

ENC 1101: Writing Academic Arguments

Section 2855: Fall 2011

Meeting Times: Tuesday, Period 5-6 (11:45am-1:40pm);

Thursday, Period 6 (12:50-1:40pm)

Office Hours: All instructors: Thursday, Period 5 (11:45am-12:35pm) Tigert 302

Instructors:

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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. We will begin to analyze arguments that we encounter on a daily basis through a common, everyday topic: food. Because argument and occurs in various cultural situations, we will write about and discuss the various arguments we encounter inside and outside of the classroom when eating, buying, cooking, growing, sharing, studying or thinking about food. (Warning: Don't come to class hungry!) 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. Texts will include traditional sources like the writing textbook, but we will additionally explore arguments presented in popular culture like journalistic articles, advertisements, websites, documentaries or government policies.

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 define or evaluate a topic that may be his or her focus for the rest of the course; and we will use a causal analysis to determine what brings about a problem the particular culture faces. In these units, we will apply our knowledge of rhetoric and persuasion to real-world issues, specifically focused on the thematic intersection(s) between food and society, (including but not limited to economics, immigration, environmentalism, human rights, globalization, technology and health).

In the culminating section of the course (Unit 4), we will be writing to solve a problem 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 through the theme of food politics, 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.

Schedule

The class schedule will be maintained on **Sakai**. Students are responsible for checking Sakai daily in order to keep up with schedule changes, assignment clarifications, announcements and on-line homework assignments. If you have a question, please check all of the Sakai resources first **before** emailing your instructors. The on-line schedule and assignment sheets will supersede information provided in this document.

Required Texts

1. Ramage, John D., John C. Bean & June Johnson. *Writing Arguments* [Brief Edition]. 8th edition. New York: Longman, 2010. ISBN: 0-205-66576-4
2. Miller, James. *The Eater Reader: A Longman Topics Reader*. New York: Pearson Education, 2011. ISBN: 0-205-77805-8
3. Faigley, Lester. *The Brief Penguin Handbook*. 4th Edition. Pearson Education. 2010.
4. Supplementary readings may be provided as PDFs through Sakai. Students will be responsible for printing and bringing these readings to class.

Texts must be purchased before August 30 and brought to class on that day in order to receive full participation credit for Week 2.

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 receive a 0 without any additional comments. Do not rely on your instructor or peers 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 or drafts 3short of the minimum word count will receive zero credit. Any missing assignments may result in failure of the course.

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

Assignment Descriptions (Total Points Possible: 1000)

Writing Self-Evaluation Essay (300-500 words, 50 points total)

Students will write a brief essay introducing themselves to instructors and covering their own writing history, including the areas they hope to improve over the course of the semester.

Argument Analysis (800-1000 words; 50 total points)

In this paper, students will analyze how a particular text tries to persuade its readers.

Definition (1000-1200 words; 100 points total)

In this assignment, students will choose an issue or problem related to food and society. They will define the issue, compare it to similar issues and outline the scope of the problem. Ideally, this issue will be the topic of the remaining assignments as well.

Causal Argument (1500-1800 words; 200 points total)

In the third paper, students will devise an argument that either traces what caused the cultural problem or projects what potential impact/effect(s) the 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.

Proposal (2000-2200 words; 300 points total)

For the final paper, students will consider a specific instance of their contemporary cultural 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.

Response Papers (800 words-1600 words total, 160 points total)

Each student will be responsible for turning in 8 response papers via Sakai, 2 per unit. These response papers will respond to prompts supplied by the instructors, but should synthesize the discussions, lessons and readings for the week.

In-class Work and Homework (140 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 complete paper must be submitted; missed peer reviews will lower the final grade on the paper by 20%. The reading responses will total 900 words or more. Students are expected to maintain a journal of in-class writing responses which will be collected at various points throughout the semester.

A more complete assignment and schedule of readings, assignment due dates and homework will be listed on the class Sakai site. Students are responsible for checking Sakai for more information on all of these assignments.

Class Policies

Attendance

Attendance is required. The policy of the University Writing Program is that if a student misses more than six periods during a 15-week term, 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.

Phone calls, texting, IMing, checking Facebook, leaving class repeatedly, doing work for other classes, eating, sleeping, failure to bring drafts to peer-review and disrespectful language are all examples of behavior that may result in dismissal from class for the day or deductions from your participation grade.

Preparation and Participation

All assignments should be computer generated and professional in appearance. This includes proper font, font size, formatting, ink quality and document appearance (double spaced, 12 point, Times New Roman, 1 inch margins, numbered pages.) All multi-page documents handed in on paper will be stapled or a letter grade will be deducted. All digital papers must be submitted in one of the following formats: .doc; .docx; .rtf; pdf. Papers submitted in a non-recognizable format cannot be accepted.

Writing workshops are mandatory. If you miss a workshop, you must arrange a make-up session with your classmates. If your assignment has not been reviewed in workshop, we will not evaluate it. Drafts should be complete and polished, not "rough." A draft that does not meet the minimum word requirement of the completed assignment will result in a letter grade being deducted from the completed assignment. Bring two copies of drafts to all writing workshops. Failure to do so will result in grade deductions and dismissal from class.

Any request for an extension must be made in person, to your grading group instructor, prior to the due date. Documentation of conflicts will help you to persuade us into granting an extension as well as a proposed extended deadline. Only one extension will be granted per semester per student.

Submit all assignments by due date and time. No late assignments will be accepted for any reason. If you are absent for any reason, your assignment is still due. Papers will be submitted via the class Sakai site. Technology issues (hard drive crash, corrupted file, forgotten laptop etc.) are not acceptable excuses for turning in a paper late. If Sakai is not functioning properly at

the time your paper is due, you may email the paper to your grading instructor BEFORE the deadline. Papers time-stamped after the Sakai deadline has passed will be considered late and therefore, unacceptable. You should also be able to provide a Help Desk service ticket to prove that Sakai was suffering a system-wide failure.

Students are responsible to maintain duplicate copies (hard copies or digital) 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, students are responsible for making this material available.

Email policies:

Since this is a writing class, please be aware that your emails to your instructors are a professional communication and should reflect proper spelling, grammar and etiquette. Please include proper salutations and a signature that includes your name, section number and email address.

Please allow 24 hours for your instructor to respond to any email query before sending a follow-up. Please include all 4 instructors on all emails you send regarding class policy.

Instructors are prohibited by law from discussing grades, absences or other private information over email. Please plan to attend office hours to discuss these matters.

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.

Any case of plagiarism in this class will result in severe consequences. These consequences range from receiving a 0 on the assignment to failing the class, in addition to your instructor reporting an honor code violation to the Dean of Students.

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

Classroom Behavior

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 students demonstrate respect for ideas that may differ from their own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class.

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.

General Education Learning Outcomes

Students must pass this course with a “C” or better to satisfy the CLAS requirement for Composition (C). Earning general education composition credit, students will

- Demonstrate forms of effective writing (focusing on analyses, arguments, and proposals)
- Learn different writing styles, approaches, and formats and successfully adapt writing to different audiences, purposes, and contexts; effectively revise and edit their own writing and the writing of others
- Organize complex arguments in writing, using thesis statements, claims, and evidence
- Employ logic in arguments and analyze their own writing and the writing of others for errors in logic
- Write clearly and concisely consistent with the conventions of standard written English
- Use thesis sentences, claims, evidence, and logic in arguments

The University Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Course grades now have two components. To receive writing credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course. To receive the 6,000-word University Writing Requirement credit (E6), papers must meet minimum word requirements totaling 6000 words.

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.

Assessment Rubric

	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.