

ENC 1101: Introduction to College Writing Course Description and Schedule, Summer B 2008

Section: 4420
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Location: MAT 0005
Time: MTWRF 5th Period
Office Location: TUR 4414
Office Hours: M 12-1pm

Required Texts

Writing Arguments, 7th Edition. John D. Ramage, John C. Bean, and June Johnson. Pearson Longman. ISBN 0-321-36466-X.

The Little Penguin Handbook. Lester Faigley. Pearson Longman. ISBN 0-321-24401-X.

Course Description

This course introduces students to the principal elements of writing effectively. ENC 1101 focuses on writing rhetorical arguments, building research skills, and developing critical thinking through reading, writing, and discussion. Students will learn how to analyze the strengths and weaknesses of their own and their peers' writing and will explore how differing conventions, styles, purposes, and audiences affect writing practices.

Reading and Writing Center

UF's Reading and Writing Center will open for Summer B on July 1. Their Summer B hours are Monday - Friday, 10:00 a.m. to 4:00 p.m. For more information about the RWC, please visit: <http://at.ufl.edu/rwcenter/>

Assignments

The following are synopses; you will receive more detail for these assignments during the semester.

Quizzes, In Class Writing Assignments (10-20 pages)

Quizzes and in-class writing assignments will be unannounced, random, but frequent. Their purpose is to (1) ensure your understanding of the readings and subjects at hand; and (2) to ensure you complete the readings. If you have completed the readings and assignments, you will have no problem with the quizzes and in-class writings.

Self Analysis (500 words)

At the beginning of the semester, you will evaluate your writing, your strengths, your weaknesses, and how you hope to improve as an argumentative writer. At the end of the semester, you will use your first Self Analysis to assess yourself as a writer. Think of this assignment as a mini-time capsule, sealed for six weeks and evaluated by yourself 6000+ words later.

Paper 1 – Rhetorical Analysis (1000 words)

For this paper you will use the basic conventions of argumentative writing to analyze the structure of a to-be-determined article and its efforts to influence and persuade.

Paper 2 – Rebuttal/Letter to the Editor (1000 words)

In this paper you will select a contemporary issue from the textbook or a periodical and create a rebuttal in the form of a letter to a newspaper editor.

Paper 3 – Evaluative Paper (1500 words)

Employing your newly minted rhetorical skills, you will evaluate the effectiveness of an argument based on its structure, content, style, and choice of topic.

Paper 4 – Proposal Paper and Presentation (2000 words)

For this final assignment, you will address a contemporary “problem” from the textbook or outside source and argue why your “problem” should be identified as such, convincing your readers of your feasible solutions with detailed and logical causal analysis. You will provide a presentation of your proposal to the class.

Portfolio

The portfolio is your sacred text for ENC 1101. You will keep **all** of your graded work in a portfolio; meaning all papers, peer reviewed drafts of papers, quizzes, weekly responses, anything and everything that you write and turn in for a grade this semester. At the end of the semester, you will have the opportunity to rewrite one (1) of your papers for a better grade (except the proposal).

Grading Criteria

Assignment	Percentage of grade/point value
Quizzes/In-Class Writings	20% (200 pts)
Paper 1 – Rhetorical Analysis	10% (100 pts)
Paper 2 – Rebuttal/Letter to the Editor	10% (100 pts)
Paper 3 – Evaluative Paper	15% (150 pts)
Paper 4 – Proposal Paper	15% (150 pts)
Portfolio	20% (200 pts)
Class participation/attendance	10% (100 pts)
Total	100% (1000 pts)

Grading Scale

- A 90% - 100%
- B+ 86% - 89%
- B 80% - 85%
- C+ 76% - 79%
- C 70% - 75%
- D+ 66% - 69%
- D 60% - 65%
- E 60% and below

Students are responsible for maintaining duplicate copies of all work submitted in this course and retaining all returned, graded work until the semester is over. Should the need arise for a re-submission of papers or a review of graded papers, it is the student's responsibility to have and make available this material.

Here is the meaning behind the grades used to evaluate your work. Consult these descriptions to determine how to work towards a higher grade.

- A - The assignment was done at a high level of quality, and shows originality. Work in this range meets the criteria below for a B, but also demonstrates creativity in developing content, solving problems, and developing style. Because careful editing and proofreading are essential in writing, papers in the A range must be free of typos, grammatical errors, and mechanical errors.
- B - The assignment was completed at a high level of quality. Work in this range needs revision, but it is complete in content, organized well, and demonstrates attention to style.
- C - The submission reflects the assignment. Work in this range needs significant revision, but is complete in content and organized logically. The style is understandable, but unremarkable.
- D - The submission reflects the assignment, but indicates inattention to detail and content. Work in this range needs significant revision.
- E - An E is typically reserved for a submission that is either shoddy or shows little understanding of the assignment. Poor attendance and lack of effort may also result in an E.

Course Policies

Text Requirements

Type all major writing assignments on one side of 8 1/2" x 11" white paper, double-space the text, write in Times New Roman (12 point font), and use 1" margins on all sides.

All assignments, including visuals, should be computer generated and should be rendered in the most professional-caliber method available to students.

Bring three copies of assignments to writing workshops. Drafts for writing workshops should not be "rough," but complete and polished. You will be graded on this.

Writing workshops are mandatory. Final submissions that have not been reviewed in the workshop will not be accepted for evaluation. If you miss a workshop, it is your responsibility to arrange for a make-up session with your classmates and/or tutors at the Writing Center.

Submit all drafts of assignments with the final versions.

All assignments are due at the beginning of the class indicated on the schedule. Late assignments will not be accepted unless the student has made arrangements with the instructor prior to the submission of the late work. Part of the role of this course is to instruct students in producing documents within given time constraints as is often the case in workplace writing; hence, it is crucial for students to abide by required deadlines.

Please note: the policy regarding late submissions of work applies to collaborative assignments, too. In the case of a late collaborative assignment, all members of the writing group are penalized equally.

Participation

Besides just coming to class, I expect you to participate in class discussions. Participation is a crucial part of the class and of your grade. You will be expected to work in small groups, participate in group discussions, and complete various other activities. Writing workshops require that you provide constructive feedback about your peers' writing. In general, when you are in class, I will expect that you have something constructive and relevant to contribute. **If you do not participate in class, you absolutely cannot and will not receive an A in this course. No exceptions.**

Classroom Conduct

On occasion this class might discuss controversial topics. Our academic coursework requires that we study how to use language to argue persuasively and logically, thus the classroom should provide a venue in which to openly discuss volatile issues. With this in mind, you may feel free to express dissenting opinions, but please adhere to standard courtesy guidelines. In particular, if you disagree with the instructor or with classmates, please express your disagreement through calm, reasoned discussion rather than through emotional or "knee-jerk" responses. (On occasion, I may opt to "reign-in" discussions for reasons of time and/or focus.)

My expectations for classroom courtesy follow informal social and professional standards. Thus, as you would in any professional environment, please turn off all cell phones, pagers, beepers, and other intrusive electronic devices prior to the start of class.

Additionally, since we will spend some of our classroom time on in-class writing or other work, your conduct should never interfere with your classmates' ability to work productively. Otherwise, you may leave your seat when appropriate, ask questions at any time, and converse quietly with others regarding coursework (unless I have expressly asked you not to do so).

Attendance

Attendance is required. The policy of the University Writing Program is that if you miss more than **3** periods during the term, you will fail the entire course. The UWP exempts from this policy only those absences involving university-sponsored events, such as athletics and band, and religious holidays.

Promptness and attendance are imperative in a discussion- and workshop-based class. It should go without saying that you should arrive to class on time and well prepared. Tardiness, like sporadic absences, disrupts the class. Don't enter the class more than ten minutes after it has begun. Being tardy three times will count as an unexcused absence. Your letter grade will be lowered one full letter grade after the second unexcused absence (university-sponsored events and documented illnesses are usually excused). Additional absences may cause you to fail the course. If you miss class, you are responsible for getting any assignments and making up any work.

Late Work

You are responsible for getting assignments in on their due dates. Work is due at the beginning of class on the assigned date. You should complete readings and assignments included in the syllabus before coming to class on the date they are assigned, unless otherwise indicated.

Academic Dishonesty

Plagiarism is a serious violation of the Student Honor Code [<http://www.dso.ufl.edu/judicial/honorcode.php>]. The Honor Code prohibits and defines plagiarism as follows:

Plagiarism. A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes (but is not limited to):

- a. Quoting oral or written materials, whether published or unpublished, without proper attribution.
- b. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.
(University of Florida, Student Honor Code, 15 Aug. 2007
<<http://www.dso.ufl.edu/judicial/honorcode.php>>)

University of Florida students are responsible for reading, understanding, and abiding by the entire Student Honor Code [<http://www.dso.ufl.edu/judicial/honorcode.php>].

Please Note: All acts of plagiarism will result in failure of the assignment and may result in failure of the entire course.

Important Tip: You should never copy and paste something from the Internet without providing the exact location from which it came.

Unless it is specifically connected to assigned collaborative work, all work should be individual. Evidence of collusion (working with someone not connected to the class or assignment),

plagiarism (use of someone else's published or unpublished words or design without acknowledgment) or multiple submissions (submitting the same paper in different courses) will lead to the Department's and the University's procedures for dealing with academic dishonesty. All students are expected to honor their commitment to the university's Honor Code [available online at <http://www.registrar.ufl.edu/catalog/policies/students.html>].

Harassment

Every student in this class is expected to participate in a responsible and mature manner that enhances education. Any conduct that disrupts the learning process may lead to disciplinary action.

See <http://www.aa.ufl.edu/aa/affact/harass/>

Because this course requires much contact, collaboration, and dialogue among students, it is essential that each student work to create an environment of respect and tolerance.

From the University of Florida Honor Code

(<http://www.registrar.ufl.edu/catalog/policies/students.html>): "One of the major benefits of higher education and membership in the university community is greater knowledge of and respect for other religious, racial and cultural groups. Indeed, genuine appreciation for individual differences and cultural diversity is essential to the environment of learning. Another major aspect of university life involves sexual relationships. Sexual attitudes or actions that are intimidating, harassing, coercive or abusive, or that invade the right to privacy of the individual are not acceptable. Organizations or individuals that adversely upset the balance of communal living are subject to university disciplinary action. Only in an atmosphere of equality and respect can all members of the university community grow."

Disability Services

The Disability Resource Center in the Dean of Students Office provides students and faculty with information and support regarding accommodations for students with disabilities in the classroom. Staff at the Disability Resource Center will assist any student who registers as having a disability. Official documentation of a disability is required to determine eligibility for appropriate classroom accommodations. The professional employees at the Disability Resource Center serve as full-time advocates for students with disabilities ensuring students have physical and programmatic access to all college programs.

For more information about Student Disability Services, see:
<http://www.ufl.edu/disability/>

Conferences

I encourage you to see me during my office hours, especially when you have questions about an assignment, need help with a particular writing problem, want extra feedback on a draft, or have questions about my comments on your work. Of course, we can also correspond via e-mail.

Schedule

This schedule is tentative and may change as the semester unfolds. We may add assignments or to change the order of assignments, but we will discuss any changes in class.

Week 1

6/30: Course Introduction/Overview

7/1: Read Ramage Chapter 1

7/2: Read Ramage Chapters 2 & 3

7/3: Read Ramage pg. 634-658; **Self-Analysis Essay #1 due**

7/4: **Independence Day—No Class**

Week 2

7/7: Read Ramage Chapters 4 & 5

7/8: Read Ramage Chapters 6 & 7

7/9: Read Ramage Chapter 8 & 10

7/10: Rhetorical Analysis Peer Review

7/11: Read Ramage pg. 561-583

Week 3

7/14: Read Ramage Chapter 11; **Rhetorical Analysis Due**

7/15: Read Ramage Chapter 12

7/16: Read Ramage Chapter 13

7/17: Rebuttal Peer Review

7/18: Read Ramage pg. 584-609

Week 4

7/21: Read Ramage Chapter 14; **Rebuttal Due**

7/22: Read Ramage Chapter 15

7/23: TBD

7/24: Evaluative Paper Peer Review

7/25: Read Ramage pg. 683-715

Week 5

7/28: Read Ramage Chapter 9; **Evaluative Paper Due**

7/29: Library Day

7/30: Research for Proposal

7/31: Workshop Day / Draft Proposals

8/1: Workshop Day / Portfolio Revisions

Week 6

8/4: Proposal Peer Review

8/5: Conferences

8/6: Conferences

8/7: Proposal Presentations

8/8: Proposal Presentations (**Proposals, Portfolio, Rewrite, and Self-Analysis Essay #2 due**)