ENG 1101 Section 2736 Fall 2012
Instructor: Lyndsay Brown
Class: MWF 8 (3:00-3:50) MAT 251
Email: viautah@ufl.edu
Office Hours: Tigert 302 F 5-7 and by appointment

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 evaluate a form of social networking technology, and we will use a causal analysis to determine a problem caused by that technology. In these units, we will apply our knowledge of rhetoric and persuasion to real-world issues revolving around the theme of digital literacies: how we understand various new media technologies, how we use them, and how their use affects us.

In the culminating section of the course (Unit 4), we will be writing a proposal argument, in which students will describe a significant problem that arises due to our use of new media technologies (i.e. online bullying, censorship of political protest, or internet addiction), and determine 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 this theme, 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 become better writers by understanding and practicing skills related to outlining, style, structure, rhetorical analysis, and the conventions of academic writing.

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

Grading
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. **Assignments that do not meet the minimum word count will receive zero credit.**

Grade Issues
I will not consider questions about grades during class time or via email. If you have a question about a grade, you may schedule an appointment to meet with me and discuss it.

Grade Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum</th>
<th>Maximum</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>C</td>
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<tr>
<td>A-</td>
<td>90-93</td>
<td>C-</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<td>B</td>
<td>83-86</td>
<td>D</td>
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<tr>
<td>B-</td>
<td>80-82</td>
<td>D-</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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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 CLAS requirement for Composition (C) and to receive the 6,000-word University Writing Requirement credit (E6). You must turn in all papers totaling 6,000 words to receive credit for writing 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.
<table>
<thead>
<tr>
<th>Assignment Rubric</th>
<th>SATISFACTORY (Y)</th>
<th>UNSATISFACTORY (N)</th>
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<tr>
<td><strong>CONTENT</strong></td>
<td>Papers exhibit evidence of ideas that respond to the topic with complexity,</td>
<td>Papers either include a central idea(s) that is unclear or off-topic or provide</td>
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<td></td>
<td>critically evaluating and synthesizing sources, and provide an adequate</td>
<td>only minimal or inadequate discussion of ideas. Papers may also lack sufficient or</td>
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<td>discussion with basic understanding of sources.</td>
<td>appropriate sources.</td>
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<td><strong>ORGANIZATION AND COHERENCE</strong></td>
<td>Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences.</td>
<td>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.</td>
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<td><strong>ARGUMENT AND SUPPORT</strong></td>
<td>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.</td>
<td>Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.</td>
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<tr>
<td><strong>STYLE</strong></td>
<td>Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.</td>
<td>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.</td>
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<tr>
<td><strong>MECHANICS</strong></td>
<td>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.</td>
<td>Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.</td>
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Assignments (Total Points Possible: 1000)

Argument Analysis (600-900 words; 50 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 (900-1200 words; 100 points total)
In this assignment, students will choose a problem (or trend) to investigate throughout the semester 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 (1200-1500 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 (600-900 words 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.

Proposal (1800-2100 words, not including references; 300 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 (900 Words; 250 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; missed peer reviews will lower the final grade on the paper by 20%. The reading responses, assigned during class, will total 900 words or more.
**Course Policies**

*Assignment Formatting*
All papers must be submitted as MS Word (.doc or .docx) or Rich Text Format (.rtf) documents to E-learning/Sakai. Papers must be written 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 in the top left corner of all assignments (single-spaced).** Format the page number in the top right of each page, and title your submissions. When work is submitted electronically, the student's last name must be included in the filename.

*Attendance*
Attendance is required. The policy of the University Writing Program is that if a student misses more than six periods during a summer or spring semester, he or she will fail the entire course. Missing class on a double period counts as two absences. 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.

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 called, they are late, which disrupts the entire class. Two instances of tardiness count as one absence. Inform me as early as possible in advance if you will miss class due to a university-approved reason (i.e. varsity athletics, etc.). Similarly, you should inform me in advance if you will miss class to observe a religious holiday. Your first absences (for whatever reason) will count toward your "allowed" ones. If you have a learning disability, hardship, or other special dispensation approved by the Office of Student Affairs, please meet with me to discuss your requirements as early in the term as possible.

*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.

*Conferences*
I encourage you to make an appointment to see me during my office hours, especially when you have questions about an assignment, need help with a particular writing problem, want extra feedback on a draft, or have questions about my comments on your work. I will review introductory paragraphs via email, but you will have to meet with me to get comments on a draft.

*Deadlines*
Late assignments will not be accepted unless the student has made specific arrangements with the instructor prior to the submission of the late work. As all work is due by midnight via email, it would be in your best interest to send your documents no later than 11:30 PM.
**E-Mail and Course Website**

Students are expected to regularly check their University of Florida e-mail account and the course website—regularly here means email at least once every 24 hours, and the website at least twice per week. Students should not expect the instructor to possess the ability to remain in constant contact with the computer; thus, students are asked not to complain that the instructor does not reply to email at once.

**Electronic Devices**

No cell phones, handhelds, iPhones, or gadgets of any kind will be tolerated; turn these devices off before class begins, and do not use them. The instructor reserves the right to require those who break this rule to leave the classroom, which will count as a day's absence, even if happens in the last five minutes of the period. In the event of a personal situation that requires your cell phone to be on, please notify me before class.

Students are free to use laptop computers and other portable electronic devices in class for the purposes of taking notes during discussion or for in-class presentations. WWW browsing, emailing, chatting, etc. unrelated to class activities is, however, inappropriate and will not be tolerated. In the event of a violation of this policy, I reserve the right to prohibit the use of all electronic devices in class by individual students and/or the class as a whole.

**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.

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.

**Harassment**

Every student in this class is expected to participate in a responsible and mature manner that enhances education. Any conduct that disrupts the learning process may lead to disciplinary action. Because this course requires much contact, collaboration, and dialogue among students, it is essential that each student work to create an environment of respect and tolerance.

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

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

**Peer Review**
On the dates marked for peer review, you must bring a completed draft of your work to class, and be prepared to critique that of your peers. Absences on peer review days will affect your participation grade, and neglecting to submit a full draft will reduce your grade on the final work.

**Personal Student Concerns**
At times, students face personal problems that I am unable to help them with. At some point during the semester, you may find that you need assistance with stress management, time management, relationships, depression, family illness, or abuse. If this occurs, please visit http://oss.ufl.edu/stg/ (for the online guide) or call the Counseling Center at 392-1575. Please do not feel as if you are alone on this campus; there are people devoted helping you with these concerns.

**Plagiarism**
Plagiarism is a serious violation of the Student Honor Code. University of Florida students are responsible for reading, understanding, and abiding by the entire 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)

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

**Rewrite/Revision Policy**
I will accept the revision of one of the first three papers, which is due by the last day of class. I may require a meeting before submitting the revision to discuss problems with the paper.

**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.
Schedule of Classes and Assignments

This schedule is subject to change. The online syllabus supersedes the paper copy. Unless otherwise indicated, assignments and readings are due the day they are listed on the syllabus.

**Unit 1: Argument, Rhetoric, and Academic Writing**

**Week 1: August 22-24**
- **W:** The Course and Syllabus || The Theme
- **F:** In-Class Writing: Diagnostic Essay

**Week 2: August 27-31**
- **M:** Introduce Argument Analysis Assignment || *Writing Arguments* ("WA") Chapter 3
- **W:** In-Class Analysis || Carr and Norvig, "Is Google Making us Stupid?"
- **F:** Using Logic in Academic Arguments || *WA* Chapter 4

**Week 3: September 3-7**
- **M:** No Class: Labor Day
- **W:** Style: Writing Directly, Clearly, and Simply || *WA* Chapter 8
- **F:** Peer Review of Argument Analysis

**Unit 2: Classification—Using Evaluation and Ethical Arguments**

**Week 4: September 10-14**
- **M:** Argument Analysis Due || Introduce Evaluation Assignment || Writing Effective Email
- **W:** *WA* Chapter 13
- **F:** Topic and List of Criteria Due || Evaluation Exercise

**Week 5: September 17-21**
- **M:** How to Write an Outline || *Penguin Handbook* ("PH") Chapter 1
- **W:** Style: Topic Sentences, Paragraphs, and Essay Structure
- **F:** Outline Due || David Hadju, "Imperfect Pitch"

**Week 6: September 24-28**
- **M:** *WA* Chapter 5 and *PH* p. 162-180
- **W:** Thesis, Revised Outline, and Half of Analysis Due || Workshop: Essay Logic and Organization || Introductions/Conclusions
- **F:** Peer Review of Evaluation Analysis

**Unit 3: Discerning Logical Causes and Effects**

**Week 7: October 1-5**
- **M:** Evaluation Analysis Due || Introduce Causal Argument Assignment || *WA* Chapter 12
- **W:** Stephen Marche, "Is Facebook Making us Lonely?"
- **F:** Topic Due || Discuss Essay Organization

**Week 8: October 8-12**
M: Discuss Examples of and Types of Evidence in Causal Arguments || Mid-Semester Evaluation
W: The Use of Evidence in Arguments: In-Class Activity
F: Outline Due || Workshop on Causal Argument Organization and Sentence Structure

Week 9: October 15-19
M: Quotation/Summary/Paraphrase Exercise || Avoiding Plagiarism
W: Style: Cohesion and Coherence || PH Chapter 7
F: Peer Review of Causal Argument

Unit 4: Proposing Persuasive Solutions

Week 10: October 22-26
M: Causal Argument Due || Introduce Proposal Argument Assignment
W: WA Chapter 14
F: Proposal Topic Due || Discuss Example Proposal

Week 11: October 29-November 2
M: Introduce Writing Self-Assessment || WA Chapter 6 || Workshop: Audience Analysis
W: Audience Analysis Due || Dana Fleming, "Youthful Indiscretions"
F: WA Chapter 15 || Manuscript Form

Week 12: November 5-9
M: Writing Self-Assessment Due || Library Scavenger Hunt
W: Discuss the Problem Statement || Helen Knight, "The Decision Lens"
F: No Class: Homecoming

Week 13: November 12-16
M: Problem Statement Due || No Class: Veteran's Day
W: Discuss the Solution Section and Evaluate Examples
F: Review Proposal Outlines

Week 14: November 19-23
M: Description and Explanation of the Solution Due || Research and Writing Review
W: Feasibility and Counter-Arguments || WA Chapter 7 || Introductions and Conclusions
F: No Class: Thanksgiving

Week 15: November 26-30
M: No Class: Conferences
W: No Class: Conferences
F: No Class: Conferences

Week 16: December 3-5
M: Proposal Peer Review
W: Proposal Argument Due || Course Evaluation
I hereby affirm the following:

I received a copy of the course syllabus for ENG 1131,  
I have read and understand its contents, including all policies and requirements,  
that these policies may be altered by the instructor, but I will be given notice in class and via the website should they be so altered,  
I understand that any special provisions or accommodations must be presented in advance of any deadlines,  
and that any accommodations will not be granted retroactively.

___________________________________________  
Full Name (Print)

________________________________________________________________________  ______________________  
Signature  Date