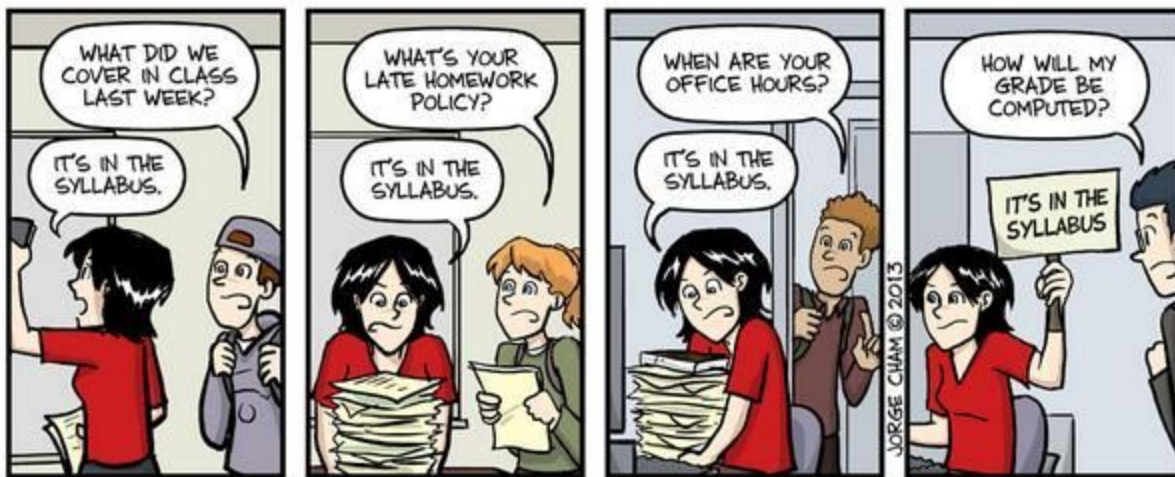


ENC 1102: College Writing 2



IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.

WWW.PHDCOMICS.COM

ENC 1102/39692 | T/H 2.00–3.20pm | AL 240 | Spring 2018 | 3 Credits

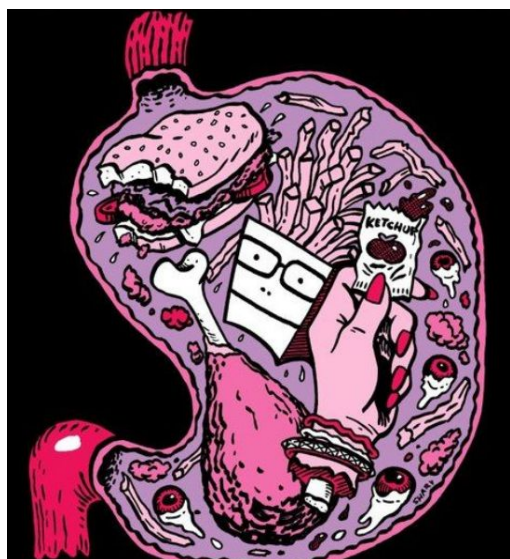
General Information

My name is Charlie Gleek and I will be your professor for our course this semester. By way of a brief background, I'm a Ph.D. student in the [Comparative Studies Program](#) where my work focuses on literary and environmental studies. I'm also a Graduate Instructor in the Department of English and work on several projects here on campus. If you're interested, you can learn more about my work [here](#). My office is located in the Social Science (S0) building, in room 380. I host office hours in our classroom, AL 240, each Tuesday from 3.30 to 5.30pm. I'm also open to meeting by appointment in S0 380 --please speak with me directly if you need to meet outside of my scheduled office hours. You can contact me via email agleek@fau.edu, although face to face conversations are always preferable than those via email. If you must craft an email to me, please be sure that you are writing in such a way that I will actually read your message

Images in this document courtesy of Sarah Anderson's [Sarah's Scribbles](#), Berkeley Breathed's [Bloom County](#), Jorge Chaim's [PhD Comics](#), [The Descendents](#), [Jacobin](#), Gary Larson's [Far Side](#), Randall Munroe's [XKCD Comics](#), Grant Snider's [Incidental Comics](#), and Bill Watterson's [Calvin and Hobbes](#). Each of these entities holds the copyright to their work.

and reply to you instead of simply deleting it. If you need advice on how to do this, you can start [here](#). Please note that I only check and respond to emails in the mornings on Monday-Thursdays. If for any reason you need to leave something for me, my mailbox is in CU 311. The *Canvas* site for the course is: <https://canvas.fau.edu/courses/39319>. All of the material that you'll need for the course, outside of the books that you purchased for this course and ENC 1101, is available on this *Canvas* site.

Course Theme: Will We Have Enough to Eat?

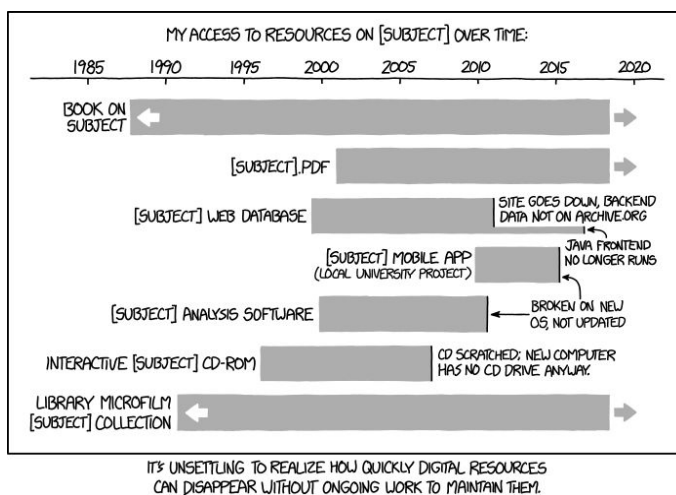


Our theme can be understood this way: “In this country, we are usually surrounded by food so much that we don’t think much about it. Globally, however, hunger remains a serious issue. More locally, many have questioned the ethics of how and what we eat.” (Barrios 568). Practically, we’ll address a range of ideas and problems of food production and consumption, including but not limited to the consequences of modern agricultural production, critical and alternative approaches to growing and

eating food, as well as look at food production and consumption from a variety of ethical perspectives. My intent in choosing this theme for the course is not to provide any easy answers or solutions to the topics we cover. Rather, our theme gives us an opportunity to think through complex cultural phenomena through analytical and research-based writing, learning the tools and craft of nonfiction writing throughout this process.

Course Content

We'll watch one documentary and read several essays in this course, as well as any additional essays that you will use in your Research Paper. These essays reflect several of the course themes to varying extents, but let me be clear; these are in no way intended to be balanced, objective, or in anyway reflect some sort of middle ground on the themes we will engage with in this course. Rather, these essays are emblematic of a perspective on food --production, consumption, and the future of comestibles themselves --which critically appraises the way in which food culture operates at various scales and assemblages. These essays will challenge your personal perspective --this is the intent of a university education --and provoke you towards thinking about food in ways that you may not be comfortable with. Your job as a thinker (first) and as a writer (second) is read, analyze, and synthesize these texts through conversation and reflection, as well as to construct your own line of thinking on the themes represented in the readings through your own, original research. The readings for the course are as follows:



Allen, Jason and Andrew Smolski. "Food Justice is Class War." *Jacobin*, 22 September 2016. Online.

Manning, Richard. "The Oil We Eat: Following the Food Chain Back to Iraq." *Emerging: Contemporary Readings for Writers*, 3rd edition, edited by Barclay Barrios, Bedford/St. Martins, 2016, pp. 263-286. Print.

Monbiot, George. "The Meat of the Matter." *The Guardian*, 4 October 2017. Online

Nkumbo, Nick. "Campus Food Costs Around the State." *University Press*, 19 November 2017. Online.

Patel, Raj. "A Chicken Nugget Theory of Capitalism." *The Nation*, 7 November 2017. Online.

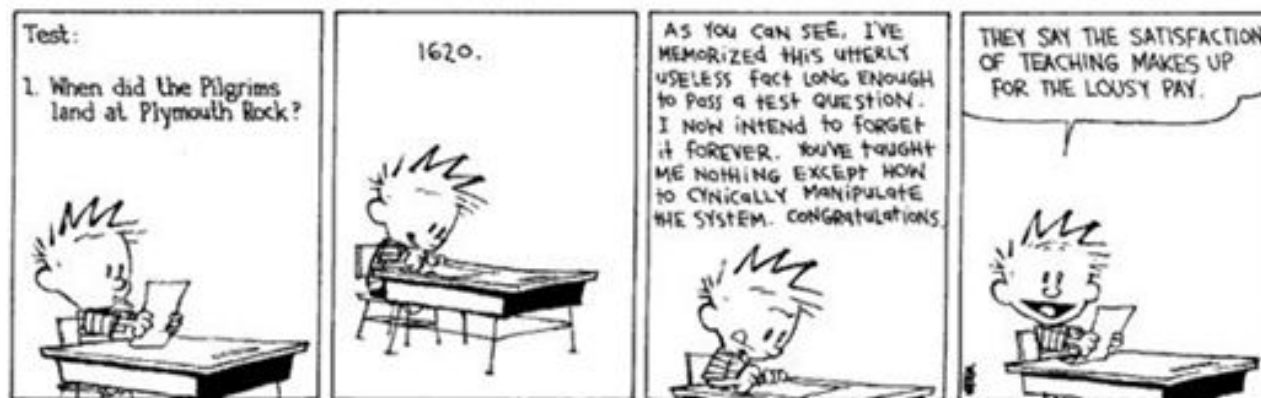
Pollan, Michael. "The Animals: Practicing Complexity" *Emerging: Contemporary Readings for Writers*, 3rd edition, edited by Barclay Barrios, Bedford/St. Martins, 2016, pp. 343-357. Print.

Reiff, David. "'Hunger and Poverty Are Inseparable' - an extract from David Rieff's *The Reproach of Hunger*." *Verso*, 3 December 2015. Online.

The Dali Lama. "Ethics and the New Genetics." *Emerging: Contemporary Readings for Writers*, 3rd edition, edited by Barclay Barrios, Bedford/St. Martins, 2016, pp. 62-72. Print.

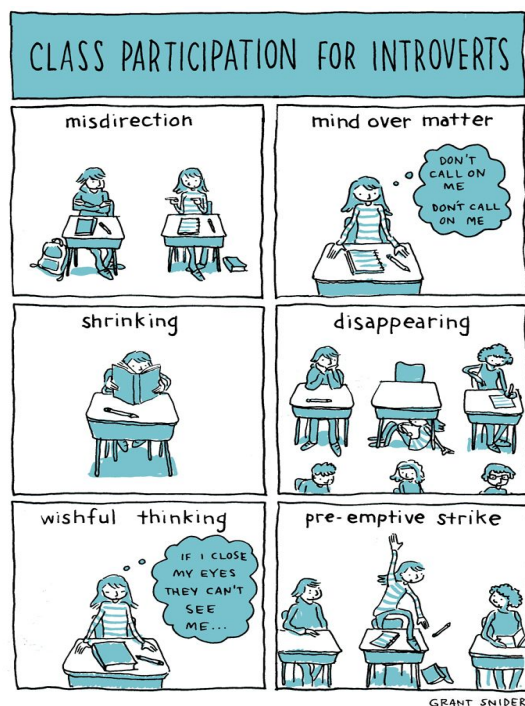
Wallace, David Foster. "Consider the Lobster." *Emerging: Contemporary Readings for Writers*, 3rd edition, edited by Barclay Barrios, Bedford/St. Martins, 2016, pp. 458-472. Print.

Wasted! The Story of Food Waste. Directed by Anna Chai and Nari Kye, Zero Point, 2017. Online.



Class Participation

There are at least two perspectives in discussing class participation in the undergraduate classroom. One of these centers on grading where class participation is a means of qualitatively or quantitatively assessing an individual's behaviour in a class setting. This is a rather instructor-centric evaluation of students, based on the instructor's professional perception of how a student's motivation to learn is expressed in their overt engagement with the material. This approach is perfectly fine, as I know plenty of folks who've been successfully teaching longer than I have who adopt this position. However, the grading approach to measuring class participation has several pedagogical drawbacks and shortcomings including, but not limited to, the use of grades to coerce behavior or the assumption that all students act in the same ways in social situations (we professors

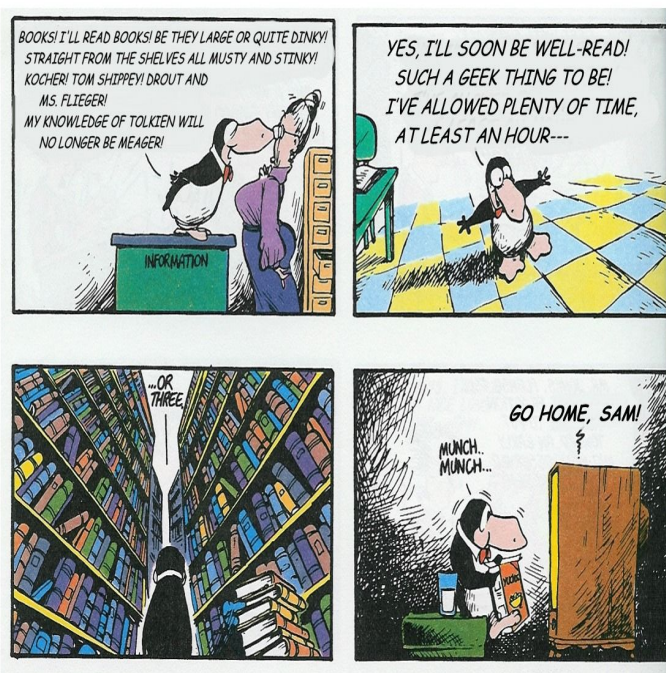


certainly do not). My own perspective on class participation stems from the premise that our job --students and faculty alike --is to construct a cohesive environment of disparate individual thinkers and learners, one that is centered on conversation about challenging subjects. Teaching and learning are material and social affairs; they require presence and are functions of a physical attributes of the people and things in a classroom, as well as the interactions of the community, all of which form a culture of learning. This means that assessing an individual's

class participation, either qualitatively or quantitatively, isn't an accurate way of assessing learning in a classroom (note that I don't mean objective; all grading is a subjective practice). To this end, you will not be graded on your

participation in our class, but you will be held accountable for meeting the following expectations:

1. You are expected to be in class every day so that you can contribute to the class' discussion and analysis of the material. This may come in the form of large group, small group, and individually-based work and writing assignments, including peer reviews of your colleague's work. You are expected, both by me and your colleagues, to be present insofar as you are not on your device or otherwise distracted from the tasks at hand. If you must miss our class, please let me know [via email](#) beforehand. I reserve the right to moderate your grade in this class should you not meet these expectations.
2. I, and in most cases we, will design engaging discussions, activities, or other ways of conversing about the material we are covering, including the development of your nonfiction reading, writing and research skills.
3. The English Department, the College of Arts and Letters, and the University have guidelines for student attendance and decorum. These are located in this syllabus as well as in the Student Code of Conduct. Please be sure that you have read these guidelines and are adhering to them to both the letter and in the spirit in which they were intended. I reserve the right to moderate your grade in this class should you not meet these expectations.



Assignments and Grading

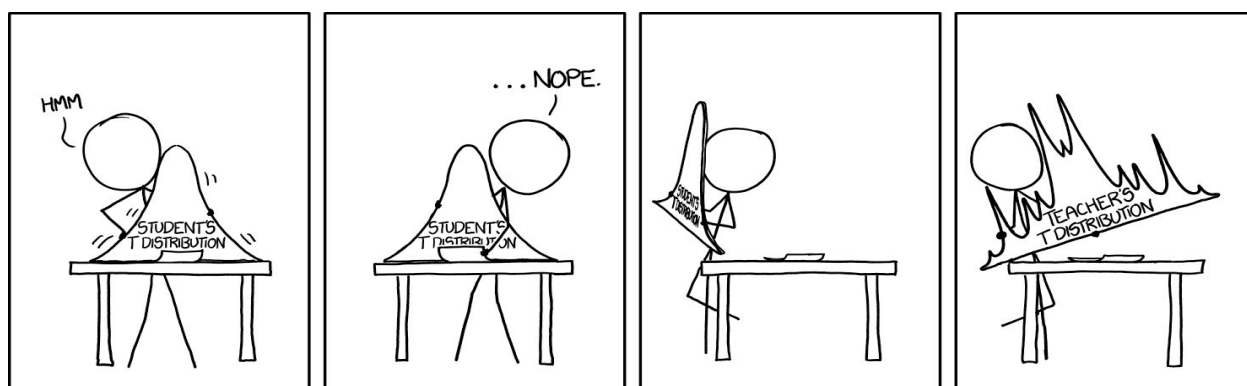


My assessment of your work in our course will be based on the following assignments: a *Research Paper*, an *Annotated Bibliography*, two *Essays*, eight *Reading Responses*, and *Midterm* and *Final Reflection* assignments. Due dates for each of these assignments are listed in the “Schedule” section of this document as well as on *Canvas* --please note that the *Canvas* dates are the definitive dates and times for these assignments as our work may change due to the dynamic nature of this course. You can find brief sketches about each assignment below. More information, including markschemes for each assignment, is posted on *Canvas*. I reserve the right to moderate your grade if you do not submit any of these pieces for assessment.

You will receive peer feedback on your Reading Response Papers as well as your draft Research Paper. In addition, you will receive feedback from me on your draft Research Paper, on selected Essays and Reading Response Papers, as well as Grammarly reports on all of your Reading Response Papers. You can always receive additional, individual feedback on your writing by meeting with me during office hours.

When calculating your final grade, letters will be counted as follows:

100-94: A | 93-90: A- | 89-87: B+
 86-84: B | 83-80: B- | 79-77: C+ | 76-74: C
 73-70: C-* | 69-67: D+ | 66-64: D | 63-60: D- | 59-00: F
 *Failure for Gordon Rule purposes = 73 and below



Brief Assignment Descriptions

Research Paper (25% of your final grade)

Scholarly research is the core aspect of the ENC 1102 course. The [Research Paper](#) is the culmination of two semesters' worth of work on your part; from the knowledge and skills you acquired in ENC 1101 to those you are learning in our ENC 1102 course. To these ends, you will produce an original line of inquiry based on a problem you develop, perhaps as a result of a conversation with me during class time or office hours, that interrogates some aspect of the themes and material we have covered in this course. Specific due dates and parameters for the assignment can be found in documentation posted on *Canvas*.

Annotated Bibliography (15% of your final grade)

The [Annotated Bibliography](#) is at the heart of any scholarly research project. Your task will be to produce an annotated bibliography in preparation for your Research Paper. This can include any of the readings we cover in the course, as well as any additional sources you wish to include as a part of your own line of inquiry for your final research paper. Specific due dates and parameters for the assignment can be found in documentation posted on *Canvas*.

Essays (30% of your final grade in total)

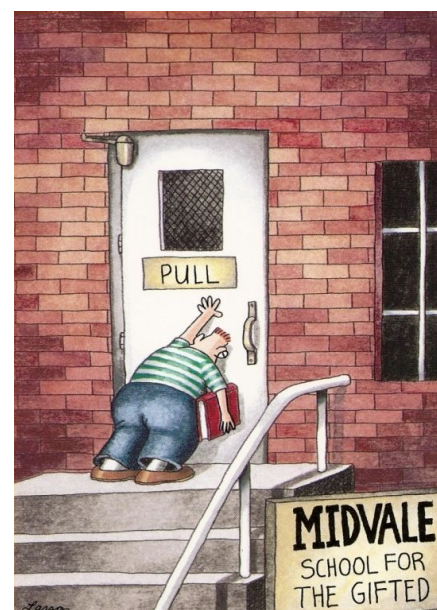
You will write two [argument driven essays](#) based on selected readings from the *Emerging* text. Your *Essays* should build on the skills you have mastered in ENC 1101; they should contain an

argument, reflect a close analytical reading of the text, and offer some discussion of the implications of the reading in a wider context (address the “so what?” question). Your arguments in each *Essay* will address “how?” “why?” or “with what effect?” questions around the ways in which the writer constructs their narrative. Essay One will focus on your analysis of Wallace’s “Consider the Lobster” while Essay Two will center around your synthesis of Wallace, The Dali Lama’s “Ethics and the New Genetics,” and the *Food Journal* you will keep during Weeks 4-8. Specific due dates and parameters for each assignment can be found in the documentation on *Canvas*.

Reading Response Papers (20% of your grade in total)

Reading Response Papers are graded as Pass/Fail

You will craft an [exploratory essay](#) for the following readings in the course: Allen, Manning, Monbiot, Nkumbo, Patel, Pollan, and Rief. Reading Response Papers will receive commentary through a Grammarly Report, as well as peer-feedback and/or instructor feedback. Reading Response Papers should be between 1 and 2 pages in length, free of spelling and MLA formatting errors (papers with MLA formatting errors will not be assessed until the errors are corrected). You are required to submit all of the assigned Reading Response Papers, as they will be used for class discussion and workshops, as well as a means to practice your writing and revision techniques. Failure to submit this assignment on time will result in a grade of 0%. Submissions posted after the due date and time will earn a 59%.



Midterm and Final Reflection (10% of your grade in total)

Reflections are graded as Pass/Fail

Your Midterm and Final Reflections are opportunities for you to think back over your learning in this course with a keen eye on the extent to which you are working to enhance your

writing techniques. Topics for reflection include, but certainly aren't limited to: improvements in grammar and rhetoric, argument formation, specification, and articulation, the development and enhancement of research practices and techniques, as well as behaviors, dispositions, or other approaches to engaging in your undergraduate coursework. Specific due dates and parameters for the assignment can be found in documentation posted on *Canvas*. Failure to submit this assignment on time will result in a grade of 0%. Submissions posted after the due date and time will earn a 59%.

Academic Support

First-year university students face a variety of challenges, one



of which involves securing and sustaining academic support. In years past, Freshman students were often left to "sink or swim"; a metaphor that invoked a rather solitary approach to explaining individual student success.

Recently, universities such as our's have adopted a community-based approach to student achievement and retention; namely in the form of establishing professional

organizations dedicated to providing

student with personalized learning support. FAU's [Center for Learning and Student Success](#), "provides a variety of programs to help students engage, achieve and excel at FAU and prepare for a future of lifelong learning." Practically, the Center offers individualized peer and group tutoring, as well as Freshman-specific programming in order to support students in their academic achievement in their studies. Additionally, the [University Center for Excellence in Writing](#) (UCEW), "help students at any point in the writing process (i.e., brainstorming, drafting, revising) and with papers for courses, senior or master theses, dissertations, job applications, applications for graduate school, articles for publication,

grant proposals and other documents." As a former UCEW consultant, I can attest to the value of working with the good folks at the UCEW at any stage of your essays for this course. I'm happy to speak with you individually about the specific ways in which the UCEW can support your work in this class.

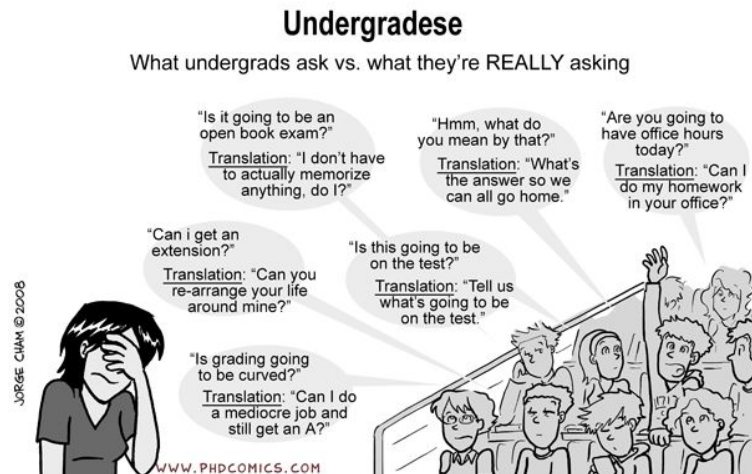
Procedural

Class starts and ends at the time published in the Departmental Course Schedule and in this document. We have a limited amount of time each day to work through a rather ambitious set of coursework. Consequently, I plan to start on time each day and finish at the allotted time so that you can move on to your other classes, coursework, jobs, or anything else that you have scheduled that day

outside of our class time. This respect for your time, as well as for your other instructors' time, does rest upon you treating this class, your colleagues, and me with the same level of professionalism.

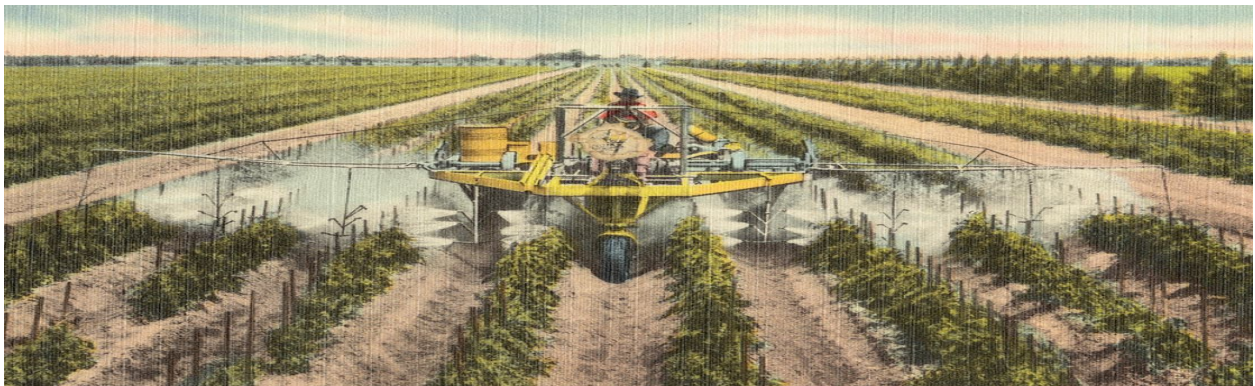
Assignments are due in *Canvas* prior to the start

of class; please see the schedule in *Canvas*. Failure to submit an assignment on time will result in a grade of 0%, while assignments posted after the due date and time can earn no more than 59%. While I understand that emergencies can and do happen (for some reason, this occurs rather frequently on or around assignment due dates) those contingencies do not necessarily warrant giving you the opportunity to turn in work beyond the assigned date and time. This is not to say that I am neither empathetic nor student-centric in my approach to teaching; quite the opposite in fact (I'll happily point you towards former students at Ivy League schools, in research-intensive graduate programs, and those working in the public and private sectors who can speak with you on this subject). Rather, it is my keen



desire to help you develop the requisite planning skills and communication practices which will make you successful both in this class as well as the rest of your university experience.

As with all matters related to class, it is better for you to speak with me during office hours (just pop by-you don't need an appointment) or before and after class than to not say anything and hope that everything will work out in your favor (it likely won't). You're also welcome to email me, but such communication is not a substitute for the conversation and dialogue that we can have in face to face meetings. My main point with all of this, belabored I'm sure, is that the best way for you to navigate the complexities of this course is to work to develop a comfortable and professional relationship with your colleagues and me as we work together this term.



Schedule

*I anticipate our weekly sessions to flow along these lines: You will read and annotate the readings for each week **prior** to class on Tuesday. We'll use class time on Tuesday to discuss your reaction to and interpretation of each text, to collaborate in producing collective annotations and readings of each work, and then to foreground the Reading Response or Essay draft that you'll write for Thursday's class. We'll then use class time on Thursday to work through your draft Reading Responses or Essays, either as a whole class, in peer groups, or some other ways. The commentary you will receive in these sessions should inform the revisions that you make to your Reading Response or Essay which should be posted to Canvas for assessment on Sunday evening. While this overall process will likely repeat over the first ten weeks of the course, the readings, discussion topics, peer groups, and activities we use to work through the items we are discussing will vary according to the dynamics of the class.*

Week 1¹

- 9 January: Course introduction | Read, annotate, and discuss [Campus Food Costs Around the State](#) via [Hypothes.is](#) | Introduce Reading Response | Draft due Thursday at 9am.
- 11 January: Read, comment, and discuss Reading Response | Create bibliographic entry for [Campus Food Costs Around the State](#) via [Zotero](#) | Final Reading Response due Sunday at 9pm.

Week 2

- 16 January: Read, annotate, and discuss [A Chicken Nugget Theory of Capitalism](#) | Create bibliographic entry for [A Chicken Nugget Theory of Capitalism](#) | Introduce Reading Response | Draft due Thursday at 9am.
- 18 January: Read, comment, and discuss Reading Response | Final Reading Response due Sunday at 9pm.

¹ Please note that you are required to create free accounts with both [Hypothes.is](#) and [Zotero](#) using your [*@fau.edu](#) email address. We will use both of these digital tools over the arc of the course this term. Use the tagg ENC110236870 on [Hypothes.is](#) to find all of the supplemental readings for the course.

Week 3

- 23 January: Read, annotate, discuss, and create entry for [Consider the Lobster](#) | Introduce Essay One | Draft due Thursday at 9am.
- 25 January: Read, comment, and discuss Essay One | Final Essay One due Sunday at 9pm.

Week 4

- 30 January: Read, annotate, discuss, and create entry for [Meat of the Matter](#) | Introduce Reading Response | Draft due Thursday at 9am.
- 1 February: Read, comment, and discuss Reading Response | Write Food Journal Entry | Final Reading Response due Sunday at 9pm.

Week 5

- 6 February: Read, annotate, discuss, and create entry for [The Animals: Practicing Complexity](#) | Introduce Reading Response | Draft due Thursday at 9am.
- 8 February: Read, comment, and discuss Reading Response | Write Food Journal Entry | Final Reading Response due Sunday at 9pm.

Week 6

- 13 February: Read, annotate, discuss, and create entry for [Hunger and Poverty are Inseparable](#) | Introduce Reading Response | Draft due by Thursday at 9am.
- 15 February: Read, comment, and discuss Reading Response 8 | Write Food Journal Entry | Midterm Reflection due | Final Reading Response due Sunday at 9pm.

Week 7

- 20 February: Read, annotate, discuss, and create entry for [Food Justice is Class War](#) | Introduce Reading Response 6 | Draft due Thursday at 9am.
- 22 February: Read, comment, and discuss Reading Response 6 | Write Food Journal Entry | Final Reading Response due Sunday at 9pm.

Week 8

- 27 February: Read, annotate, discuss, and create entry for [Ethics and the New Genetics](#) | Introduce Essay Two | Draft due Thursday at 9am.
- 1 March: Read, comment, and discuss Essay Two | Midterm Reflection due | Final Essay Two due Sunday at 9pm.

Week 9

- 6 and 8 March: Spring Break --no classes²

Week 10

- 13 March: Read, annotate, discuss, and create entry for [The Oil We Eat: Tracing the Food Chain Back to Iraq](#) | Introduce Reading Response | Draft due by Thursday at 9am.
- 15 March: Read, comment, and discuss Reading Response | Final Reading Response due Sunday at 9pm.

Week 11

- 20 March: Watch and discuss [Wasted! The Story of Food Waste](#).
- 22 March: Watch and discuss [Wasted! The Story of Food Waste](#).

Week 12

- 27 March: Introduce Research Paper.
- 29 March: Research Proposal due.

Week 13

- 2 April: Work on Annotated Bibliography.
- 4 April: Annotated Bibliography due.

Week 14

- 9 April: Work on Draft Research Paper
- 11 April: Set up Workshop Groups in *Canvas* | Draft Research Paper due for Comments.

² Please note that I will be in Tampa for the [AWP Conference](#) all week, and thus not available by email.

Week 15

- 16 April: Workshop Research Paper.
- 18 April: Workshop Research Paper | Final Reflection due.

Week 16

- 23 April: Final version of Research Paper due.

FAU English Department Standard Syllabus Information for ENC 1102

Course Description

College Writing 2 (ENC 1102) is a Writing Across the Curriculum (WAC) course where we will be reading examples of effective expository prose, writing essays practicing the forms of rhetoric, and exploring research methodologies. This is a General Education course. More information on the general education curriculum can be found at:

<http://www.fau.edu/deanugstudies/NewGeneralEdCurriculum.php>.

Course Objectives

At the end of this course you should be able to:

- Produce clear and appropriate writing that performs the specific rhetorical tasks of analytic discourse
- Produce both finished writing and preparatory writing (e.g., multiple drafts of formal writing, journal writing, written responses to other texts, etc.)
- Employ critical thinking based on well-reasoned assumptions
- Read and respond critically to a variety of professional and other student texts in order to position their own ideas and arguments relative to the arguments and strategies of others
- Locate, assess, and apply information through academic research
- Incorporate and cite external sources in one's writing
- Use writing not only to communicate, but also to generate thinking and examine intellectual and/or cultural

assumptions that emerge in the readings and in their own writing

- Use an academically acceptable ethos (i.e., the ability of writers to affect credibility in their writing)
- Recognize and practice writing as a recursive process that demands substantial reworking of drafts to revise content, organization, clarity, argument structures, etc. (global revision), as distinct from editing and correction of surface error (local revision)
- Demonstrate enhanced learning through global and local revisions that are based on "learning-centered" grading criteria
- Work effectively with other students in peer-group sessions to critique the substance of each other's work, focusing primarily on issues that would be addressed by global revision
- Demonstrate the abilities to identify, understand, and edit for global organization, style, and the patterns of error recurrent in their own writing. To help you achieve this goal, you will learn a system of error tracking to identify and correct your patterns of error.

In addition, this course meets the guidelines of the Foundations of Written Communications component of the General Education Curriculum. Specifically, you will:

- Produce clear writing that performs specific rhetorical tasks
- Respond critically to a variety of written materials in order to position their own ideas and arguments relative to the arguments and strategies of others
- Use writing not only to communicate but also to think critically—examining assumptions that underlie the readings and their own writing
- Demonstrate an understanding of the ethical standards that apply to the use of external sources in one's writing

And you will develop:

- Knowledge in several different disciplines
- The ability to think critically

- The ability to communicate effectively
- An appreciation for how knowledge is discovered, challenged, and transformed as it advances
- An understanding of ethics and ethical behavior

Texts and Materials

- Barrios, *Emerging: Contemporary Readings for Writers*
- Department of English, *Elements of ENC 1101 and ENC 1102*
- Diana Hacker, *A Pocket Style Manual*, 7th edition
- *Additional readings and other materials posted to Canvas.*

Policies

Institutional

- Pagers or cellular phones should be turned off or not brought into the classroom. Radios, iPods, portable gaming systems, and other electronic media devices should not be used in the classroom. Disruptive behavior, as defined in the Student Handbook, will not be tolerated, and, if persisted in after admonition by the teacher, will be grounds for removal from the class. Disruptive behavior includes chronic lateness, leaving and re-entering the room while class is in session, and eating in class.
- In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 203 (954-236-1222); or in Jupiter, SR 110 (561-799-8585) —and follow all SAS procedures.
- STATEMENT OF ACADEMIC INTEGRITY: Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other.

Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [http://www.fau.edu/regulations/chapter4/4.001 Code of Academic Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001%20Code%20of%20Academic%20Integrity.pdf).

- This course serves as one of two "Gordon Rule" classes that must be taken within the Department of English before you may take two additional required 2000-4000 level writing intensive courses. You must achieve a grade of "C" (not C-minus) or better to receive credit. Furthermore, this class meets the University-wide Writing Across the Curriculum (WAC) criteria, which expect you to improve your writing over the course of the term. The University's WAC program promotes the teaching of writing across all levels and all disciplines. Writing-to-learn activities have proven effective in developing critical thinking skills, learning discipline-specific content, and understanding and building competence in the modes of inquiry and writing for various disciplines and professions.
- If this class is selected to participate in the university-wide WAC assessment program, you will be required to access the online assessment server, complete the consent form and survey, and submit electronically a first and final draft of a near-end-of-term paper.

Programmatic

- More than two weeks' worth of unexcused absences may result in an F unless you successfully apply for a grade of W. Our collective experience as teachers of writing suggests that students who miss more than two weeks' worth of class are unable to produce passing work and ultimately fail the class. That fact reflects both the rigorous pace of this course and the fact that what students learn in this class, they learn in the classroom through group work, discussion, and writing activities (work that cannot be made up).
- Students must abide by the University policy on plagiarism. Students who plagiarize work will fail this course and have

a notation of academic irregularity placed on their transcripts.

Plagiarism

- The Undergraduate Catalog describes academic irregularities, which, on the first occurrence, can result in a grade of “F” for the course and a notation on a student’s record, and, on the second occurrence, can result in expulsion from the University. Among these is plagiarism.
- Plagiarism is a form of theft. It means presenting the work of someone else as though it were your own, that is, without properly acknowledging the source. Sources include published material and the unpublished work of other students. If you do not acknowledge the source, you show an intention to deceive.
- Plagiarism is an extremely serious matter. If your instructor suspects that you have plagiarized all or part of any of your work, she or he has the right to submit that work to SafeAssign or Turnitin, our plagiarism detection services.