

# English 111: College Reading and Writing

Winona State University

Fall, 2006

Section 19 (001898)

M&F: 9:00-9:50, W: 8:00-9:50

Minné 362

Instructor: Rob Brault

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Phone: 457-5449, home: 452-5993 (8 am - 9 pm, please)

Office: Minné 315

Office Hours: **Mon, Wed, & Fri:** 10:00-11:00 a.m., noon-1:00 p.m.;

**and by**

**Tues & Thurs:** 8:30-9:30 a.m.; 2:00-3:00 p.m.

**appointment**

**This course satisfies four s.h. of the University Studies Basic Skills: College Reading and Writing Requirement.**

## Course Description and Outcomes

The purpose of College Reading and Writing is to help WSU students increase their critical reading, thinking, and writing skills. The course will help students develop a mature writing style and an ability to integrate material from multiple sources with their own writing. The course will further emphasize writing as essential to academic learning and intellectual development.

This class is designed to establish a foundation for the reading and writing done in later college courses, supporting a larger writing-across-the-curriculum educational experience; therefore, students should take it as soon as possible, preferably in their first year and certainly no later than their third semester.

This class must include requirements and learning activities that promote students' abilities to...

1. read challenging texts that reflect important cultural themes and demand critical thinking;
2. analyze the rhetoric and structure of their own and others' arguments;
3. summarize and critique examples of mature expository and argumentative prose;
4. revise through multiple drafts and critical readings to create and complete successful essays;
5. formulate intelligent claims and make purposeful, appropriately documented use of authoritative sources as supporting evidence;
6. make use of basic tools of research, such as general indexes, periodicals, and on-line databases;
7. construct coherent essays based on reading, interpreting, analyzing, critiquing, and synthesizing texts;
8. adapt the structure, content, and tone of their writing to the knowledge and attitudes of their audience;
9. use vivid, concrete language; concise, varied sentences; unified, cohesive paragraphs; gender-inclusive English; and a college-level vocabulary; and
10. proofread, edit, and correct their final copy for common errors of spelling, punctuation, capitalization, and usage.

**Course Content:** We will be practicing the steps in the writing process in four major assignments. These revised papers will increase in complexity, requiring you to expand your knowledge and to refine your techniques of presenting that knowledge to a critical (resistant)

# English 111 Guide For College Writers

**Xiang Xie**



## English 111 Guide For College Writers:

**The Academic Writer** Lisa Ede, 2007-12-27 Much has changed since the first edition of Lisa Ede's *Work in Progress* students need more rigorous help working with sources creating effective arguments and addressing the greater demands of academic writing in a digital age Refocused on the kinds of academic writing students do now *The Academic Writer* is a radical revision of *Work in Progress* Written in Lisa Ede's accessible supportive style *The Academic Writer* gives students easy to use guidelines to make effective choices at each stage of the writing process *Reaching All Writers* Joanne Baird Giordano, Holly Hassel, Jennifer Heinert, Cassandra Phillips, 2024-02-21 *Reaching All Writers* brings together decades of writing studies experience research and scholarship to help organize first year writing courses around inclusive teaching practices and foundational concepts that support disciplinary learning for all college writers including students who have been excluded from more selective higher education institutions Using threshold concepts and transfer as a foundation the authors provide an invaluable resource for multiple contexts instructors working off the tenure track and or at multiple institutions two year college programs without a writing program administrator and writing program graduate teaching assistant training courses Each chapter includes an overview of a threshold concept disciplinary background readings practical teaching strategies assignment and learning activity ideas assessment principles examples from student and instructor perspectives and questions for reflection and discussion *Reaching All Writers* describes effective teaching practices to help all college writing instructors regardless of their institutional contexts make changes that support equitable and inclusive learning opportunities with a focus on teaching students whose backgrounds and learning experiences are different from those with more educational or economic privilege Both new and experienced teachers adapting first year college writing courses will find the book's blend of practical strategies and disciplinary knowledge a useful companion for facilitating new classroom and program needs or designing new teaching assistant training courses *Guide to Writing in English 111 and Beyond* Mitchell Community College. English Department, 2013 *Navigating Argument: A Guidebook to Academic Writing* Sheila Morton, 2014-06-08 Written for Tusculum College students this guidebook will help you to navigate the often confusing and tangled paths of academic writing From your freshman composition sequence through your senior seminar course you should plan to use the strategies taught in this book to complete a variety of writing assignments including rhetorical analyses standard arguments research papers annotated bibliographies and proposals Each chapter will walk you through the steps necessary to navigate these different writing types Additionally you will be introduced to the writing process including methods of prewriting drafting revising and editing This process will help you in any kind of writing you undertake *Guide to College Writing Assessment* Peggy O'Neill, Cindy Moore, Brian Huot, 2009-04-15 While most English professionals feel comfortable with language and literacy theories assessment theories seem more alien English professionals often don't have a clear understanding of the key concepts in educational measurement such as validity and

reliability nor do they understand the statistical formulas associated with psychometrics But understanding assessment theory and applying it by those who are not psychometricians is critical in developing useful ethical assessments in college writing programs and in interpreting and using assessment results A Guide to College Writing Assessment is designed as an introduction and source book for WPAs department chairs teachers and administrators Always cognizant of the critical components of particular teaching contexts O Neill Moore and Huot have written sophisticated but accessible chapters on the history theory application and background of writing assessment and they offer a dozen appendices of practical samples and models for a range of common assessment needs Because there are numerous resources available to assist faculty in assessing the writing of individual students in particular classrooms A Guide to College Writing Assessment focuses on approaches to the kinds of assessment that typically happen outside of individual classrooms placement evaluation exit examination programmatic assessment and faculty evaluation Most of all the argument of this book is that creating the conditions for meaningful college writing assessment hinges not only on understanding the history and theories informing assessment practice but also on composition programs availing themselves of the full range of available assessment practices

**Resources in Education** ,1998      University of Michigan Official Publication ,1965      **Concepts in Composition**

Irene L. Clark,2011-09 A textbook for composition pedagogy courses It focuses on scholarship in rhetoric and composition that has influenced classroom teaching in order to foster reflection on how theory impacts practice      **Acing Admissions**

Kavita Mehta, Kimberly Wright Dixit,2020-03-28 Acing Admissions is the only guide you need to help navigate the US undergraduate studies application process Written with the international student in mind Acing Admissions outlines frameworks for developing a college list provides a step by step guide to submitting your application and describes the range of financial aid options available to international students The book also gives detailed timelines with checkpoints for students who want to start planning as early as 8th grade Practical advice is conveyed through anecdotes and case studies featuring real applicant stories based on the authors years of experience running an education consulting practice for students and families living outside the US      *Teaching Writing in High School and College* Thomas C. Thompson,2002

Contains fifteen essays in which the authors explore the possibility of partnerships and exchanges between high school and college instructors with the goal of improving the ability of students to succeed at college level writing tasks      *The Complete Guide to College Transfer* Jaime Smith,2025-08-26 The Insider s Guide That Takes the Confusion Out of Transferring Jaime Smith turns what feels like a maze into a map Jeffrey Selingo NYT bestselling author of Who Gets In and Why Over a million students embark on the journey of transferring colleges each year from community colleges to four year schools between universities or back from a hiatus to complete their degrees Transfer students deserve the same level of care and guidance that college bound high school seniors receive yet few resources exist to guide them through the complex process of transferring Jaime Smith fills the gap with this comprehensive research backed toolkit to help readers find their

perfect fit transfer friendly college navigate the transfer and financial aid application procedures maximize transfer credits including those from alternative sources happily adjust to life at their new school academically and socially The Complete Guide to College Transfer offers a helping hand during a momentous time instilling in future graduates the confidence they need to accomplish their goals     A College Handbook of Writing George Benjamin Woods,1924     **Who's who in America** ,1924     Catalogue and Bulletin Southern Technical Institute (Marietta, Ga.),1966     Catalog of Copyright Entries. Third Series Library of Congress. Copyright Office,1972     *Subject Catalog* Library of Congress,     **Journal of Developmental Education** ,1991     **Contribution to Education** ,1926     **Contributions to Education** ,1926     **The Administration of State Teachers Colleges Through Faculty Committees** Charles Chester Sherrod,1925

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### **English 111 Guide For College Writers Introduction**

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