

ENGLISH COMP 101
CLASS 1


CHAPTER OUTLINE AND LEARNING OBJECTIVES

In this chapter you will learn to:

- Explore through writing
- Understand the process of writing
- Understand the rhetorical situation
- Analyze your assignment

CHAPTER OUTLINE AND LEARNING OBJECTIVES CONT.

In this chapter you will learn to:

- Think about your genre and medium
 - Think about your topic
 - Think about your audience
 - Think about your credibility
- 

EXPLORE THROUGH WRITING

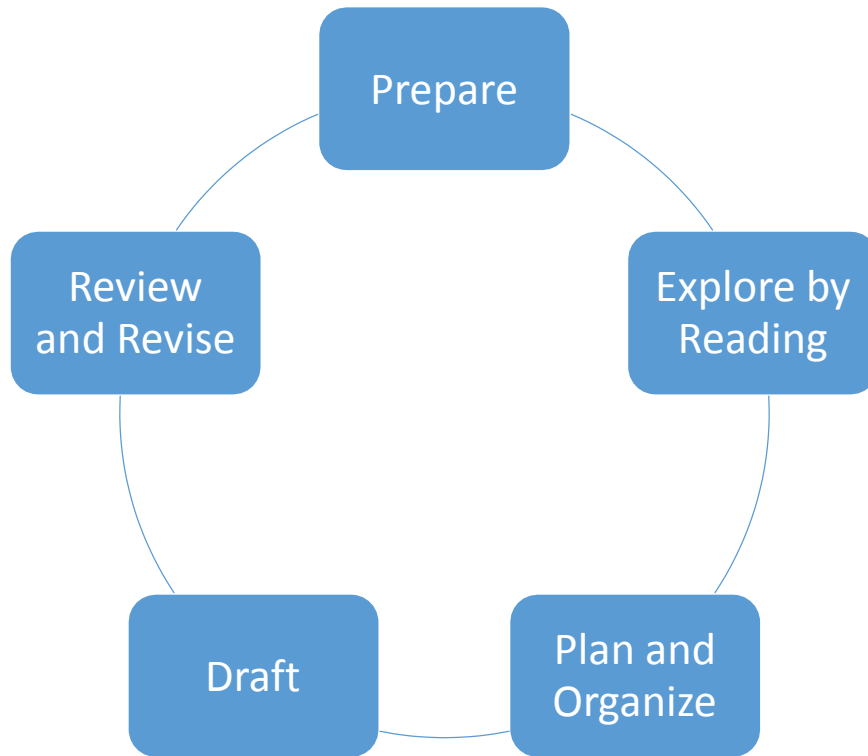
Prepare

Explore

Return



UNDERSTANDING THE PROCESS OF WRITING



WRITING CAN BEST BE DESCRIBED AS:

- A. A process with distinct stages
- B. A process without any stages
- C. A process that is linear
- D. A process where the steps intermingle



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UNDERSTAND THE RHETORICAL SITUATION



personal history

WRITER

AUDIENCE

knowledge, attitudes and beliefs

genre and medium of text

SUBJECT

what has been said and written about subject


THE RHETORICAL SITUATION IS BEST DESCRIBED AS

- A. The relationship among the writer, reader, and text including context, genre, and purpose.**
- B. The historical context surrounding a text.**
- C. The genre and medium of the text.**
- D. The style of writing of a text.**

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ANALYZE YOUR ASSIGNMENT

- What's your purpose?
 - What's your topic?
 - What's your genre and medium?
 - Who is your audience?
 - How do you gain credibility?
- 

THINK ABOUT YOUR GENRE AND MEDIUM

Genre:

- Arises from repeated communicative acts
- Functions within specific contexts
- Based on expectations of readers


- Medium:

- The tools and method for delivering information
- Plural: media

THE GENRES OF JOURNALS, LETTERS, BLOGS, AND MEMOIRS ARE EXAMPLES OF:

- A. Writing to inform
- B. Writing to reflect
- C. Writing to persuade
- D. Writing to analyze

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THINK ABOUT YOUR TOPIC

Academic disciplines seek to create new knowledge and to rethink what is known.


- Focus on an area of unfamiliarity
 - Find out where experts disagree
 - Analyze explanations of current trends
 - Examine proposals
 - Compare claims and reality
- 

THINK ABOUT YOUR AUDIENCE

Writing in college...

- States explicit claims
 - Develops an argument
 - Analyzes with insight
 - Investigates complexity
 - Organizes with a hierarchical structure
 - Signals with transitions
 - Documents sources carefully
- 

WRITING ACADEMIC

- A. Seeks definitive answers**
 - B. Values complexity and open- mindedness**
 - C. Is primarily about summarizing the work of others in the field**
 - D. Has no real world relevance**
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WHICH OF THE FOLLOWING REPRESENTS A THESIS THAT WOULD MEET THE EXPECTATIONS OF COLLEGE READERS?

- A. The United States entered World War II when the Japanese attacked Pearl Harbor.
 - B. New York City is an exciting place to live, but I wouldn't want to move there because of the crime.
 - C. We need posters urging students not to litter on campus.
 - D. After spending a day with my 78-year-old aunt sorting booklets and forms and waiting on a help line that never answered, I became convinced that the Medicare prescription drug program is an aging American's worst nightmare.
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THINK ABOUT YOUR CREDIBILITY

You want your readers to see you as

- Concerned
 - Well informed
 - Fair
 - Ethical
 - Considerate
 - Aware of writing in a discipline
 - Careful
 - Visually fluent
- 

WRITERS CAN INCREASE THEIR CREDIBILITY BY


- A. Using a dominating tone
 - B. Focusing solely on his/her own ideas
 - C. Knowing what's at stake in a subject and why it matters to readers
 - D. Steering clear of controversy
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CHAPTER OUTLINE AND LEARNING OBJECTIVES


In this chapter you will learn to:

- Move from a general topic to a writing plan
 - Narrow your topic
 - Write a thesis
 - Make a plan
- 

MOVE FROM A GENERAL TOPIC TO A WRITING PLAN

- Identify your purpose**
 - Narrow your topic**
 - Write a working thesis**
 - Evaluate your thesis**
 - Make a visual plan or a working outline**
- 

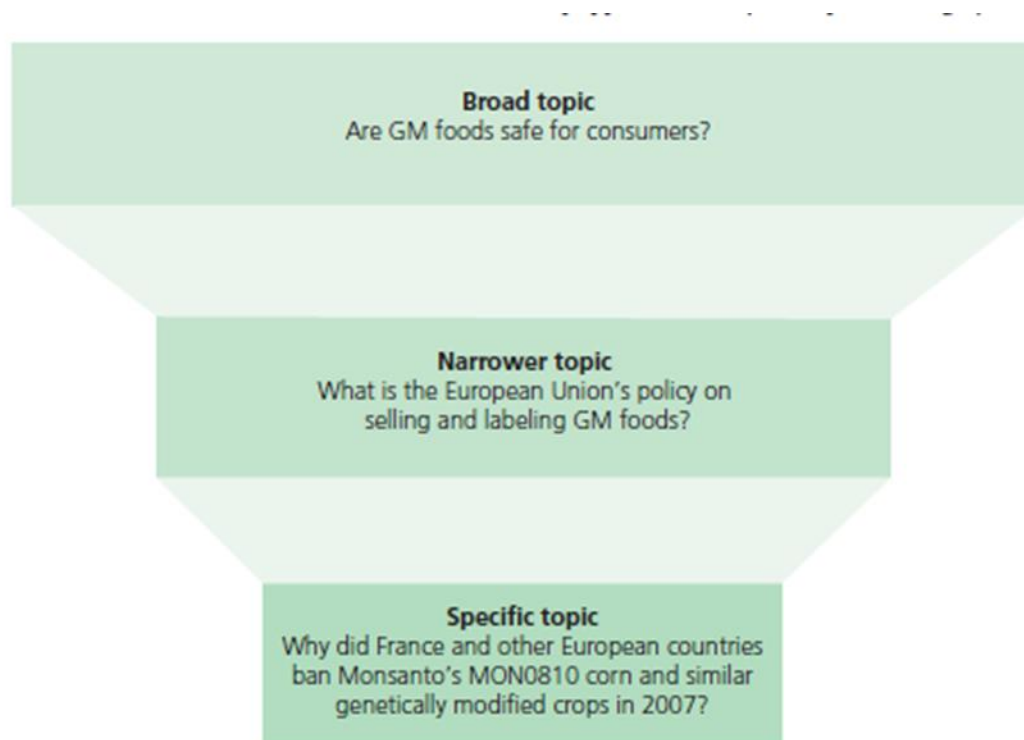
YOU SHOULD WRITE YOUR THESIS STATEMENT

- A. Before you start any writing
 - B. As an early part of the writing process
 - C. Toward the end of the writing process
 - D. Early in the writing process, but remaining open to revision as needed
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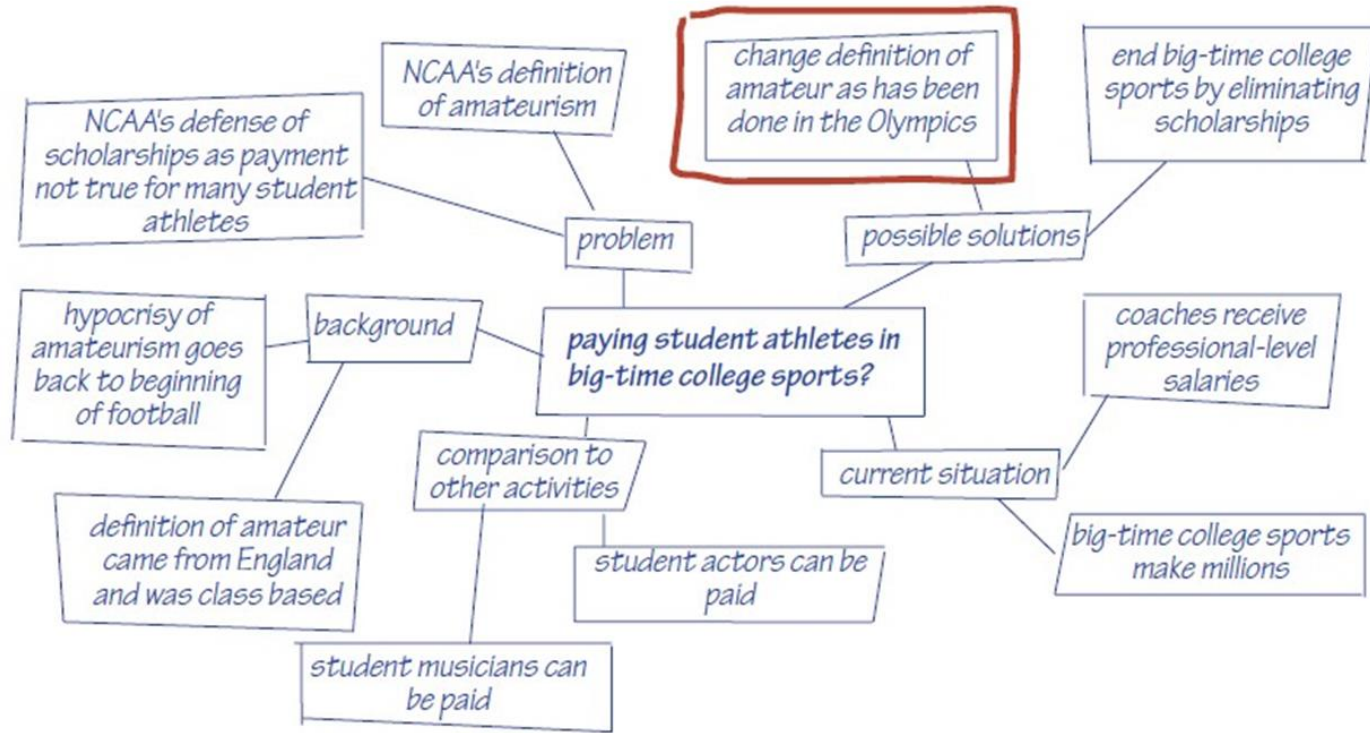
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NARROW YOUR TOPIC



MAP YOUR TOPIC



WHICH OF THE FOLLOWING WOULD WORK AS A SPECIFIC TOPIC?

- A. Is global warming real?
 - B. What impact will California's 2010 legislation regarding car emissions have on the state?
 - C. Global warming is a highly controversial issue.
 - D. What can be done to stop global warming?
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WRITE A THESIS

- A thesis is a statement, not a question.
 - A thesis has a subject and an assertion.
 - A thesis is specific.
 - A thesis is interesting to intended readers.
- 

WHICH OF THE FOLLOWING IS TRUE ABOUT A THESIS STATEMENT?

- A. It needs to be debatable.
 - B. It should state the obvious.
 - C. It must be the first sentence of a paper.
 - D. It can be a question.
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MAKE A PLAN- FORMAL OUTLINE

WORKING THESIS: Nanotechnology may soon allow radical altering of the human body, which will have major social consequences.

- I. Altering the appearance of the body has become common.
 - A. Cosmetic surgery is now routine.
 - B. Body building is popular.
 - C. Most people are aware of diet and many attempt to control their weight.
 - D. Tanning, changing eye color, and tooth-whitening are frequent.

- II. Nanotechnology may soon radically accelerate these trends.
 - A. Nanorobots may produce flawless skin.
 - B. Skin color may be changed.
 - C. Wrinkles and other signs of aging may be eliminated or reduced.
 - D. Muscle tissue may be enhanced.

MAKE A PLAN- WORKING OUTLINE


Effects of nanotechnology on the body

- SECTION 1: Begin with how people change the appearance of their bodies today.*
- SECTION 2: Discuss how nanotechnology will accelerate these trends, giving people the potential for perfect skin, changing their skin color, and reducing aging.*
- SECTION 3: Move to the questions these technologies raise, such as how aging will be perceived and how race will be understood.*
- SECTION 4: Raise the issue of how "normal" will be defined if people can choose how they look.*
- SECTION 5: Expand the idea of "normal" to who will control what is desirable and how social hierarchies might be changed or reinforced.*
- SECTION 6: End by connecting body issues to larger issues such as who gets to live for how long.*

WHICH OF THE FOLLOWING IS TRUE ABOUT MAKING A WRITING PLAN?

- A. Outlines are the best plans
- B. Outlines are one of several options.
- C. Outlines need to be formal.
- D. The same writing plan will work for every writing assignment.

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CHAPTER OUTLINE AND LEARNING OBJECTIVES

In this chapter you will learn to:


- Draft with strategies in mind
- Write a zero draft
- Draft from a working outline
- Start fast with an engaging title and opening paragraph

CHAPTER OUTLINE AND LEARNING OBJECTIVES

In this chapter you will learn to:

- Develop paragraphs
- Conclude with strength
- Link within and across paragraphs

DRAFT WITH STRATEGIES IN MIND

- Find a drafting strategy that works for you
 - Write an engaging title and introduction
 - Develop your body paragraphs
 - Write a strong conclusion
 - Check your links within and between paragraphs
- 

WRITE A ZERO DRAFT

- A zero draft is a discovery draft
- Do not worry about anything except content and ideas in a zero draft

DRAFTING STRATEGIES SHOULD BE ALL OF THE FOLLOWING EXCEPT:

- A. Flexible**
- B. Generative**
- C. Structured**
- D. Unconscious**

DRAFTING STRATEGIES SHOULD BE ALL OF THE FOLLOWING EXCEPT:

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C. Structured

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DRAFT FROM A WORKING OUTLINE

- Use your working outline to write paragraphs
- Construct effective paragraphs


WHICH OF THE FOLLOWING IS NOT TRUE ABOUT PARAGRAPHS?

- A. Paragraphs are organized much like essays.
 - B. Paragraphs have an introduction, body, and conclusion.
 - C. Each section from your working outline should be represented by one paragraph.
 - D. Paragraphs should include a topic sentence.
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START FAST WITH AN ENGAGING TITLE AND OPENING PARAGRAPH

- Create an engaging and specific title
 - Cut out empty phrases and sentences
 - Don't apologize
- 

WHICH OF THE FOLLOWING IS AN EXAMPLE OF AN EFFECTIVE TITLE?

- A. At Long Last: Representation of Real Women
- B. Assignment 3
- C. Visual Analysis
- D. Strengths and Weaknesses of This Ad



WHICH OF THE FOLLOWING IS AN EXAMPLE OF AN EFFECTIVE TITLE?

A. At Long Last: Representation of Real Women

B. Assignment 3

C. Visual Analysis

D. Strengths and Weaknesses of This Ad



DEVELOP PARAGRAPHS

- Is the main point fully developed?
- Does the paragraph include examples?
- Are key ideas emphasized in vivid sentences?

PARAGRAPHS IN ACADEMIC WRITING SHOULD BE:

- A. Five sentences long
- B. Specific
- C. Abstract
- D. Lengthy

PARAGRAPHS IN ACADEMIC WRITING SHOULD BE:

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CONCLUDE WITH STRENGTH

Possible strategies for a conclusion include, but are not limited to:

- Issue a call to action
 - Make a recommendation
 - Give an example that illustrates a key point
 - Speculate about the future
 - Ask rhetorical questions
- 


CONCLUDE WITH STRENGTH

Conclusions should NOT:


- Merely reword the introduction
- Summarize the paper

LINK WITHIN AND ACROSS PARAGRAPHS

Use transitions

- To explain why a paragraph follows from a previous one
 - To connect back to the thesis or a previous main point
 - To show relationships among ideas
 - To highlight a turn in thinking
- 

TRANSITION SENTENCES

- A. Build coherence
 - B. Serve as topic sentences
 - C. Summarize previous points
 - D. None of the above
- 

TRANSITION SENTENCES

A. Build coherence

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D. None of the above



ASSIGNMENT 1-CRITICAL REVIEW OF A MOVIE, RESTAURANT OR BOOK

Choose a restaurant you know well and have visited several times, or a book you have read or a movie you have seen.

You may look at resources available in your local newspaper or on the World Wide Web for ideas and how to write reviews with the appropriate rhetorical tone.

Examples:

Restaurant reviews: <http://www.zagat.com/>

Book reviews:

<http://www.nytimes.com/pages/books/review/index.html>

Movie Reviews: <http://www.rollingstone.com/movies/reviews>



ASSIGNMENT 1

Make sure you clearly pass judgment in the introductory paragraph and then make sure you write an explicitly clear sentence at the beginning of each body paragraph that strongly supports and illustrates your thesis statement.

Keep the tone authoritative, keep the sentences crisp and clear, eliminate all passive voice, add transitions that both join ideas and create the feeling of movement forward in the essay (avoid using just “First, Second, Third”, etc. at the beginning of each paragraph).

Although exact length is left to your discretion, most such essays will likely be 500-750 words long.

