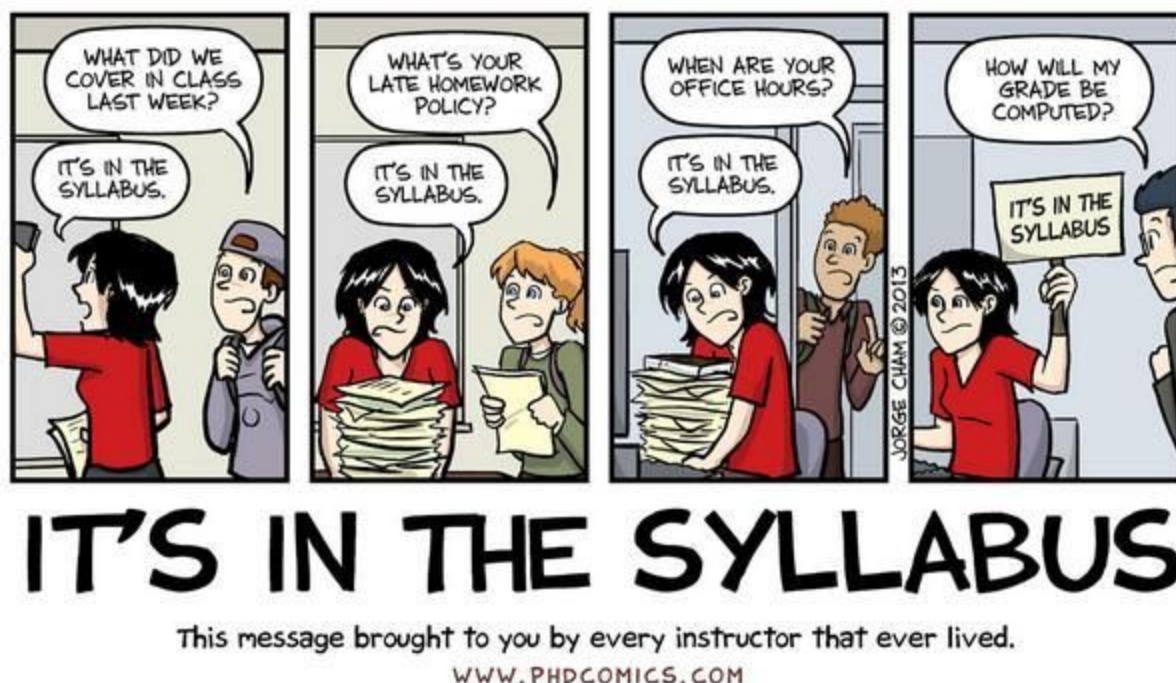


ENC 1101: College Writing 1



ENC 1101/60825 | M/W 9.45 am - 12.55pm | CU 118 | Summer 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](#) here in the [College of Arts and Letters](#). My work crosses the fields of cultural studies, history, and literary studies, with an explicit focus on African American Book History and Print Culture and Whiteness in American Print Culture. I teach courses in both the Department of English and the Department of History including HIS 2050 this Fall,¹ and work on several Digital Humanities and leadership projects here on campus. If you're interested, you can learn more about my work [here](#). I host office hours in the CU building, usually downstairs at the Living Room Theater tables, each Monday and Wednesday from 3 to 4 pm. I'm also open to meeting by appointment, so 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 and reply to you instead of simply deleting it. If you

¹ HIS 2050: *19th Century Black Activism in the United States*. CRN #13746. Tuesdays and Thursdays from 2.00 to 3.20pm. This course serves as a substitute for ENC 1102.

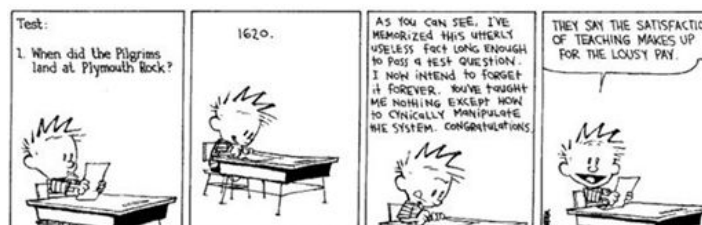
Images in this document courtesy of Sarah Anderson's [Sarah's Scribbles](#), Berkeley Breathed's [Bloom County](#), Jorge Cham's [PhD Comics](#), Gary Larson's [Far Side](#), Randall Munroe's [XKCD Comics](#), Grant Snider's [Incidental Comics](#), and Bill Watterson's [Calvin and Hobbes](#). Each of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

need advice on how to do this, you can start [here](#). Please note that I only check and respond to email in the afternoons on Monday through Thursday each week. If for any reason you need to leave something for me, my mailbox is in CU 311. You will need to purchase the following materials *before the first day of class*:

- Barrios, Barclay. *Emerging: Contemporary Readings for Writers*. Boston, Bedford/St. Martins, 2016.
- Hacker, Diana and Nancy Sommers. *A Pocket Style Manual*. 7th edition, Boston, Bedford/St. Martins, 2016.
- Hinshaw, Wendy, Erin Kiley, and Jennifer Murray. *Elements of ENC 1101 and ENC 1102*. Plymouth, Macmillan Learning, 2018

Course Content

We'll read at least three essays from *Emerging* for this, our abbreviated College Writing I course. Additionally, we'll work with a range of primary and secondary sources, from texts to images and video, to various spaces around campus. These resources reflect a diversity of perspectives, but let me be clear; these are in no way intended to be balanced, objective, or in any way reflect some sort of middle ground on the themes we will engage with in this course. Rather, these materials are emblematic of cultural perspectives which critically appraises the way in which people operate at various scales and assemblages. These readings and related source materials 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 writing.



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

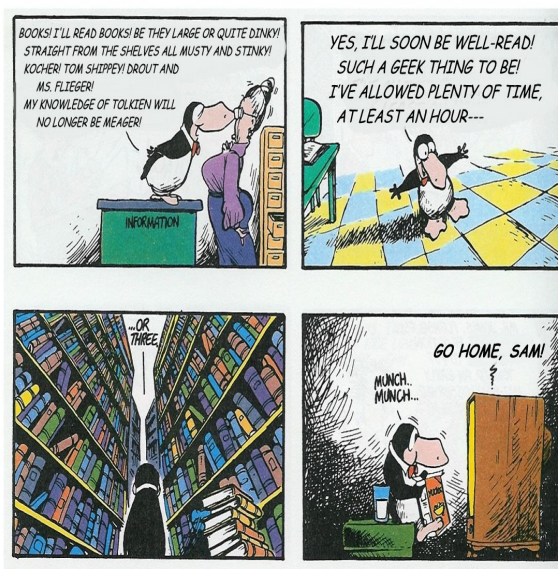
than I have who adopt this position. However, the grading approach to measuring class participation has several pedagogical drawbacks and shortcomings including, but not limited to,



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

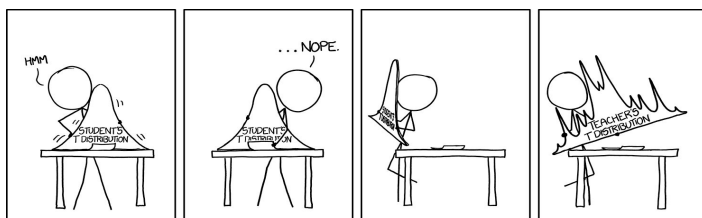
classroom (note that I don't mean objective; all grading is a subjective practice). To this end, you will not be graded on your participation in our class, but you will be held accountable for meeting the following expectations:

1. You are expected to be in class every day, for the entirety of the class period, so that you can contribute to the class' discussion and analysis of our material. This may come in the form of large group, small group, and individually-based work, presentations, discussions, 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: One Annotated Bibliography, three revised and polished Essays, and a collection of Exploratory Writing pieces. Due dates

and specifics for each of these assignments, including markschemes for each piece of work, is posted on *Canvas*. I reserve the right to moderate your grade if you do not submit any of this work for assessment.

You will receive and provide, peer feedback on everything that you write in our class.

Additionally, I will provide you with feedback on drafts of your Essays, as well as Grammarly reports on selected writing samples. 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

Annotated Bibliography (15% of your final grade)

The [Annotated Bibliography](#) is at the heart of any scholarly work, regardless of academic discipline. Your task will be to produce an annotated bibliography of all the essays we read in this course, as well as selected primary and secondary source materials. Your Annotated

Bibliography will also include a two to three page synthesis of these sources. Specific due dates and parameters for the assignment can be found in documentation posted on *Canvas*.

Essays (60% of your final grade)

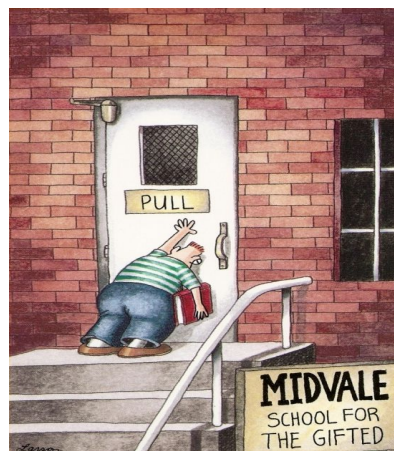
You will write three [argument driven essays](#) based on selected readings from the *Emerging* text. Each *Essay* should build on the skills you have mastered to position you into this class in the first place: they should contain an argument, reflect a close analytical reading of the text, and offer some discussion of the implications of the reading in a wider context (address the “so what?” question). Specific due dates and parameters for the assignment, including revision requirements, can be found in documentation posted on *Canvas*.

Exploratory Writing (25% of your final grade)

You will write various [exploratory writing](#) samples throughout this course. This work will come in a variety of forms; from summaries of your readings, to pre-writing exercises and drafting, to reflections on your learning, and more. Specific due dates and parameters for the assignment, including revision requirements, can be found in documentation posted on *Canvas*.

Academic Support

Undergraduate university students face a variety of challenges, one of which involves securing and sustaining academic support. In years past, 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 writing 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. Finally, our Wimberly Libraries are home to an excellent staff of Research Librarians whose job is to help you navigate the research process, identify lines of inquiry, dive deep into archival resources, and much, much more. You can schedule a research consultation session through our Library at any time during the term. Additionally, I've outlined a few additional campus departments whose job is to provide service and support to you inside and outside of our classroom setting.

Student Health Services: SHS provides primary medical care, immunization, and dental services, as well as specialized health services for women, men, and pharmacological care. SHS has offices on the Boca Raton, Davie, and Jupiter campuses. If you'd like to make an appointment or learn more about these resources, you can call (561) 297-3512 or visit their website here:

<http://www.fau.edu/shs/>.

Counseling and Psychological Services: CAPS offers a variety of services to students that you're already paying for: individual, group, psychiatric services, alcohol and drugs assessments/counseling, LD/ADHD assessment, and reading/study skills. There are offices on the Boca, Davie, and Jupiter campuses. If you'd like to make an appointment or learn more about these resources, you can call (561) 297-3540 or visit their website here:

<http://www.fau.edu/counseling/>.

FAU Beyond Food Program: For assisting FAU students in need to raise their food security level to persist toward academic success. Information about how to refer a student/peer or to self-refer and about other resources available in the Palm Beach/Broward community

<http://www.fau.edu/dean/beyondfood/index.php>.

University Advising Services: For resources including Online Advising, making in-person appointments, information on the ACCESS program, Flight Plan and IFP checklists, various forms, and other related registration information and online platforms.

<http://www.fau.edu/uas/>.

Office of the Ombuds: For helping to assure that all students are served well in all situations. Works to solve problems, to allay frustration, and to advise those requesting help, either before or after existing processes are used. The Ombuds functions independently and serves as a neutral problem-solver, has access to all University offices,



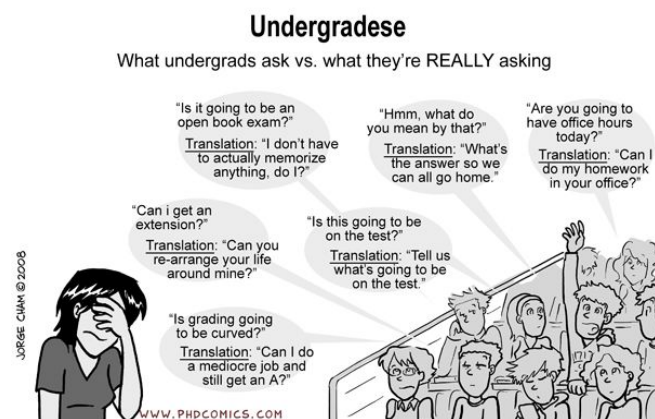
records and personnel. The Ombuds provides information on processes, refers to appropriate offices, helps to develop options and facilitates mediation. The Ombuds can recommend policy or procedure changes. <http://www.fau.edu/ombuds/index.php>.

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 **F**. Assignments may be submitted after the due date and time, with instructor permission, but these can earn no more than **C-**. 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 before and after class or during office hours (just pop by-you don't need an appointment) 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

Week 1

- 25 June: Course Introduction | Review Syllabus | Reading Groups and Critical Discussion and Presentation-First Reading | Exploratory Writing
 - *Homework: Re-read and update annotations of First Reading.*
- 27 June: Craft Discussion and Writing-Argumentation and Evidence | Draft Essay 1 | Peer Review | Revise and submit Draft Essay 1 to Canvas by 12.55 pm.
 - *Homework: Continue revising Draft Essay 1*

Week 2

- 2 July: Review Feedback on Draft Essay 1 | Craft Discussion and Writing-Revision | Revise and Submit Polished Version of Essay 1 to Canvas by 12.55pm.

Week 3

- 9 July: Reading Groups and Critical Discussion and Presentation-Second Reading | Exploratory Writing
 - *Homework: Re-read and update annotations of Second Reading.*
- 11 July: Craft Discussion and Writing-Organization | Draft Essay 2 | Peer Review | Revise and submit Draft Essay 2 to Canvas by 12.55 pm.
 - *Homework: Continue revising Draft Essay 2*

Week 4

- 16 July: Review Feedback on Draft Essay 2 | Craft Discussion and Presentations | Revise and Submit Polished Version of Essay 2 to Canvas by 12.55pm.
- 18 July: Reading Groups and Critical Discussion and Presentation-Third Reading | Craft Discussion and Writing-Research | Develop Line of Inquiry
 - *Homework: Re-read and update annotations of Third Reading | Identify, Read and Annotate a minimum two (2) supporting sources and one (1) contrasting source.*

Week 5

- 23 July: Craft Discussion and Presentations | Draft Annotated Bibliography and Synthesis
 - *Homework: Submit Draft Annotated Bibliography and Synthesis to Canvas by 5pm on 24 July.*
- 25 July: Peer Review-Annotated Bibliography and Synthesis | Revise and Submit-Polished Annotated Bibliography and Synthesis to Canvas by 12.55 pm
 - *Homework: Draft semi-polished version of Essay 3*

Week 6

- 30 July: Craft Discussion and Presentation | Draft Essay 3
- 1 August: Reflective Writing and Discussion | Review Feedback on Essay 3 | Craft Discussion and Presentations | Revise and Submit Polished Version of Essay 3 to Canvas by 12.55pm.

FAU English Department Standard Syllabus Information for ENC 1101

Course Description

College Writing 1 (ENC 1101) 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.
- 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.