FEED ME:
Media, Messages, and Making Arguments

Summer A '09
Time: M/T/W/Th/F 2pm-3:15,
M/W 2-3:15, 3:30-6:15
Place: CSE (Computer Sciences & Engineering Bldg,
home of the French Fries) room E211A

Instructor: Cari Keebaugh
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Office hours: Mondays and Tuesdays, 1pm-1:50pm

Course Description and Gen Ed Info

M.T. Anderson's young adult novel FEED deals with issues of media literacy, consumerism, and creating effective arguments in the digital age. This section of ENG 1131 will focus on Anderson's concerns of media literacy and argumentation within rhetorical contexts associated with popular media, including video games, music, and web pages. Students will construct different types of arguments within several contexts, including print reviews, argumentative web pages, and a final culminating research essay focused on the concerns explored during the semester.

The goal of this course is to introduce students to the transition underway between literacy and post-literacy (electracy) in contemporary culture. This shift is approached through its rhetorical implications, with the students as makers (and not just consumers) of new media effects. Students will be introduced to various strategies and approaches for analyzing and interpreting different media works. ENG 1131 extends the typical "writing about literature" course to include entertainment and popular culture media, including cinema, television, music, video games, pop literature and comics. We will develop and employ strategies for reading both image and text within these forms, particularly focusing on the remediation of print into various media.

At the same time, students will learn how to adapt these strategies to the process of writing about media *through* media. Therefore, we will be working primarily on web-based writing projects throughout the semester, allowing students to experiment with HTML, web design, visual images, links, hypertext, and much more. Assignments will emphasize the importance of critical analysis, interpretation of media works, and visual rhetoric/creativity with visual design. Throughout the semester, we will consider how we culturally "value" different media, why we enjoy certain media genres, how media plays a role in our everyday lives, and how media reflects and shapes our understanding of the world.

The student learning outcomes for this course are as detailed in the Undergraduate Catalog at http://www.registrar.ufl.edu/catalog/policies/advisinggened.html#requirements.

Gen Ed Description:

This course is the media studies equivalent of the *Writing About Literature* course. It explores the practices of literacy in the context of popular culture, including cinema, television, advertising, popular fiction and journalism. (C, H) (WR)

This course can satisfy the UF General Education requirement for Composition or Humanities. For more information, see: http://www.registrar.ufl.edu/catalog/policies/advisinggened.html

This course can satisfy the UF requirement for Writing. For more information, see: http://www.registrar.ufl.edu/catalog/policies/advisinggordon.html

Composition courses provide instruction in 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 your instructor for feedback before final submission, and fulfill 6,000 (roughly 20 pages) of the university's 24,000-word writing requirement. In order to receive credit towards the university's writing requirement, students must earn a passing grade of C or higher; the class cannot be taken as S/U.

To graduate, students must complete courses that involve substantial writing for a total of 24,000 words. This course meets the requirement of E6 classes: Coursework with at least 6,000 words. In this class,

- ➢ The student must write a minimum of 6,000 words in the course (one double-spaced, typed page in 12 point type is 300 words).
- ➢ This written work must be evaluated on the effectiveness, organization, clarity, and coherence of the writing as well as the grammar, punctuation and usage of standard written English.
- ➢ The student must be provided feedback on the written work submitted.
- ➢ Teamwork or writing done by a group or team, class notes, in-class essay examinations, and term papers submitted too late in the semester to be returned to students in class cannot be used to meet the minimum word requirement.
- ➢ Drafts cannot be counted separately from final drafts as part of the total number of words completed during the course.

For more about the University Writing Policy (previously the Gordon Rule), see: http://www.cba.ufl.edu/gened/gordonrule.asp

Required Readings:

Books (any publisher, any edition unless otherwise noted):

Anderson, M.T. Feed (2004)

Baum, L. Frank. The Wonderful Wizard of Oz (1900)

Carroll, Lewis. Alice's Adventures in Wonderland (1965)

Faigley, Lester. The Brief Penguin Handbook. 3rd edition. New York: Pearson Education, 2007.

Articles (available on ARES, UF's course reserves system, unless otherwise noted):

Attebery, Brian. "Locating Fantasy."The Fantasy Tradition in American Literature: From Irving to Le Guin. Bloomington: Indiana University Press, 1980. 1-19.

Bignell, Jonathan. "Children's Media Culture as Postmodern Culture." Postmodern Media Literacy. Edinburgh: Edinburgh Univ. Press, 2000. 114-130.

Bourdieu, Pierre. "Introduction." Distinction: A Social Critique of the Judgment of Taste. Trans. Richard Nice. Cambridge, MA: Harvard University Press, 1984. 1-7.

Brooker, Will. "A Mess of Souvenirs." Alice's Adventures: Lewis Carroll in Popular Culture. NY: Continuum, 2004. xiii-xviii.

Freud's "The Uncanny." The Norton Anthology of Theory and Criticism. Ed. Vincent B. Leitch. NY: Norton, 2001. 929-951.

Hutcheon, Linda. "What?: Forms." A Theory of Adaptation. NY: Routledge, 2006. 33-78.

Kastin, Justin. "An Introduction to the Ethics of MMORPGs (for Non-philosopher Gamers)." World of Warcraft Stratics. 7 Apr. 2009 <http://wow.stratics.com/content/features/editorials/ethics>.

McCloud, Scott. "Introduction." Understanding Comics: The Invisible Art. NY: Harper Perennial, 1993.

Silverblatt, Art. "Context." Media Literacy. CN: Praeger Publishers, 1995. 39-54.

Wurman, Richard. "Technomania: Information as Commodity." Information Anxiety. NY: Doubleday Press, 1989. 293-314.

Yampbell, Cat. "Judging a Book by Its Cover: Publishing Trends in Young Adult Literature." The Lion and the Unicorn 29.3 (Sept. 2005) Baltimore, MD: The Johns Hopkins University Press, 348-372.

Schedule

Week 1 – Introduction to Electracy
Mon. May 11: Introduction to the class; Review Syllabus.
Homework: Read Bourdieu's "Introduction" and write a 2-3 page (formal) essay discussing the following questions: What is Bourdieu's primary argument? Do you agree with Bourdieu? If you have difficulty with his argument, what confuses you? Why? (*Suggestion: If you're having a hard time with the articles or your response, read the discussion questions for Thursday in order to get a sense of what you should be reading for.*)

Tues, 12: Essay 1 due; Discuss Bourdeu: How do we hierarchically value different "art" forms? Discuss coding and cultural literacy/electracy. Look at some visual images—how do we know what is "high" art (aesthetic) and what is "low" art (popular)? Do we agree with these distinctions?
Homework: Read Yampbell's "Judging a Book by its Cover."

Wen, 13: Discuss Yampbell's article – What makes something "young adult," "teen," "childrens," or "adult"? What are the implications of targeting such an audience? Or specifically targeting any kind of audience? Does the audience exist before we market to it? Is YA literature high or low art? What would Bourdieu say? Class exercise - compare different book covers.
Screening session: MLA citation Style review
Homework: Read Attebery Ch 1.

Thur, 14: Discuss Attebery Ch 1. Discuss Attebery's five requirements (Setting, Structure, Protagonist, Others, Values). What is the fantasy genre in literature? In film? In video games? What is appealing about it? What primary audience is it intended for? Is it necessarily a more "immature" genre?
Homework: Begin reading Alice's Adventures in Wonderland.

Fri, 15: Review 5-paragraph essay & thesis statements; webpage design; typography.

Week 2 – Webpage Design & Representation
Mon, 18: HTML Coding Workshop I; *Assign Essay 2.*
**Homework:** Read Freud's "The Uncanny."

Tues, 19: HTML Coding Workshop II; Definitions in Arguments; Discuss "The Uncanny."

Wen, 20: Screening: *Dreamchild* (1985). Discussion of genre, audience (from the 14th), con't. Has *Dreamchild* altered any notions you had of Lewis Carroll? Why? How?
For the remainder of the screening period: Take this as an opportunity to work on Essay 2
Homework: Read Will Brooker's "A Mess of Souvenirs." Begin reading The Wonderful Wizard of Oz.

Thur, 21: Discuss Brooker. What does Brooker say about Lewis Carroll? Is it what you usually think of when you think of Alice in Wonderland? What is the "Carroll Myth"? Knowing what you know from the original text and Brooker's chapter, do you think *Dreamchild* was a good representation of Alice's relationship with Carroll? How do specific media shape how we view particular people? Is this a good thing or a bad thing? Are media representations necessarily – by virtue of what it is – uncanny? (A film of a person is not that person, and the person doesn't need to present or even alive for a film to be shown, for example.)
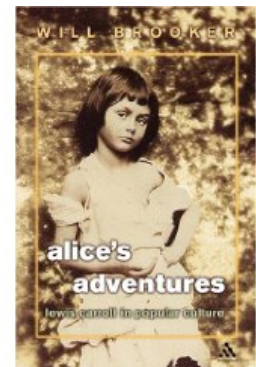
Fri, 22: Lab Day/Peer Review for Essay 2 (The peer review worksheet can be found on the last page of this syllabus.)

Week 3 - Film
May 25: Memorial Day, No class

Tues, 26: Essay 2 due (email me your URL to show that you are finished and are ready for me to grade your website). Assign Essay 3; Discuss comparison arguments; Begin Essay 3 brainstorming in class. **Homework:** Read Hutcheon's chapter.

Wen 27: Screening: *The Wizard of Oz* (1939). Discuss variance from Baum's original.
Thur, 28: Discuss Hutcheon: How would Hutcheon account for the changes Fleming made to Baum's text? Are versions of texts lateral or horizontal for Hutcheon? What obvious technological advances can we see in Fleming's Oz? Does the media justify the changes Fleming made? Does the media change the audience? The reception?

Fri, 29: Peer Review for Essay 3
Homework: Read Bignell's article "Children's Media Culture as Postmodern Culture."

Week 4 - Games
Mon, June 1: Essay 3 due; Discuss Bignell. How does media speak to – or speak around – children? Can we relate what Bignell says about the child as consumer to what Yampbell said? Can games be educational? What does Bignell mean when he says "One of the problems in addressing the relationship of the child to computer games is the collapse of the child's subjectivity into the properties of a game narrative" (124)? What are the properties of game narratives? Children's subjectivity? Can we expand Bignell's argument to include games (or media, more broadly) for adults?

Tue, 2: *NOTE: Today's class will involve some graphic content, mostly in the form of adult language. I expect everyone to behave in an adult manner. If you cannot handle the subject matter, you will be asked to leave the classroom and will be marked absent for the day.*
Discuss evaluations and reviews. Look at online samples as a class (Angry Videogame Nerd's "NES Accessories," South Park's "Make Love, Not Warcraft," Super Mario review). Do satires function as reviews? When they do, are they more or less likely to be effective than formal reviews/evaluations?
Assign Essay 4
Homework: Read Kastin's "An Introduction to the Ethics of MMORPGs (for Non-philosopher Gamers)"

Wen, 3: Discuss online research and the difference between Wikipedia and Peer-Reviewed articles; Using the library databases to do effective research online.
Screening session: Discuss MMORPGs and ethics. Class activity – MMORPGs. Etiquette and Practicum

Thur, 4: *Assign Final Essay.* Discussion of MMORPGs; thoughts and reflections. How did you notice your behavior changing in the MMORPG? What was it like to be able to create your own avatar? Do you see any of Bignell's arguments at work? Have your thoughts on internet ethics changed since experiencing an MMORPG?

Fri, 5: Peer Review for Essay 4
Homework: Read McCloud's "Introduction."

Week 5 – Comics
Mon, 8: Essay 4 due; Discuss McCloud. Should comics be studied in an academic setting? What would Bourdieu have said? Does McCloud's argument persuade you? Does his chosen medium make any different to his argument? Ho do McCloud's pictures and words become interdependent?
Screening Period: Workshop for final project (mandatory)

Tue, 9: Workshop for final project

Wen, 10: Peer Review for Final Essay; course evaluations
Screening Period: Optional workshop for final project
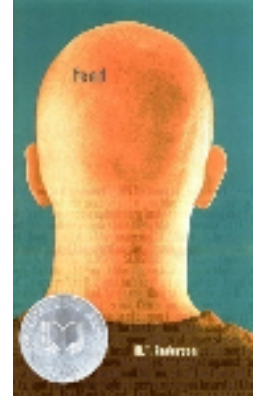**Homework:** Begin reading <u>FEED</u>

Thur, 11: Research day

Fri, 12: Research day

<u>**Week 6 – FEED**</u>
Mon, 15: Research day
Final Projects due to my inbox by 2pm

Tues, 16: Discuss <u>FEED</u> & Discuss Wurman's article, "Technomania: Information as Commodity." Does technology make us dumb? Do we become passive consumers when technology reaches a certain level? How can we relate the plot of FEED to Wurman's article? Do you agree with Wurman's argument? Wurman refers in his book to "information anxiety" – do you see FEED as a case of this anxiety? Are we already reaching the point Anderson was depicting? What about Amazon and Facebook? Can we relate these programs back to Wurman? To Bignell?

Wen, 17: *Guest lecture:* Del Tredici and Alice in Wonderland

Thur, 18: *Last day of classes*. Reflection, Discussion, & Tying it All Together: Do music and visual media have anything in common? Are they more or less effective than written texts? Why? Which media are better for affective messages? For logos-based arguments? How does Del Tredici make his point? Does Hutcheon's apply to this case? (Del Tredici, after all, did make a new message by adapting Carroll's original message.) Does Del Tredici's text impact or speak to the Carroll Myth that Brooker discussed? Building on our discussion of comics, should this type of argument be pursued in an academic setting?

<div style="background:#E8862A; padding:4px; color:white">Essay Assignments</div>

<u>**Diagnostic Essay: 2-3 pages**</u>
Read Bourdieu's "Introduction" and write a three page (900 word) formal essay discussing the following questions: What is Bourdieu's primary argument? Do you agree with Bourdieu? If you have difficulty with his argument, what confuses you? Why? (I am leaving this essay open-ended on purpose to see what you will do with it. I will be looking for understanding of the essay, complexity of thought, grammar, and punctuation. This is a PASS/FAIL assignment.)

<u>**Essay 2: Website Assignment**</u>
Webpage – discussion of definition of one term: "fantasy," "media," or "genre." Pick one word for which to provide a definition using the critical sources we've been discussing in class. Your definition should not be one that most people already agree on; instead, try to push the term further to encompass the essence of what you think that word means. For example: "'Media' is a term most often used when discussing newscasting, but it actually refers to a much broader spectrum of technology, influence, and power." (Notice that the generally accepted definition is mentioned, shown to be inadequate, then the

author lists three reasons to build on regarding what "media" actually means. "Technology," "influence," and "power" should form the basis of the rest of the paper – in that order.)

Your argument must be presented as a three or four page website. Write at least 900 words (three double-spaced pages) and include at least three images. The images cannot be gratuitous; they must compliment your argument. The site also must be functional in a typographical manner (text must be large enough and in a color easy enough to read, images must not overwhelm the text but work with it, etc.). Cite all sources according to MLA citation style. You must use each HTML tag we've discussed in class *at least once*.

Essay 3: Comparison
Compare Baum's book to Fleming's movie or Carroll's Alice to Disney's Alice and, in doing so, answer the questions: Which text is more effective? And why? (For example: Which suits a wider audience? Why? Which is more accessible? Why? Which is more fun to watch? Why?) Note that you will first have to define what "effective" means to you and then base your argument on that definition. Be careful not argue the obvious. When two or more things are clearly different, your challenge is to find out how they are similar. When two or more things are clearly similar, your challenge is to find out how they are different.

This argument should be presented as a formal academic essay. Write at least five pages (1500 words). I will be grading on your definition of "effective," the thoughtfulness of your comparison, your overall organizational strategy, as well as grammar/punctuation.

Essay 4: Evaluation
Webpage - Write an evaluation of a video game. The game can be for any platform (computer, SEGA, PlayStation2, GameBoy, etc). Make sure to offer a brief history of the game, a discussion of the game's play, narrative structure, interface, etc. Offer a decisive thesis, as well. For example: "Final Fantasy X for the PlayStation 2 is a strong game that will remain a classic because of its intricate and engaging plot, its fully-established characters, and its easy game controls" versus "Final Fantasy X is a good game to play sometimes." Also, be sure not just to reiterate "I did(n't) like it because," but instead set up specific criteria for why the game is (or isn't) worth the time to play, the money to buy, the recognition of being a classic, or the time to be remade for a new console. Don't waste a lot of time summarizing the plot – just give enough in the intro so that your audience can follow your argument.

This essay should be presented as a website and contain the equivalent of four pages (1200 words) and at least three graphics. The images cannot be gratuitous; they must compliment your argument. The site also must be functional in a typographical manner (text must be large enough and in a color easy enough to read, images must not overwhelm the text but work with it, etc.). Cite all sources according to MLA citation style. You must use each HTML tag we've discussed in class *at least once*. You will also be graded on the content of your review, its depth, clarity, grammar, and punctuation. *(For a great example of a game review, check out http://www.clas.ufl.edu/users/cmartin/ENC1131/papermarioreview.pdf)*

Final Essay:
Webpage – students will create a four-page website that will analyze the text of their choice. Pick one book, movie, or video game and discuss how it relates to (proves, disproves, furthers) the concepts

presented in this class. This is an open-ended topic so that each student has the freedom to write a paper that truly interests him/her.

Students must include AT LEAST ONE critical source discussed in class and AT LEAST ONE scholarly source they find on their own. The written portion of your webpage must be at least 1500 words (five pages). An additional sixth page must include bibliographic information.

You must include at least one image on each page. The images cannot be gratuitous; they must compliment your argument. The site also must be functional in a typographical manner (text must be large enough and in a color easy enough to read, images must not overwhelm the text but work with it, etc.). Cite all sources according to MLA citation style. You must use each HTML tag we've discussed in class *at least once*. You will also be graded on the content of your analysis, its depth, clarity, grammar, and punctuation.

Some options to get you started:
When it was adapted from Japanese to American culture, the game *Doki Doki Panic* (*Super Mario Bros. 2*) changed completely. Characters were reinvented, setting was changed, and the goals of the game were altered, as well. Although Linda Hutcheon argues that adaptations of texts are equal, even while original sources tend to be lionized, the opposite is true in this case. *Doki Doki Panic* is an inferior text to its American adaptation, *Super Mario Bros. 2,* because the villains are depicted as other races (the game is racist), the settings are inferior to those in the Americanized version, and the goals are obscure.

Movies such as *Date Movie* and *Not Another Teen Movie* are more effective than formal discussions of the teen population because they present their cases in a humorous way, reach wider audiences, and make their point without offending or belittling the group about which they speak.

You could compare FEED to Bignell's argument, covers from different editions of the same book (preferably one that has undergone some disagreement and several reprints, like Harry Potter) to Yampbell, another Alice in Wonderland adaptation to Brooker's article, etc. Your options are truly endless and limited only by your interests and imagination.

Once you've chosen a topic, please come speak with me about it. If you need help picking a topic, please come speak with me.

Points to remember:
- There should be a clear connection between texts chosen for this project. (i.e. they are all romance narratives, they all address related gender, race, class issues, they all make similar arguments, etc.)
- The web site should present a clear argument about each text that is analyzed. Therefore, there needs to be a specific **argumentative thesis** that ties together the entire web site. (I would recommend situating this on the index.)
- Claims made to substantiate the argument of the web site must be supported with textual analysis of scenes or passages from films or books used.
- Secondary sources are required to help support the author's argument. All students must use a minimum of **2 scholarly articles** clearly related to the topic of their web site.
- Primary and secondary sources must be accurately cited according to MLA standards. Parenthetical references with specific page numbers are necessary. A Works Cited page is also required.

- The written content of the web site (*excluding Works Cited page but including personal statement*) must be **at least 1500 words** (6 pages).
- At least one image per page is required
- All images must have appropriate URLs and texts/quotations must be correctly cited and referenced according to MLA. Incorrect citation will result in the loss of points on this assignment.
- Students must use the HTML coding learned in class. NO WEB EDITORS OR TEMPLATES MAY BE EMPLOYED.
- The web project should creatively integrate images, text, background design, links, etc--AND all images, links, etc. should be fully functional
- All web pages should use formal language and appropriate grammar and sentence structures.
- You must use each HTML tag we've discussed in class *at least once*.

Essays, Readings, and In-Class Assignments

You are responsible for turning in all work on time. Late work will NOT be accepted.

Essays
Essays are due at the beginning of class on the assigned date. If you know in advance that you will be late to or missing class the day an essay is due, you need to speak with me about it and hand the essay in early. Detailed descriptions of the essay assignments can be found above and will be discussed in class before each essay is due. Grades for essays will be based on the criteria listed above.

Remember to avoid extensive, all-encompassing summaries of texts and instead choose several key concepts that you would like to analyze and interpret in conjunction with ideas from the scholarly articles and original text. Always remember that I'm after original essays, not book reports!

Avoid slang and personalized language.

See me with a draft of written text in advance if you would like some feedback on your writing. I generally do not read whole essays before grading them, but I'd be happy to help you with sections or specific problems you bring to me.

All printed assignments should be double-spaced, Times New Roman font (12 pt.), with 1" margins and STAPLED. I get to claim any paper clips, clamps, diamond-encrusted bobby pins, or other various objects you might use instead.

Please pay careful attention to the page counts; if you are under the required page count, you will receive a failing grade, as per the university writing requirement. (Note that the length assigned is determined by the difficulty of the task at hand). On the other hand, turning in extra pages of "fluff" will not boost your grade, and simply meeting the page requirement with poor content does not guarantee a passing grade.

Some of the assignments call for scholarly research and MLA-formatted bibliographies. If you are not comfortable doing scholarly research and/or with the MLA citation style, come see me. *Do not wait until*

after the assignment to tell me you're uncomfortable with MLA – I will help you, but it won't do you any good on the assignment you've already handed in.

Though not required, it is generally a good idea to keep a Xeroxed copy of each writing assignment submitted for your own records.

Please note that I will not accept any excuses about lost work, dog (or cat or parakeet or komodo dragon…)-eaten homework, computer meltdowns or crashes, etc. It is your responsibility to back up and save your work. Use your freezer if you have to. I, personally, recommend using flash drives. (Or the "poor-man's" flash drive: email your work to yourself so it's backed up online.)

Pop quizzes will be given at my discretion. The best way to ensure a quiz is to not do the reading. In other words, if you do the reading and participate in a meaningful way in class, I won't give quizzes. Good deal, right? If I ever need to give you quizzes, be assured that many questions may come from class presentations/lectures and not just the reading. Anything in the reading, lectures, and class presentation are fair game for quizzes!

Reading Assignments
You should complete readings and assignments included in the syllabus **before** coming to class on the date they are assigned (unless otherwise indicated). In general, when you are in class I will expect that you have something constructive and relevant to contribute. Consistently refusing to participate will impair your participation grade.

Peer Reviews:
Peer Reviews are not option: they are a mandatory part of this class. For each essay assignment (except the diagnostic), you must come to class, review two other students' papers and have two other students proofread your essay. Use the suggestions your peers give you to "polish" your essay, then turn the two peer review sheets in to me with your finished essay. The peer review worksheet can be found on the last page of this syllabus; YOU are responsible for having two copies for each peer review. I will not provide additional copies in class; coming prepared is your responsibility.

Remember, as the author you have the ultimate say on what goes in/out of your essay. Do not feel like you have to make every change your peers suggest; instead, weigh the consequences of their suggestions against your own common sense and vision for the essay.

Only attach the handouts – completed by two other students in your class – to the back of your completed essay to be turned in to me. Staple the entire document – completed essay and two peer reviews – together. You will be graded on how much feedback you give others and whether or not you include your peer review sheets with your essay.

Policies

Attendance, Participation, & Professionalism
Unlike some of your other classes, this course is skills-based. In other words, practice makes all the difference; 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. Writing is process and experience-based. This is not a course where you can easily "catch up" on what happens during class.

Since we are all human, though, **you may miss three class periods without penalty**. However, after your third unexcused absence your final grade will be lowered **one full letter grade** for every class period missed. **Screening periods count as two class periods.** *(In addition to the instructor's policies, the policy of the University of Florida is that no student shall absent himself or herself from the University for more than 12 scholastic days per semester in order to participate in athletic activities.)* Prolonged absences, even for medical reasons, will not be excused. UF exempts from this policy only those absences involving university-sponsored events, such as athletics and band, and religious holidays. *(In these cases, you must discuss the situation with me beforehand and provide written documentation from your coach, your director, or your religious counselor.)*

It is your responsibility to keep track of your own absences. In addition, if you are absent for any reason it is your responsibility to take the initiative and find out about anything covered in class, any assignments you missed, and/or class schedule changes that may have been made as you will still be accountable.

Coming in late to class disturbs everyone. If you begin to make a habit of showing up late, I reserve the right to begin docking you points for your tardiness (either by docking essay grades or your final grade, depending on the severity of the case at hand). It would behoove you to show up on time! As this is not a 7:30am class, this should not be a problem!

Also, this class hopes to test your boundaries; some controversial topics may arise. You should treat each other (and your instructor) with respect and dignity during such conversations. Those who cannot conduct themselves in a mature manner will be excused from the classroom, counted as absent, and will lose participation points.

Cell Phones – The "I can hear you now" Clause
Unless there is a family emergency or other extenuating circumstance (which you will have discussed with me before class), there is no excuse for a cell phone ringing in class; it is disrespectful both to your instructor and to your fellow classmates. In other words, you MUST TURN OFF your cell phone. If your cell phone rings during class you will be counted as absent for that class.

The 'Net Clause
During the semester, changes to the class schedule are bound to occur. Also, examples, assignments, and links of interest will be placed on the web.
It is your responsibility to check the course webpage often for updates. (I would recommend at least once a day before class.) It is also your responsibility to check your UF email often. If you do not check the webpage and/or do not check your email, any information you miss or assignments you fail to do will result in a failing grade for that assignment; the excuses "I forgot to check the webpage" and/or "I haven't checked my email in a while" will not be accepted and late policies will apply.

Academic Honesty
Plagiarism is one of the many facets of writing that we will explore as a class. Please note that plagiarism is a serious violation of the Student Honor Code. You commit plagiarism when you present the ideas or words of someone else as your own. Remember, you are responsible for understanding the University's definitions of plagiarism and academic dishonesty, which include the following:

* Submitting all or part of someone else's work as if it is your own.
* "Borrowing," without crediting the source, any of the following:

- Any part of song lyrics, poetry, or movie scripts
- 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.

* "Borrowing" verbatim text without enclosing in quotation marks and citing the source.
* Making "duplicate submissions" of assignments - that is, submitting work in one class that you also submit in another class
* "Collaborating" or receiving substantive help in writing your assignment unless such collaboration is part of the given assignment (however, you may receive general advice from tutors, writing lab instructors, or OWL staff).
* Failing to cite sources, or citing them improperly.

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

If a student plagiarizes all or any part of any assignment, I will award him/her a failing grade on the assignment. In addition, University policy suggests that, as a MINIMUM, instructors should impose a course grade penalty and report any incident of academic dishonesty to the Office of the Dean of Students. Your work might be tested for its "originality" against a wide variety of databases by anti-plagiarism guardian sites to which the University subscribes, and negative reports from such sites constitute PROOF of plagiarism. Other forms of academic dishonesty will also result in a failing grade on the assignment as a minimum penalty. Examples include cheating on a quiz or citing phony sources or quotations to include in your assignments.

All students are required to abide by the Academic Honesty Guidelines which have been accepted by the University. The academic community of students and faculty at the University of Florida strives to develop, sustain, and protect an environment of honesty, trust, and respect. Students are expected to pursue knowledge with integrity. Exhibiting honesty in academic pursuits and reporting violation of the Academic Honesty Guidelines will encourage other to act with integrity. Violations of the Academic Honesty Guidelines shall result in judicial action and a student being subject to the sanctions in paragraph XIV of the Student Conduct Code. The conduct set forth hereinafter constitutes a violation of the Academic Honesty Guidelines (University of Florida Rule 6C1-4.017).

All students are required to abide by the Student Honor Code. For more information about academic honesty, including definitions of plagiarism and unauthorized collaboration, see:
http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php

Students with Disabilities
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. For more information, see: http://www.dso.ufl.edu/drc/

Harassment

UF provides an educational and working environment for its students, faculty, and staff that is free from sex discrimination and sexual harassment. For more about UF policies regarding harassment, see: http://www.dso.ufl.edu/studentguide/studentconductcode.php#s4041

Here is the meaning behind the grades I assign to your papers (you should use the statements to determine how you might work toward a higher grade):

A - You did what the assignment asked for at a high quality level, and your work shows originality and creativity. Work in this range shows all the qualities listed below for a B, but it also demonstrates that you took extra steps 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 typos and grammatical or mechanical errors (papers with more than two or three major errors cannot receive an A).

B - You did what the assignment asked of you at a high quality level. Work in this range needs revision; however it is complete in content, is organized well, and shows special attention to style.

C - You did what the assignment asked of you. Work in this range needs significant revision, but it is complete in content and the organization is logical. The style is straightforward but unremarkable.

D - You did what the assignment asked of you at a poor quality level. Work in this range needs significant revision. The content is often incomplete and the organization is hard to discern. Attention to style is often nonexistent or chaotic.

E - An E is usually reserved for people who don't do the work or don't come to class. However, if your work is shoddy and shows little understanding of the needs of the assignment, you will receive a failing grade. (If you try to write your paper the night before it is due, it is likely that you will receive a grade of D or E.)

Please remember, one reason I have office hours is so that you can come talk to me about your papers, both before AND after they've been graded!

Final Grade Calculation:

The grading for this course will be based upon a 1,000-point scale and will be weighted as follows:

Diagnostic Essay	100 points	10%
Website	100 points	10%
Peer Review 1*	50 points	5%
Comparison Essay	150 points	15%
Peer Review 2	50 points	5%
Essay 4: Evaluation	200 points	20%
Peer Review 3	50 points	5%
Final Essay	300 points	25%
Peer Review 4	50 points	5%

*(Note that peer reviews are worth 25 points each.)

Grading Scale for your Final Course Grade:

A	4.0	93-100%
A-	3.67	90-92
B+	3.33	87-89
B	3.0	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2.0	73-76
C-	1.67	70-72
D+	1.33	67-69
D	1.0	63-66
D-	0.67	60-62
E	0.00	0-59

E, I, NG, U, WF = 0

*Writing and Math (Gordon Rule) Requirement:
Students earning a "C-" (1.67) in writing/math courses taken to fulfill these requirements will not receive writing/math (Gordon Rule) credit.

*Gen Ed Requirement:
A "C-" (1.67) will not result in an award of General Education credit.

Grade disputes
Any concerns about individual assignment grades should be addressed to me and not the Department. I will not discuss grades with students the day that assignments are returned, as I require that students take time to review their grade and my comments on papers. I am happy to discuss graded assignments 24 hours after they have been handed back.

If you have any disagreements about the final grade for the class, then you may schedule a conference with me at the beginning of the next term to go over your concerns. If the conference does not resolve the problem, you fill out a grade appeal form (available from Carla Blount, Program Assistant to the Director of Writing Programs in the English Department Office) to begin proceedings and paperwork to challenge your final grade. In this case, you must keep a portfolio of your graded written work (including any web or in-class assignments) and be able to present it to a review committee who will then evaluate your work and determine if the final grade was justified. The committee reserves the right to maintain the original grade, raise it, or lower it. The committee's decision is final, however.

And remember…

…if you're not having fun, you're not doing it right!

Peer Review Worksheet
ENG 1131, Summer 2009

Reviewer's Name:_____

Reviewing for (Author's name): _____

Answer each question fully. Use the back of this sheet if you need to. Also, make sure to underline the author's thesis and number the corresponding reasons in the body of the text. If you cannot find the thesis, note this in the margin. For every one positive comment you make, you must also make one constructive criticism. *You are not helping your classmates if you are not offering constructive criticism and help.*

Organization

- Is there a clearly stated purpose/objective?
- Are there effective transitions?
- Are the introduction and conclusion focused on the main point of the essay?
- As a reader, can you easily follow the writer's flow of ideas?
- Is each paragraph focused on a single idea?
- At any point in the essay, do you feel lost or confused?
- Do any of the ideas/paragraphs seem out of order, too early or too late to be as effective as they could?

Development and Support

- Is each main point/idea made by the writer clearly developed and explained?
- Is the support/evidence for each point/idea persuasive and appropriate?
- Is the connection between the support/evidence, main point/idea, and the overall point of the essay made clear?
- Is all evidence adequately cited?

Style

- Are the topic and tone of the essay appropriate for the audience?
- Are the sentences and word choices varied?

Grammar and Mechanics

- Does the writer use proper grammar, punctuation, and spelling?
- Are there any issues with any of these elements that make the writing unreadable or confusing?

Finally, what are two or three revision suggestions you have for the writer?