

# ***THE WRITER'S ODYSSEY***

## **English Composition II**

### **Lesson Descriptions**

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#### **Course Overview:**

*The Writer's Odyssey* is a college-level English composition course that focuses on argumentation and research. Students review narration, description, observation, evaluation and analysis skills. Students follow the writing processes of invention, arrangement (rhetorical tools, organizational strategies, voice) and revision. The primary goal of the course is to teach distance learning students college-level writing skills in argument and research for success in academia and the everyday world. Each lesson builds upon the preceding lesson honing student skills in argumentation and research.

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#### **Lesson Title/Descriptions:**

##### **1. EVERDAY RESEARCH**

Offers a review of narration, evaluation, observation, argument and analysis in writing for all occasions. Students determine criteria for evaluation of subjects for personal research. Students analyze each alternative choice by criteria for personal research including various research processes.

##### **2. THE ELEMENTS OF ARGUMENT**

Introduces and reviews the basic elements of argumentative writing concentrating on an unresolved event from the past. Students analyse the event from the past and develop a thesis with specific support. Students revise paying specific attention to counterargument, concessions and qualifiers.

##### **3. REFINING A THESIS**

Encourages investigation of the beginning of something or its moment of origin in order to understand the event in terms of present ideas, events and phenomena. Students focus on exploration of a topic by analyzing the situation and developing a narrow thesis and support. Students communicate why the origin of something matters and how it affects people's thoughts and lives.

##### **4. BUILDING SUPPORT**

Explores the various levels of definition and the creation of an argument about a particular definition. Students discover the meaning behind the meaning by developing support for an argument with evidence, examples and appeals. Students explore definitions using a variety of rhetorical strategies.

##### **5. VOICING AN ARGUMENT**

Describes the process of making meaning to share common experiences and to provide consistent cues through text. Students delve into the underlying meanings of ideas, books, concepts, or things. Students arrange the argument by finding support for the various meanings surrounding a topic. Students focus on audience and voice in uncovering and connecting details and imagining subtle links between the layers of a subject and its connection to the world.

##### **6. GATHERING RESEARCH**

Examines the process of selecting sources (primary and secondary) for research on a specific topic. Students narrow a research topic for support by locating sources external to themselves. Students understand the pitfalls of plagiarism. Students follow the research path and narrow a topic to discover the many sources available for an objective and thorough research activity.

## **7. INTEGRATING RESEARCH**

Provides tools to integrate external sources into the writing of a research paper. Students understand the process of writing a research paper and how to integrate sources internally with appropriate documentation. Students evaluate sources, learn to paraphrase passages from external sources, summarize passages from external sources and quote external sources.

## **8. DOCUMENTING RESEARCH**

Discusses skills in the process of documenting argumentative research papers both in-text and in Works Cited. Students practice revision skills related to documentation of external sources in a researched work. Students insure their stance in the argument serves as the framework in the paper in discovering appropriate ways to integrate external supporting research.

## **9. ARGUING WITH AGILITY**

Offers skills for arguing about the hidden value of something that others do not see and reveal an issue often ignored or unrecognized. Applies techniques and processes necessary to communicate an argument about the social value of a policy, behavior, event, text or act. Students focus on development of thesis and support in addition to arrangement of an essay on value and counterargument.

## **10. ARGUING WITH COMPLEXITY**

Explores options in seeing the options in discovering and examining a crisis. Students select a crisis to explore actions and determine solutions. Students apply the Hegelian model in developing a thesis, support and arrangement of an argument.

## **11. ARGUING WITH INTENSITY**

Interprets how to investigate a relationship between the past and the future on a theoretical basis. Students write about the future considering what has happened, what is likely to happen, and what could possibly happen. Students must convince readers that the chosen path is most likely way of the future. The lesson focuses on invention, arrangement, audience and voice, and revision.

## **12. ARGUING ARGUMENTS**

Provides tools to assist a writer to go beyond agreement or disagreement with the arguments of others. Students make claims about the rhetoric of the argument, the strategies of the arguers and the value of the perspectives involved. Students communicate a position on a public argument using rhetorical tools to reveal values and unstated assumptions.

## **13. FINDING HIDDEN ARGUMENTS**

Reveals the disguises of hidden argument and introduces particular strategies for seeing through the disguises. Students reveal an argument that others would often not recognize. Students explore a variety of disguises: objectivity disguise; personal taste disguise; spin; and propaganda. The focus of the lesson is on invention (analysis of text, context, subtext, audience, thesis, support and development), identifying hidden arguments and analyzing hidden arguments.