

## ENC 1101: Expository and Argumentative Writing

**Instructor:** Lisa Hager

**Section:** 4403

**Times:** M-F 3 (11:00 - 12:15)

**Classroom:** Flint 109

**Office:**

**Office Hours:** After class and by appointment

**Mailbox:** 4301 Turlington

**Email:** [lhager@english.ufl.edu](mailto:lhager@english.ufl.edu)

### **Class Website:**

[http://www.clas.ufl.edu/users/lhager/teaching/coursesteaching/2005summer/enc1101\\_4403/4403main.html](http://www.clas.ufl.edu/users/lhager/teaching/coursesteaching/2005summer/enc1101_4403/4403main.html)

### **Course Objective:**

In this class, we will develop an understanding of different rhetorical situations, concepts, and audience expectations necessary to progressing successfully towards scholarly, personal, and professional goals. We will strive to reach these goals through coursework that will introduce new ways of thinking about writing, that will promote individual improvements as writers, and that will increase confidence in the approach and undertaking of scholarly reading and writing.

### **Achievement of Course Objectives:**

Classroom explanations and discussions will guide you through the reading and writing assignments. You will also receive help in one-on-one conferences and peer editing sessions. Because this class fulfills the Gordon Rule, you will be asked to write a minimum of 6000 words over the course of the semester. You will also need to do the following:

1) Keep up with reading and writing assignments. The following books are available at the University Bookstore:

- Hacker, Diana. *A Writer's Reference*. 5<sup>th</sup> ed. New York: Bedford St. Martins.
- Hager, Lisa. (Editor) *Mercury Reader*. Pearson Custom Publishing. ISBN: 0536926972
- Williams, David R. *Sin Boldly!: Dr. Dave's Guide to Writing the College Paper*. 2<sup>nd</sup> Edition. New York: Basic Books, 2004. ISBN: 0465091598

\*Feel free to buy *Sin Boldly!* and *A Writer's Reference* wherever you choose, but you must purchase the *Mercury Reader* at the University Bookstore because it is a custom publication.

- 2) Do all assignments before a class session begins (by class, you should have read the text selections listed on the syllabus for that day).
- 3) Participate in class discussions and editing sessions. Bring texts to class and take notes.

## Grades

### *Grade Breakdown:*

Essay One	20%
Essay Two	20%
Essay Three	30%
In Class Writings, Quizzes	20%
Class Participation	10%
	100%

### *Grading Scale:*

A+	97 % and above
A	90 % and above
B+	87 % and above
B	80 % and above
C+	77 % and above
C	70 % and above
D+	66 % and above
D	60 % and above
E	0 % and above

### *Explanation of Letter Grades:*

Here is the meaning behind the grades I assign to your papers (you should use the statements to determine how you might work toward a higher grade):

- A** You did what the assignment asked for at a high quality level, and your work shows originality and creativity. Work in this range shows all the qualities listed below for a B, but it also demonstrates that you took extra steps to be original or creative in developing content, solving a problem, or developing a style. Since careful editing and proofreading are essential in writing, papers in the A range must be free of typos and grammatical or mechanical errors (papers with more than one or two errors cannot receive an A).
- B** You did what the assignment asked of you at a high quality level. Work in this range needs revision; however, it is complete in content, is organized well, and shows special attention to style.
- C** You did what the assignment asked of you. Work in this range needs significant revision, but it is complete in content and the organization is logical. The style is straightforward but unremarkable.

- D** You did what the assignment asked of you at a poor quality level. Work in this range needs significant revision. The content is often incomplete and the organization is hard to discern. Attention to style is often nonexistent or chaotic.
- E** An E is usually reserved for people who don't do the work or don't come to class. However, if your work is shoddy and shows little understanding of the needs of the assignment, you will receive a failing grade.

### **Class Policies and Requirements:**

#### ***Attendance:***

Because class attendance is critical to your understanding of class material, you are allowed only two unexcused absences over the course of the semester. After two unexcused absences, your final grade average will be dropped five points for every day missed. An absence due to illness or family crisis may be excused if properly documented to my satisfaction. In addition, if you participate in a university-sponsored event (music, theater, field trip, or athletics), you must provide me with documentation from an appropriate authority. Whether or not an absence is excused, you are responsible for contacting a classmate or me to find out what material you missed and any work that was assigned. If work is due in class on the day of the absences, the work is due in my mailbox by 4pm that day.

One or two tardies (arriving late in class or departing class early) will be excused if the reasons are acceptable and if there is valid documentation. Otherwise, tardiness is unacceptable because it is disruptive, and, beyond any excused tardies, class participation grade and overall grade will be affected (2 tardies = 1 absence).

#### ***Class Participation:***

In addition to attending class, you are also expected to contribute class discussions and participate in workshop sessions with your peers. Learning is not a solitary process, but one that necessarily involves others and I thus consider class participation a very important part of achieving this class's goals.

Because of the discussion nature of the class, I require that you turn your cell phones and pagers off. If you forget to turn it off and your phone rings, do not answer it. If you have a personal emergency and must keep your phone on one day, please discuss it with me before class.

#### ***Classroom Dynamics:***

Because class participation relies heavily on individuals feeling comfortable expressing their opinions, you must always show respect for the diversity of opinions expressed in this class. You must also demonstrate respect for gender, racial, class, and ethnic differences among your colleagues and instructor.

#### ***E-mail:***

As I frequently send timely e-mails related to this course, you must be able to check your e-mail at least once per day to stay informed. Do not use an AOL account for your class e-mail, as AOL rejects as spam all e-mails coming from addresses ending in ufl.edu. If you are concerned that

you may have missed or lost any important class e-mails, you can access an archive of all e-mails sent to the class list at <http://www.clas.ufl.edu/archives/sb05-4403/>

### ***Quizzes:***

If I think that the class is not doing the reading assignments, I will begin giving quizzes at the beginning of every class. If you are reading the texts as we progress through the semester, you should do fine. The quizzes will be pop-quizzes and will hence occur without warning.

### ***Essays:***

There will be a total of three major essays completed during this course (see daily schedule for peer review and final draft due dates).

- Essay 1** This essay will be a literacy narrative in which you narrate and describe your experiences with reading and writing. A key part of this essay will be defining your own notions of literacy.  
Length = 5-6 pages.
- Essay 2** This essay will incorporate the rhetorical techniques of comparison and contrast. You will choose two essays that we have read and compare and/or contrast the authors' views on language.  
Length = 6-7 pages.
- Essay 3** In this final essay, you will choose a problem with education and argue why this problem is important as well as offer a possible solution. Here, you will be using both persuasion as well as process analysis to make your arguments.  
Length = 6-7 pages.

### ***Peer Review:***

On peer review days, you have the opportunity to earn two 100 quiz grades: one for reviewing others' essays and one for having your own rough draft. In order to earn the quiz grade for having your rough draft, you must have at least 95% of the draft finished.

### ***Revisions:***

You may revise any and/or all of the essays in this class. Revision does not simply mean fixing all of the errors that I have marked on your paper; rather, it entails making global changes to your essay. To this end, you must first work on your essay on your own. Then you **MUST** make a conference with me about the essay. I will not simply tell you what you should do with the essay but will instead answer any questions that you have. The revision of each essay is due on the peer review day of the next essay.

### ***Format:***

All work is due at the beginning of class on the day it is due. All major essays should be typed on only one side of 8 ½" x 11" white paper, MLA format, stapled, and be in Times New Roman font. On days when drafts are due (workshop days), you must bring two copies of your paper to

class. These copies should be clean, typed papers (the same format as the final draft) and already well edited by you. **I will not accept any papers that are not in this format.**

## **University and Writing Program Policies**

### ***Accommodations for Students with Disabilities:***

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

### ***General Education Learning Outcomes:***

ENC 1101 (passed with a grade of D or better) satisfies the university's General Education Requirement for Composition (C).

ENC 1101 also satisfies 6000 words (E6) of the University Writing Requirement. However, you must turn in all assigned papers and you must pass this course with a grade of C or better to receive the E6 credit.

### ***Academic Honesty:***

As a University of Florida student, your performance is governed by the UF Honor Code, available in its full form at [http://www.reg.ufl.edu/01-02-catalog/student\\_life/](http://www.reg.ufl.edu/01-02-catalog/student_life/). The Honor Code requires Florida students to neither give nor receive unauthorized aid in completing all assignments. Violations include cheating, plagiarism, bribery, multiple submissions, and misrepresentation, all defined in detail at <http://www.dso.ufl.edu/judicial/honestybrochure.htm>.

### ***Plagiarism:***

Plagiarism is a serious violation of the student academic honor code. You commit plagiarism when you present the ideas or words of someone else as your own. You commit plagiarism if you use (without crediting the source):

- Any part of another person's essay, speech, or ideas.
- Any part of an article in a magazine, journal, newspaper; any part of a book, encyclopedia, CD-ROM, online WWW page, etc.
- Any idea from another person or writer, even if you express that idea in your own words.

Important tip: There should never be a time when you copy and paste something from the Internet and do not provide the exact location from which it came.

All acts of willful plagiarism will result in failure of the assignment and will likely result in failure of the entire course.

***Documenting Your Work:***

Students are responsible for maintaining duplicate copies of all work submitted in this course and retaining all returned, graded work until the semester is over. Should the need arise for a re-submission of papers or a review of graded papers, it is the student's responsibility to have and make available this material.

**Overview of Assignments:**

These assignments are due in class on the dates indicated. There will be NO LATE assignments accepted. **Both this schedule and individual assignments are subject to change.** All readings are in the Mercury Reader unless otherwise noted. (*SB = Sin Boldly!*; *WR = Writer's Reference*)

**Week 1**

M, June 27 – Course introduction and syllabus review

T, June 28 – Syllabus quiz and *SB* Introduction and Ch.1 (p xi-8)

W, June 29 – Narration, Description, Richard Wright's "The Library Card," and Malcolm X's  
"A Homemade Education"

R, June 30 – Basic essay structure and *SB* Ch. 2-3 (p 9-38)

F, July 1 – Alice Walker's "In Search of Our Mother's Gardens," Eudora Welty's "Listening"  
and *SB* Ch.4 (p 39-53)

**Week 2**

M, July 4 – **No Class**

T, July 5 – Definition, Example, and George Orwell's "Why I Write"

W, July 6 – Langston Hughes’ “Theme for English B” and Min-zhan Lu’s “From Silence to Works: Writing as Struggle”

R, July 7 – bell hooks’s “Writing is My Passion” and *SB* Ch. 12-15 (p 171-215)

F, July 8 – **Draft of Essay 1**, peer review

### **Week 3**

M, July 11 – **Essay 1 Due**, Library Day

T, July 12 – Comparison and Contrast, Classification and Division, and *SB* Ch. 7-9 (p 87-110)

W, July 13 – Richard Rodriguez’s “Public and Private Language” and Amy Tan’s “Mother Tongue”

R, July 14 – Gary Engkent’s “Why My Mother Can’t Speak English” and James Baldwin’s “If Black English Isn’t a Language, Then Tell Me, What Is?”

F, July 15 – Gish Jen’s “What Means Switch”

### **Week 4**

M, July 18 – Kirk Johnson’s “Today’s Kids Are, Like, Killing the English Language. Yeah, Right” and Wendy Kaminer’s “Let’s Talk about Gender, Baby”

T, July 19 – Gloria Anzaldúa’s “How to Tame a Wild Tongue” and *SB* Ch. 5-6 (p 54-86)

W, July 20 – Maxine Hong Kingston’s “Silence” and Eliza Leslie’s “Incorrect Words”

R, July 21 – Leslie Marmon Silko’s “Language and Literature from a Pueblo Indian Perspective”

F, July 22 – **Draft of Essay 2**, peer review

### **Week 5**

M, July 25 – **Essay 2 Due**; Process Analysis, Persuasion, and Virginia Woolf’s “Professions for Women”

T, July 26 – *SB* Ch. 10-11 (p 127-170)

W, July 27 – Zikala-Sa’s From: *The School Days of an Indian Girl*

R, July 28 – Cause and Effect, Maya Angelou’s “Graduation,” and Earl Warren’s “Brown et al. v. Board of Education of Topeka et al”

F, July 29 – Gregory Rodriguez’s “English Lesson in California” and Russell Baker’s “School vs. Education”

## **Week 6**

M, Aug. 1 – Gary B. Trudeau’s “Doonesbury: Student-Friendly Courses” and Mike Rose’s “I Just Wanna Be Average”

T, Aug. 2 – James Thurber’s “University Days” and David Sedaris’ “Me Talk Pretty One Day”

W, Aug. 3 – Essay Workshop day

R, Aug. 4 – **Draft of Essay 3**, peer review

F, Aug. 5 – **Essay 3 Due to my mailbox by 1 p.m. (4301 Turlington)**