ENC 1101: WRITING ACADEMIC ARGUMENTS

Section: 1670
Instructor: Jackie Amorim
Email: Jamorim@ufl.edu
Office: Tigert 302
Hours: Tuesdays 5th period and by appointment

GENERAL COURSE INFORMATION

Course Description and Class Goals:
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.

Reading: Students will engage in critical thinking as we move through selected readings relevant to the course theme. As we read each article we will continually analyze the author’s purpose, style, tone, diction, as well as the structure, strengths and weaknesses of each argument. By working with these texts we will both explore the ways in which author’s engage with each other, as well as familiarize ourselves with examples of effective writing.

Writing: Students will write in a variety of contexts for this course, including formal responses (of varying length, researched and “unresearched”) and a reflection journal (less-formal short and long responses). Students will use writing to critically engage with the themes discussed. In addition students will learn how to analyze the strengths and weaknesses of their own writing, as well as that of their peers’ writing. Students will learn how to shape their writing for different purposes by adjusting tone, style, diction, in addition to learning stylistic principles necessary for writing coherently, clearly and cohesively.

Discussion: Since being a good reader/writer means being willing to engage in discussion, we will have regular class discussions, based both on our readings from Writing Arguments and our themed readings.

Themed Readings
In order to help facilitate the three elements listed above, we will use a general course theme in order to apply our rhetorical and persuasive knowledge to real world issues. In order to achieve this goal we will use a reader, the internet and advertisements, among other sources, for the purpose of investigating American popular culture. Because everything is an argument, we will investigate the ways in which the rhetoric we see/read/hear everyday attempts to influence our own thinking through the use of the very strategies will be practicing in this course. Besides developing our argumentative skills through the study of popular culture, we will also use it to develop critical thinking skills. Generally speaking, the questions we will be asking are: How is the idea of America represented in pop culture? According to pop culture, what does a “normal” American look like, or act like? Which groups are most visible/invisible in the world we see represented? How do these images affect us and our own perceptions of society and culture? The purpose for investigating these questions is not to find one “right” answer—in fact, for many of these questions we will find there is never one simple answer. However, by asking ourselves these tough questions and attempting to answer them through our own discussions/writing, we will use our rhetorical and critical thinking skills in order to participate (academically) in an important discussion in society today.

Required Materials and Texts: Bring to class every meeting.
• John Ramage, Writing Arguments, Concise Ed. Longman. 2010
• Anna Tomasino, Discovering Popular Culture. Longman. 2006

Overview of Assignments:
The following are a simple outline of each assignment; you will receive more detail for these assignments during the semester. You must meet the word requirements for each assignment. If you do not, your grade will suffer. For example, if you only write 450 words for a 900 word assignment, the best you will receive is a 50% (since you only fulfilled 50% of the word requirement.)
Paper 1: Rhetorical Analysis (1000-1200 words)
For this paper you will use the basic conventions of argumentative writing to analyze the structure of a text and its
efforts to influence and persuade.

Paper 2: Definition (1300-1500 words)
For this paper, you will be analyzing a concept or idea and arguing for a particular meaning.

Paper 3: Causal (1300-1500 words)
For this paper, you will attempt to convince your audience a) that certain causes led to a particular phenomena, or b) that something *will* happen if certain criteria are met.

Paper 4: Proposal (1600-1800 words)
For this paper, you will identify a “problem,” propose a solution to this problem.

Reflection Statuses
Throughout the semester you will reflect on class discussions by posting journal entries. However, instead of using a
typical journal, we will use Facebook. You will illustrate engagement with course topics and themes by posting short
entries and/or sharing links that are relevant to our class. This will be a great opportunity to practice concision and
other writing techniques we discuss in class.

Other Assignments:
You will be given in-class writing assignments, small group work inside and outside of class, and homework
responses regarding readings, class discussions, or an applicable topic. Many of these assignments are intended to
spark brainstorming and critical thinking, both of which are necessary for good writing. In addition, for each unit we
will generate (smaller) examples of the particular types of paper by working in small groups and then critiquing and
revising them as a class before students are required to write their individual papers.

Participation and Quizzes:
You will receive participation points/ grades that reflect your participation in class discussions as well as the effort and
completeness of in-class assignments and activities. Your participation grade will be a reflection of all you do in this
class, including the diagnostic essay, in-class activities, small group activities, in-class discussion, homework and
overall preparedness. Quizzes will make up a large portion of your participation grade (approx 50%) and will be
frequent, random and unannounced. They will be used to assess whether you completed the reading as well as your
understanding of the reading. Things that will hurt your participation grade include (but are not limited to): absences,
tardies, not bringing required materials, texting, forgetting to turn off your phone, not being prepared for discussion,
pulling other classmates off-task.

Paper Particulars:
• 1 inch margins on all sides
• Print on 8 1/2 x 11 inch white paper, use black ink, 12 pt. use Times New Roman font
• Double spaced, stapled, and with page numbers and last name on each page
• Never give me the only copy of your paper (always have a back up copy

GRADING OF ASSIGNMENTS

Grading Breakdown:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points/Percentage of Grade</th>
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<tbody>
<tr>
<td>Reflection Journal</td>
<td>100p/10%</td>
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<tr>
<td>Paper 1—Rhetorical Analysis</td>
<td>100p/10%</td>
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<tr>
<td>Paper 2—Definition</td>
<td>100p/10%</td>
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<tr>
<td>Paper 3—Causal</td>
<td>150p/15%</td>
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<tr>
<td>Paper 4—Proposal</td>
<td>150p/15%</td>
</tr>
<tr>
<td>Small Group Papers</td>
<td>100p/10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>150p/15%</td>
</tr>
<tr>
<td>Participation</td>
<td>150p/15%</td>
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</tbody>
</table>
Total Possible: 1000p/100%

Grade Scale

| Grade | Percentage | GPA
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<thead>
<tr>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.33</td>
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<tr>
<td>B</td>
<td>83-86</td>
<td>3.0</td>
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<td>B-</td>
<td>80-82</td>
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<td>C+</td>
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<td>C</td>
<td>73-76</td>
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<td>C-</td>
<td>70-72</td>
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<td>D-</td>
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Grading Policy:

A Fantastic! (I'm Awed) You followed the directions as listed. These papers exhibit organized, well-developed, cogent ideas and are free of typos and grammatical or mechanical errors (papers with more than two errors cannot receive an A). An A shows scholarship and initiative in completing the assignments (creative, uses outside research, etc). For an A in the class, this student also makes consistent contributions to class discussions, has regular and punctual attendance.

B Great (I'm Impressed) You did what the assignment asked of you at a high quality level. Work in this range needs revision (papers with more than five errors cannot received a B); however, it is complete in content, it is organized well, and shows special attention to professional style. B work shows excellent scholarship and *some* initiative in assignments. For a B in the class, student also demonstrates regular contribution and participation in class.

C Good/Ok (I'm Satisfied) 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. Student demonstrates an adequate grasp of the subject matter and instructions are followed generally well. For a C in the class, student also has a cooperative attitude toward class work and is generally in class and sometimes participates.

D Not Good (I'm not Impressed) Work in this range needs significant revision and is typically incomplete. The content is often incomplete and the organization is hard to discern. Attention to style is often nonexistent or chaotic and typos are abundant. Work and participation show unsatisfactory effort and expectations are barely met. For a D in the class, student also shows little or no (constructive) participation in class/group discussions, or is absent frequently, and instructions are barely followed.

E Bad. (I'm Annoyed) 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.

COURSE POLICIES

General Education Learning Outcomes:

ENC 1101 satisfies the General Education Composition Requirement and counts 6000 words towards the University Writing Requirement.

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.reg.ufl.edu/01-02-catalog/student_life/. The Honor Code requires Florida students to neither give nor receive unauthorized aid in completing all assignments. Violations include cheating, plagiarism, bribery, and misrepresentation, all defined in detail at http://www.dso.ufl.edu/judicial/honestybrochure.htm.

Plagiarism:

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

Plagiarism: A Student shall not represent 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, 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, 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.

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

**If a student plagiarizes all or any part of any assignment, I will award him or her a failing grade on the assignment. Additionally, 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. You should know that 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.

The University of Florida considers any form of “academic dishonesty” a serious violation of University standards. You should know that violations might result in your expulsion from the University. See the UF Academic Honesty Guidelines, and make sure you understand all the University standards.

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.

OWL: Online Writing Lab
Please make use of the Online Writing Lab (http://web.cwoc.ufl.edu/owl). The OWL gives students one-on-one assistance with their papers, but they will not edit or proofread for you; instead, you must ask them specific questions, and they will get back to you within 24 hours. The password to log on to OWL is ufowl.

Classroom Disruptions:
Our class is as discussion-based as possible, and we will always respect each other's views. There will almost certainly be times when you disagree with another student or me. It is important to engage in calm, respectful conversation at all times. Harassment or bullying of any sort will not be tolerated. Please turn your cell phones and pagers off and do not use them during class. If your phone or beeper should ring during class, you will lose participation points. If you have a personal emergency and must keep your phone on one day, please discuss it with me before class.

Attendance Policies
• If you arrive more than 10 minutes after class starts, you will be counted as absent.
• Being tardy or leaving early three times will count as an absence. (So, if you are tardy [1-9 min late] six times throughout the semester, it will add up to two absences.) All students are expected to arrive and leave class at the scheduled times.
• You are allowed three absences. Each absence after three will lower your final grade by a full letter. Your sixth absence will earn you a failing grade for the course.
• Quizzes cannot be made up due to absences or tardies.
• Missed class work due to an absence cannot be made up.
• The only absences I excuse are those excused by the University (University-sponsored events with prior notice and written verification, religious holidays with prior notice, and jury duty with prior notice and written verification) – all other reasons for absences that exceed the allowed three will lower your grade.
• When you are absent, it is your responsibility to find out what you’ve missed and come to the next class prepared; contact a classmate to find out what work you’ve missed.
Assignment and Draft Policies:
All assignments should be computer generated and should be rendered in the most professional-caliber method available to students.

• Bring as many copies of the drafted assignments as specified in class to the writing workshop.
• Drafts for writing workshops should not be “rough,” but complete and polished. You will be graded on this.
• If you fail to bring completed drafts of the assignment on the designated draft due dates, the final assignment grade will be lowered at least one full letter grade, and your participation grade will be lowered, and you will receive no points for peer review.

Writing workshops are mandatory.

• Final submissions that have not been reviewed in the workshop will not be accepted for evaluation.
• You must turn in the peer reviewed draft with your final draft. Your final draft will not be accepted without your peer reviewed rough draft.
• If you miss a workshop, it is your responsibility to arrange for a make-up session with your classmates and/or tutors at the Reading and Writing Center (RWC) in Broward Hall. Have your classmates or RWC tutor sign and date the draft. Here is the RWC web address: http://www.at.ufl.edu/rwcenter/

Late Work:
All assignments are due at the beginning of the class indicated on the schedule. Part of the role of this course is to instruct students in producing documents within given time constraints; hence, it is crucial for students to abide by required deadlines. If you are unable to attend class, your assignment is still due and it is your responsibility to make sure it gets turned in on time—you may email it to me as an attachment by the beginning of class or give it to a classmate to turn in for you. Here are the consequences for late assignments (including drafts):

• Assignment turned in or emailed after class but before midnight on due date: grade lowered one full letter.
• Assignment turned in or emailed the day after the due date: grade lowered two full letters.
• Late assignments will not be accepted 24 hours after the due date (you will receive a 0%) unless the student has made arrangements with the instructor prior to the submission of the late work.

Conferences:
I encourage you to see me if you have questions. Email me or stop by during my office hours if you have any questions about the course, an assignment, or any other concerns. Emailing ahead of time will ensure I have more time to devote to you. If my office hours don’t work for you, please contact me and we can schedule a better time.

Email:
Please check your email frequently. I send a lot of information via email including important reminders, clarifications, notices, class cancellations, notes, and worksheets to print out before class. It is important that we all check our emails frequently so that we all understand what we are doing for an assignment, for a reading, for a journal entry, or for class. Also, if for some reason class is canceled, I will send an email to your UF email account.

I check my email frequently. I am happy to answer all and any questions you may have either in class or via email. Never hesitate to ask questions if something is unclear. However, do not send drafts via email; instead, please make an appointment with me to discuss your draft and your specific questions.

Tentative Readings and Reading Schedules:
The schedule of the course may (and probably will) change throughout the semester to accommodate class needs and interests. I may change the weekly reading assignments as the semester progresses to enable me to include articles and essays of interest to the class, or that better suits class needs. To best meet the interests of the class, I may ask the students to vote on possible topics.

Readings will be due on the date they are listed. Reading assignments will usually be about 30-80 pages per week and there will be constant writing assignments (formal and more informal).

You will find a tentative course schedule in the following section. If you are confused, or see a discrepancy, please let me know.
<table>
<thead>
<tr>
<th>Tentative Schedule:</th>
<th>Readings and Daily Activities</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td><strong>Week 1:</strong> 8/25 and 8/27</td>
<td><strong>T</strong> Introduction to Course: Discuss Syllabus</td>
<td>T</td>
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</tbody>
</table>
| | **R** General Introduction to Writing  
*Writing Arguments: pg 4-13*  
*Discovering Pop Culture pg 4-9* | R  
Add/Drop ends 8/28 |
| **Week 2:** 9/1 and 9/3 | **T** General Introduction to Writing Cont’d—Ethos, Pathos, Logos  
*WA: pg 44—52*  
*Other reading TBA (Culture /Ideology)* | T  
Response 1: Diagnostic Writing |
| | **R** **Unit 1: Rhetorical Analysis**  
Introduction and Examples  
*WA: pg: 135-152*  
*Susan Bordo, “Never Just Pictures” (3 pg). Read online or here:*  
*http://members.cox.net/socatoa/pdf/neverjustpictures.pdf* | R |
| **Week 3:** 9/8 and 9/10 | **T** Model Rhetorical Analysis, More Examples—E/P/L at Work  
*WA: pg 13-17, 75, 87-95*  
*DPC: “Only Two Percent of Women Describe Themselves as Beautiful.” pg 45-55* | T  
Response 2  
**Group Paper due via email F 9/11 by 4pm*** |
| | **R** Writing a Rhetorical Analysis  
*DPC: “Decoding Victoria’s Secret” pg 56-63*  
Small Group Writing Assignment | R |
| **Week 4:** 9/15 and 9/17 | **T** Discussion: Bring it All Together, Then Deciding What to Say (Without Plagiarizing).  
*Watch Clip of Docu. by Jean Kilbourne Before Class (Online)*  
Discuss Paper 1 Thesis | T  
Response 3  
Paper 1 Thesis |
| | **R** The Editing Process  
*Reading TBA (based on Diagnostic Essay)*  
Grammar, Style, and Writing Exercises Hour 1  
PEER REVIEW Hour 2 | R  
Rough Draft Paper 1  
PEER REVIEW |
<table>
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<tr>
<th>Week 5: 9/22 and 9/24</th>
<th>T</th>
<th>Conferences With Instructor</th>
<th>T</th>
<th>NO CLASS</th>
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<tbody>
<tr>
<td>R</td>
<td><strong>Unit 2: Definition Argument</strong></td>
<td>Introduction and Examples</td>
<td>R</td>
<td>Final Paper 1</td>
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<td><em>WA: Definition Arguments pg 173-186</em></td>
<td><em>DPC: “Harry Potter: Oliver with a Magical Twist” pg 192-200</em></td>
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<tr>
<td>Week 6: 9/29 and 10/1</td>
<td>T</td>
<td>More Definition Examples</td>
<td>T</td>
<td>Response 4</td>
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<td></td>
<td><strong>Good Reasons p.452-453 “Beautiful, Functional, and Frugal,” “Cheerleading Is A Sport”</strong></td>
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<td><strong>” The Perils of Pornophobia” (Argument in America)</strong></td>
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<td></td>
<td><strong>Writing a Definition Argument</strong></td>
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<td>R</td>
<td>Paper 2 Thesis</td>
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<td></td>
<td><em>Laura Sells, “Where do the Mermaid’s Stand?” (Find online)</em></td>
<td><em>Respond to the Warhol and Rufus essays pg 4-8)</em></td>
<td><em>Group Paper Friday by 4pm</em></td>
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<td></td>
<td>Group Writing Exercise</td>
<td>Discuss Paper 2 Thesis</td>
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<tr>
<td>Week 7: 9/6 and 10/8</td>
<td>T</td>
<td>The Editing Process: Determining What Works and What Doesn’t</td>
<td>T</td>
<td>Rough Draft Paper 2</td>
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<td></td>
<td>Discuss Group Papers/ Grammar, Style, and Writing Exercises</td>
<td>PEER REVIEW</td>
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<td></td>
<td>R</td>
<td>Conference with Instructor</td>
<td>R</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>Week 8: 10/13 and 10/15</td>
<td>T</td>
<td><strong>Unit 3: Causal Arguments</strong></td>
<td>T</td>
<td>Final Paper 2 Response 5</td>
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<tr>
<td></td>
<td>Introduction and Examples</td>
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<td></td>
<td><em>Diane Barthel, “A Consumer and a Gentleman” (approx 5 pg). Find online or here: <a href="http://publicculture.dukejournals.org/cgi/reprint/2/2/129">http://publicculture.dukejournals.org/cgi/reprint/2/2/129</a></em></td>
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<tr>
<td>R</td>
<td>Causal Arguments Examples (Cont’d) and Using Citations</td>
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<td>R</td>
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<td><em>WA: Causal Arguments pg 192-210</em></td>
<td><strong>“Blinded by Whiteness,” pg 109-115; “Unpacking the Invisible Knapsack” pg 123-129</strong></td>
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<tr>
<td>Week 9: 10/20 and 10/22</td>
<td>T</td>
<td>Continue Discussion/ More Discussion of Citation, Michael Bronski, “Queering the Vast Wasteland” (4 pg). Find online or here: <a href="http://www.zcommunications.org/zmag/viewArticle/13240">http://www.zcommunications.org/zmag/viewArticle/13240</a></td>
<td>T</td>
<td>Response 6</td>
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<td></td>
<td>R</td>
<td>Discussion: Bringing it All Together and Writing it Down/ How to Use Quotations and Paraphrase. Group Writing Activity</td>
<td>R</td>
<td>Group Paper Friday by 9pm</td>
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<tr>
<th>Week 10: 10/27 and 10/29</th>
<th>T</th>
<th>Discussion Cont’d/ More Quotations and Paraphrase *** “Simulated Tourism at B. Gardens” pg 199-206 Discuss Paper 3 Thesis</th>
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<tbody>
<tr>
<td></td>
<td>R</td>
<td>Grammar, Style, and Writing Exercises Reading TBA (Based on Paper 2) ***Other Reading TBA</td>
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<tr>
<th>Week 11: 11/3 and 11/5</th>
<th>T</th>
<th>***Reading TBA PEER REVIEW</th>
<th>T</th>
<th>Rough Draft Paper 3</th>
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<tr>
<td></td>
<td>R</td>
<td>Conference With Instructor</td>
<td>R</td>
<td>NO CLASS</td>
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<tr>
<td></td>
<td>R</td>
<td>Unit 4 Small Group Writing</td>
<td>R</td>
<td>Group Paper F 11/20 by 9pm</td>
</tr>
</tbody>
</table>
| Week 14: 11/24 and 11/26 | T | Read Class Examples (They will be emailed)  
Critique and Revise Class Examples  
Discuss Paper 4 Thesis | T | Response 9  
Paper 4 Thesis  
R | Thanksgiving: No Class | R | NO CLASS  
|---|---|---|---|---|---|---|
| Week 15: 12/1 and 12/3 | T | Grammar, Style, and Writing Exercises  
*Reading TBA*  
PEER REVIEW | T | Rough Draft Paper 4  
Response 10  
R | Conference with Instructor | R | No Class  
| Week 16: 12/8 | T | Flex Day (Allows for schedule shifts) | T | Final Paper 4  
Response Journals Due |