

**Syllabus:
ENC 1101
Fall 2011**

**WRITING ACADEMIC
ARGUMENTS**

Course: ENC 1101, Section 2791
Room: CBD, Room 310

Meeting Times: MWF 3 (9:35-10:25)

Instructors: Phillip Bratta (philbratta@ufl.edu)
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Office: 302 Tigert Hall
Office Hours: Monday 2:00-4:00 or by appointment

Course Materials: Required:

Ramage, John D., John C. Bean, and June Johnson. *Writing Arguments: A Rhetoric with Readings*. 8th Edition. Longman. ISBN: 020566576

Miller, James. *The Eater Reader: A Longman Topics Reader*. Longman. ISBN: 0205000630

Faigley, Lester. *The Little Penguin Handbook*. 3rd Edition. Pearson Longman. ISBN: 0205211348

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 using academic reasoning. In particular, each student will explore issues of food politics by thinking about cause/effect and then evaluating the ethics of various food-based decisions. In these units, we will apply our knowledge of rhetoric and persuasion to real-world issues revolving around issues in food politics.

In the culminating section of the course (Unit 4), we will be writing proposals that suggest ways of dealing with some issues in food production and consumption in this country. Applying all of the skill 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 writing about food politics, we will also improve our critical thinking through reading, writing, and discussion, and we will attend to basic research skills, including documentation and avoiding plagiarism. Additionally, we will examine and practice academic conventions of word choice, sentence structure and variation, and paragraph formation.

Outcomes:

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

- plan, draft, revise, edit, and proofread an argumentative essay
- read, write, and think critically
- use evidence to effectively support argumentative claims
- write an organized, logical argument
- avoid plagiarism
- write coherent, cohesive, and clear paragraphs
- create direct, grammatically-correct sentences
- demonstrate a clear, graceful writing style

Course Requirements**ASSIGNMENTS AND GRADING****Rhetorical Analysis (600-900 words)**

150 points

In this paper, students will analyze how a particular essay tries to persuade its readers through the use of argumentative claims and evidence. Students should pay careful attention to the thesis statement and logical construction of the argument.

Due: September 11

Causal Argument (1200-1500 words)

200 points

Students will devise an argument that either traces what caused the problem or projects what potential impact/effect(s) the problem could have on society as a whole. Students must begin by defining a problem related to food politics, then establish a convincing line of logical reasoning that also attends to rhetorical subtleties.

Due: October 2

Evaluation (1500-1800 words)

250 points

For this paper, students will conduct an ethical evaluation that is either principles- or consequences-based. This evaluation attempts to get the audience to (re)consider the ethical implications of issues in food-related labor.

Due: October 23

Proposal (1800-2100 words)

300 points

For the final paper, students will consider a problem in food politics and argue four main points: (1) What the problem is; (2) What caused it; (3) Why it should be considered a problem; and (4) What can be done about it.

Due: December 7

Reading Journals and In-Class Activities (900 words)

100 points

This portion of the grade will account for both activities completed in the classroom, as well as reading journals. In-class activities include quizzes, drafts, workshops, and peer reviews. For peer reviews, students must bring a completed paper.

Writing journals will be assigned throughout the semester. The word count must total 900 words or more. Prompts will be provided by the instructor, and students are expected to turn in polished, professional prose.

TOTAL

1000 points

GRADING SCALE

A	4.0	93-100	930-1000	C	2.0	73-76	730-769
A-	3.67	90-92	900-929	C-	1.67	70-72	700-729
B+	3.33	87-89	870-899	D+	1.33	67-69	670-699
B	3.0	83-86	830-869	D	1.0	63-66	630-669
B-	2.67	80-82	800-829	D-	0.67	60-62	600-629
C+	2.33	77-79	770-799	E	0.00	0-59	0-599

GENERAL EDUCATION LEARNING OUTCOMES

You must pass this course with a “C” or better to satisfy the CLAS requirement for Composition (C) and to receive the 6000-word University Writing Requirement credit (E6). You must turn in all papers totaling 6000 words to receive credit for writing 6000 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’ 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.

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the satisfactory range, papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper’s argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader’s understanding or severely undermine the writer’s credibility.

Course Policies ATTENDANCE

ENC 1101 is a participation-oriented, skills-based writing course, which means that you will build your skills incrementally and systematically in each class throughout the semester. Much of the learning that takes place is spontaneous and difficult to reproduce outside of class.

Consequently, 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. 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.

PREPARATION

You are expected to be prepared for every class, including completing all reading and writing assignments on time. Failure to be prepared for or to contribute to in-class activities will lower your grade.

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 and peer reviews require that students provide constructive feedback about their peers' writing.

MODE OF SUBMISSION

All papers will be submitted as MS Word (.doc or .docx) or Rich Text Format (.rtf) documents to e-Learning/Sakai. Final drafts should be polished and presented in a professional manner. All papers must be in 12-point Times New Roman font, double-spaced with 1-inch margins and pages numbered.

Papers are accepted **only** through e-Learning/Sakai. Email submissions will not be accepted. Papers must be submitted by midnight on the due date, otherwise the system will not accept them. **Late papers will NOT be accepted.** Failure of technology is not an excuse.

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

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 as the student's own work all or any portion of the work of another. Plagiarism includes (but is not limited to):

- a. Quoting oral or written materials, whether published or unpublished, without proper attribution.
- b. 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.

All acts of plagiarism will result in failure of the assignment and may result in failure of the entire course. Plagiarism can occur even without any intention to deceive if the student fails to know and employ proper documentation techniques.

Unless otherwise indicated by the instructor for class group work, all work must be your own. Nothing written for another course will be accepted.

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.registrar.ufl.edu/catalog/policies/students.html>. The Honor Code requires Florida students to neither give nor receive unauthorized aid in completing all assignments. Violations include cheating, plagiarism, bribery, and misrepresentation. Visit <http://www.dso.ufl.edu/judicial/procedures/academicguide.php> for more details.

GRADED MATERIALS

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

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. Diverse student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own.

Cell phones, laptops, and other assorted electronic devices should stay home or in your backpack.

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 who must then provide this documentation to the Instructor when requesting accommodation.