

ENC 1101: Introduction to College Writing

Instructors: Kayla Beth Moore, Earnest Buck, Kevin Cooley

Email: kb.moore@ufl.edu, earnestbuck@ufl.edu, kevin.cooley@ufl.edu

Office: 4th Turlington, #4409

Office Hours:

Kayla Beth: Wednesday, 3:00 p.m. - 4:00 p.m.

Earnest: Friday, 9:00 a.m. - 10:00 a.m.

Kevin: Wednesday, 11:45 a.m. - 12:45 p.m.

Course Description

This course examines the rhetorical and practical elements of writing effective arguments for contemporary academic audiences.

The first part of this course (Unit 1) will define argument for an academic audience. To foster our development as academic writers, we will establish a writing culture in which we learn how to analyze both our own and our peers' writing.

In the second part of the course (Units 2 and 3), we will explore various forms of analysis used in academic reasoning. In particular, each student will use a classification analysis to define or evaluate a culture that will be his or her focus for the rest of the course; and we will use a causal analysis to determine what brings about a problem the particular culture faces. In these units, we will apply our knowledge of rhetoric and persuasion to real-world issues revolving around the theme of writing for social change.

In the culminating section of the course (Unit 4), we will be writing to change the world in a very literal way. In a proposal argument, students will describe a significant problem and a reasonable solution. Applying all of the skills developed in the first parts of the course, students will put their ideas into action in such a way that moves an audience to act, not hypothetically, but in the real world and for a real audience.

As we practice our argumentative skills through the theme of writing for social change, we will also improve our critical thinking through reading, writing, and discussion, and will attend to basic research skills, including documentation and avoiding plagiarism. Additionally, we will examine and practice academic conventions of word choice, sentence structure and variation, and paragraph formation.

Texts will include traditional sources such as a writing handbook, textbook, and reader, but we will also examine the arguments in other texts—in popular culture, advertisements, and websites.

Outcomes

By the end of ENC 1101, students will be able to

- plan, draft, revise, edit, and proofread forms of argumentative essays
- read, write, and think critically
- adapt writing to different audiences, purposes, and contexts
- use evidence to effectively support argumentative claims or theses
- write an organized, logical argument
- avoid plagiarism
- write coherent, cohesive, and clear paragraphs
- create direct, grammatically-correct sentences
- demonstrate a clear, graceful writing style

Required texts

Kirszner, Laura and Stephen Mandell. *Practical Argument*. 2nd ed. Boston, Bedford/St. Martins, 2015.

Birkstein, Cathy, and Gerald Graff. *They Say/I Say: The Moves that Matter in Academic Writing*. Gildan Media, 2014.

Grading & Course Credit Policies

Grading for this course will be rigorous. If an assignment illustrates disregard for spelling, grammar, citation guidelines, or a general carelessness in the writing, the assignment will be failed. Do not rely on your instructor for copy-editing, even on drafts.

The writing assignments for this course are designed to meet the minimum requirements of the University Writing Requirement credit. To satisfy this requirement, **every** assignment's word count must be fulfilled. **Submitted assignments short of the minimum word count will receive zero credit.**

Grading Scale

A	4	93	930-	C	2.	73	730-
	.	-1	100		0	-7	769
	0	00	0			6	
A	3	90	900-	C	1.	70	700-
-	.	-9	929	-	67	-7	729
	6	2				2	
	7						

B	3	87	870-	D	1.	67	670-
+	.	-8	899	+	33	-6	699
	3	9				9	
	3						
B	3	83	830-	D	1.	63	630-
	.	-8	869		0	-6	669
	0	6				6	
B	2	80	800-	D	0.	60	600-
-	.	-8	829	-	67	-6	629
	6	2				2	
	7						
C	2	77	770-	E	0.	0-	0-59
+	.	-7	799		00	59	9
	3	9					
	3						

General Education Learning Outcomes

Composition courses provide instruction in the methods and conventions of standard written English (i.e. grammar, punctuation, usage) and the techniques that produce effective texts. Composition courses are writing intensive, require multiple drafts submitted to the instructor for feedback prior to final submission, and fulfill 6,000 of the university's 24,000-word writing requirement.

You must pass this course with a "C" or better to satisfy the General Education requirement for Composition (C) and to receive the 6,000-word University Writing Requirement credit (E6). To earn the University Writing Requirement, you must turn in all papers totaling 6,000 words.

PLEASE NOTE: **a grade of "C-" will not** confer credit for the University Writing Requirement or the CLAS Composition (C) requirement.

The instructor will evaluate and provide feedback on the student's written assignments with respect to content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and mechanics. Conferring credit for the University Writing Requirement, this course requires that papers conform to the following assessment rubric. More specific rubrics and guidelines applicable to individual assignments may be delivered during the course of the semester.

Assessment Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.

MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the satisfactory range, papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.
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Assignment Descriptions (Total Points Possible: 1000)

Critical Response (900 words; 75 total points)

In this paper, students will analyze how a particular essay tries to persuade its readers through the use of argumentative claims and evidence.

Evaluation Argument (1100 words; 125 points total)

In this assignment, students will choose a problem (or trend) to investigate and will describe the problem in terms of what it faces or creates, using classification as a descriptive strategy. Attention to essay structure, the use of evidence, and logic will be especially important for this paper.

Causal Analysis (1200 words; 200 points total)

In the third paper, students will devise an argument that either traces what caused a problem or projects what potential impact/effect(s) a problem could have on society as a whole. If done successfully, students will have established a convincing line of logical reasoning that also attends to rhetorical subtleties.

Writing Self-Assessment (900 words, not including references; 100 points total)

Looking back at the first three papers, students will analyze their progress in the course thus far. Specifically, students will identify areas of their writing that need work and describe a plan for improvement.

Final Project (2000 words; 400 points total)

For the final paper, students will consider a contemporary problem and argue (1) that the problem exists, (2) how to solve the problem, (3) that the solution is feasible, and (4) that particular benefits accrue to relevant stakeholders—paying particular attention to rhetorical scope, audience, and logical organization

In-Class Work and Homework (100 total points)

Throughout the term, students will work in class and at home on activities that strengthen specific writing skills. These activities include quizzes, drafts, workshops, peer reviews, and

reading responses. For peer reviews, a completed paper must be submitted. The reading responses and other activities, assigned during class, will total 900 words or more.

Schedule of Classes and Assignments

This schedule is only a guide and is subject to change. Unless otherwise indicated, assignments and readings are due the day they are listed on the syllabus, not the following day. *Generally,* the bullet points apply to Monday, Wednesday and Friday, respectively.

	THEME: The Politics of Popular Culture	
Day of Week	In-Class Material	ASSIGNMENTS DUE ON THAT DAY
<u>Unit 1: Argument, Rhetoric, and Academic Writing</u>		
	WEEK 1 (8/21 - 8/22)	
M	<i>Introductions</i>	
W	<i>Introduction to Academic Arguments</i>	Chapter 1: “The Four Pillars of Argument”
F	<i>Arguments in Context: Media, Controversy, and Disagreement</i>	Benioff and Weiss’ Confederate: Announcement and "I Don't Want to Watch Slavery Fan Fiction"
	WEEK 2 (8/28 - 9/1)	
M	<i>Introduce Argument Analysis assignment</i>	PA Chapter 2: “Thinking and Reading Critically” (59-70)
W	<i>Writing a Rhetorical/Argumentative Analysis</i>	PA Chapter 4: “Writing a Rhetorical Analysis” (99-122)
F	<i>Using Logic in Academic Arguments</i>	<ul style="list-style-type: none"> ● PA Chapter 5: “Understanding Logic” (123 - 143)

		<ul style="list-style-type: none"> ● Rough Draft: Argument Analysis
Unit 2: Classification—Using Evaluation and Ethical Arguments		
	WEEK 3 (9/4 - 9/8)	
M	<i>Labor Day—Class Canceled</i>	
W	Peer Review: Argument Analysis	
F	<i>Style: Writing Directly</i>	TSIS: “They Say: Starting With What Others Are Saying”
	WEEK 4 (9/11 - 9/15)	
M	<i>No Class for Hurricane Irma</i>	
W	<i>No Class for Hurricane Irma</i>	
F	<i>A Lesson on Style</i>	TSIS: “And Yet: Distinguishing What They say From What You Say.”
	WEEK 5 (9/18 - 9/22)	
M	<i>How to Write a Sentence Outline</i>	<ul style="list-style-type: none"> ● “Of Course Rogue One Is Political,” by David Sims ● “As a Result: Connecting the Parts,” by Graff and Birkenstein (On Canvas) <ul style="list-style-type: none"> ● Final Draft: Argument Analysis Due
W	<i>Style: Topic Sentences, Paragraphs, Essay Structure</i>	<ul style="list-style-type: none"> ● PA Chapter 14: “Evaluation Arguments,” (p. 517-521) PA Chapter 16 “Ethical Arguments” (p. 589-605) ● Trimble’s “7 Nevers” <ul style="list-style-type: none"> ● Topic and List of Criteria Due

F	<i>Organization and Audience</i>	<ul style="list-style-type: none"> • “Broad City Knows What Everyday Feminism Looks Like,” by Jen Winston
<u>Unit 3: Discerning Logical Causes and Effects</u>		
	WEEK 6 (9/25 - 9/29)	
M	<i>Peer Review: Evaluation Analysis</i>	Rough Draft: Evaluation Analysis Due
W	<i>Evidence: The Lifeblood of the Argument</i>	PA 9: “Summarizing, Paraphrasing, Quoting, and Synthesizing Sources”
F	<i>Cause and Effect Relationships</i>	• PA 13: “Cause-And-Effect Arguments,” (467-474)
	WEEK 7 (10/2 - 10/6)	
M	<i>Introduction: Causal Argument Assignment</i>	• Final Draft: Evaluation Analysis Due
W	<i>Essay Organization</i>	Topic for causal analysis assignment due.
F	<i>Homecoming - Class Canceled</i>	--
	WEEK 8 (10/9 - 10/13)	
M	<i>Discuss Examples of and Types of Evidence in Causal Arguments</i>	“The Big Unsexy Problem with Tiger Selfies”
W	<i>The Use of Evidence in Arguments</i>	“Big Screen Baddies and Their Skin Conditions”
F	<i>Interpreting Evidence</i>	TSIS: “But Don’t Get Me Wrong: The Art of Metacommentary”
<u>Unit 4: Proposing Persuasive Solutions</u>		
	WEEK 9 (10/16 - 10/20)	
M	<i>Workshop on Causal Argument Organization and Sentence Structure</i>	Rough Draft: Causal Arguments Due

W	<i>Peer Review of Causal Arguments</i>	--
F	<i>Style: Cohesion and Coherence:</i>	TBA
	WEEK 10 (10/23 - 10/27)	
M	<i>Introduce Proposal Assignment</i>	Final Draft: Causal Arguments Due
W	<i>Acknowledging Problems, Proposing Changes</i>	PA Chapter 15: "Proposal Arguments" (551-565)
F	<i>Discuss Example Proposal</i>	Proposal Topic Due
	WEEK 11 (10/30 - 11/3)	
M	<i>Audience Analysis</i>	TSIS: "Ain't so / Is not" Academic Writing Doesn't Always Mean Setting Aside Your Own Voice."
W	<i>Using Sources Workshop / Using Feedback to Revise</i>	Rough Draft: Writing Self-Assessment Due PA Chapter 11: Using Sources Responsibly (369-376)
F	<i>Conferences</i>	
	WEEK 12 (11/6 - 11/10)	
M	<i>Real Writing for Real Audiences</i>	TSIS: "So What? Who Cares?: Saying Why It Matters
W	<i>Quoting, Paraphrasing, and Avoiding Plagiarism (And Introducing the Problem Statement)</i>	TSIS: "Her Point Is," The Art of Summarizing
F	<i>Veteran's Day - Class Canceled</i>	
	WEEK 13 (11/13 - 11/17)	
M	<i>Writing the Solution Section</i>	Problem Statement (600 words) Due.

W	<i>Composing the Perfect Email</i>	“How to Write Clear and Professional Emails,” by David Masters
F	<i>Expanding the Problem Statement: A Workshop with Kayla Beth and Earnest</i>	
	WEEK 14 (11/20 - 11/24)	
M	<i>Class Cancelled</i>	
W	-- Thanksgiving	
F	-- Thanksgiving	
	WEEK 15 (11/27 - 12/1)	
M	<i>Feasibility and Counter-Arguments (Or, How to Plant Naysayers)</i>	TSIS: “Skeptics May Object.” • Rough Draft: Final Project Due
W	<i>Conferences</i>	--
F	<i>Conferences</i>	--
	WEEK 16 (12/4 - 12/6)	
M	<i>Peer Review: Proposal Argument</i>	--
W	<i>Conclusion</i>	Final Draft: Final Project Due

Classroom Policies

Attendance

Attendance is required. The **policy of the University Writing Program** is that if a student misses more than **six** periods during a semester, he or she 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. Absences related to university-sponsored events must be discussed with the instructor **prior** to the date that will be missed. Requirements for

class attendance and make-up exams, assignments, and other work in this class are consistent with university policies that can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Please note: If students are absent, it is their responsibility to make themselves aware of all due dates. If absent due to a scheduled event, students are still responsible for turning assignments in on time.

Tardiness: If students enter class after roll has been taken, they are late, which disrupts the entire class. Two instances of tardiness count as one absence.

Plagiarism

Plagiarism is a serious violation of the Student Honor Code. The Honor Code prohibits plagiarism and defines it 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:

1. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.
2. 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, 8 July 2011)

University of Florida students are responsible for reading, understanding, and abiding by the entire Student Honor Code.

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

Classroom Behavior

Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will discuss and write about engage controversial topics and opinions. Diversified student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class.

While it is acceptable to take notes on a laptop, being distracted, or causing distraction, by doing non-class-work is not, and you will be required to shut down your laptop. All other electronic devices are not permitted, except as specifically announced by the instructor

beforehand. You will be expected to print out and bring in hard copies of the readings, which will be made available through Canvas. Texting in class is extremely rude and is not permitted.

In-Class Work

Papers and drafts are due at the beginning of class or on-line at the assigned deadline. Late papers will not be accepted. Failure of technology is not an excuse.

Active participation is a crucial part of success in this class. Students will be expected to work in small groups and participate in group discussions, writing workshops, peer reviews, and other in-class activities. Be prepared for unannounced quizzes or activities on the readings or classroom discussion. Students must be present for all in-class activities to receive credit for them. In-class work cannot be made up. Writing workshops require that students provide constructive feedback about their peers' writing.

In general, students are expected to contribute constructively to each class session.

Paper Maintenance Responsibilities

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 resubmission of papers or a review of graded papers, it is the student's responsibility to have and to make available this material.

Mode of Submission

All papers will be submitted as MS Word (.doc) documents to Canvas. Hard copies of papers due for in-class workshops, peer reviews, instructor conferences, etc., must be brought in. Final drafts should be polished and presented in a professional manner. All papers must be in 12-point Times New Roman font, double-spaced with 1-inch margins and pages numbered. Be sure to staple papers before submitting hard copies. **Unstapled papers will not be accepted.**

Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <http://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Writing Studio

The University Writing Studio is located in Tigert 302 and is available to all UF students.

Students with Disabilities

The University of Florida complies with the Americans with Disabilities Act. Students requesting accommodation should contact the Students with Disabilities Office, Peabody 202. That office will provide documentation to the student whom must then provide this documentation to the instructor when requesting accommodation.