

ENC1102-116: Composition II (3.0 Credit Hours)
Monday/Wednesday/Friday 12:30-1:20
CNH 207E

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Note to Students: You are responsible for knowing and following the course policies in this syllabus.

Prerequisites: ENC1101 or equivalent.

Course Description:

Researching Activism: More than ever, the sanctity of well-reasoned and researched discourse is under scrutiny. As members and stakeholders in a democracy which was founded on the principles of discourse and the enlightenment ideal of rationalism, the responsibility of the academy is to ensure that students are not only well informed, but given the tools to inform themselves. This course asks you to take on the role of researcher, examining the writing practices of a movement of your choosing. Over the course of this semester, you will learn about multiple methods of performing research in the study of writing. This class will center around a five-part project which will span the entire semester. ENC 1102 is a 3-credit hour course.

Texts & Materials

Writing About Writing 2nd Edition. Ed. Elizabeth Wardle and Doug Downs.
UCF Writes: A Handbook for Writing at the University of Central Florida
Additional readings posted to Webcourses

Course Objectives:

- 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 through the use of all its steps
- To build upon previous knowledge and become a more effective user of language in all aspects of life

Financial Aid Accountability Statement

From Financial Aid Website: UCF must comply with the Federal Student Financial Aid regulation that states that in order to receive federal aid, students must be actively academically engaged (according to a federal definition) in each course in which they are enrolled. For the first disbursement of financial aid, we are required to gather this information no later than Friday, January 13th 2017 by 5:00 pm EST. Without verification of this engagement, students will not

receive their aid. Student activity in Webcourses@UCF (Canvas) will be used to determine which students have met the federal standard, and that information will be sent to the Office of Student Financial assistance for processing.

Course Policies:

How to Turn in Assignments: All assignments will be turned in via pasting a link to a Google Doc in Webcourses. It is also how the portfolio will be submitted at the end of the semester. If you do not already have a Gmail account, get one as you will need it for the entirety of this course.

Attendance: Writing is a process; one that works better when it is cooperative. This means that missing class is a sure way to make your essays harder because you will miss class discussion and any notes that I give on the assignments. That being said, there will often be daily participation/journal grades. If you miss those, you will miss out on those points unless you bring me a university-approved excuse and make up that work in a timely manner.

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.

Journals/Daily Assignments: This is sort of a catch-all to cover the day-to-day activities in class. The journal assignments will often be designed to either get you thinking about how to address upcoming assignments or be the actual prewriting for those assignments. Be prepared to discuss assignments daily, as I intend to call on students who are less than forthcoming during class discussion.

Gordon Rule: This class uses the Gordon rule by which you must receive at least a C- as well as turn in all major assignments to pass the course.

Technology: All assignments for this course will be submitted online. All communication outside of the classroom will be done through email. As a result, you are encouraged to bring laptops and tablets to the classroom. They are research tools that should be used as such. There are a hundred ways this could go wrong that can all be avoided by common sense and basic respect for the class. Be responsible and respectful.

Academic Integrity: The Department of Writing and Rhetoric (DWR) has adopted the definition of plagiarism from the Council of Writing Program Administrators (WPA):“In an instructional setting, plagiarism occurs when a writer deliberately uses someone’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.”

Misuse of Sources: The WPA and the DWR distinguish plagiarism from the misuse of sources: “A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.”

Consequences of Academic Dishonesty: DWR takes plagiarism and other forms of academic dishonesty seriously and responds in accordance with UCF policy. Plagiarizing or cheating—or assisting another student who plagiarizes or cheats—may result in a failing grade on an assignment or for the entire course; a report to the Office of Student Conduct; and/or a “Z” grade, which denotes academic dishonesty on your transcript.

Disability Statement: The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. 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, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Title IX Statement on Harassment: Title IX makes it clear that violence and harassment based on sex that interferes with educational opportunities is an offense subject to the same penalties as offenses based on other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources, and information concerning reporting options at shield.ucf.edu. Perpetrators are subject to expulsion or termination and may also be subject to criminal penalties.

Assignment Breakdown

You are going to spend the semester performing research into a movement of your choosing. The document “Situating Research into Active Movement” on Webcourses will give a more concrete description of the assignment. Briefly, you should select a movement that you feel is worth discussing. You will analyze literate practices of this group (broadly define), and ultimately your research will culminate in a seminar-length argumentative paper. This project will be iteratively broken down into five parts.

Part 1: Research Proposal: Students will select a movement to be the object of study for the entire semester. They will explore why said community is valuable as an object of inquiry as well as outline possible research trajectories.

Part 2: Annotated Bibliography: Students will assemble secondary sources using appropriate MLA documentation and explain how these are useful for the research at hand. These sources will inform the critical approach that you are taking in analyzing the community.

Part 3: Data Analysis: Students will create an academic framework in which to discuss their movement. This will begin to establish the lens the student is using, but will primarily utilize the primary research.

Part 4: Situated Inquiry: This will build upon the student's primary and secondary research to create a complete and cohesive argument about the movement that is not only engaging but also insightful.

Part 5: Final Presentation: The student will present to the class on the discourse community, highlighting the struggles of the research as well as its potential benefits.

Other Assignments

Presentations: At the half-way point in the semester, each student will be asked to present on how his/her research is coming along, noting interesting observations, and detailing how the project has changed since its initial incarnation.

Reflections: Over the course of the semester, students will be asked to write a number of reflections on various topics.

Portfolio: Writing is a process of work and revision. This is what the portfolio is for. Hold onto drafts and track your changes as you revise as I expect your portfolio to contain **an early draft, the graded draft, and a revision** for each of the major assignments. (We will discuss in class how to do this). This is worth 200 points; treat it with the care which it deserves.

Grading: Your grade is broken down as follows:

Proposal Prewriting:	25 points (Due 1/30 by Class Time)
Research Proposal:	75 points (Due 2/6 at 11:59PM)
Bib Prewriting:	25 points (Due 2/15 by Class Time)
Annotated Bib:	75 points (Due 2/20 at 11:59PM)
Presentations:	25 points (2/27-3/3)
Analysis Prewriting	25 points (Due 3/3 by Class Time)
Data Analysis:	125 points (Due 3/11 at 11:59 PM)
Inquiry Prewriting:	25 points (Due 4/1 by Class Time)
Situated Inquiry:	150 points (Due 4/8 at 11:59 PM)
Peer Review:	100 points (25 points per review)
Final Portfolio:	200 points (Due 4/29)
Final Presentations:	50 points (Final exam period)
Participation:	50 points
Reflections:	100 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.

Writing Center: the University Writing Center exists to help student writers. They offer 45 minute consultations with students in order to assist you with the writing process. ***This is not a proofreading service, but rather a holistic look at your work in order to help improve the writer. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu> or call 407-823-2197.

Important Dates:

1/11 Add/Drop deadline

3/21 Last Day to withdraw

General Policies:

Cell Phones: In general, silence your phones during class; however, if it does go off, just silence the ringer in a timely manner. If you have an emergency, please step out into the hall.

Emails: I check my e-mail fairly frequently, so please feel free to send me an e-mail with any questions/concerns/issues that you have. In the e-mail's subject line, please indicate who you are and which section you are in. Also, general e-mail etiquette is expected and appreciated. As a side note, use your Knights email.

Treatment of Others: There will be a fair amount of group work and class discussion in this course. The golden rule applies very nicely here.

Pet Peeves (or ways to hurt your grade without trying too hard): Please refrain from all of the following activities in the work you give me.

- *Going off topic*: If you worry that you are off topic in a paper, please refer to my e-mail policies and then shoot me an e-mail.
- *To/too/two, there/their/they're, pretty much every other homophone*: These are the kinds of errors that are small but can influence others' opinions of you in a big way. (Imagine using the wrong word on a resumé or cover letter.)
- *Using absolutes and generalities in your papers*: I want you to think critically over the course of this class. Neither absolutes nor generalities are conducive to critical thinking.
- *Hiding behind prejudice as though it were an argument*: This includes (but is not limited to) racism, sexism, homophobia, ageism, xenophobia. Just do not do it. *In this case, I am talking about using an essay to perpetuate hate/ignorance. Anything else would be a simple issue of audience awareness which we will discuss in class.

Semester-Long Research Project: Activist Movements

Over the course of this term, you will be performing research on a group of your choosing which undertakes activist activity. A movement is valid for this assignment if it is currently (or very recently) relevant to the current climate here in the U.S. or abroad. The purpose of this research project is multi-faceted and operates under a number of assumptions both within the confines of the classroom and more broadly as the responsibility of the academy to produce informed citizens.

Classroom goals for this assignment:

- Teaching best practices on performing research
- Giving students the opportunity to apply various methodologies in the performance of real research
- Familiarize students with approaches for collecting secondary and primary research
- Emphasize argumentative writing that is based on evidence and critical thinking

Social goals for this assignment:

- Ensure that students are familiar with the current social, economic, political, and environmental climate by performing their own inquiry
- Foster a spirit of inquiry and curiosity that will continue after the close of this class
- Understand the impact of activist activities
- Appreciate the broad and complex undercurrents which inform our times

What this means:

Basically, you are going to be collecting primary (gathered by you) data from an activist movement. You should pick one that interests you/has the potential to affect you. This is a list that is by no means comprehensive. You are by no means required to pick from this list as it is meant to give you an idea of what is out there:

Women's March #MeToo Black Lives Matter Blackout Empower Women
Sanctuary Campuses March for Science Clean Dream #GivingTuesday
Anthem Protests Dakota Access Pipeline Protests

Some places that you might look to find a movement are where they get started such as **political activist groups**, the **NRDC**, the **NAACP**, **ACLU**, **Southern Poverty Law Firm**. Again this is not a complete list by any stretch of the imagination. Also note that the items in yellow are movements. They are surrounding a clear issue and invite specific action from participants. The groups highlighted in cyan are long term organizations. These represent good springboards to find movements, but for the purposes of this assignment, they are considered something broader. The point is to find an activist movement that lends itself well to forming a coherent argument.

Once you have your activist movement selected, you need to gather data about them. What is interesting? How do participants communicate with one another? What kinds of goals do they have, and how do they pursue them? Initially, you should be looking at the broad strokes. Once you have a feel for the movement, start digging deeper. Your ultimate goal is to take your findings and pose an argument.

Situated Research in Writing Studies

Argumentative research writing is most often situated in a specific discipline. You likely recognize this in pharmacological research, literary criticism, and psychological studies. Writing studies is no different. The principle interest of the discipline is to analyze how humans create and use texts. Subjects such as discourse, genres, and rhetoric are a few of the focuses within this field. Your responsibility is to apply the theoretical practices of this discipline to your investigation of the activist movement you have chosen. A few things to consider:

- You will be citing writing studies theory. Part of this assignment is finding theorists whose ideas help you have a conversation about your research subject.
- You will need to go deep when making connections. Stating *that* a particular group uses a hashtag to spread their message is a useful starting point. How effective is it? What can we better understand because of it?
- Don't just summarize the theories you are bringing in. Secondary sources are tools for making an argument. Use them to make a point.
- Research papers are not reports. Make an argument. Every time you have an idea, ask yourself "So what?" If you can answer that question, ask it again to your new point. Once you run out of "So whats" you will likely be in argument territory.
- Talk to people about your ideas. Your classmates. Your friends. People at the writing center. Your instructor. Seriously, talk to me about your ideas. Come to office hours, email me. The best way to avoid a shallow finished product is to interrogate your ideas early and often. Fresh perspectives help a lot with this.

What does this look like in practice?:

The assignment is going to be broken down into five parts. 1.) You propose the research you are going to be performing. 2.) You find and annotate secondary sources to inform your theory. 3.) You begin to combine that secondary research with what you've learned from studying the movement. 4.) You write a large paper in which you take everything you've done and make an argument that is relevant to writing studies. 5.) You present on your research to your classmates.

Activist Movement Research Part 1: Research Proposal

This is the beginning of a project in which you will be participating for the rest of the semester. As such, be sure to put your best foot forward. It is your responsibility here to compose a Research Proposal.

What Is a Research Proposal?

When you are setting off on a long research process, it is a good idea to go in with an idea of what your plans are. The proposal is a way for you to have a firm grasp on where your research is headed. In preparation for this assignment, you should select a topic, but you should also get familiar with it. What is initially interesting? What can writing studies research do to help you get at something thought provoking? Once you have an idea of what you want to find out, the proposal is a place for you to lay out your plans.

Detailed Breakdown

Over the course of this term, you will be researching a single movement. It is your responsibility here to make a convincing case for why this community is worth studying. You will do this by including the following:

- A brief summary of what exactly your movement is, the goals, aims, outlets.
- Brief discussion of the nuts and bolts of the how they operate.

After explaining the nature of the discourse community consider these questions:

- What makes this group an interesting subject?
- Why are you interested in this inquiry? (This is a different question than the first)
- Who is your audience?
- What can be gained from this inquiry?
- How will you conduct this research? What methodologies inform your approach? (if you are doing research that requires interviewing members, make sure they are on board)

This research proposal is meant to serve as a guide over the course of the semester. You will likely deviate from it because research topics naturally evolve, but a solid foundation is the best way to ensure that you will get a good start. **Have a rough draft ready for peer review 2/2/18.**

Requirements

- 3+ Page minimum (This means *at least* three **full** pages of content.)
- Times New Roman 12 font. (Any deviation will be a problem)
- Appropriate MLA formatting throughout

- Engagement with at least one of the scholars discussing methodology as well as direct citations from the group you have selected. Include a properly formatted Works Cited page as well as in-text citations as needed.
- Properly formatted Works Cited page (this would be on at least page 4)
- **Due 2/6/17** Post the link to Webcourses by 11:59 PM

Activist Movement Research Part 2: Annotated Bibliography

You have the idea and have proposed it along with some compelling points as to why it would be interesting, now you get to do the research that will help you determine just how you are going to study your discourse community.

One aspect of this research is figuring out what other scholars are saying, this will help you find the lens through which you be viewing your own community. Think of the lens as your focus. These are the scholars that are going to help frame your approach. They do this in a couple of ways.

1. Some scholars will inform your methods. We read some scholarship on methodology in class, and you can/should absolutely be using these people in the final project, but dig a little deeper, enrich your approach by finding additional sources pertaining to your methodology.
2. Some scholars will provide you with a theoretical framework. To put this another way, you are performing research in writing studies. You should be looking at phenomenon that are relevant to that field. These scholars will help you identify key terms and ideas that are useful to you when you are performing your own analysis.

While there is no one right way to conduct this kind of research consider the following techniques:

- Search using keywords from the readings
- Start with specific search terms and get more general as necessary
- Search by subject terms
- Try out different databases
- Use articles which you have already found as a gold mine of potential additional sources (their Works Cited)
- Use abstracts to help you sort articles
- Once you have an idea of what you are looking for (specific authors and specific terms), Google Scholar is your friend

Once you find an article that might be helpful to you, it is time to annotate:

- Make marks on the article as you read, it would also be a good idea to start a list of quotes that you think are particularly poignant
- Write a summary of the article
- Explain how that article can help inform your own research
- Create an MLA Works Cited entry for the source.
- Combine the summary and explanation into a cohesive description that gives a solid picture of how the source is helpful to you (150-350 words)
- Place that combination under the citation- The two form one complete annotation!
- Rinse and repeat

- I can't stress this enough. Make a quote sheet as you read the articles. It will make your life much easier later on.

To be clear, the best kinds of secondary sources for which you should be searching are within the field of writing studies. The idea is to find sources which enrich and expand your research method. Your primary research will provide the information about the actual community (Primary sources are absolutely sources and should be cited, but you won't be including them in this assignment).

Here is a sample annotation:

Salter, Anastasia and Bridget Blodgett. *Toxic Geek Masculinity in Media: Sexism, Trolling, and Identity Policing*. Palgrave, 2017.

In addressing the topic of toxic masculinity in media, Salter and Blodgett address the similarities and differences between the traditional concept of this and the "Geek" version which has recently become more accepted in mainstream Western media. While the authors address this topic in multiple forms, my interest lies in the book's seventh chapter which examines how the subject of toxic geek masculinity appears in fan cultures. Their idea of "one of us," (158) using an identity marker to outline the framing of an individual's identity is particularly interesting as it showcases the idea that individuals in these communities tend to put the aims of the group first, going along with escalating behaviors regardless of the consequences.

In my own research, these ideas will help in framing the rise of #GamerGate. It was, after all, the community aspect that ultimately allowed the transition from hashtag to movement. Using this framing, I can demonstrate/support the idea that #GamerGate, while loosely connected in a physical sense of the world, survived on group think. My own rhetorical analysis will be shaped by this initial conception. If the social bonds of "one of us" helped to frame the ideology which underpins the movement, then this is the place that I must start in my own analysis.

Each annotation will be done in this fashion and they will all be arranged in alphabetical order. This research is what will make the greatest difference in the level of sophistication you get out of your discussion in the final paper. **Have a rough draft ready for peer review 2/16/18.**

Requirements

- 10 Annotation **minimum** (you will have more to say about certain texts, but this will help you get a wider array of perspectives)
- Times New Roman 12 font. (Any deviation will be a problem)
- Appropriate MLA formatting throughout
- **Due 2/19/18** Post the link to Webcourses by 11:59 PM

Activist Movement Research Part 3: Data Analysis

At this point, you should have a fair amount of raw data that needs interpreting. You have the primary research which you have been doing within your community as well as the secondary research which you conducted to create your annotated bibliography. This assignment is designed to give you the chance to make sense out of this sea of data.

Your task for this data analysis is threefold. You must:

1. Present a clear picture of your activist movement. Who are its members? What specialized language/texts/rituals are associated with it? Why should it be studied at all? You should have discussed these ideas in your research proposal. Here is where you realize them with materials you gathered from your discourse community.
2. Explain the critical theories you are bringing to the table in studying your discourse community. To put it another way, your annotated bibliography should have presented a clear picture of the lens you are using to study your community both in terms of methods and theory. Explain how your secondary research interacts with your chosen community.
3. Make connections between your primary and secondary research. What insights do we gain by using this lens on that community? Why is this research valuable? What kinds of arguments are bubbling to the surface?

This analysis should be clear and direct. Essentially, it is a miniature version of your larger situated inquiry. With this in mind, make all of your primary points but do not linger unnecessarily. Look at this as a trial run on the big paper. All the ideas in here should be clearly developed and ready to be fleshed out in the final paper. **Have a rough draft ready for peer review 3/7/17.**

Requirements

- 5+ Page minimum (This means *at least* five **full** pages of content. Works Cited is not content.)
- Times New Roman 12 font. (Any deviation will be a problem)
- Appropriate MLA formatting throughout (All in-text citations and works cited entries should be on point).
- **Due 3/12/16** Post the link to Webcourses by 11:59 PM

Activist Movement Research Part 4: Situated Inquiry

This is your opportunity to showcase the research on which you have spent an entire semester. In this final paper, it is your responsibility to bring it all together. In the data analysis, you made connections between the community which you chose to study and the secondary research lens. Here, you will be expanding on those ideas. This final paper should include:

- A detailed discussion of your community which outlines your concern with this community. What will your focus be?
- A perspective on the movement's inner workings, supported by firsthand observations, interviews, and any genres used by that community
- A thorough discussion of the critical lens which you are applying to said community
- Insights into how your research will build the larger discussion surrounding your research
- An argument which clearly articulates what is important here and why an audience should take this research seriously

Your previous assignments have been building up to this. Consider everything you have done up to this point as prewriting for this paper. (To put it another way, text from previous assignments is fair game for this paper.)

This essay is long. This is because you are expected to write extensively on your topic. Use this space to create a rich and full discussion about your community. A nuanced and well developed argument takes a lot of work, so avoid fluff here. **Have a rough draft ready for peer review 04/05/18.**

Requirements

- 10+ Page minimum (This means *at least ten full* pages of content. Works Cited is not content.)
- Times New Roman 12 font. (Any deviation will be a problem)
- Appropriate MLA formatting throughout (All in-text citations and works cited entries should be on point).
- **Due 04/07/18** Post the link to Webcourses by 11:59 PM

Activist Movement Research Part 5: Presentation

This is it. You've spent the entire semester researching and writing about your subject. Now you have the opportunity to talk about it. You will be conducting a brief (**5 minute**) presentation in which you explore what your research really means. Think of it like a conference of writing studies and your peers (all of whom are writing studies scholars at this point) are your audience. Here's what you need to discuss:

For no longer than a minute:

- Talk about the movement at large and what your focus was during research. This is just the introductory part of your presentation.

For the rest of the time:

- Discuss how this research gave you a richer understanding of writing studies as a field.
- Be specific. What scholars influenced you? What aspects of your community were rich with research opportunities?
- Explore the implications of your argument. What does it mean for the movement you are exploring? What can we learn moving forward?

Visuals: You are expected to have a visual for this presentation. It can be:

- PowerPoint/Google Slides/Prezi (Don't just read from slides if you do this option, it is a visual aid to let us get a look at something either about your community or from your scholars.)

Or

- Handouts (Same guidelines as above. This is a visual aid, not a script.)

Think of this assignment as a reflective exercise. Also think of it as a chance for you to really get to the heart of what this research means. This assignment is on the day of the final in our normal classroom:

Do not miss this as there is no opportunity to make it up. Also, be courteous and stay until everyone has presented.

Finals are 4/27/18