

ENC 1101: EXPOSITORY AND ARGUMENTATIVE WRITING

Section: 0241

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COURSE DESCRIPTION

This course examines the rhetorical and practical elements of writing effective arguments for contemporary academic audiences. We will study and learn to apply various principles that make for effective argumentation in that context.

During the first part of this course, we will focus on what rhetoric and argument mean in an academic context and for academic audiences. We will establish a writing culture in which we learn how to analyze both our own and our peers' writing based on our critical responses to the writings of contemporary scholars and journalists.

In the second part of the course (Units 2 and 3), we will explore various forms of analysis used in academic reasoning. Students will learn to recognize and write both causal arguments and evaluation arguments, as well as participate in various workshops and peer reviews.

In the culminating section of the course (Unit 4), we will be writing to change the world in a very literal way. In a proposal argument, students will describe a significant problem and 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, 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 examine and practice academic conventions of word choice, sentence structure and variation, and paragraph formation.

Texts will include traditional sources such as a writing handbook, textbook, and reader, but we will also examine the arguments in other texts—in popular culture, advertisements, and websites.

THEME

To facilitate a conversation that continues throughout the semester, our readings will center generally on the depiction of masculinity in popular culture, particularly how different definitions of masculinity are upheld or challenged on television. Through our themed readings we will investigate the ways in which the rhetoric we see/read/hear everyday attempts to influence our thinking using the very strategies we will be practicing in this course. Thus, by

reading and analyzing these example texts, we will use our rhetorical and critical thinking skills to participate (academically) in an important discussion in society today.

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 READINGS

John D. Ramage, John C. Bean, and June Johnson. *Writing Arguments* [with readings]. 9th brief edition. New York: Longman, 2014.

Hacker, Diane, Stephen Bernhardt, and Nancy Sommers. *Writer's Help*. 1st ed. Boston, Bedford/St. Martins, 2013. (Online Text).

GRADING & COURSE CREDIT POLICIES

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. **Submitted assignments short of the minimum word count will receive zero credit.**

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

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.

PLEASE NOTE: submitted assignments that fall short of the word count will be heavily penalized and those students will not receive credit for the writing component of the course. Plagiarized papers will also not count towards the word count requirement.

You must pass this course with a “C” or better to satisfy the General Education 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.

ASSIGNMENT DESCRIPTIONS (TOTAL POINTS POSSIBLE: 1000)

Below are brief descriptions of each major writing assignment. These descriptions are meant merely to provide you with an idea of what each paper will entail. However, these are not instructions for the assignments—those will be provided in much greater detail at the beginning of each unit.

Argument Analysis (800 words; 100 total points; 10% of final grade)

In this paper, students will analyze how a particular essay tries to persuade its readers through the use of argumentative claims and evidence.

Evaluation (1100-1300 words; 150 points total; 15% of final grade)

In this assignment, students will evaluate a particular object or issue according to the class to which it belongs. 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; 20% of final grade)

In the third paper, 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 follow one of the organizational templates presented in *Writing Arguments*.

Proposal (1800-2000 words; 300 points total; 30% of final grade)

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

Peer Reviews (word count TBA; 25 points each; 100 points total; 10% of final grade)

You will be required to complete a peer review for each of the four major writing assignments described above. Specific prompts will be given for each peer review.

In-Class Activities and Quizzes (150 points; 15% of final grade)

Throughout the semester we will complete in-class activities, both individually and in groups. Additionally, quizzes based on reading assignments will be given randomly throughout the semester. Quizzes and in-class activities cannot be made up.

Assessment Rubric

While each assignment sheet will include the rubric for that paper, below are the general guidelines by which all writing will be graded in this class.

	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,	Documents rely on word usage that is inappropriate for the context, genre, or

	and discipline. Sentences should display complexity and logical structure.	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.

CLASSROOM POLICIES

Attendance

Attendance is required. The policy of the University Writing Program is that if a student misses more than **six** periods during a fall 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.

Your first **three** absences will not be penalized. However, beginning with the fourth absence your grade will drop one letter grade with each absence (for example, if you miss four classes, your grade could be lowered from a B to a B-).

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. Leaving the class before dismissal will also count as a "tardy."

Plagiarism

Plagiarism is a serious violation of the 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)

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.

PLEASE NOTE: There is zero tolerance for plagiarism in this class. Plagiarized assignments will receive zero credit and will not count toward the 6,000-word requirement for the course. The Dean of Students will also be notified.

If you have questions about whether or not you are citing a source correctly, ask your instructors.

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.

In addition, students will refrain from texting and other behaviors that distract classmates. Disrespectful behavior will result in dismissal from the class and will count as an absence from class.

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.

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

Mode of Submission

All papers will be submitted as MS Word (.doc) documents to E-learning/Sakai and as hard copies the day they are due. 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.** Be sure to staple papers before submitting hard copies. Unstapled papers will not be accepted. Please do not email your paper to your instructors.

Late Papers

Papers are due at the beginning of class on the day indicated by the syllabus. **Late papers will not be accepted.** If there are serious circumstances that require an extension, you must contact your instructor before the due date to discuss your concerns.

Writing Center

The University Writing Center is located in Tigert 302 and is available to all UF students. Please note that appointments are needed (no walk-ins will be accepted) and you will need to bring a hard copy of your paper with you. Tip: make appointments well in advance to ensure you get an appointment.

Students can receive up to 10 points extra credit on each paper by visiting the Writing Center before a paper is due. You will need to take a complete draft with you, have your tutor sign your draft, and include the draft with the final paper. The amount of extra credit awarded will be based on the changes made to your rough draft based on your tutor's suggestions.

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 only a guide and is subject to change. Assignments and readings are due the day they are listed on the syllabus, not the following day.

Unit 1: Argument, Rhetoric, and Academic Writing

Week 1		Reading and Assignments
08/25	Review Course Syllabus and Course Theme	
08/27	Diagnostic Essay (in class)	
08/29	Introduce Argument Analysis assignment	<i>Writing Arguments</i> (Hereafter “WA”) Chapter 3: “The Core of an Argument”
Week 2		
09/01	Labor day—NO CLASSES	
09/03	Using Logic in Academic Arguments	WA. Chapter 8: “Analyzing Arguments Rhetorically”
09/05	In-class Activity	
Week 3		
09/08	In-Class Analysis, Examples	Nicky Falkof, “The Father, the Failure and the Self-Made Man: Masculinity in <i>Mad Men</i> ” (Online) Short Response #1 Due
09/10	Style: Writing Directly, Clearly, and Simply	
09/12	Peer Review of Argument Analysis	Due: Polished Draft of Argument Analysis

Unit 2: Classification—Using Evaluation and Ethical Arguments

Week 4		
09/15	Introduce Evaluation Assignment, Grammar Activity	Argument Analysis Due
09/17	What is an Evaluation Argument?	WA Chapter 13: “Evaluation and Ethical Arguments”
09/19	In-Class Evaluation Exercise: Criteria	Due: Topic and List of Criteria
Week 5		
09/22	Evaluation Argument Organization	Akash Nicholas, “Where is the Female Tony Soprano?”
09/24	Choosing Sources, Incorporating Quotes	WA Chapter 5: “Using Evidence Effectively”
09/26	In-class activity	Laura Hudson, “Die Like a Man: The Toxic Masculinity of <i>Breaking Bad</i> ”

Week 6		
09/29	Workshop: Essay Logic and Organization, Introductions/Conclusions	Due: Claim/Thesis, Revised Outline, and half of the Analysis
10/01	In-class Activity	
10/03	Peer Review of Evaluation Analysis	Due: Polished Draft of Evaluation Argument

Unit 3: Discerning Logical Causes and Effects

Week 7		
10/06	Introduce Causal Argument Assignment	Evaluation Argument Due
10/08	In Class-Activity	<i>WA</i> Chapter 12: “Causal Arguments”
10/10	Essay Organization	Due: Causal Argument Topics
Week 8		
10/13	Discuss Examples of and Types of Evidence in Causal Arguments	
10/15	The Use of Evidence in Arguments: In-Class Activity	Todd Van Der Werff, “Breaking Bad’s’ Racial Politics: Walter White, Angry White Man” (Online)
10/17	Homecoming—NO CLASSES	
Week 9		
10/20	Workshop on Causal Argument Organization, Style: Cohesion and Coherence	Due: Claim/Thesis, Revised Outline, Half of the Causal Argument.
10/22	In-Class Activity	Associated Press, “Death of the Stoic US Male” (Online)
10/24	Peer Review of Causal Argument	Due: Polished Draft of Causal Argument

Unit 4: Proposing Persuasive Solutions

Week 10		
10/27	Introduce Proposal Argument Assignment	Due: Causal Argument
10/29	Proposal Arguments Structure	<i>WA</i> Chapter 14: “Proposal Arguments”
10/31	Discuss Example Proposal	Due: Proposal Topic
Week 11		
11/03	In-Class activity, Quotations/Summary/Paraphrase	<i>WA</i> Chapter 6: “Moving Your Audience”
11/05	Finding Academic Sources for Academic Work	<i>WA</i> Chapter 15/16: Using Sources
11/07	Conferences	

Week 12		
11/10	Library Scavenger Hunt	
11/12	Quotation/Summary/Paraphrase Exercise, Avoiding Plagiarism	
11/14	Discuss the Problem Statement and Evaluate Examples	Reading TBA
Week 13		
11/17	Review Proposal Outline, Discuss the Solution Section and Evaluate Examples	Due: Problem Statement
11/19	Discuss Proposal Examples	Reading TBA
11/21	Feasibility and Counter-Arguments	<i>WA</i> Chapter 7 “Responding to Objections and Alternative Views
Week 14		
11/24	In-Class Workshop, Evaluate Examples	Due: Description and Explanation of the Solution (600 words)
11/26	Thanksgiving—NO CLASSES	
11/28	Thanksgiving—NO CLASSES	
Week 15		
12/01	Conferences	
12/03	Conferences	
12/05	Peer Review	Due: Polished Draft of Proposal Argument
Week 16		
12/08	TBA	
12/10	Fall classes end	Due: Proposal Argument