay #1 drafts independently as you learn more about the art of argumentation and generate ideas for the next essay assignment.

Essay 1: Rhetorical Analysis

Basic task: To evaluate the effectiveness of a written argument.

Purpose: To develop a strong understanding of the elements of effective argumentation.

Later in the course, you will write your own arguments about meaningful topics—but first, it will be valuable for you to analyze effective and ineffective elements of arguments and identify strategies for conveying strong arguments. This way, you will be informed about techniques and approaches before developing your own arguments.

For this assignment, then, you will choose a specific written argument to analyze. Then, you will analyze rhetorical elements to come to a conclusion about the effectiveness of the argument. Your essay should identify and assess the following:

- The rhetorical situation of the argument, including:
 - The author’s purpose/argument
 - The author’s audience

- The context of the situation
- The writer's credibility (ethos)
- The ability of the writer to engage readers emotionally (pathos)
- The logic of the writer's ideas (logos)
- The author's use of additional rhetorical elements (voice, style, tone, organization/flow, diction, etc.) and whether the author's use of the elements helps or hinders the writer's attempt to persuade the audience of the argument
- The overall strength and effectiveness of the argument

To best fulfill *your* purpose, you should present your points in a focused essay of at least 900 words that contains a strong introduction and conclusion and a series of well-organized and well-developed body paragraphs. Also:

- Use examples and quotations from the argument you are analyzing to support your points
- Format citations appropriately (MLA style)

The due dates will arrive quickly, so the sooner you identify a written argument to analyze, the more time you will have to develop your essay.

Essay #1: Rhetorical Analysis Grading Rubric

Understanding of Material & Clarity of Expression: 55 Points Possible

- Essay contains at least 900 words and focuses consistently on rhetorical analysis.
- Student illustrates understanding of rhetorical analysis (the purpose, the process, the key concepts)

- Summarizing is kept to an appropriate minimum and is used only to support thesis and points of analysis.
- Rhetorical terms (ethos, pathos, logos, style, tone, etc.) are properly and appropriately used.
- Ideas and explanations are clear and well-supported.
- Quoting is kept to an appropriate minimum, used only to emphasize points or provide brief examples.
- Student focuses on and discusses each major point within essay fully and complexly.

Score: ___

Organization: 25 Points Possible

- Introductory paragraph is attention-grabbing, introduces the article and author(s), and establishes the focus of the essay, which concerns rhetorical analysis.
- A thesis statement placed at the end of the introduction outlines the main idea(s) and/or purpose of the essay.
- Each body paragraph is focused on one main idea that relates to and supports the thesis
- Transitional words, phrases/sentences and/or paragraphs link ideas, sentences, and paragraphs together.
- Conclusion paragraph is well-developed and recaps the thesis and purpose of essay.
- The essay flows smoothly from beginning to end without the reader having to pause or reread certain sentences and/or sections for clarification.
- Essay maintains a level of formality—i.e. no superfluous use of “I”, “we”, “us” or a conversational tone.
- All paragraphs are relevant and do not go off on tangents.

Score: _____

Formatting and In-Text References: 10 Points Possible

- Proper MLA essay formatting is followed (1" margins on all four sides, essay is double-spaced, from beginning to end without any extra spacing, last name and page numbers are present in upper right hand corner ½" from top of page, etc.)
- References and in-text citations comply with MLA standards

Score:___

Grammar, Punctuation, Spelling, Basic Communication: 10 Points Possible

- Sentences are structurally complete—subject/verb/object, no fragments.
- Student uses a variety of sentences (simple, compound, and complex) to convey complex ideas in meaningful ways.
- All words are spelled correctly.
- Proper use of subject/verb agreement, pronouns, tenses, punctuation, etc.

Score:___

Total:_____

NOTE: If plagiarism is discovered on any level, the essay will receive a zero.

5. Module 4

The purpose of **Module Four** is to revise Essay #1 rough drafts and move ahead with Unit Two, “Brief Argument.”

Objectives

The Module Four assignments will guide you toward the following objectives:

- Engage in the process of revision to create and submit a strong, polished final draft of Essay #1
- Gain a more in-depth understanding of academic argument
- Demonstrate knowledge of academic argument in a quiz
Identify a meaningful topic for Essay #2
- Develop a working thesis and outline for Essay #2

Overview

Now that you have learned about rhetorical techniques and strategies that writers use to persuade readers to change beliefs, attitudes, or actions, you are ready to apply these techniques and strategies to your own written arguments. In this module, you will learn more about argumentation and begin to generate ideas for Essay #2, your brief argument essay.

Readings

Essay #2

The first reading for this module is the instructions for Essay #2. You will also want to glance through the Essay #2 grading rubric. Click on the titles below to open the instructions and rubric in separate browser windows.

- [Essay #2: Brief Argument](#)
- [Essay #2: Brief Argument Grading Rubric](#)

WikiBooks

- [Rhetoric and Composition / Argument](#)

Oregon Writes Open Writing Text

- [Persuasion / Argument](#)
- [Developing a Strong, Clear Thesis Statement](#)
- [Writing Body Paragraphs](#)

Optional – Purdue University’s Online Writing Lab (OWL)

- [Introductions, Body Paragraphs, and Conclusions for an Argument Paper](#)

- [Establishing Arguments: Developing Strong Thesis Statements](#)
- [Body Paragraphs](#)
- [Using Research and Evidence](#)
- [Rebuttal Sections](#)
- [Conclusions](#)

Additional Optional Readings

Below are links to two separate writing resources for writing that will help you with revision and with future pieces of writing. Click on the titles to open the resources in separate browser windows.

- **General Writing Resources:** This section of Purdue University's OWL site contains links to lessons related to grammar, punctuation, mechanics, and other areas.
- **Guide to Grammar and Writing:** This website, which is sponsored by the Capital Community College Foundation, contains extensive resources related to all aspects of the writing process.

Because all of you have different strengths and weaknesses concerning essay writing and grammar, you are not required to read all these online resources, but you should become familiar with them so you can bookmark and use the ones that will help ensure your essay is developed, focused, well-organized, appropriately formatted, and polished. Also, by becoming comfortable using reputable writing resources independently, you will develop skills that will help you write not just WRT 101 essays but professional and polished pieces of writing for school, work, and personal communication. Taking care to create polished writing will allow you to come across as knowledgeable, credible, organized, and articulate to your readers, no matter the situation.

Essay #1 Revision and Brief Argument: A Few Notes

Revision

Your main goal for revision of Essay #1 will be to push your rough draft to a strong rhetorical analysis essay. Keep all the feedback in mind while working to fulfill the main assignment goals and creating a substantive, polished piece of writing that represents your understanding of rhetorical analysis and grasp of college-level essay principles. The readings from the past modules should guide you as well.

Another helpful resource is tutoring. You should have access to tutoring services at your institution as a student, which is a great resource to use. If you do visit a writing tutor, be sure to provide the tutor with a copy of the assignment instructions so the tutor can know your assignment goals.

Brief Argument

Are you ready to write your own argument – to persuade readers to change in some way, perhaps by seeing your perspective, adopting your stance, or shifting attitudes or beliefs? Now is your chance! This unit will move quickly, as you will compose and peer-review rough drafts in the next module, so the sooner you decide a topic, the better.

Both of the online discussions for this module are aimed at helping you move forward with the essay. CD4a will give you an opportunity to brainstorm topic ideas, and CD4b will allow you to practice thesis statement development. The readings will help with

thesis development, so be sure to use them to guide you. Keep in mind that a thesis statement typically fulfills the following criteria:

- is a single sentence
- is placed at the end of an introduction in an essay
- expresses the writer's main idea, or argument (or stance/position on an issue)

Note the following two statements:

- *Mega Transit Company workers in Deep Creek City began striking last summer and did not relent until a deal was reached 42 days later.*
- *The Mega Transit Company strike proved to be a major financial and organizational burden for thousands of Deep Creek City residents, and to prevent inconveniencing the ridership in the future, all sides need to collaborate on a logical and fair multi-year plan for worker treatment and benefits, rider safety, and fare increases.*

Only one of these is a thesis statement. Can you tell which?

If you chose the second, you are correct. How can we tell? The second is a thesis statement because it expresses a stance. It tells us what the writer believes about the Mega Transit Company issue. It is arguable – some could agree, some could disagree.

In contrast, the first statement simply reports information. This information is not reflective of a writer's stance or position; thus, it is not arguable.

Use this example and explanation to guide you as you develop and discuss thesis statements for the CD4b discussion.

You can work ahead on Essay #2 by creating a working thesis statement and outline for your topic. An example follows below. You are not required to complete a working outline, but doing so might help you gain a solid plan for your brief argument essay and to feel more confident about writing a rough draft.

Essay #2 Working Thesis and Outline: Plastic Grocery Bags

Working Thesis Statement: “Deep Creek City should ban use of plastic shopping bags to protect and preserve the environment while increasing environmental responsibility in the community.”

Working Outline:

1. **Paragraph #1:** Introduction
 1. Introduction of topic
 2. Thesis statement
2. **Paragraph #2:** Background information about topic provided
 1. Explanation of how plastic bag use is a problem in Deep Creek City
 2. History of plastic bag use banning
3. **Paragraph #3:** Explanation and support for how banning plastic shopping bags would protect the desert habitat
 1. Explanation
 2. Support
4. **Paragraph #4:** Explanation and support for how banning plastic shopping bags would reduce waste
 1. Explanation
 2. Support
5. **Paragraph #5:** Explanation and support for how banning plastic shopping bags would encourage responsible resource use
 1. Explanation
 2. Support
6. **Paragraph #6: Counterarguments**

1. Cost concerns
2. Concerns about plastic bag alternatives
7. **Final Paragraph: Conclusion**
 1. Sum up main points
 2. Emphasize how banning plastic bags would be beneficial for Deep Creek City
 3. Reveal final conclusions concerning the importance of being environmentally responsible when preparing for the future

Assignments

Discussions

CD4a: Essay #2 Topic Brainstorm

[“Thought, Idea, Innovation, Imagination”](#) by TeroVesalainen. [CC-0](#).

The purpose of this **Class Discussion** is to begin thinking of ideas for Essay #2, for which you will be asked to use your strong knowledge of argumentative and rhetorical techniques to compose your own argument about a specific issue that affects your locally. First, it will be valuable to brainstorm ideas; with this in mind, use this discussion to discuss and share ideas about local issues. As noted in Module Three, “Local” means issues that concern communities of which you are a part. Specifically:

1. **First Post:** Compose a post of about 150 words in which you note a specific issue that concerns you on a local level and that you feel would be a great topic to write about for Essay #2. Do a bit of initial research to find out more information on the topic. (Be sure to consider the credibility of your sources when

you do your research.) You might even chat with friends, family members, and acquaintances about the topic to gain ideas and perspectives. In your post, describe: (1) the issue and controversy, (2) why you feel it is important, (3) your current stance or view on what should be done to address/solve the issue (your argument), and (4) why your stance/view is logical.

2. **Replies:** Post at least three responses/replies of at least 100 words each to others in which you engage in a discussion of the issues. Maintain an appropriate academic tone when debating and discussing the issues, and use this as an opportunity to gain more insight into various perspectives concerning your topic and classmates' topics. Use the ideas you gain in this discussion as you move forward with your argument. **Note:** You do not need to commit to whatever topic you post on here. You can change your topic if you'd like. Feel free to contact your instructor if you would like guidance with topic ideas.

Complete the above by the due date noted in the **Course Schedule**. Use this forum to gain a stronger understanding of "argument" and to begin thinking about a good local topic to focus on for Essay #2.

CD4b: Argument-Based Thesis Statements

The purpose of this discussion is to gain a more in-depth understanding of argument-based thesis statements. You can then apply the skills you gain to your own thesis statements. Be sure to read the Module Three readings and notes on the Module Three page for guidance with thesis statement development. Specific instructions:

1. **First Post:** Create and post a one-sentence argument-based thesis statement. This statement can address any local topic. For guidance, reference the "[Developing a Strong, Clear Thesis](#)"

[Statement](#)” chapter from Oregon Writes Open Writing Text, paying particular attention to the importance of creating precise, specific statements that reveal arguable claims.

2. **Replies:** Offer feedback for classmates’ thesis statements by answering the following questions: (1) Does the thesis statement reveal an arguable claim? (2) Is the thesis statement precise? (3) Is the thesis statement specific? (4) What could be done to strengthen the thesis statement? Respond to at least three classmates and explain your answers in posts of at least 100 words.

While your statements should address local topics, you do not need to commit to a topic for Essay #2. In other words, the topic/issue you focus on may or may not be the one you focus on for your actual essay. The goal here is simply to gain skills creating strong argument-based thesis statements. Of course, the sooner you identify a topic the better, and if you are able to focus your thesis statement here on the topic you will write about for Essay #2, you will be able to get ahead with your Essay #2 rough draft.

Complete all of the above by the due date listed on the **Course Schedule**. Question? Please contact your instructor!

Dropbox

Essay #1: Final Draft

Complete and submit Essay #1 final draft via the **Dropbox** tool.

Quizzes

Quiz #2: In addition to participating in two online discussions, you will want to take Quiz #2, which contains nine questions and is worth twenty points. The purpose of the quiz is to test and strengthen your knowledge of thesis statements and source use. Material from the quiz is covered in the readings for this module. You can use any resources for the quiz, and you will have sixty minutes to complete it.

Looking Ahead

In Module Five, you will write and peer-review your Essay #2 brief argument rough drafts.

Quiz #2

1. The Module Four readings describe and define the concept of “thesis statements.” With these pointers in mind, determine which of the following satisfies the requirements of a “thesis statement” for an argument essay. (Select one.)

- a. Tucson should create wide bike lanes along Speedway to reduce accidents and promote the local Tucson bicycling culture.
- b. There are a lot of bicycling lanes in Tucson.
- c. Tucson has spent millions of dollars on making Tucson more bike-friendly.
- d. I can see why some people in Tucson like to bike, but I prefer driving everywhere.

Answer: _____

2. The Module Four readings describe and define the concept of “thesis statements.” With these pointers in mind, determine which of the following satisfies the requirements of a “thesis statement” for an argument essay. (Select one.)

- a. While allowing readers to post anonymous comments to online newspapers exemplifies true “freedom of speech,” these comments ultimately harm honest, open discussions, encourage divisiveness, and impede progress.
- b. I like reading the anonymous comments that readers post to online newspapers, as these comments make me realize how strange people are.
- c. There was a time when commenting was not so common on online websites. Why do websites allow users to comment?
- d. The comments people post anonymously make me upset. I do not understand how people can be so judgmental and mean and bitter toward people they don’t know.

Answer: _____

3. The Module Four readings discuss how a thesis statement must express a position that is able to be argued. Which of the following is an example of a statement that has this quality? (Select one.)

- a. Tucson gets quite humid during the annual monsoon.
- b. I get cranky in humid weather.
- c. The City of Tucson should fine residents who do not maintain their properties during the monsoon since stagnant pools of water and overgrown weeds allow harmful mosquitoes to flourish.
- d. It seems like we experience less of a monsoon here every year, but maybe we’re just in some kind of cycle or trend. I know also that it depends on where you live. My relatives in Oro Valley got tons of storms last summer.

Answer: _____

4. The Module Four readings discuss how a thesis statement must be specific and precise. Which of the following is an example of a statement that has these qualities? (Select one.)

- a. Things need to change.
- b. Tucson needs to become a better city.
- c. We have problems related to the border that need to be fixed.
- d. The Federal Government needs to provide Arizona with more support and more resources if it expects Arizona to improve its ability to secure the border.

Answer: _____

5. The Module Four readings discuss how a thesis statement must be specific and precise. Which of the following is an example of a statement that has these qualities? (Select one.)

- a. The Arizona budget privileges certain groups and individuals and needs to be fixed to make sure that every group and organization that needs money gets it.
- b. The Arizona legislature needs to restore the budget levels of 2008 for secondary education to allow more funding for school improvements and to ensure an educated populace.
- c. Many people are upset about the Arizona budget, but some people will never be happy; therefore, everyone should just recognize that we are in difficult times and that not everyone gets what they want.
- d. We need substantial education reform in Arizona.

Answer: _____

6. What is the purpose of addressing opposing ideas in arguments? (Select two.)

- a. To engage and persuade undecided readers.
- b. To demonstrate an awareness of other perspectives.

- c. To distract readers from the real issues at hand.
- d. To alienate those with contrasting perspectives.

Answers: _____

7. The Module Four readings discuss the importance of using “credible” sources. Which of the following are questions we can use to help us determine if a source is “credible”? (Select three.)

- a. Who authored the source?
- b. How long ago did this information get written or published?
- c. Will my audience consider this source to be credible and useful?
- d. Is this source interesting?

Answers: _____

8. Which are characteristics of strong primary support? (Select two.)

- a. Specific
- b. Relevant
- c. General
- d. Tangential

Answer: _____

9. The Module Four readings discuss how judgments differ from opinions. Which statement expresses a judgment?

- a. Recent literature and research show that photo radar enforcement is ineffective.
- b. Photo radar enforcement always seems to cause traffic jams during the most inconvenient times.
- c. Residents who do not support photo radar enforcement should not drive.
- d. Trusting photo radar enforcement to issue traffic infractions and not on real human police officers is disturbing.

Answer: _____

6. Module 5

The purpose of **Module Five** is to apply the knowledge and skills you have gained related to rhetorical analysis and argumentation to composing and peer-reviewing Essay #2 rough drafts. You will also learn about fallacies.

Objectives

The Module Five assignments will guide you toward the following objectives:

- Continue developing an understanding of academic argument
- Recognize and understand the importance of fallacies in writing
- Use argument- and essay-drafting skills to create a strong rough draft of [Essay #2](#)
- Engage in online peer-review to generate revision ideas

Overview

By this time, you should have a good understanding of the fundamental components of argument writing and a topic in mind for Essay #2. The focus of this module, then, is on drafting Essay #2 rough drafts and peer-reviewing those drafts with classmates. Along with this, you will study fallacies and the significance of fallacies in arguments. By the end of this module, you should have an even stronger understanding of academic argument and be in great shape to revise Essay #2 rough drafts so you can submit a

spectacular brief argument essay to close out this second unit of Writing 101!

Readings

The Module Five readings provide an overview of logical fallacies. You may also find it helpful to review the Module Four readings that provide guidance on argument writing.

WikiBooks

- [Rhetoric and Composition / Logical Fallacies](#)

Writing Commons

- [Logical Fallacies](#)

Logical Fallacies and Essay #2 Peer-Review: A Few Notes

As noted above, you will spend the first part of Module Five writing your rough draft and the second part engaging in peer-review with classmates. Along with this, you will learn about and discuss logical fallacies with the idea that you will apply what you learn to your rough drafts and to your understanding of logical fallacies in general. Below, you will find a few notes on logical fallacies and

peer-review. You will also find a few notes on counterarguments, as addressing counterarguments will be important in your Essay #2.

Logical Fallacies

Those of you who have studied law and debate may already have an understanding of logical fallacies; likely, though, the concept is a new one and may feel like a difficult concept to grasp at first. Really, though, the concept is just what it sounds like – falsehoods related to “logos.”

man with a pensive look

[“Doubt”](#) by danymena88. [CC-0](#).

When a written argument, a speech, an advertisement, or some other form of persuasive writing contains these falsities, or lies, and we *recognize* these holes in logic, it becomes less persuasive to us. You can think of it as losing “logic” points. The concern, though, is that we don’t always recognize these holes, as logical fallacies can be sneaky and extremely tough to identify. We are persuaded by them *all the time* in political rhetoric, advertisements, personal arguments and conversations, and many other forms, and we often do not recognize it! Understanding logical fallacies will benefit you two key ways:

- **As a reader:** By being able to identify logical fallacies around you, you will be a more critical and informed consumer of information.
- **As a communicator:** By being able to prevent logical fallacies from sneaking into your writing (and conversations, actions, etc.), you will be a more responsible, credible, and persuasive communicator.

Logical fallacies fall into many different categories, and the required reading for this module outlines some of the most common. One

common one relates to celebrities in advertising. Celebrities are used constantly to sell products. Have you ever considered whether this is logical? Is the idea that a product is a high-quality product because a celebrity endorses it *logical*?

No, but this strategy is *persuasive* because advertisers want consumers to equate the ideas that a celebrity represents (fame, beauty, wealth) with their products. This fallacy can fall into many categories including “appeal to authority fallacy,” which is based on the assumption that something must be true because a “voice of authority” says it is true. Use of celebrities in advertising also falls under the “ad populum fallacy” category (which is defined in the reading).

Another common fallacy is the “ad hominem” fallacy, or “personal attack.” This can consist of name calling or of other actions that attack a person’s personal character. Many politicians engage in *ad hominem* fallacies during the heat of campaign seasons. Those who are alert to this lose trust for their perspectives; those who do not recognize the fallacy may be more persuaded by these politicians’ ideas.

The anti-war slogan “Make Love Not War” that emerged in the 1960s is another example of a fallacy, as it sets up an “either-or” premise by suggesting that people have just two choices: “love” or “war.” In actuality, of course, more choices exist – we know the world is much more complex – but the slogan feels persuasive because it is catchy and makes a point that resonated, and continues to resonate, with people.

Your instructor hopes this reading and discussion will help you not only draft a logical argument that is free of fallacies but will help you be aware of the logical fallacies that surface in all the texts and voices that surround you so you can make critically sound, healthy choices in life.

Peer-Review

The second part of this module will focus on peer-review, and the approach will be very similar to the approach you followed for the Essay #1 peer-review. You will post your rough draft to the CD5a topic under Discussions. Full instructions for peer-review are provided in the discussion prompt. Be sure to read the instructions carefully to ensure you have a clear understanding of the purpose and value of peer-review and the process you will follow. Hopefully by this point in the course, you are feeling more confident about peer-review. As with the Essay #1 peer-review, you will gain the most from the process as both a reader and a writer by offering substantive, reader-response feedback.

Counterarguments

As is noted on the Essay #2 instructions page, one requirement of your brief argument essay is to address counterarguments. The readings for this module should help guide you. The key idea to keep in mind is that acknowledging counterarguments is a valuable step to take in your arguments, as in doing so, you let readers know you have given thought to other perspectives.

Think about it. Have you ever felt more inclined to listen to a view that you initially disagreed with because the speaker or writer showed an awareness of your position? Have you been more open to listening in arguments because the person you were arguing with used phrases like, “I understand your perspective” and “Your position has merit”? The same approach relates to argument writing: those who disagree will be more persuaded to at least give thought to an argument if the writer shows an awareness of their reasons for disagreeing.

Generally, when addressing and responding to counterarguments, you have two choices:

1. **Concede:** Identify the counterargument and admit the argument is valid. Then, prove that you can accept it without changing your original position. Let's say, for example, that a classmate is arguing that smoking should be banned from all PCC campuses and recognizes that a common counterargument is that smoking is a right. Here is an example of how she might concede and then come back to her argument: *Some argue that smoking is a right and that smokers should be allowed to smoke if they so choose. While it is true that smoking is a right, non-smokers have a right to breathe clean air. Smokers should be able to continue to exercise their right to smoke in their private homes, as long as it does not infringe upon the rights of others.*
2. **Refute:** Identify the counterargument and present evidence to deny the validity of the counterargument. Here is how our classmate could refute the counterargument that smoking does not cause health concerns: *Some argue that smoking does not cause health concerns and that evidence that shows such is questionable. While this argument may have been widely accepted decades ago, recent research that shows the damaging effects of cigarette smoke cannot be disputed. Even cigarette companies, in fact, agree that smoking does damage one's health...*

As you draft your brief argument essay, consider the opposing perspectives related to your argument and determine the best way to address these counterarguments in your essay. Addressing counterarguments will strengthen your credibility and the overall persuasiveness of your argument.

Assignments

Discussions

CD5a: Peer-Review, Essay #2

Essay #2 Peer-Review: Overview

Use this forum to workshop your rough drafts of your Essay #2. You should post your draft and workshop responses to three group members' rough drafts by the due date noted in the **Course Schedule**. You will follow the same basic approach as you followed in the Essay #1 peer-review. A few reminders and notes:

Essay #2 Peer-Review: Process

1. Choose carefully when selecting drafts to review to ensure that everyone gets an equal amount of peer-review feedback.
2. Reviews should be at least 200 words each.
3. Use the Essay #2 Grading Rubric to offer feedback. It is recommended that you print it out and have it beside you as you offer feedback or having it easily accessible in a separate browser window. You can access this rubric by going to Content and selecting "Essay #2: Brief Argument Grading Rubric" under "Quick Links to Major Assignments and Grading Rubrics" or clicking on the following link to open it in a new browser window: [Essay #2: Brief Argument Grading Rubric](#)
4. Be as helpful and specific as possible!

Do not make comments directly to drafts; instead, make comments in response paragraphs and post these response paragraphs as replies to drafts you review. Divide your comments into the following three main areas which directly reflect the assignment

requirements and areas identified in the Grading Rubric and outlined below.

Essay #2 Peer-Review: Feedback

1. **Content:** First, identify a strength related to the content. Then, offer suggestions. Questions to consider include: Does the essay focus consistently on developing and supporting an argument? Does the author come across as credible (ethos) and logical (logos)? How could the author build credibility and make his or her position feel more logical? Does the author use overly emotional strategies that turn you away...or the opposite? Does the author recognize and respond to counterarguments? Do any areas go off on tangents or contain information that is not related to the argument? What areas could the author develop and revise to strengthen the content of the argument?
2. **Organization:** First, identify a strength related to organization; then, offer feedback on the overall organization of the essay. Questions to consider include: Does it contain an introduction, a series of focused body paragraphs, and a conclusion? Does the introduction introduce the issue at hand and reveal an argument (likely in the form of a thesis statement)? Does each body paragraph focus on one main idea related to the argument? Does the conclusion sum up the main points and offer final insights about the writer's argumentative position?
3. **MLA and Grammar:** First, identify a strength of MLA or grammar. Then, offer MLA and grammar suggestions. Questions to consider include: Does the writer follow MLA format? Does the tone feel appropriate for a college essay? Is the essay free of errors? What could the writer do to improve?

Remember those guidelines posted to the “Peer-Review: A Few Notes” page to ensure you have a solid sense of the goal and value of

peer-review. You can access this page by going to Content and then locating it under “Course Materials” or just click the following link to open this page in a new browser window: [Peer-Review: A Few Notes](#)

Use this peer-review as an opportunity to develop your understanding of argumentation, to gain ideas for strengthening your Essay #2 rough draft, to participate in a community of readers and writers, and to grow as a reader and writer.

Questions? Please contact your instructor!

CD5b: Logical Fallacies

The purpose of this Class Discussion is to gain a deeper understanding of logical fallacies. The value of understanding logical fallacies is twofold: (1) By recognizing logical fallacies in arguments of others, you can better assess whether those arguments are logical (and can avoid being manipulated into falling for illogical ideas), and (2) By avoiding logical fallacies in your own arguments, you will ensure your logos is strong.

Specific goals:

1. **First Post:** After reading through the “Logical Fallacies” readings from Module Five, identify one of the fallacies and provide an example of that fallacy. The example can be one you make up or one you locate in an argument (an advertisement, written argument, speech, etc.).
2. **Replies:** Post three responses/replies (at least 100 words each) to classmates in which you ask questions about classmates’ ideas, discuss logical fallacies in more detail, agree/disagree with classmates, and push ideas further.

Remember: You want to *avoid* falling for fallacies in the arguments of others and *avoid* them in your own arguments!

Complete the above by the due date noted in the **Course Schedule**. Use this forum as an opportunity to really sharpen your

understanding of fallacies. Questions? Please contact your instructor!

Dropbox

Essay #1: Final Draft

Complete and submit Essay #1 final draft via the **Dropbox** tool.

Looking Ahead

In Module Six, we will begin Unit 3, “Research Argument.” You will revise Essay #2 drafts independently as you learn more about research and generate ideas for this final unit.

7. Module 6

The purpose of **Module Six** is to delve into the third and final unit of the course – “Research Argument.”

Objectives

The Module Six assignments will guide you toward the following objectives:

- Engage in independent revision to create a strong final Essay #2 argument essay
- Identify a meaningful topic for a career-focused, research-based argument
- Locate and review credible sources to learn more about a topic
- Research a topic to become more informed and knowledgeable
- Assemble credible sources in an annotated bibliography
- Develop a working thesis for a research-based argument essay

Overview [“Texture, Handwriting, Sutterlin, Vintage, Antique, Font”](#) by cocoparisienne. [CC-0](#).

We are now moving into the final unit of this WRT 101 course. In this unit, you will build on the skills you’ve gained related to analysis, argument, and writing and apply them to the development of an extended, research-based argument paper about a topic related to your career interest. This process will require two main stages – a research stage and a drafting stage:

1. **Research stage:** In the research stage, you will use research strategies and resources to gather a collection of credible sources related to your topic. You will then create an annotated bibliography.

2. **Drafting stage:**In the drafting stage, you will create an extended argument in which you integrate your research to provide support for your argument.

The readings and assignments for **Module Six**, then, focus mostly on research and source use.

Readings

The Module Six readings cover three subject areas: (1) Essay #3 (and Annotated Bibliography) Instructions, (2) Library Research, and (3) Plagiarism and Source Use.

Essay #3 (and Annotated Bibliography) Instructions

You will first want to become familiar with the instructions for the annotated bibliography and final essay you will complete in this unit. You can open these instructions and corresponding grading rubrics in separate browser windows by clicking the links below:

- [Essay #3, Part I: Annotated Bibliography](#)
- [Essay #3, Part I: Annotated Bibliography Grading Rubric](#)
- [Essay #3, Part II: Research Argument](#)
- [Essay #3, Part II: Research Argument Grading Rubric](#)

Oregon Writes Open Writing Text

- [Quoting, Paraphrasing, and Avoiding Plagiarism](#)

- [Strategies for Gathering Reliable Information](#)
- [Seven Steps of the Research Process](#)

MIT Comparative Media Studies – Writing

- [Avoiding Plagiarism](#)

Optional – Carteret Community College Library

- This “plagiarism” video is provided by Carteret Community College Library. Click the following link to open the video in a new browser window: [“Plagiarism.”](#)

Optional – Cornell University

- [“Recognizing and Avoiding Plagiarism”](#): Go through the modules under the “Logistics” link and then test your knowledge by clicking “Exercises” and taking the quiz. (Note: your instructor will not receive these quiz results.)

Optional – Purdue University’s Online Writing Lab (OWL)

- [Quoting, Paraphrasing, and Summarizing](#)

Aside from the readings and tutorials above, your assigned readings

include your research and resources that will help you revise your Essay #2 and develop your annotated bibliography.

Moving from Unit 2 to Unit 3: A Few Notes

Essay #2 Revision

Now that you have completed peer-review, you are ready to revise your essays. As with Essay #1, keep in mind that you do not need to input every suggestion and idea offered; rather, what you will want to do is consider and weigh all the feedback. Ultimately, what you will want to ask is, “Which of these suggestions will help me to strengthen this essay and fulfill my assignment goals?” By allowing this question to guide your revision process, you will stay focused and ensure your essay remains focused as well. Be sure, also, to review the “Essay #2” instructions and the Essay #2 Grading Rubric to make sure you are responding fully to the assignment goals. Use the peer-review form as a guide and consider self-reviewing your essay as well.

You will likely also want to read and reread past readings and certain online resources that will help you reach your objectives independently. **One of the best ways to become a stronger writer is to learn to identify your weaknesses and use available resources to turn your weaknesses into strengths.** This is important! For example, if feedback you received from group members and your instructor for Essay #2 lead you to understand you need to work on paragraph development, look at Purdue’s Online Writing Lab to locate sections that will help you to improve on paragraph development.

No one expects you to memorize all the “rules of writing,” but what you can be expected to do—and what will be most *helpful* for you to do – is to learn how to use all resources you have at your disposal to strengthen your skills independently. Developing your

skills in this area will help you to become not just a stronger writer but a stronger thinker and learner.

Unit 3: “Research Argument”

As noted above, the big assignments for this unit include the following:

- **Annotated Bibliography:** An annotated bibliography that will contain at least six credible sources, at least two of which are scholarly sources, and
- **Essay #3:** A research-based argument essay of at least 1300 words

[“Clinic, Doctor, Health”](#) by Unsplash.[CC-0](#).

These assignments work together: Compiling the annotated bibliography will give you the chance to engage fully with the research process, and drafting the research-based argument essay will allow you to apply your research skills to the skills you have already gained concerning analysis, argumentation, and writing.

Both of these assignments should be focused on the same topic, and this topic should be some issue related to your career interests or, if you are unsure of your career focus, an issue related to a career that interests you.

You will start with a research question focused on that issue. Then, by researching information, you will slowly come to a more in-depth understanding of the issue and will become credible and informed enough to develop an answer, which will be your *argument*. Here are a few research questions students have tackled in the past:

Nursing/Medical Careers

- What is a solution for the nursing shortage?
- What is a solution for nursing burnout?
- Is the current healthcare system in the U.S. effective? If not, what could or should be done to improve it?
- Are prescription medication companies taking advantage of consumers? If so, what could or should be done to prevent this?

Business Careers

- What can be done to reduce Wall Street corruption?
- What can or should be done to improve wealth inequality?
- What can or should be done to prevent discrimination in the workplace?

Education Careers

- Should sexual education be part of high school curriculum in Arizona?
- What can be done to improve retention among K-12 teachers in Arizona?
- Is standardized testing helping or harming students in Arizona?

You are welcome to pursue any of these issues. Obviously, deciding on a topic as soon as possible will benefit you, as final drafts of annotated bibliographies are due next module. The sooner you decide, the better!

All of the Module Six assignments are geared toward helping you

develop ideas and progress toward the annotated bibliography and essay.

Assignments

Discussions

CD6a: Generating Essay #3 Ideas

The purpose of this discussion is to begin generating ideas for this final “Research Argument” unit. As you are aware, this assignment contains the following pieces:

- Annotated Bibliography
- Essay Rough Draft
- Essay Final Draft

The class readings for this unit provide information about a variety of resources to use to do the research for the project. The next step is to begin identifying controversies related to your chosen fields and locating information that relates to them, and for this discussion, you will do just that. Specifically:

1. **First Post:** Identify a controversy related to your career field that interests you. Find two credible sources that relate to the controversy. One should come from the public web, and one should come from an online college library database. In your post, describe the controversy and the relevance of the sources you found (about 150 words). In addition, include citation information. See the example post for an idea of how to approach the assignment.

2. **Replies:** Reply/respond to at least three class members' posts (about 50 words in each response). Ideally, you should respond to your group members' posts, but you are welcome to respond to other classmates' posts. In your replies/responses, offer your thoughts about the controversies and offer suggestions about places to find useful source information about the controversies.

Complete the above by the due date noted in the **Course Schedule**.

CD6b: Annotations Workshop

Use this forum to workshop two annotations for your annotated bibliography. Click here for a:

- [Sample Annotations PDF document](#)
- [Sample Annotations RTF document](#)

Use course readings to guide you as you work on summarizing, paraphrasing, and quoting source material. Quoting should be kept to a minimum in annotations (if quotes are used at all). By the due date noted in the **Course Schedule**, you should:

1. Post your two annotations
2. Post three replies. In your replies, strive for 75 – 100 words for each and address the following:
 1. What is a strength of the annotations?
 2. Are the citations formatted MLA style?
 3. Are the annotations thorough? Are they at least 150 words each? Does the writer provide a good summation and assess the credibility and usefulness of each source?

Use this forum as an opportunity to get a good start on your

research and your annotated bibliography and to share your research with class members!

Dropbox

Essay #2: Final Draft

Submit your final draft of your Essay #2 via the **Dropbox** tool.

Quizzes

Quiz #3: In addition to participating in two online discussions, you will want to take Quiz #3, which contains ten questions and is worth twenty points. Material from the quiz is covered in library tutorials linked under “Readings” above. You can use any resources for the quiz, and you will have sixty minutes to complete it. Topics covered include:

- Databases (what they are and how to use them, tools for searching, etc.)
- Methods of source use (paraphrasing, quoting, summarizing)
- Plagiarism (what it is and how to avoid it)

Looking Ahead

In Module Seven, we will move forward with Unit 3, “Research Argument.” You will continue researching your topic and compiling your annotated bibliography. You will also begin organizing your Essay #3.

Quiz #3

1. Which of the following are databases? (Select **two**.)

- a. Journal of Science
- b. PubMed
- c. ProQuest
- d. Google.com

Answers: _____

2. Which are benefits to general internet searching? (Select one.)

- a. Search results are peer-reviewed.
- b. Search engines list the most useful sources first.
- c. Searches can provide overviews of topics.
- d. Searches yield results that are unnecessary to evaluate.

Answer: _____

3. Which are questions used to determine source reliability? (Select two.)

- a. Is the author a credible source on the topic?
- b. Does the author cite source information?
- c. Is the writing interesting?
- d. Are graphics colorful and animated?

Answer: _____

4. In which of the following situations would a researcher searching a database want to use Boolean operators to combine a previous search term with an additional keyword using “and” or “+”? (Select one.)

- a. The researcher’s searches yield few results, none of which are relevant or useful.
- b. The researcher’s searches yield thousands of results, any of

which could be relevant.

- c. The researcher's searches yield a handful of useful, relevant results.
- d. All of the above.

Answer: _____

5. Why would a writer benefit from paraphrasing rather than quoting when notetaking? (Select two.)

- a. Paraphrasing ensures that the writer will cite the information accurately in a final research paper.
- b. Paraphrasing requires the writer to understand a source well enough to translate it into the writer's own words.
- c. Paraphrasing allows for a writer to record word-for-word passages quickly and easily for use later.
- d. Paraphrasing increases the writer's level of engagement with the source material.

Answer: _____

6. Select the statement that is "true" below.

- a. Information in library databases is free information that no one has to pay for.
- b. All articles that can be found via library databases can also be found through Google.
- c. Library databases channel students to commercial websites that seem to provide informative articles but actually advertise and sell products.
- d. Articles available through library databases have been reviewed for veracity and credibility.

Answer: _____

7. Imagine a writer is writing a paper on library trends and wants to reference the following quote from a textbook titled *Good Reasons*, by Lester Faigley and Jack Selzer:

“The distinction between doing research online and in the library is blurring as more and more libraries put their collections online” (254).

Select the version below that is plagiarism.

- a. Faigley and Selzer recognize that the process of research is changing in the information age: “The distinction between doing research online and in the library is blurring as more and more libraries put their collections online” (254).
- b. Many scholars contend that the information age is having an impact on research: “The distinction between doing research online and in the library is blurring as more and more libraries put their collections online” (Faigley and Selzer 254).
- c. The difference between doing online research and research in the library is becoming distorted as more and more libraries put their collections online. This is causing students and libraries to have to adapt to the changes and challenges (Faigley and Selzer 254).
- d. What we think of as research is changing now that libraries are adapting to the online realm (Faigley and Selzer 254).

Answer: _____

8. Consider the following original passage from “Chapter Six” of *The Souls of Black Folk* by W.E.B. Du DuBois:

I sit with Shakespeare and he winces not. Across the color line I move arm in arm with Balzac and Dumas, where smiling men and welcoming women glide in gilded halls. From out the caves of evening that swing between the strong-limbed earth and the tracery of the stars, I summon Aristotle and Aurelius and what soul I will, and they come all graciously with no scorn nor condescension. So, wed with Truth, I dwell above the Veil. Is this the life you grudge us, O knightly America? Is this the life you long to change into the dull red hideousness of Georgia? Are you so afraid lest peering from this high Pisgah, between Philistine and Amalekite, we sight the Promised Land?

Which of the following is an acceptable method of source use (non-plagiarism)? Select one. (NOTE: The source does not contain page numbers.)

- a. Du Bois describes the feeling of acceptance he experiences in the world of literature and philosophy and then transitions into describing an opposite feeling he experiences in America by asking, “Is this the life you grudge us, O knightly America?”
- b. Du Bois sits with Shakespeare and other authors and philosophers and ultimately dwells “above the veil.”
- c. From the caves of night that swing between the earth and the stars, Du Bois summons “Aristotle and Aurelius and what soul [he will], and they come all graciously with no scorn nor condescension.”
- d. According to Shakespeare, Balzac, and Dumas, Aristotle and Aurelius “come all graciously with no scorn nor condescension” (Du Bois).

Answer: _____

9. Which of the following search options will help ensure that only results that provide access to entire texts of articles will come up in the search?

- a. Date
- b. Peer-Reviewed
- c. Publication
- d. Full-Text

Answer: _____

10. Which of the following situations is considered plagiarism? (Select **ALL** that apply.)

- a. A writer referencing facts that are commonly known.
- b. A writer not placing quotation marks around word-for-word language from a source.
- c. A writer paraphrasing without including a citation.

- d. A writer referencing and asserting his or her own unique ideas.

Answers: _____

8. Module 7

The purpose of **Module Seven** is to move ahead with the current unit, which concerns research and argumentation.

Objectives

The Module Seven assignments will guide you toward the following objectives:

- Engage in research to locate credible sources
- Research career-based topics in online databases
- Synthesize sources to gain an in-depth understanding of a literary work
- Create an annotated bibliography
- Compose a research-based argument essay

Overview

The Module Seven assignments will help you progress forward with your research-based argument. Specifically, you will complete and submit your final annotated bibliography and begin synthesizing your research to prepare for your research-based argument essay. The class discussion will help you develop an understanding of qualities that make for strong research-based argument essays that you can apply to your own essays. Assignments for this module include the following:

- **Complete** assigned readings
- **Compile, revise, and submit** final Annotated Bibliography

- **Participate** in Class Discussion
- **Compose** a research-based argument essay rough draft

Readings

The Module Seven readings include the three student example argument essays from pp. 174 – 186 in the chapter “The Argument Essay” from [ENG 101: Horse of a Different Color: English Composition and Rhetoric](#). You can open each essay directly in separate browser windows via the following links:

- [Sample Student Essay #1](#)
- [Sample Student Essay #2](#)
- [Sample Student Essay #3](#)

Annotated Bibliographies

One of the major assignments due by the end of the module is your Annotated Bibliography. Your recent discussion posts reveal that many of you have decided on specific topics to focus on for this unit, which is important, as final drafts of annotated bibliographies are due in this module. Be sure to review the instructions and grading rubric carefully.

While you will not have an opportunity to peer-review full drafts of annotated bibliographies, peer-reviewing annotations in the previous module should give you a good feel for how to compose, revise, and polish your full annotated bibliography independently. Using the Annotated Bibliography Grading Rubric as a checklist will be valuable as you revise to ensure your citations and annotations align with expectations. Click the following link to open the rubric

in a separate browser window: [Essay #3, Part I: Annotated Bibliography Grading Rubric](#)

NOTE: Even though annotated bibliographies are due this module, you do not have to stick with your current list of sources as you draft your essay. It is understandable that your selection of sources will change as you continue your essay-writing process. Regardless of how closely you stick with your current list of sources, you will want to include *at least* four credible sources in your final version of the essay. Also, while you must include a “Works Cited” page with this final essay, the citations for that final essay should not contain annotations.

bookshelves in a library

[“Architecture, Bookcase, Books, Bookshelves”](#) by Unsplash. [CC-0](#).

Library Databases

Gaining familiarity with library databases can take a great deal of time, but that time will be valuable, as the skills you gain will prove useful as you move past WRT 101 and pursue your academic and career goals.

One of the best ways to become more familiar and comfortable with the databases is to give yourself some time just to explore them and experiment with different searches. If you would like guidance, it is recommended that you contact a librarian, as librarians are experts at researching and are always happy to work with students on topics and research.

Class Discussion Focus

One of the best ways to understand how a strong research-based argument can come together is to read and analyze examples, and

the class discussion this module will require you to do just that. Specifically, you will discuss how the required readings (the essays linked above, under “Readings”) fulfill the goal of being strong, effective research-based arguments. As you analyze, compare, contrast, and evaluate the argument examples, take note of strategies and approaches you can use in your own essays and begin applying these strategies to your drafting process.

Moving Toward the Essay: Working Thesis Statements

At the end of this module, and by the time you submit your annotated bibliography, you should feel more informed about the controversy or issue you are analyzing for your Essay #3 research-based argument. You will have done a great deal of research, located a variety of credible sources, and given thought to how each source sheds a different light on the topic. You will be at a point where you will want to begin synthesizing the research you have found and piecing your ideas together to come up with a working thesis.

man writing ideas on a whiteboard

[“Ideas, Whiteboard, Person Working”](#) by Startup Stock

Photos. [CC-0](#).

Do you find that the process of writing helps you to understand how you feel about a topic at times? The act of writing can allow us to organize ideas, and understand our thoughts, and refine our interpretations and opinions. This applies not just to WRT 101 writing, but to writing in general. With this in mind, it is very difficult to come up with a perfect, polished thesis statement before the process of drafting begins, particularly when taking into account research and interpretations of others. As you recognize by this point in the course, this is why developing a “working thesis” – a rough thesis that will help guide your drafting process – is so

helpful. As with previous working thesis statements you've created, this thesis statement will likely evolve and become more polished as the idea generating and drafting progresses. Since the process of drafting, researching, thinking, drafting, thinking, and more researching allows writers to learn more about their topics, it is common for writers to start with working thesis statements and to refine the statements as the drafting continues.

As you move from your annotated bibliography assignment to your essay-writing process, you want to develop a working thesis for your essay. Since the main goal of this essay is to develop an argument about a career-related controversy or issue, your thesis should encapsulate your argument and reasoning. For example, let's say a student is investigating the rising cost of college tuition and has developed the following research question: "Why have college tuition rates in the U.S. grown so dramatically in recent years, and what can be done to ensure college is affordable for students?"

After delving into the research process and synthesizing the findings, the student may develop a statement like the following to use as a working thesis statement: "Rising college tuition rates have become a major issue in the U.S., and to ensure college remains affordable, the U.S. government needs to revise past policies related to financial aid and college accountability and create new policies that will help colleges reduce operating expenses." Then, as the student continues to gather research and write out a rough draft, the student will likely become more knowledgeable about the issue and will modify the thesis accordingly.

The example arguments you will analyze this module may also give you ideas for research-based argument thesis statements and organizational strategies.

Working Outlines

After you develop a working thesis, you will want to develop a

working outline to help you with the composing process. While there is no organizational formula you must follow, you will want to consider: How will you organize your points and paragraphs in a logical way that will allow you to fulfill the goals of the assignment? You have all created brief argument essays by this point, and the outline for this essay may be very similar. Here is how an outline for a research-based argument might look:

1. Paragraph One: Introduction (topic is introduced in an attention-grabbing way, summary of controversy/issue is provided, and thesis is revealed)
2. Paragraph Two: Background information on controversy/issue and its significance
3. Paragraph Three: One reason supporting argument is developed and supported with research
4. Paragraph Four: Second reason supporting argument is developed and supported with research
5. Paragraph Five: Third reason supporting argument is developed and supported with research
6. Additional body paragraphs: Additional reasons, if any, supporting argument are developed and supported with research.
7. Final body paragraph(s): Counterarguments are addressed (acknowledged and rebutted/refuted)
8. Final Paragraph: Conclusion (main points are summed up and final insights are discussed)

You don't, of course, have to utilize this specific outline; however, this example might give you a good, basic starting point if you are unsure about how to structure your essay and organize your points.

Assignments

Discussions

CD7: What are Qualities of Strong Research Argument Essays?

For this discussion, you will apply the skills and knowledge you've gained through this course related to analysis, research, and argumentation to gain a better understanding of research argument writing. The purpose is to gain a stronger sense of qualities of strong research argument essays so you can apply this understanding to your Essay #3 rough drafts. Specifically:

1. Read the three student example argument essays from pp. 174 – 186 in the chapter “The Argument Essay” from [ENG 101: Horse of a Different Color: English Composition and Rhetoric](#). You can open each essay directly in separate browser windows via the following links:
 - a. [Sample Student Essay #1](#)
 - b. [Sample Student Essay #2](#)
 - c. [Sample Student Essay #3](#)
2. Compose a post of at least 300 words in which you:
 - a. Identify which you feel is the strongest research argument essay of the three and explain why
 - b. Identify which you feel is the weakest research argument essay of the three and explain why
 - c. Identify which you feel is in the middle in terms of strong/weak and explain why
3. Contribute at least three replies of at least 100 words each. In each, respond to the assessments of your classmates by

agreeing/disagreeing, asking questions, and pushing evaluative points further. You should also identify qualities of strong research argument essays that come to mind as you engage in this analysis.

Complete the above by the due date noted in the **Course Schedule**. Use this forum as an opportunity to gain a richer sense of qualities of strong research arguments and to develop ideas for your own research argument essay.

Looking Ahead

Module Eight will be devoted to completing remaining WRT 101 assignments!

9. Module 8

Module Eight is finally here! The focus of this final module of WRT 101 will concern wrapping up the course.

Objectives

The Module Eight assignments will guide you toward the following objectives:

- Demonstrate your analytical, research, writing, and communication skills by offering feedback to classmates in a final WRT 101 peer-review
- Showcase your competency with WRT 101 objectives by completing a polished Essay #3 final draft
- Reflect on writing development and growth by participating in a final discussion with classmates

Overview

In this final module of the course, be prepared to revise Essay #3 rough drafts, complete remaining assignments, and wrap up the course!

Readings

Aside from peer-reviews and your research materials, no readings are assigned for this module; however, as you revise your essays

independently, you will likely find it valuable to review your research, specific past readings, lessons, and resources from this course, and online MLA resources. You may also want to review the following sample student essays:

- [Restrooms for All](#)
- [Denied Justice for All](#)
- [Stars and Stripes Forever and the Freedom to Light It on Fire](#)

Assignments

Discussions

CD8a: Peer-Review, Essay #3

group of students focused on a peer review process

[“People, Woman, Coffee, Meeting”](#) by Startup Stock Photos. [CC-0](#).

In Module Seven, you completed a rough draft of Essay #3, and the first half of this module will consist of peer-review. Make the most of this final peer-review assignment by using it as an opportunity to showcase your growth as a reader, writer, and critical thinker and your competency with WRT 101 skills.

Essay #3 Peer-Review: Overview

Use this forum to workshop your rough drafts of your Essay #3. You should post your draft and responses to three classmates' rough drafts by the due date noted in the **Course Schedule**. You will follow the same basic approach as you followed in the previous peer-reviews. See below for reminders and additional notes.

Essay #3 Peer-Review: Process

1. Choose carefully when selecting drafts to review to ensure that everyone gets an equal amount of peer-review feedback.
2. Reviews should be at least 200 words each.
3. Use the Essay #3 Grading Rubric to offer feedback. It is recommended that you print it out and have it beside you as you offer feedback or having it easily accessible in a separate browser window. You can access this rubric by going to Content and selecting “Essay #3, Part II: Research Argument Grading Rubric” under “Quick Links to Major Assignments and Grading Rubrics” or clicking on the following link to open it in a new browser window: [Essay #3, Part II: Research Argument Grading Rubric](#)
4. Be as helpful and specific as possible!

Do not make comments directly to drafts; instead, make comments in response paragraphs and post these response paragraphs as replies to drafts you review. Divide your comments into the following three main areas which directly reflect the assignment requirements and areas identified in the Grading Rubric and outlined below.

Essay #3 Peer-Review: Feedback

1. **Content:** First, identify a strength related to the content. Then, offer suggestions. Questions to consider include: Does the essay focus consistently on developing and supporting an argument related to the author’s career focus? Does the author reference research to support the argument? Does the author come across as credible (ethos) and logical (logos)? How could the author build credibility and make his or her position feel more logical? Does the author use overly emotional strategies that turn you away...or the opposite? Does the author recognize and respond to counterarguments? Do any areas go off on tangents or contain information that is not related to the argument? What areas could the author develop and revise to strengthen the content of the argument?

2. **Organization:** First, identify a strength related to organization; then, offer feedback on the overall organization of the essay. Questions to consider include: Does it contain an introduction, a series of focused body paragraphs, and a conclusion? Does the introduction introduce the issue at hand and reveal an argument (likely in the form of a thesis statement)? Does each body paragraph focus on one main idea related to the argument? Does the conclusion sum up the main points and offer final insights about the author’s argumentative position?
3. **MLA and Grammar:** First, identify a strength of MLA or grammar. Then, offer MLA and grammar suggestions. Questions to consider include: Does the author follow MLA format for paper formatting and citations? Does the author weave outside source information in effectively through use of signal phrases, proper punctuation, and appropriate citations? Does the tone feel appropriate for a college essay? Is the essay free of errors? What could the author do to improve?

Remember those guidelines posted to the “Peer-Review: A Few Notes” page to ensure you have a solid sense of the goal and value of peer-review. You can access this page by going to Content and then locating it under “Course Materials” or just click the following link to open this page in a new browser window: [Peer-Review: A Few Notes](#)

Use this peer-review as an opportunity to develop your understanding of research-based argumentation, to gain ideas for strengthening your Essay #3, to participate in a community of readers and writers, and to grow as a reader and writer.

CD8b: “Farewell” Discussion

The final Class Discussion forum, CD8b “Farewell,” will be your opportunity to interact with classmates one last time before the end of the course. Go directly to the Discussion forum to view and respond to the prompt.

Use this forum as an opportunity to offer final thoughts and best wishes to classmates. You should contribute at least one post of at least 150 words by the due date noted in the **Course Schedule**. You are welcome, of course, to contribute more than one post. In your “Farewell,” reflect on how your writing has developed over the span of this course, and describe at least one WRT 101 concept or idea that sticks with you. Feel free, also, to share any exciting or meaningful future plans.

Revision

As with the previous course rough drafts, your instructor will post rough draft comments to the Gradebook. As you revise, use this feedback in addition to your group members’ feedback to guide your revision process. As you do so, keep your own best ideas for revision in mind also, as you know your ideal vision for the essay better than anyone and the best way to push your rough draft to a strong, final draft state. Keeping the [Essay #3, Part II: Research Argument Grading Rubric](#) handy and using it as a checklist will also prove useful as you revise.

Looking Ahead

After you complete and submit the assignments above, you are done. Congratulations on having completed Writing 101!

10. Sample Annotations

Works Cited

Koopman, Eva Maria (Emy). "Effects Of "Literariness" On Emotions And On Empathy and Reflection After Reading." *Psychology Of Aesthetics, Creativity & The Arts*, vol. 10, no. 1, 2016, pp. 82-98. *Academic Search Premier*, doi:10.1037/aca0000041. Accessed 9 Feb. 2017. In this scholarly journal article, Eva Maria Koopman provides results of a study measuring how emotions, empathy, and reflection are impacted by reading literature. Koopman, a Ph.D. candidate at the Erasmus Graduate School of Social Sciences and the Humanities in the Netherlands, holds a Research Master's degree in Literary Studies and a Master's degree in Clinical Psychology. In this article, she discusses how some participants in the study read highly "literary" versions of a literature excerpt while others read versions with reduced "literary" elements. She discusses how the study indicated that reading more "literary" literature does influence emotional and empathic responses but that there is not as clear of a connection with reflection. Her conclusion is that more studies are needed to investigate the connection between emotions, empathy, reflection, and "literary" text. Koopman's findings will prove useful in my research of literature and empathy, as they provide a unique look at the "literary" qualities of a text, an element many studies do not take into account.

Pino, Maria Chiara, and Monica Mazza. "The Use of 'Literary Fiction' To Promote Mentalizing Ability." *Plos ONE*, vol. 11, no. 8, 2016, pp. 1-14. *Academic Search Premier*, doi:10.1371/journal.pone.0160254. Accessed 9 Feb. 2017. At the time of publication, Maria Chiara Pino and Monica Mazza were graduate students at the University of L'Aquila, in L'Aquila, Italy. Pino's affiliation is with the Department of Life, Health and Environmental Sciences, and Mazza's is with the Department of Applied Clinical

Sciences and Biotechnology. The Public Library of Science (PLOS) publishes the peer-reviewed journal *Plos ONE*. In the article, Pino and Mazza report on and discuss results of their study measuring the effects of reading on empathy and look at two key aspects of empathy: mentalizing abilities (the ability to understand others' feelings) and emotional sharing (the ability to connect with others' feelings). Pino and Mazza examined the impact of nonfiction, science fiction, and literature on these abilities and found that literary fiction, as opposed to nonfiction and science fiction, leads to increased mentalizing abilities but no significant change in emotional sharing abilities. They note that their findings correspond with past studies examining the impact of reading literary fiction on empathy and highlight the significance of these findings in regards to identifying possible approaches for treating patients with autism and schizophrenia. This article is useful for my research, not only because it corresponds with the findings of other similar studies, but because it examines three different genres, builds on limitations of past studies, and identifies possible implications of the connection between reading literary fiction and empathy. In addition, the past studies Pino and Mazza reference will be valuable for me to research as well to have a fuller understanding of the history of studies and research in this area.