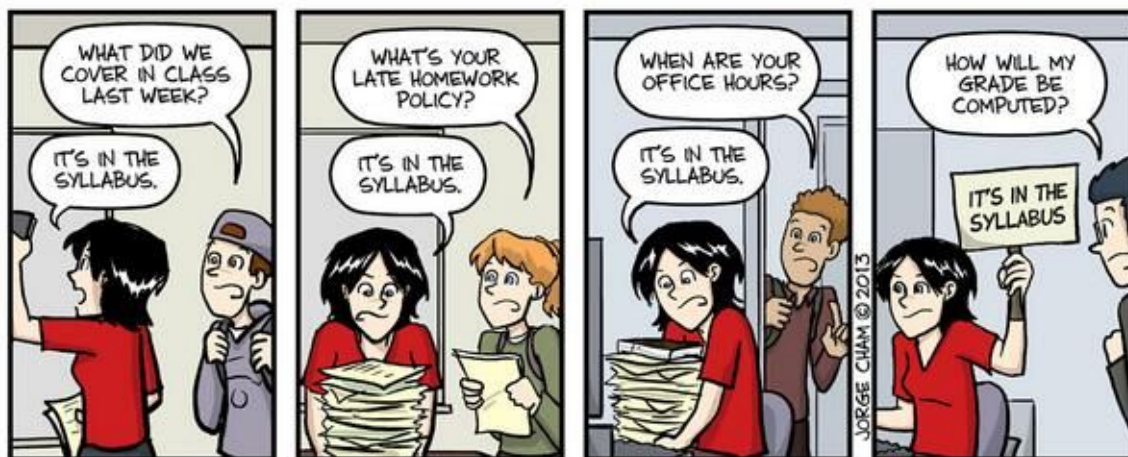


ENC 1101: College Writing I

ENC 1101/17609 | 1.00-1.50 | CU 121 | Fall 2017 | 3 Credits



IT'S IN THE SYLLABUS

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Information

Instructor: [Charles Gleek, Ed.D.](#)

Office: Mondays in CU 328 | Fridays in CU 333

Office Hours: 11.30-12.30 on Mondays and Fridays

English Dept.: 561-297-3830

Email: agleek@fau.edu *I only check this on weekday mornings.*

Mailbox: CU 311

Class Website: <https://canvas.fau.edu/courses/37607>

Course Description

College Writing I (ENC 1101) is a Writing Across the Curriculum (WAC) course where we will be reading examples of effective expository prose and writing essays practicing the forms of rhetoric. 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
- 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*, 3rd Edition
- Department of English, *Elements of ENC 1101 and ENC 1102*
- Diana Hacker, *A Pocket Style Manual*, 7th edition
- Printouts of electronically distributed class materials

Readings

- Henig, Robin Marantz. "What is it about 20-Somethings?" *Emerging: Contemporary Readings for Writers*, 3rd edition, edited by Barclay Barrios, Bedford/St. Martins, 2016, pp. 198-213.
- Konnikova, Maria. "The Limits of Friendship" *Emerging: Contemporary Readings for Writers*, 3rd edition, edited by Barclay Barrios, Bedford/St. Martins, 2016, pp. 235-241.
- Singer, Peter. "Visible Man: Ethics in a World without Secrets" *Emerging: Contemporary Readings for Writers*, 3rd edition, edited by Barclay Barrios, Bedford/St. Martins, 2016, pp. 424-433.
- van Houtryve, Tomas. "From the Eyes of a Drone" *Emerging: Contemporary Readings for Writers*, 3rd edition, edited by Barclay Barrios, Bedford/St. Martins, 2016, pp. 449-456.
- *Additional readings and resources will be provided by the instructor; see the class' Canvas site.*

Assignments and Grading

We will be using a modified portfolio system. Each portfolio will consist of three major essay assignments, each undergoing a draft and revision process. Clear, written descriptions of all writing assignments will be distributed to the class, as well as the evaluation criteria that will be used. Essay assignments will ask you to make a contribution to the conversation of the texts by stating an argument or staking a position and then supporting it with close textual analysis. They will also ask you to revisit topics and readings from new perspectives and with the help of new sources.

The midterm and final reflection assignments ask you to consider your growth and development as a writer in this class. You will submit a reflection of your writing at the end of each portfolio.

Response papers will help you build toward each of your essay assignments are an important part of your final grade.

You are expected to participate in class discussions and small group work. Your participation grade will reflect not only your attendance, but also your participation in-class activities, peer responses, and other in-class writing assignments.

The grade break-down is:

Portfolio One:

Essay One	10% of final grade
Essay Two	12% of final grade
Essay Three	15% of final grade
Midterm Reflection and Error Tracking Log	04% of final grade

Portfolio Two:

Essay Four	10% of final grade
Essay Five	12% of final grade
Essay Six	15% of final grade
Final Reflection and Error Tracking Log	04% of final grade

Responses: 10% of final grade

Class Participation: 08% of final grade

You will receive peer feedback on all rough drafts and substantive instructor feedback on the rough draft of Essay One and final drafts of all other written work. You can always receive additional, individual feedback on your writing by meeting with your instructor during office hours and in your assigned conference time. Grading criteria for essay assignments are provided on the Writing Program website at <http://www.fau.edu/english/writingprogram/index.php>.

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

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](tel:561-297-3880)); in Davie, LA 203 ([954-236-1222](tel:954-236-1222)); or in Jupiter, SR 110 ([561-799-8585](tel: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 essay.

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.

This Class

Teaching Statement

I've come to some tentative conclusions about teaching and learning after more than a decade of working with students in high school, undergraduate, and graduate courses. The first is that every group of students comes into the classroom space with a diverse set of personal histories, skill sets, and goals. No two classes are ever the same, and as classrooms are inherently social, the identity of each class and each student varies over the arc of a semester. Given this reality, it follows that there is no single pedagogical approach which works best. Research

on learning can point towards what sorts of pedagogy has the most impact on student learning, but as such findings are at the aggregate, there is no distinctive approach which works across all material and ideological conditions. Yet this instability does not reflect a lack of certainty or principles about what teaching can do; namely, create a space for challenging, meaningful work which confronts power and engages with others in the pursuit of change. The locales of teaching and learning are those where we critically appraise and break down authoritarian structures, where we build democracy and civic life by working in solidarity for the freedoms of others and ourselves. I'm happy to speak with you about our work inside and outside of class time.

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 ours 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.

Revision Policy

Revision is a cornerstone of the writing process. Essays often take on a variety of forms during their life on and off the page, from drafting and pre-writing, to organizing, peer review, commentary, and submission. The ability to seek continuous improvement and articulation of one's own writing is an essential skill for successful writers, regardless of their particular academic or vocational pursuits.

Students in this course will have limited opportunities to revise so-called "final" work. These opportunities reflect both the normative position that learning and writing is an act of continuous work, as well as the explicit learning objectives for the ENC 1101 course. Students

interested in revising any of their "final" essays should follow the process which is outlined below.

Process

1. Students should visit the professor during office hours to have a conversation about revising and resubmitting their work.
 1. These conversations can include, but are not limited to, thesis, evidence, organization, audience, grammar, or other compositional concerns.
2. Students may revise only one (1) essay in Portfolio 1 and one (1) essay in Portfolio 2.
 1. Only Essay 4 and Essay 5 are eligible for revision and resubmission in Portfolio 2.
3. Once the student and the professor agree about the revision and resubmission of a paper, the students should complete the following steps:
 1. Bring a clean copy of their paper, any copies of peer review of other commentary, as well as the graded paper to the UCEW (Writing Center)
 1. Students should [schedule an appointment](#) at the UCEW in advance of their visit.
 2. Work towards addressing the essay's compositional concerns with a UCEW consultant in two (2) sessions.
 1. Students are responsible for securing a signed receipt ("green slip") for both sessions
 3. Revise your paper and email it to the professor within **one week's time**, along with scans of the two UCEW receipts. Please use the following email heading when re-submitting the work.
 1. Example Subject Heading: *Last Name/Essay X/Revision*
4. Revised papers will be assessed as original submissions; however, the student will not have an additional possibility to revise their resubmission.

Technology

To what extent can computers enhance student learning in classrooms? Frankly, there is not a singular answer to this question. Clearly, our University takes great pride in acknowledging the role that technology can play in innovative learning, so much so that the use of creative technology is a featured aspect of the college's [strategic plan](#). Additionally, I am confident that many of you find the ability to look up information to inform our discussion or questions that arise from our classroom dialogue helpful to your understanding of new material. I am a firm supporter of the ways in which technology can enhance learning. I read books with my iPad by my side, ready to inquire about, investigate, or interrogate claims which I am reading in a particular text. My own research is predicated on the idea that humanities scholarship is informed and can be expanded through the use of digital tools. However, the power and proliferation of these tools makes it necessary to consider

what if any role electronic devices should play in our classroom learning.

My experience as an educator and administrator leads me to be cautious about the consistent and tangible benefits of the perpetual use of laptops, tablets, phones, or other devices in the classroom. As a researcher, I am even more skeptical about the advantages of a classroom full of students working on their screens. The fact of the matter is that the use of laptops and similar devices does not always enhance a student's note-taking skills, information retention, engagement in learning, or most any other classroom practices associated with a high impact on student learning. From [meta-analyses](#) to studies ([here](#), [here](#), [here](#), [here](#)) to op-eds ([here](#), [here](#), [here](#), [here](#)), there is ample information and arguments which at the very least question the utility of students exclusively using electronic devices in the classroom. Moreover, it is apparent that the use of electronic devices actually diminishes student performance across a range of cognitive tasks, the development of skill sets, and on assessments.

Of course, the problem of technology isn't these devices themselves but how they are used; this is perhaps my main point. Our classroom practice is based on the discussion of ideas. I have not designed our coursework to be exclusively centered around the use of electronic devices. Indeed, hiding behind a screen or having your eyes, ears, and attention directed away from your colleagues and the professor are exactly the type of behaviors which are an anathema to the engaging, discursive environment we are seeking to construct in our classroom. Therefore, I expect that you will approach our classroom sessions able to adhere to the following principles:

Personal laptops, tablets, phones or other electronics (hereafter, "devices") are tools which, in the right circumstances, can contribute to student learning. As with any tool however, the use of a device is not a student's default instrument for learning and any device is subject to misuse which can adversely affect a student and their colleague's capacity to learn.

Devices should be kept off desks, in bags, out of reach, or otherwise not used during normal class time. I will inform you when the use of devices is appropriate; for example, to look up information, address a question that no one has an answer to, or to work in small groups or independently.

If you prefer to organize your notes on your device, then these notes should be recorded in a notebook or similar resource and then scanned or transcribed into your electronic files outside of class (we can talk about the tangible benefits of this practice if you'd like).

Those students who have a documented accommodation from the University for the use of a device should speak with me immediately so we can discuss how you will be using them effectively in our classroom setting.

Procedural

This course, as with the vast majority of ENC 1101 courses, operate according to what is known as the "standard sequence." In practice, this means that the readings, assignments, assessment distribution, and some aspects of this syllabus itself are standardized across all ENC 1101 courses. This is not to say that I don't support this approach; far from it, as I see our coursework as good way of distributing the workload around some very complex ideas and tasks. My point here is that while we have some flexibility and academic freedom in the way this class operates, much of what we will cover in this class reflects an effort by my department, the college, and the university to create a common learning experience in this introductory course to writing and rhetoric at the undergraduate level.

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 your professor with the same level of professionalism.

Assignments are due prior to the start of class; please see the course's Canvas site for these specifics. Failure to submit an assignment on time will result in a grade of 59%, with no possibility to resubmit. While I understand that emergencies can and do happen (for some reason, this is 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, R1 universities, and 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 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 myself as we work together this term.

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.

Schedule

(This may be subject to change. The best way to stay informed about what we're doing is class is to be in class).

*Week 1***Aug 21**

Introductions and Writing Sample

Aug 23

Reading Due: Henig

In-class writing and discussion of Henig

Aug 25**READING RESPONSE ONE DUE (Henig)**

Discuss Essay One Assignment Prompt

*Week 2***Aug 28****POLICY SHEETS DUE**

Continued discussion of Essay One assignment

Aug 30

Pre-draft Workshop

Sept 1**ROUGH DRAFT ESSAY ONE DUE**

Peer-Review Workshop
Introduce Peer Response Assignment

*Week 3***Sept 4**

NO CLASS: Labor Day

Sept 6**PEER RESPONSE DUE**

Sample Work

Sept 8

DRAFTS RETURNED

Sample Work

*Week 4***Sept 11****FINAL DRAFT ESSAY ONE DUE**

Reading Due: Konnikova

In-class writing and discussion of Konnikova

Sept 13**READING RESPONSE TWO DUE**

(Konnikova)

Discuss Essay Two Assignment

Prompt

Map connections between readings

Sept 15

Pre-draft Workshop

*Week 5***Sept 18**

Pre-draft workshop

Sept 20**ROUGH DRAFT ESSAY TWO DUE**

Introduce Peer Response

Assignment

Peer Review Workshop

Sept 22**PEER RESPONSE DUE**

Sample Work

*Week 6***Sept 25**

Continued sample work/workshop on errors

Sept 27**FINAL DRAFT ESSAY TWO DUE**

Discuss Essay Three Assignment

Prompt

Research/outside source workshop

Sept 29

Reading Due: Outside Source

In-class writing and discussion of Outside Source

Map essay connections to outside source

Note: Prof. Donovan will be covering class this day. Dr. Gleek will not hold office hours. Please check Canvas for the work for this class period.

Week 7

Oct 2

READING RESPONSE THREE

DUE (Outside Source)

Discuss Outside Source with
Readings 1 and 2

Oct 4

Continued discussion Essay Three
Pre-draft workshop

Oct 6

Peer Review Workshop

Week 8

Oct 9

ROUGH DRAFT ESSAY THREE DUE

Peer Review Workshop

Oct 11

PEER RESPONSE DUE

Oct 13

Sample Work
Schedule Conference Appointment

Week 9

Oct 16-20

NO CLASS: Conference Week

**MIDTERM REFLECTION DUE at time of
conference appointment**

Week 10

Oct 23

FINAL DRAFT ESSAY THREE DUE

Reading Due: Singer
In-class writing and discussion
of Singer

Oct 25

READING RESPONSE FOUR DUE (Singer)

Discuss Essay Four Assignment
Prompt

Oct 27

Pre-draft Workshop

Week 11

Oct 30

ROUGH DRAFT ESSAY FOUR DUE

Introduce Peer Response
Assignment Peer Review Workshop

Nov 1

PEER RESPONSE DUE

Nov 3

Sample Work

Week 12

Nov 6

FINAL DRAFT ESSAY FOUR DUE

Reading Due: van Houtryve
In-class writing and discussion
of van Houtryve

Nov 8

READING RESPONSE FIVE DUE

Discuss Essay Five Assignment
Prompt

Nov 10

NO CLASS: Veteran's Day

Week 13

Nov 13

**ROUGH DRAFT ESSAY FIVE DUE (van
Houtryve)**

Introduce Peer Response
Assignment Peer Review Workshop

Nov 15

PEER RESPONSE DUE

Nov 17

FINAL DRAFT ESSAY FIVE DUE

Outside Source Brainstorming
Workshop
Discuss Essay Six Assignment
Prompt

Week 14

Nov 20

Outside Source Research Workshop

Nov 22

**READING RESPONSE SIX DUE (Outside
Source)**

Discuss Outside Sources with
Readings 3 and 4
Pre-draft Workshop

Nov 23-26

NO CLASS: Thanksgiving Break

Week 15

Nov 27

ROUGH DRAFT ESSAY SIX DUE

Introduce Peer Response
Assignment

Peer Review Workshop

Nov 29

PEER RESPONSE DUE

Sample Work

Dec 1

Last Day of Class

Peer Workshop

Final Matters

Week 16

Dec 4-6

NO CLASSES: Reading Days

Dec 7-13: FINAL EXAM WEEK

FINAL DRAFT ESSAY SIX DUE

FINAL REFLECTION DUE