

INTRODUCTION TO THIS READER

This reader is designed to lead you through the major elements that comprise any ENG 1101 course, but it is not meant to be taught starting from page one and straight through to the end. Rather, it is designed to allow you to pick and choose the readings and assignments that you think will work best in your classroom.

This reader is divided in three sections: Introduction to College Writing, Building Arguments, and Research.

Part I: Introduction to College writing introduces new college students to the rigor of work that will be expected of them at this level. It goes through several important skills and habits necessary for any student to be successful, including active reading, determining the audience and purpose of a text, mastering the basic components of an essay, and understanding writing as a process. The section concludes with sample essay assignments.

Part II: Building Arguments introduces students to the idea that most college writing can be conceived of as conversations between them and the authors of the texts they are working with. It starts off with basic summary and response skills, including a review of how to quote, summarize, and paraphrase others' work. It also includes a worksheet that guides students through the process of integrating others' words and ideas into their writing. Then, it moves into creating arguments, using the simplified format of claims, reasons, and evidence, which then seamlessly moves into creating thesis statements. The section concludes with a number of sample essay assignments.

Part III: Research walks students through the research paper process, going into detail on each step, in order to give students the knowledge and tools to write research papers for any class in the future. It begins with a primer on conducting research, then moves through the planning phases, and ultimately culminates in the writing and revising of the actual research paper. This part of the course is also where ethical citation practices are taught to students, using the MLA citation guidelines. The section concludes with a number of sample research assignments, including several scaffolding assignments.

*Readings...*In the first two sections, after the lessons, there are selected readings that pair nicely with the teaching of these skills. Each reading has a short introduction, a list of difficult vocabulary words found in the text, reading questions, discussion questions, and additional activities and assignments. While you are free to use or not use these elements in any way you choose, it is suggested that the vocabulary and reading questions be assigned to students with the reading, as a way to prepare them for class discussion. This leaves the discussion questions, as well as the activities and assignments for your discretion to be completed in class, either individually or in small groups.



This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License](https://creativecommons.org/licenses/by-nc-sa/3.0/). Original content by Sarah Paruolo, 2017