

## Fall 2019 - ENC1101 Syllabus

### **Course Description:**

ENC 1101 develops students' knowledge of what writing is and how it functions in the world. By examining writing as an object of study, the ENC 1101 curriculum invites students to understand their writing as situated within academic, professional, civic, and personal contexts and to develop their identities and abilities as writers across these settings. The reading and writing tasks featured in ENC 1101—such as analyses of writing processes and practices, patterns of literacy sponsorship, and conceptions of writing—provide the frameworks students will use to explore the writing they do throughout their lives, how it is accomplished, and the various roles and functions it serves. In addition to helping students interrogate and expand their understanding of writing and writers, these frameworks will allow students to continually adapt their writing-related knowledge and abilities to the new writing situations they'll encounter throughout college and beyond.

### **ENC 1101 immerses students in the work of:**

- Understanding writing as a continual process of making meaning.
- Applying concepts from writing studies to recognize the richly literate lives they lead and the wealth of writing-related knowledge they already possess.
- Deepening and expanding their ideas about writing and the work it does in the world.
- Navigating the complex texts emerging from the scholarship on writing, rhetoric, and language.
- Analyzing their identities as writers and the processes, practices, and technologies they use for writing in their academic, professional, civic, and personal lives.
- Participating in writing as a social activity through reading, collaboration, peer review, and other forms of feedback.
- Assembling a portfolio that showcases both writing processes and products from a variety of genres and that demonstrates writing development throughout the semester.

### **Course Objectives/Outcomes**

The four learning outcomes listed below guide what students actually do in ENC 1101. These outcomes represent the knowledge and abilities students should expect to acquire throughout the semester.

- **Outcome 1:** Students will be able to read and use scholarly texts to support their writing goals.
- **Outcome 2:** Students will be able to describe and analyze writing processes in order to flexibly adapt them to support their goals.
- **Outcome 3:** Students will learn how to adapt to different writing contexts they need to address.
- **Outcome 4:** Students will consider how social, rhetorical, and technological contexts shape writing conceptions, processes, rules, and learning.

**For more information on these course objectives, please visit ->**

<http://writingandrhetoric.cah.ucf.edu/revisedenc1101.php>

### **Required Texts**

- *Easy Writer*. 6th edition. Ed. Andrea A. Lunsford, Bedford/St. Martin's, 2019. (Pictured below)
- *Writing About Writing: A College Reader*. 3<sup>rd</sup> edition. Eds. Elizabeth Wardle and Douglas Downs, Bedford/St. Martin's, 2017.

### **Grading Scale**

· A	94-100
· A-	90-93
· B+	87-89
· B	84-86
· B-	80-83
· C+	77-79
· C	74-76
· C-	70-73
· F	69 and below

### **Description of Assignments**

#### **Major Assignments – 600 points (60%)**

##### ○ **Profile of Yourself - 120 Points - Due: September 20**

This is your first major assignment of the semester. In this assignment, you will reflect on yourself and your own writing processes. The point of this assignment is for you to think about and define for yourself who you are as a composer/language user as well as to get you to think about ALL of the different languages that you use (besides just Academic Written/Spoken English). This assignment has two parts. The first part is a multimodal profile. You will create a profile like you might on a social media website or for a job later on to tell me and you will write with visual, textual, and design elements. The second part will be a more standard academic paper where you focus on ONE of your literacies in the context of the readings that we have completed so far in class. See the link above for more specific instructions.

##### ○ **Profile of Another Author- 120 Points - Due: October 18**

Once you have explored your own writing processes, we will start thinking about how your writing processes are alike and similar to other people's writing processes. For this assignment, you will write a standard academic essay about someone else's writing process. However, since you cannot know someone else's reasons for doing something without asking them, you will need to interview them. So, you will choose a specific author and interview them about their writing processes for a specific text. Your interviewee can be someone in your chosen discipline, or it can be your peer, roommate, etc. To ensure that you ethically conduct your research, you will need to complete the Informed Consent Form Template. You will write a paper profiling your author and telling me how their writing processes are the same or different from your writing processes in the context of the readings that we have done so far in this class.

##### ○ **Profile of A Discourse Community - 120 Points - Due: November 18**

Once you have explored your own individual composing processes and the composing processes of someone else, you will explore how texts (broadly defined) function in a discourse community. For this assignment, you will consider not only how people in a community and create a text, but how that text acts in and changes the community as well. This assignment is intended to broaden your understanding of how compositions do work in the world, beyond how individuals (yourself and your interviewee) compose.

##### ○ **Final Portfolio Assignment - 240 Points - Due: December 5, 2019**

This assignment accounts for the largest portion of your grade and is graded holistically. In this assignment, you will reflect on your growth over the semester in a reflective cover and *show* me how you grew by strategically selecting and analyzing your own work and revisions.

### **Minor Assignments (400 Points Total)**

- **Participation (in its multiple forms)** (begins September 4) - 150 points total (4.5 points per day after participation grades start)

I do expect you to participate in my class. With that being said, I recognize that people participate in different ways and not all of those modes of participation are as visible to me as other modes. As such, you will receive participation points in class for...1) Being prepared for class and 2) contributing to the class in some capacity (completing in-class activities, listening, class conversation, engaging in peer reviews, etc.)

You may, miss TWO classes, with no questions asked and no penalty on your grade. Therefore, of the 35 class days that you are able to get participation points, only 33 of them are reflected in this grade.

- **Academic Verification Quiz** - 5 points

To verify that you are attending the course to receive financial aid, all courses at UCF require that students complete some sort of activity on Webcourses by the end of the first week. Your academic verification form will be in the form of a quiz on the syllabus. The quiz will be available as soon as our class starts; however, you have until Friday to complete it.

- **Annotations for Class Readings** (10 Annotations X 10 points each = 100 points)

Throughout the semester, we will be doing various readings from the *Writing About Writing* textbook. You will want to be able to go back and remember what you read to contribute to class discussions and to use in your papers, so you will write annotations on what you read.

Annotations will have four parts: 1. They will start with an MLA or APA citation. 2. They will identify what you think the CLAIM or argument of the article is in one to two sentences. 3. They will **summarize** the reading (they will tell you WHAT the author said; not that they said it). 4. They will **analyze** the reading.

Some of your readings will be VERY short, such as the readings from *Easy Writer*. In these cases, I do not expect your annotations to be as long and as detailed. I do, however, need to see that you read the readings.

- **Peer Reviews** - (5 total X 12 points each = 60 points total) (6 points for Rough drafts and 6 points for Peer Review sheets)
- **Rough Drafts Due by class time. Peer Review Sheets Due on Peer Review Days by 11:59 PM (See above below for exact dates)**

We will do these periodically in class throughout the semester before major assignments are due. I will give you a worksheet to help you complete the peer reviews.

- **Revision Memos** - (3 total X 15 points each = 45 points)

In your revision memos, you will 1) Explain how you met the assignment prompt and the course objectives (listed above and on the [Department of Writing and Rhetoric's Website](#)) 2) Respond to peer feedback, 3) describe your rhetorical choices, and 4) Make a to-do list or action plan. The revision memo may not take all of class time. If you finish the revision memo early, you should start on the to-do list or action plan that is the fourth required component

- **ePortfolio Link** - 5 points

At the end of the semester, you will create turn in an EPortfolio. However, you will create an eportfolio link on Webcourses long before that to make sure that I can access your portfolio. This is a simple and easy process and we will talk about it in class. However, the instructions for

creating the Eportfolio link can be found at the link above. You will receive some points for turning the in the link. You will not lose points if the link does not work, but I need to know that early in the semester so that we can remedy that as soon as possible.

- **CITI Training Modules** - 5 points
- **Final Project Presentation** - 30 points (Due during Final Exam Period)

Your final portfolio will serve as your final project for this semester. However, for our final class period, you will create and give a low-stakes Powerpoint presentation describing who you are as a composer and how you have changed over the course of the semester. You can and should go back to the Profile of Yourself Assignment with which we started the semester. Alter it based on how your identity as a writer has (or has not) changed.

### **Extra Credit:**

I offer 4 points of Extra Credit if you go to the Writing Center (see below) and have them send me your session notes to [leah.jones@ucf.edu](mailto:leah.jones@ucf.edu). If you do not stay for the entire session, you will not receive credit. I will offer up to 40 points (10 sessions) worth of extra credit this way.

### **Tentative Calendar (subject to change)**

Please See the [Online Academic Calendar](#) for Additional Information

<b>Date</b>	<b>Readings (due by class)</b>	<b>Assignments (due by class)</b>	<b>In-Class</b>	<b>Other important information</b>
<b>WEEK 1</b>				
Mon. 8/26			Introductions Syllabus	Classes begin
Wed. 8/28	Read: 7b and 7c in <i>Easy Writer</i> on Annotating and Summarizing (Pg. 42-43)  Please also Read over this handout about <b><u>claims</u></b>		Define “literacy”  Define <b><u>claims</u></b>	(8/29) Last Day to Drop and Request a Full Refund/ Drop-Swap Deadline
Fri.8/30	WATCH: <a href="#">Multiliteracies Video</a> WATCH: <a href="#">Multimodal Video</a> LISTEN: <a href="#">How We Hear Our Own Voices</a> <a href="#">Shapes How We See Ourselves</a> <a href="#">and How Others See Us</a>	<b>Academic Verification Quiz about Syllabus - Due BY CLASS TIME</b>	Do Annotations for videos in class - Talk about Jigsaw Reading for next class	Academic Verification Due/ Late Registration Ends/Add Deadline

<b>WEEK 2</b>				
Mon. 9/2				<b>Labor Day- Classes Cancelled</b>
Wed. 9/4	READ: Grant-Davie - “Rhetorical Situations and Their Constituents” (pg. 484) - In <i>Writing About Writing</i>	(Participation grades begin) (so have annotations for this reading)  Annotation for Grant-Davie	Jigsaw Reading	
Fri. 9/6	READ: “Integrating Sources and Avoiding Plagiarism” in <i>Easy Writer</i> (pg. 93-97).	Annotations Due for Easy Writer Readings (Annotations for Easy Writer may be shorter).	Talk about Citations  Talk about how to use quotes (Introduce, cite, explain)	Tuition and Fee Payment Deadline/ Housing Payment Due
<b>WEEK 3</b>				
Mon. 9/9	READ: Jones & Wheeler - “Document Design and Social Justice” (pg. 654) - In <i>Writing About Writing</i>	Annotation for Jones & Wheeler	Discuss Readings  Continue Talking about Citations	
Wed. 9/11		Citations		
Fri. 9/13		(First Half of Class) - Citations (Second Half of Class) -Rough Draft of Multimodal part of the Profile of Yourself assignment Due  Peer Review (due by 11:59 PM)	Peer Review (due by 11:59 PM)	
<b>WEEK 4</b>				

Mon. 9/16		Rough Draft of Paper part of the Profile of Yourself assignment due (due by class time)	Peer Review (due by 11:59 PM)	
		Peer Review (due by 11:59 PM)		
Wed. 9/18		Revision Memo  Revision Memo (due by 11:59 PM)	Revision Memo (due by 11:59 PM)	
<b>Fri.9/20 - Unit 2 Begins</b>		Full <u>Profile of Yourself Assignment</u> Due By class time	Introduce Unit 2 and Profile of Another Writer Assignment  Discuss how to make an <a href="#">ePortfolio</a> (due in TWO weeks on Friday)	
<b>WEEK 5</b>				
Mon. 9/23	READ: Pigg, Stacey. "Coordinating Constant Invention: Social Media's Role in Distributed Work" (pg. 711) - In <i>Writing About Writing</i>	Annotation for Pigg due by class time	Discuss reading	
Wed.9/25	Read: "Interviews" in <i>Easy Writer</i> (pg. 78-79).	Annotations Due for Easy Writer Readings (Annotations for Easy Writer may be shorter).	Continue discussing Reading  Talk about CITI Training Modules (due	

			Start Drafting Interview Questions	
			Talk about <b><u>Informed Consent Form Template</u></b>	
Fri. 9/27		Rough Interview Questions Draft  Rough Draft of <b><u>Informed Consent Form Template</u></b>	Speed Dating Interview Questions with class	
<b>WEEK 6</b>				
Mon. 9/30	Read: Ridolfo, Jim and Daniella Nicole DeVoss. “Composing for Recomposition: Rhetorical Velocity and Delivery” (pg. 512) in <i>Writing About Writing</i>	Annotation for Ridolfo & DeVoss due by class time	Discuss Reading	
Wed. 10/2	Read: “Creating Portfolios” in <i>Easy Writer</i> (pg. 54-56) and “Reflecting on Your Own Work” (pg 37).	Annotations Due for Easy Writer Readings (Annotations for Easy Writer may be shorter).	Continue Discussing Reading  Discuss why we do portfolios and reflection	
Fri. 10/4		<a href="#">ePortfolio</a> link due in Webcourses by class time	Practice Reflection and identify YOUR position	
<b>WEEK 7</b>				
Mon. 10/7	Read: Brandt, Deborah. “Sponsors of Literacy” (pg.	Annotation for Brandt due by class time	Discuss Readings  Check in on interviews	

	68) in <i>Writing About Writing</i>			
Wed.10/9			Check in on Interviews  What do you know about PARAGRAPHS?  <u>Paragraph practice</u>	
Fri. 10/11		CITI Training Modules Due by Class time	Continue with <u>Paragraph practice</u>	
<b>WEEK 8</b>				
Mon.10/14		Rough Draft of Paper (due by class time)  Peer Review (due by 11:59 PM)		
Wed.10/16		Revision Memo  Revision Memo (due by 11:59 PM)		
<b>Fri.10/18 - Unit 3 Begins</b>		<u>Profile of Another Writer</u> Due by class time		
<b>WEEK 9</b>				
Mon.10/21	READ: Johns, Ann M. "Discourse Communities and Communities of Practice" (pg. 319) in <i>Writing About Writing</i>	Annotations for Johns due by class time	Discuss Readings	
Wed.10/23			Conferences	
Fri.10/25			Conferences	
<b>WEEK 10</b>				



Mon.10/28	READ: Kain, Donna and Elizabeth Wardle. “Activity Theory: An Introduction for the Writing Classroom” (pg. 395) in <i>Writing About Writing</i>	Annotation for Kain and Wardle	Discuss Reading	
Wed.10/30			Continue to Discuss Reading	
Fri.11/1			<u>Reverse Outlining Exercise</u>	<b>WITHDRAWAL DEADLINE</b>
<b>WEEK 11</b>				
Mon.11/4		Bring in your a piece of your own writing from this class (CAN be a draft of your next paper if you have started!)	Practice Reverse Outlining on your own writing	
Wed.11/6		Rough Draft of Paper (due by class time)  Peer Review (due by 11:59 PM)		
Fri.11/8			Quotes Practice!	
<b>WEEK 12</b>				
<b>Mon.11/11 - Unit 4 Begins</b>				<b>Veteran’s Day - Classes Cancelled</b>
Wed.11/13		Second Rough Draft of Paper (due by class time)  Second Peer Review for <u>Profile</u>	(Substitute)	Professor Jones at Conference

		<u>of a Discourse Community</u> (due by 11:59PM)		
Fri.11/15		Revision Memo  Revision Memo (due by 11:59 PM)	(Substitute)	Professor Jones at Conference
<b>WEEK 13</b>				
Mon.11/18		<u>Profile of a Discourse Community</u> Due by class time	What do the course outcomes mean to you.  Define them in four groups  Compile collective definitions for the course outcomes	
Wed.11/20		Come to class with a computer where you can access all of your previous assignments for this class or print out (the major assignments and the revision memos) and bring them.	Define : Good Composition Look back through your own writing. Where do you see yourself meeting the course objectives? Highlight/pick out quotes where you see yourself meeting those outcomes.	
Fri.11/22			Start Drafting the Cover Letter - Begin to put your documents that show your	

			progression into your eportfolio.  Talk about Final PowerPoint Presentation (low-stakes)	
<b>WEEK 14</b>				
Mon.11/25		Rough Draft of Cover Letter (due by class time)  Peer Review of Cover Letter (due by 11:59 PM)	Continue Drafting the cover letter. Continue to put your documents that show your progression into your eportfolio.	
Wed.11/27				Thanksgiving Wednesday-Classes Cancelled
Fri. 11/29				Thanksgiving – Classes Cancelled from 11/28-11/30
<b>WEEK 15</b>				
Mon.12/2		Turn in Rough Draft of Final Presentation	Check in on Final Portfolio Continue working on Final Portfolio	
Wed.12/4			Check in on Final Portfolio Continue working on Final Portfolio  <b>FINAL PORTFOLIO DUE BY 11:59 PM ON DEC. 5</b>	Classes End/Last Day to remove Incomplete/Grade Forgiveness Deadline

Fri.12/6		Final PowerPoint Presentation on your Composing Identity	<b>FINAL PORTFOLIO DUE BY 11:59 PM ON DEC. 5</b>	(12/5-12/11) Final Exam Period
<b>WEEK 16 (.333)</b>				
Mon.12/9				
Wed.12/11				
Fri.12/13				
Mon. 12/16				Grades due in my.ucf