

ENC 1101: Introduction to College Writing
Section 4398
Monday through Friday 9:30-10:45 a.m.; Room 2306 Turl
Summer B 2005

Instructor: Jessica Burstrem

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Office: 501 Rolfs (only during Office Hours)

Office Hours: **Thursdays 12:30-1:45 p.m.**

Website: <http://www.nwe.ufl.edu/~burstrem/>

Required Texts:

Available at Goering's Book Store 1, 1717 NW 1st Ave, Gainesville, FL, 377-3703:

Hatch, Gary Layne. Arguing in Communities: Reading and Writing Arguments in Context. Boston: McGraw-Hill, 2003.

Silverman, Jay, Elaine Hughes, and Diana Roberts Wienbroer. Rules of Thumb: A Guide for Writers. Boston: McGraw-Hill, 2005.

Creed, Walter. Comment. Bedford/St. Martin's.

Bring your books to class every day.

Academic Honesty:

As a University of Florida student, your performance is governed by the UF Honor Code, available in its full form at <http://www.registrar.ufl.edu/catalog/policies/students.html>. The Honor Code requires Florida students to neither give nor receive unauthorized aid in completing all assignments. Violations include cheating, plagiarism, bribery, multiple submissions, and misrepresentation, all defined in detail at <http://www.dso.ufl.edu/judicial/procedures/honestybrochure.php>.

Plagiarism: Plagiarism is a serious violation of the student academic honor code. You commit plagiarism when you present the ideas or words of someone else as your own.

You commit plagiarism if you use (without crediting the source):

Any part of another person's essay, speech, or ideas

Any part of an article in a magazine, journal, newspaper

Any part of a book, encyclopedia, CD-ROM, online WWW page, etc.

Any idea from another person or writer, even if you express that idea in your own words.

Read pp.335-36 in Arguing in Communities or p.128 in Rules of Thumb for more information.

Important tip: There should never be a time when you copy and paste something from the

Internet and don't provide the exact location from which it came.

All acts of willful plagiarism will result in failure of the assignment and will likely result in failure of the entire course.

Students with Physical Disabilities:

The University of Florida complies with the Americans with Disabilities Act. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

General Education Learning Outcomes:

ENC 1101 (passed with a grade of D or better) satisfies the university's General Education Requirement for Composition (C).

ENC 1101 also satisfies 6000 words (E6) of the University Writing Requirement. However, you must turn in all assigned papers and you must pass this course with a grade of C or better to receive the E6 credit.

Attendance and Participation:

Unlike some of your classes, this course is skills-based. In other words, practice makes all the difference to writing; the more you write, the better you become. Consequently, the effects of this course are cumulative, and frequent absences will affect your progress and success dramatically. Instruction during class is often spontaneous, so it is impossible to offer a recap of what transpired. Learning to write is process- and experience-based. This course is not one for which you can “catch up” on what happened during class. If you fall behind, you will stay behind.

According to the rules of the **University** Writing Program, **you cannot pass the course with more than 3 absences. One absence may be unexcused;** in other words, you do not have to tell me why you are taking your unexcused absence. I would appreciate advance notice, whether in person or over e-mail, of when you are planning to use it, though.

Any additional absences must be excused, or your participation grade will be affected.

Except in an emergency, I require advance notice, in person or over e-mail, AND documentation to corroborate your reason(s) in order to grant an excused absence. Clearly it is in your best interests to try to get my approval for excused absences in advance.

Repeated tardiness will also hurt your participation grade. **If you arrive more than 15 minutes after class starts, you will be counted as absent for that period. Also, three tardies = one absence.**

Participation is a crucial part of the class and 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. Our class is as discussion-based as possible, and we will always respect each other's views.

Classroom Disruptions:

Because of the discussion nature of the class, I require that you turn your cell phones and pagers off. If you forget to turn it off and your phone rings, do not answer it. If you have a personal emergency and must keep your phone on one day, please discuss it with me before class.

Late Work:

You are responsible for getting assignments in on their due dates. Papers are due at the beginning of class on the assigned date. For every **day** that your paper is late, I will lower your paper's grade one letter grade, **even if you were absent on the day that it was due**. I will comment less on late papers.

In-class Assignments:

You will do various in-class assignments ranging from group work to unannounced quizzes on the readings. **These assignments by nature cannot be made up if you are absent or late, even if it is excused.**

E-mail:

As I frequently send timely e-mails related to this course, you must be able to check your e-mail at least once per day to stay informed. **Do not use an AOL account for your class e-mail, as AOL rejects as spam all e-mails coming from addresses ending in ufl.edu.** If you are concerned that you may have missed or lost any important class e-mails, you can access an archive of all e-mails sent to the class list at <http://www.nwe.ufl.edu/writing/instructors/current.html>.

Readings:

Reading Assignments appear in the syllabus on the date on which they are due. You should have completed these readings **before** coming to class that day.

Formatting:

All papers submitted in hard copy form must be typed or word-processed in black 12-point Times New Roman font and double-spaced with 1" margins on all sides. Format, citations, and documentation must follow MLA style (Refer to pp.364-80 in Arguing in Communities or pp.131-45 in Rules of Thumb). Put your name and assignment (e.g. Assignment 1, Rebuttal Argument Draft, etc.), single-spaced, in the top left corner of all assignments to be turned in. No title pages. Failure to comply with these specifications will lower your grade.

Grading Scale:

Grading scale for your final course grade:

A:	90-100	C:	70-76
B+:	87-89	D+:	67-69
B:	80-86	D:	60-66
C+:	77-79	E:	0-59

The University of Florida does not use “minus” grades, so you can’t receive a B- as your final grade for this course. However, your class work may receive minuses to allow for a more precise evaluation of the quality of your work.

Grades:

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 that I assign to your papers (You should use these statements to determine how you might work toward a higher grade):

A You did what the assignment required, **and your work shows originality and creativity**. Work in this range demonstrates that you made an effort to be original or creative in developing content, solving a problem, or developing a style. Since careful editing and proofreading are essential in writing, papers in the A range must be free of excessive typos and grammatical or mechanical errors.

B You did most of what the assignment required. Work in this range needs revision; however, it shows significant potential for becoming the kind of work that ranks in the A range.

C You did some of what the assignment required. Work in this range needs significant revision. The style is unremarkable. The content is often incomplete and the organization is hard to discern.

D You show little understanding of the needs of the assignment.

E An E only results when you turn in late a paper that would have received a higher grade, but you do so just in time to get a little credit for it.

0 You did not do the work, or you turned it in so late that your grade drops below E.

The grading for this course will be based upon a 750-point scale and will be weighted as follows:

Assignment 1: 1 p.	20
2 Peer Reviews on Assignment 1: 1 p. each (5 pts. each)	10
Assignments 2 and 3: 1 p. each (30 pts. each)	60
2 Peer Reviews for each of Assignments 2 and 3: 1 p. each (10 pts. each)	40
Proposal for Paper 1	10
Draft of Paper 1	40
2 Peer Reviews for Draft of Paper 1: 2 pp. each (20 pts. each)	40
Paper 1: 3-4 pp.	60
Proposal for Paper 2	10
Draft of Paper 2	60
2 Peer Reviews for Draft of Paper 2: 2 pp. each (20 pts. each)	40
Paper 2: 4-5 pp.	90
Portfolio (including a 2-3 p. achievement statement/review of your own Diagnostic Essay)	100
Participation (including presentation, conference, in-class assignments, and quizzes)	170

TENTATIVE Schedule

Week 1

6/27 M **Discussion Topics:** Introduction to course, syllabus, expectations, the five-paragraph essay, introductions/interests/the importance and relevance of a writing course

6/28 T **Reading:** Arguing in Communities pp. xiii-xix, 3-17

Discussion Topics: Rhetoric, the rhetorical triangle, ethos, pathos, logos

Drop/Add ends today

6/29 W **Reading:** Rules of Thumb pp. 97-99; Arguing in Communities pp. 67-72, 109-113, 171-177

In-class: Diagnostic Essay

6/30 R **Reading:** Rules of Thumb pp. 74-76, 166-167; Arguing in Communities pp. 139-154, 162-163

Discussion Topics: Explicit v. implicit arguments, claims and evidence, topic sentences, paragraph construction, turning in assignments and papers online; writing resources

7/1 F **Reading:** Rules of Thumb p. 96; Arguing in Communities pp. 238-261, 757-779

Discussion Topics: Considering the rhetor: critical reading, viewing, and thinking; rhetorical analysis; rhetorical strategies/devices; Assignment 1: Rhetorical analysis of visual argument; grading

In-class: Rhetorical analysis activity

Week 2

7/4 M *No classes*

7/5 T **Due: Assignment 1 (1 p.)**

Reading: Rules of Thumb pp. 64-65; Arguing in Communities pp. 154-161, 223-227

Discussion Topics: Strategic and ethical considerations related to audience, what is not arguable, fallacies, peer reviews

7/6 W **Discussion Topics:** Grading notations, topics for assignments/papers, presentations, conferences

In-class: Audience activity

7/7 R **Due: 2 Peer reviews of Assignment 1 (1 p. each)**

In-class: Peer review session

7/8 F *Classes cancelled – schedule conference*

Week 3

7/11 M **Reading:** Arguing in Communities pp. 221-223, 327-328, 342-343; essay for Assignment 2

Discussion Topics: Thesis statements, rebuttal arguments, Assignment 2

In-class: Finding thesis/claims/evidence activity, compelling evidence discussion

7/12 T **Due: Activate Gator1 Card**

Reading: Rules of Thumb pp. 66-68, 79-80, 128-145

Discussion Topics: MLA, plagiarism

In-class: Honor Court

7/13 W **Due: Assignment 2 (1 p.)**

Reading: Rules of Thumb pp. 77-78; Arguing in Communities pp. 445-455

Discussion Topics: Transitioning, existence claims, peer reviews of Assignment 2

7/14 R **In-class:** Library Instruction – Room MSL-308
MSL-308 is on the third floor of the Marston Science Library (From the elevator or stairs, walk around the left side of the information desk. Room 308 is the first door in the wall behind that desk). Maps for Marston can be found at this URL: <http://www.uflib.ufl.edu/msl/bldg.html>

7/15 F **Due: 2 Peer reviews of Assignment 2 (1 p. each)**

In-class: Peer review session

Week 4

7/18 M **Reading:** Rules of Thumb pp. 171-180; Arguing in Communities pp. 619-625

Discussion Topics: Writing with power: concision, parallel structure, active v. passive verb construction, “this” as pronoun; evaluation arguments; Assignment 3

7/19 T **Reading:** Rules of Thumb p. 168; Arguing in Communities pp. 555-562

Discussion Topics: Considering the situation: voice, formality, slang, etc.; limitations of academic arguments; Paper 1; Proposal for Paper 1

7/20 W **Due: Assignment 3 (1 p.)**

Reading: Rules of Thumb pp. 72-73; Arguing in Communities pp. 625-626

In-class: Mid-term evaluations

7/21 R **Due: 2 Peer Reviews for Assignment 3 (1 p. each)**

In-class: Peer review session

7/22 F **Due: Proposal for Paper 1**

Reading: Rules of Thumb pp. 69-71, 81; Arguing in Communities pp. 227-237, 499-507, 711-718

Discussion Topics: Overall organization, adjectival and adverbial clauses, introductions, conclusions

In-class: Introductions and conclusions activity

Week 5

7/25 M **Due: Draft of Paper 1 (3-4 pp.)**

Reading: Rules of Thumb pp. 82-83

Discussion Topics: Titles

In-class: Titles activity

7/26 T **Reading:** Rules of Thumb pp. 169-70; Arguing in Communities pp. 562-563, 718-720

Discussion Topics: Causal and proposal arguments, inclusive writing, peer reviews for Paper 1, portfolios, getting portfolios back, revision workshops

In-class: Inclusive writing activity

7/27 W **Due: 2 Peer reviews for Paper 1 (2 pp. each)**

In-class: Peer review session

7/28 R **Reading:** Rules of Thumb pp. 84-86, 92-93; essay for Paper 2

Discussion Topics: Revision, ownership, expectations, Paper 2

In-class: Revision workshop

7/29 F **Due: Proposal for Paper 2**

In-class: Revision workshop

Late Drop/Add ends at 5 p.m. today

Week 6

8/1 M **Due: Paper 1 (3-4 pp.), Draft of Paper 2 (4-5 pp.)**

In-class: Revision workshop

8/2 T **Due: 2 Peer reviews for Paper 2 (2 pp. each)**

In-class: Peer review session

8/3 W **In-class:** Revision workshop

8/4 R **Due: Paper 2 (4-5 pp.)**

In-class: Revision workshop

8/5 F **Due: Portfolio**

In-class: Course Evaluations