ENC 1101: Introduction to College Writing
Section 6330 – M, W, and F Period 11 (6:15-7:05)
Location: Rolfs 114
Spring 2005

Instructor: Ramona Caponegro
Email: caponera@english.ufl.edu
Office: Yon Hall 423
Office Hours: M and W Period 9 (4:05-4:55)

Course Description:
In this class, we will develop an understanding of different rhetorical situations, concepts, and audience expectations necessary to progressing successfully towards scholarly, personal, and professional goals. We will strive to reach these goals through coursework that will introduce new ways of thinking about writing, that will promote individual improvements as writers, and that will increase confidence in the approach and undertaking of scholarly reading and writing.

Required Readings:

CourseCompass access (Note: if you do not buy your textbooks in a package, access to CourseCompass can be purchased through Longman Publishers. Go to http://students.pearsoned.com/. Use an AMX, Visa, or Master Card. Make sure you have your course id [Example: Lee63298] to purchase online.)

*Additional readings may be assigned during the course of the semester.

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 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.
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.
For more information on plagiarism, see pages 215-223 in *The Brief Penguin Handbook*.

**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.

**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 class period that your paper is late, I will lower your paper's grade one letter grade, and I will comment less on late papers.

**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 is not a course where you can “catch up” on what happens during class. **If you fall behind, you will stay behind.**

According to the rules of the Undergraduate Writing Program, **you cannot pass the course with more than 6 absences, excused or unexcused.** Since this is a participatory workshop class centered on aggressive learning, any lesser number of absences, excused or unexcused, will affect your grade. 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.
Participation is a crucial part of the class and of your grade. You will be expected to work in small groups, participate in group discussions, and complete various other activities. Writing workshops require that you provide constructive feedback about your peers' writing. In general, when you are in class, I will expect that you have something constructive and relevant to contribute.

**Classroom Disruptions:**

Our class is as discussion-based as possible, and we will always respect each other's views. 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 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.) **Likewise, if you are playing on the computer during class, it is distracting to me, as well as to your fellow students, and you will lose participation points for that day.**

Also, because we are in a computer classroom, food and beverages are not permitted in class.

**Additional Notes:**

All papers must be typed or word processed in 12-point Times New Roman and double-spaced with 1” margins on all sides. Format, citations, and documentation must follow MLA style. **Put your name, due date, and assignment (e.g. Assignment 1, Rebuttal Argument Draft, etc.) in the top left corner of all assignments to be turned in.** Staple papers before coming to class – no title pages or plastic covers. Attempts to pad paper length with overly generous fonts or margins result in an unprofessional appearance. I will return such papers to be reformatted, and the assignment will be counted as late.

**CourseCompass:**

Some of the work that we will do both in class and outside of class will involve working with the online course website, CourseCompass. You will need to be able to access this website on a regular basis. Assignments will be posted on the website, and we may use the site for other purposes as well. You will also be required to check your email on a regular basis, at least once per day, to stay informed about class activities.

**Readings:**

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

**In-class Assignments:**

You will do various in-class assignments ranging from freewriting to group work, and you will have several shorter essays to be completed in class for a grade. **These in-class assignments cannot be made up if you are absent.**
**Quizzes:**
I will give unannounced quizzes on the readings and class discussions. **These quizzes cannot be made up if you are absent or late.**

**First Drafts:**
For the midterm and final arguments, you will write a draft that will be used for the peer reviews. These drafts should be as complete as possible and cover the entire scope of the assignment. The closer you are to having a “finished” paper, the more help you will receive both from your peer group and from me. Drafts will be graded based on effort and length, and your graded draft must be turned in with the final paper.

**Peer Review and Responses:**
You will be placed in workshop groups of 3-4 people in which you will exchange and review assignment drafts. Each group member will provide copies of his or her essays to two group members to be read carefully as well as a copy for the instructor. Each group member should respond in depth to each paper that he or she receives.

**Conferences:**
I encourage you to stop by during my office hours if you have questions about your progress in the course, work we are doing, or if you have any other concerns. If my office hours do not work for you, please contact me, and we can schedule a better time.

You can also seek additional help from the Online Writing Lab (http://web.cwoc.ufl.edu/owl/) and the Reading and Writing Center in Southwest Broward Hall (http://www.at.ufl.edu/r&w/).

**Portfolio:**
We will focus on the process of writing throughout this course. As such, you will be required to keep all the writing that you do. At the end of the course, you will turn in a portfolio that shows your process and progress as a writer. You want to include your best work, but you also want to show your intellectual and personal growth. The need to feature process is why you should include works from all phases of the course as well as an exploratory, thorough final draft of a major paper (the midterm argument, the final argument, or Writing Assignments 1 and 2). Make it about your learning, not my teaching. Focus on your learning, your experience, your writing. Be honest about how you have changed as a writer, where you have struggled, and what goals you have met or not met. Organize materials thoughtfully to illustrate the process you want to show. End with responses to reflection questions on your work in the course. Include: diagnostic essay; 3-5 in-class activities; all proposals, rough drafts, peer editing, and final graded drafts; a final edit of a major graded paper; and a reflection response on the course.
Grading Scale:

Grading scale for your final course grade:

- **A:** 90-100
- **B+:** 87-89
- **B:** 80-86
- **C+:** 77-79
- **C:** 70-76
- **D:** 60-69
- **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, other class work may receive minuses to allow for a more precise evaluation of the quality of your work.

Grades:

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 one or two 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.

For more specifics regarding grading, see the grading rubric “Essays for ENC 1101” at the end of your syllabus. Furthermore, I reserve the right to require any student who receives less than a “C” on a major paper to avail themselves of the Reading and Writing Center’s services.
The grading for this course will be based upon a 1,000-point scale and will be weighted as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation</td>
<td>50</td>
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<tr>
<td>In-class Assignments, Quizzes, and Library Assignment</td>
<td>150</td>
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<tr>
<td>Writing Assignments 1-2 @ 50 points each (6 pages)</td>
<td>100</td>
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<tr>
<td>Proposals (2 @ 25 points each) (4 pages)</td>
<td>50</td>
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<tr>
<td>Rough Drafts (2 @ 50 points each) (12 pages)</td>
<td>100</td>
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<tr>
<td>Peer Review Responses (2 per paper) (4 @ 25 points) (8 pages)</td>
<td>100</td>
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<tr>
<td>Midterm and Final Arguments (2@75 points each) (12 pages)</td>
<td>150</td>
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<tr>
<td>Portfolio</td>
<td>300</td>
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**Total Possible Points** 1,000

**Tentative Schedule (Subject to Change)**

*Additional readings from each *Arguing in Communities* chapter will be assigned for discussion, critical reading, and writing activities. I will post these readings weekly on CourseCompass.

**Week 1**

1/5 W Syllabus and introductions
1/7 F Introduction to NWE

**Week 2**

1/10 M Diagnostic Essay
1/12 W Overview of Rhetoric, Ethos, Pathos, and Logos
   **Reading:** *Arguing in Communities*, pages 3-17
1/14 F In-Class Writing Assignment on Ethos, Pathos, and Logos

**Week 3**
1/17  M  No Classes-Martin Luther King Day

1/19  W  Ethos, Audience
       Reading:  *Arguing in Communities*, pages 67-72

1/21  F  Critical Reading, Audience Discussion
       Reading:  *Arguing in Communities*, pages 73-107

**Week 4**

1/24  M  Pathos, Introduction to Paragraph Development
       Reading:  *Arguing in Communities*, pages 109-117

1/26  W  Logos and Argumentative Fallacies
       Reading:  *Arguing in Communities*, pages 109-163
       Introduce Writing Assignment 1 on Audience and Author’s Use of
       Rhetorical Strategies

1/28  F  Writing Arguments
       Reading:  *Arguing in Communities*, 221-237

**Week 5**

1/31  M  Paragraph and Thesis Development
       Reading:  *Penguin Handbook*, pages 25-64

2/2   W  Peer Reviews
       Due:  Writing Assignment 1 (Bring 3 printed copies to class.)

2/4   F  Passive and Active Voice, Concision
       Reading:  *Penguin Handbook*, pages 327-337
       Due:  Peer Reviews

**Week 6**

2/7   M  MLA Citations and Documentation
       Reading:  *Arguing in Communities*, pages 334-342, 365-380

2/9   W  Rhetorical Analysis Activity

2/11  F  Rebuttal Arguments, Argumentative Claims about Existence
       MLA Citations and Documentation
       Reading:  *Arguing in Communities*, pages 445-455
       Introduce Midterm Argument

**Week 7**
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<th>Day</th>
<th>Activity</th>
<th>Due Details</th>
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<tbody>
<tr>
<td>2/14</td>
<td>M</td>
<td>Rebuttal Arguments Continued</td>
<td>Proposal for Midterm Argument</td>
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<tr>
<td>2/16</td>
<td>W</td>
<td>Language Use in Writing</td>
<td>Reading: <em>Arguing in Communities</em>, pages 555-562</td>
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<tr>
<td>2/18</td>
<td>F</td>
<td>Peer Reviews</td>
<td>First draft of Midterm Argument (Bring 3 printed copies to class.)</td>
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**Week 8**

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<tr>
<td></td>
<td></td>
<td></td>
<td>Peer Reviews</td>
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<tr>
<td>2/23</td>
<td>W</td>
<td>In-Class Writing Activity</td>
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<tr>
<td>2/25</td>
<td>F</td>
<td></td>
<td>Midterm Essays</td>
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**Week 9**

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<tbody>
<tr>
<td>2/28</td>
<td>M</td>
<td>No Classes-Spring Break</td>
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<tr>
<td>3/2</td>
<td>W</td>
<td>No Classes-Spring Break</td>
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<tr>
<td>3/4</td>
<td>F</td>
<td>No Classes-Spring Break</td>
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**Week 10**

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<th>Activity</th>
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<tbody>
<tr>
<td>3/7</td>
<td>M</td>
<td>Definition Arguments</td>
<td>Introduce Writing Assignment 2 on Definition Arguments</td>
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<td>3/9</td>
<td>W</td>
<td>Definition Arguments</td>
<td>Definition Arguments Continued</td>
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<td>3/11</td>
<td>F</td>
<td>Causal Arguments</td>
<td>Reading: <em>Arguing in Communities</em>, pages 499-506</td>
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**Week 11**

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<th>Activity</th>
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<tbody>
<tr>
<td>3/14</td>
<td>M</td>
<td>Peer Reviews/Responses to Peers’ Definitions</td>
<td>Writing Assignment 2 (Bring 3 printed copies to class.)</td>
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<tr>
<td>3/16</td>
<td>W</td>
<td>In-Class Writing Activity on Causal Arguments</td>
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<tr>
<td>3/18</td>
<td>F</td>
<td>Evaluation Arguments</td>
<td>Reading: <em>Arguing in Communities</em>, pages 619-626</td>
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Due: Responses to Peers’ Definitions

Week 12

3/21  M  In-Class Writing Activity on Evaluation Arguments
3/23  W  Final Argument Development
3/25  F  Proposal Arguments

Reading: Arguing in Communities, pages 711-720
Introduce Final Argument

Week 13

3/28  M  Due: Proposal of Final Argument
3/30  W  In-Class Writing Activity
4/1   F  Peer Reviews
Due: First draft of Final Argument (Bring 3 printed copies to class.)

Week 14

4/4   M  Due: Peer Reviews of Final Argument
4/6   W  Due: Final Arguments due
4/8   F  Revision Preparation Activity

Week 15

4/11  M  Revision Workshop
4/13  W  Conferences
4/15  F  Revision Workshop

Week 16

4/18  M  Revision Workshop
4/20  W  Course Wrap-up
Due: Portfolios