

Fall/2017 ENC 1101

Instructor Contact

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Course Information

Course Name: Composition I: Introduction to Writing Studies

Course ID & Section: ENC 1101-0117

Credit Hours: 3

Semester/Year: Fall/2017

Location: VAB Room 109 MWF 8:30-9:20

Course Description

ENC 1101 CAH-WRITE 3(3,0) Composition I: Expository writing with emphasis on effective communication and critical thinking. Emphasizing the writing process writing topics are based on selected readings and on student experiences. The "NC" grading policy applies to this course. No prerequisites.

Course Objectives

This is the first half of the freshman composition series, Writing About Writing. It should then come as no surprise that you will spend the term engaged in writing which looks at the deeper connections within individual forms of communication as well as your personal stake in the written word. Ideally, this course will help you to tap into the writer within. ENC1101 is a 3 credit hour course.

- To gain a better understanding of the writing process and literacies
- To engage critically with the work of experts and apply those ideas to your own writing
- To differentiate between multiple discourse groups and use that divide to purposeful means
- To demonstrate primary/secondary research skills
- To thoughtfully integrate the work of others into your own.
- To demonstrate a commitment to writing as a process though the use of all its steps

- To build upon previous knowledge and become a more effective user of language in all aspects of life

Required Texts and Materials

Writing About Writing 3rd Edition. Ed.s Wardle and Downs.

UCF Writes: A Handbook for Writing at the University of Central Florida. Ed.s Bryan, Holic, Mansfield, Richardson, Stack, and Stewart

Pen and Paper

Exam Booklet (for the Final Exam)

A Gmail account (Final Portfolio will be turned in using Google Drive)

Writing Center

Over the course of this semester, you will be doing a lot of writing. Thus, you are highly encouraged to visit UCF's Writing Center. You can schedule an appointment using the Writing Center's Tutor-Trac website: <https://uwc-trac.cah.ucf.edu/TracWeb40/default.html> . Appointments can be scheduled for in person or online.

Course Policies

Missed Assignments/Make-Ups/Extra Credit

Late work: Any late work will receive a zero. Exceptions will be made only with a university approved excuse and will be handled on a case-by-case basis. Any assignment with a zero will still be required as a part of your portfolio. There will be no extra credit given.

Evaluation and Grading

Grading: Your grade is broken down as follows: Please note that this is a Gordon Rule course, which requires you to write at least four major assignments and receive a C- or higher to pass. You must turn in all major writing assignments to pass the course.

Literacy Narrative:	100 points
Literacy Narrative Prewriting Assignment:	50 points
Activity Analysis:	100 points
Activity Analysis Prewriting Assignment:	50 points
Rhetorical Analysis:	100 points
Rhetorical Analysis Prewriting Assignment :	50 points
Participation/Reflections:	100 points (30/70)

Peer Review:	175 points (25 points per review)
Final Exam:	75 points
Final Portfolio:	200 points

Scale:

A : 1000-930

A- : 929-900

B+ : 899-870

B : 869-840

B- : 839-800

C+ : 799-770

C : 769-740

C- : 739-700

F : 699-000

NC : Students who show clear and persistent effort throughout the semester but do not meet the minimum criteria for passing the course will receive a grade of 'NC' at the discretion of the instructor.

Attendance/Participation Policy

Your participation is extremely important to this class being a success. While there is not a grade just for showing up, there is one for contributions that you make to the discussion in class. To help facilitate this, you are being asked to do reading reflections in Webcourses **before** class time (also for a grade). You probably will not fail this course for not doing these activities, but do you really want to shave a full letter grade off your total score? Doing well in the participation department is simple: read what is assigned, post your reflections to the discussion board before class, and throw a hand up during class.

Academic Honesty

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other

words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Disability Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Ferrell Commons, 7F, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Modules

The course will be divided into four paced Modules, which you should follow over the course of the semester:

Module 1: Literacy Narrative

Module 2: Activity Analysis

Module 3: Rhetorical Analysis

Module 4: Portfolio

Note

The portfolio will contain revisions from the essays in the first three modules.

Academic Activity:

All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

Literacy Narrative Assignment Sheet

For this first big assignment, it is your responsibility to paint a picture of your literary life that you weave in online spaces. The point of this assignment is deep reflection about how you present yourself to others as well as application of what you have learned from the readings. Consider your own development as a literate person (as a reader and a writer). How is that persona reflected in the texts which you create and share? Your job here is to make an argument about *how you construct a literary identity online*.

What does this thing look like?

A Literacy Narrative is probably unlike many of the essays which you have encountered in the past. You are talking about yourself in this essay. That means first person is not only appropriate but also very likely necessary. It is a narrative, so you will need to include examples of your own experiences. Be specific. Include details that help your reader understand what point you are trying to make.

Option 1: How your literate identity is shaped in a space that you use

With this option, your essay will focus on the way that you present yourself. Your *primary research* is going to come from places where you create texts online (blogs, social networking sites, fanfiction sites, forums, really any place online where you present a literate persona). Your *secondary research* is going to come from the readings from this class. You should be making an argument about your online identity. Who are you in this space? How do the affordances of creating texts in a particular forum affect your choices?

Option 2: How you acquire literacy in a new online space

With this option, your essay will focus on how you acquire a new literacy. As with the first option, your *primary research* comes from places online where texts are created. Once more, your *secondary research* will come from the readings in class. The difference here is your focus. How do you acquire literacy in this particular online environment? What sponsors of literacy exist in this space?

This is an important point. In addition to being a *narrative*, it is also an *essay*. This means that you should not just be telling a story, you should be making some kind of argument about why that story is important. The best Literacy Narratives will find a balance between the storytelling and academic elements to craft something which is clear, convincing, and interesting.

With that in mind:

- Carefully notate any articles you think will be useful or interesting. (Assigned readings are fair game, but any article not covered is also fine.) Getting the quotes that you feel will be useful as we cover the readings will save you a lot of time when you start writing.
- Figure out what you are trying to say before you start writing. It is quite difficult to support an argument in the body of your essay if you do not know of what you are trying to convince your audience.

You are expected to present this view with a well-formed argument which has clear evidence of critical thinking. In order to **support** that argument, **at least** two of the readings from class must be used.

Requirements:

- 5 page minimum (Your works cited page does not count toward this. Additionally, essays which do not **fill** the fifth page are not really 5 pages).
- Appropriate MLA formatting throughout.
- A properly formatted works cited page. You must **use** all sources included in the works cited page within your essay.
- Post a link to the Google doc to submit this assignment (Go to <https://docs.google.com/document/d/1R-UdTRmZdgLXF18JbLCR8eW-nBspTq713dF0TqrF-0Q/edit?usp=sharing> (Links to an external site.) for detailed instructions on this)

Activity Analysis Assignment Sheet

For this second major assignment, you will be taking the reflective skills gained earlier this semester and focusing them outward. It is your job to create a meaningful discussion that helps the reader get to the heart of an activity system. The point of this assignment is to move away from the self while maintaining a high level of deep, critical reflection.

What is Activity Analysis?

At its core, an Activity Analysis is a means to solve a problem. Your job as a scholar is to identify where there is an issue within a particular activity system. When applying Activity Theory, one outlines all the components within the system (the activity triangle on 400 of WAW is a big help with this), then explores the factors which led to that problem.

What are you going to do with it?

It is your responsibility to select an activity system (a system accessible online which you can join for the this assignment) and propose some kind of solution to an issue within that system. The issue does not need to be earth-shattering, but the best Activity Analyses are actively trying to solve a problem.

With that in mind:

- Carefully and critically read the texts within this major assignment block.
- Select an activity system you wish to analyze:
 - Conduct *at least 2* interviews with members of your system.
 - Gather *at least 1* text from/used by members.
- Look to *UCF Writes* for formatting and citation assistance.

You are expected to present this analysis with a well-formed argument which has clear evidence of critical thinking as well as primary and secondary research. Simply explaining *what* your system does represents half an essay.

Requirements:

- 5 page minimum (Your works cited page does not count toward this. Additionally, essays which do not **fill** the fifth page are not really 5 pages).

- Multiple samples from the system, 1 system text, **and at least 2** articles from *WAW* must be used.
- Appropriate MLA formatting throughout.
- A properly formatted works cited page. You must **use** all sources included in the works cited page within your essay.
- Post a link to the Google doc to submit this assignment (Go to <https://docs.google.com/document/d/1R-UdTRmZdgLXF18JbLCR8eW-nBspTq7l3dF0TqrF-0Q/edit?usp=sharing> for detailed instructions on this)

Rhetorical Analysis Assignment Sheet

In this last big writing assignment, you will be performing a rhetorical analysis. At its core, you will be looking at interactions between **rhetors** and **interlocutors**. You will be examining how a writer addresses the **rhetorical situation**. In order to do that you must first:

- Carefully read the texts for this major assignment.
- Select the rhetorical situation you will be analyzing:
 - For this assignment, you have a pretty wide array of situations to analyze, but there are some stipulations. For example you must:
 - Select a piece of *web content* that you find at least somewhat compelling (because it either achieves **exigence** masterfully or misses it mark spectacularly).
 - Said content can come from just about anywhere, but you *must* run it by me first (I will discuss it with you in the discussion “Rhetorical Situation Discussion” and either approve, reject, or suggest adjustments to your idea We will also take some time in class to do individual conferences).
 - The author needs to be clearly identifiable (an anonymous rhetor will make the entire process pretty difficult).
 - Establish a clear framework for why you are discussing this piece
 - You will need to take notes on the piece itself.
 - Also consider how the key concepts can be applied to your chosen content.
- Perform the actual rhetorical analysis:
 - What is the **context** for writing, the rhetorical situation?
 - What purposes **motivate** your chosen piece?
 - What **interaction** is taking place?
 - Is it **intertextual**? (if so discuss the connections at length)
 - How is this piece **epistemic**?

The questions above are meant to get you writing. To be clear, it is a very good idea to answer those question, but an essay that is just a list of paragraph-answers to the above questions will be considered devoid of critical thought and therefore a failure. Instead, use these responses to perform a meaningful analysis of the work you chose. You are charged with picking a piece of writing to analyze; pick one worth analyzing.

Requirements

- 5 page minimum (Your works cited page does not count toward this. Additionally, essays which do not *fill* the fifth page are not really 5 pages).
- *Multiple* articles from *WAW* must be used as well as the web content you are analyzing.
- Appropriate MLA formatting throughout.

- A properly formatted works cited page. You must *use* all sources included in the works cited page within your essay.
- Post a link to the Google doc to submit this assignment (Go to <https://docs.google.com/document/d/1R-UdTRmZdgLXF18JbLCR8eW-nBspTq713dF0TqrF-0Q/edit?usp=sharing> for detailed instructions on this)

ENC 1101 Portfolio Checklist

On Webcourses, you will be sharing your entire portfolio as a single folder. This means that you may have to digitize certain components (such as your peer reviews). The point of an assignment like this is to create a single place where all the work you have done over the semester can be viewed.

Your portfolio should include:

- Portfolio Reflection (described below)
- Rough Draft of Lit. Nar. From Peer Review
- Lit. Nar. Peer Review Sheet
- Graded Literacy Narrative
- Revised Literacy Narrative
- Rough Draft of Act. Ana. From Peer Review
- Act. Ana. Peer Review Sheet
- Graded Activity Analysis
- Revised Activity Analysis
- Rough Draft of Rhet. Ana. From Peer Review
- Rhet. Ana. Peer Review Sheet
- Graded Rhetorical Analysis
- Revised Rhetorical Analysis

How to do a Portfolio Reflection.

In 1-2 pages, explore the changes you made throughout the portfolio from the graded version to the revision while reflecting on how you have evolved as a writer over the course of the semester. Keep in mind that a portfolio is at its best when it is tracking meaningful change, so focus your discussion on this. Explore the topic in detail, pointing to specific changes where relevant. Think of this reflection as a means to introduce the entire portfolio as well as yourself as a writer.