

# ENG 1001 – Modes of Inquiry

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## Overall Structure of the Course

We take the title of this course, **Modes of Inquiry**, seriously. We will examine various ways that information is presented and practice different ways that information is communicated. There are three basic components to the ENG 1001 syllabus:

**Readings** – These are organized according to topic and vary within each topic from impersonal writing (ex: textbooks, research) to personal writing (ex: essays, poetry). The two main mediums are hard texts (readings in your course pack) and electronic texts (reading available on the World Wide Web). The first set of readings explores *intelligence, learning styles, and personality types*. The second set of readings features the use of *biofuels* in Florida’s economy. The third set investigates *language and culture*.

**Writing Assignments** – The three kinds of writing assignment are major assignments which everyone in ENG 1001 will do; brief essays, which everyone does, though the questions may differ; and individual instructor assignments such as journals or on-line posting.

- **Major Assignments** – these are various kinds of writing assignments designed to help you focus on the reader-writer relationship in different contexts. Some of the major assignments are not “traditional” college writing. This is good! You’ll see that the skills drummed into your head by high school English teachers apply in all writing contexts.
- **Brief Essays** – these assignments are designed to prepare you to write the three major kinds of essays encountered in college: informative, interpretive, and argumentative. You will write one of each in class or as homework.

**Foundations** – These are assignments to practice the basics and include: grammar, vocabulary, punctuation, peer review, editing and revising, and instructor conferences.

Modes of Inquiry class time is organized according to three different activities:

- **Class Time** – Monday, Tuesday, & Friday, during the FIRST AND SECOND hours of scheduled class time (second hour according to instructor’s discretion)—Wednesday during FIRST period.
- **Peer Review Time** – class time used to work on paper with peer reviewers, during SECOND hour of class time on Wednesday and FIRST & SECOND hours of class time on Thursday
- **Conference Time** – once every other week (or more often!) with your instructor during the SECOND hour of scheduled class time

**Required Texts:** available at **Orange and Blue Textbooks** across from Krispy Kreme Donuts. Bring all texts with you to every class unless instructor says otherwise.

- *A Writer's Resource*, Maimon, Peritz, and Yancey, 2<sup>nd</sup> edition
- *First in the Family: Advice about college from first generation students*, Cushman, Next Generation Press
- *ENG 1001 Course Pack*

**Goals for ENG 1001:** In this six-week course, you will learn:

- The basic principle of effective writing--that good writing is
  - **reader-centered**
  - **purpose-driven**, thus...
    - good writing follows expected forms (and flouts them deliberately)
    - good writing clearly communicates a well thought-out idea
- The value of reading critically
- Some critical college survival skills

You will also learn strategies for dealing successfully with various media types common to the college experience (web-based, film, traditional readings, etc). Through research and oral presentations, you will develop and refine your reading, writing, and speaking skills. The course will also utilize the electronic classroom, giving you the opportunity to polish computer skills and take advantage of on-line resources. The critical thinking, reading, and writing skills you learn in this course will enhance communications skills needed for your college career.

#### How will we do this?

You will write so much in so many different ways that by the end of the semester, writing will no longer be an intimidating task! There are four "levels" of assignments:

1. Major assignments (see chart below) that all classes will do -- these are mostly weekly projects
2. Supporting assignments using the text with other in class assignments. These exercises focus on both sentence level and paragraph level writing skills as well as critical reading and thinking skills
3. Required peer evaluations -- at least one peer evaluation must be completed by one of the course assistants for each of your major assignments
4. Individual Conferences with your instructor – About once every two weeks, maybe more often!

## **COURSE REQUIREMENTS AND POLICIES:**

- **Regular attendance** in a six-week class is extremely important. This is a "skills course" and much of what you need to do to succeed will be done in class.
  - Absences mean an absence from **one** class period. You may miss **TWO** full class days (a total of 4 class periods) for any reason. More than two absences will result in your final grade lowered by 5% (50 points) for **each additional class period missed**.
  - An **excused** absence is one substantiated by a doctor's note or other form of written documentation (not a note from your parents, except in the case of family emergency). For excused absences, it is **your responsibility** to check with your instructor about missed work and make-up work. If you miss a class because of a university sponsored event, you must either complete the work prior to leaving or make it up within two days of returning to class. It is **your responsibility** to check with your instructor about missed work and make-up work.
- Unexcused late papers and assignments will be penalized one letter grade for each day late. No assignment will be accepted more than three days past its original due date.
- Although tardiness is sometimes unavoidable, avoid being tardy more than three times during the semester. Every tardy arrival after the third will cost you 10 points. Missing more than half the class is considered an absence, not a tardy.

**Participation is 10% of your final grade for this class.** Participation includes *attendance* and *attention* while in class. Participation points are earned through regular attendance, promptness to class, bringing necessary books and materials to class, meaningful participation in class discussions, and respect for others' opinions.

**Participation points will be deducted** for failing to bring necessary materials to class, inappropriate talking during class, failing to do homework, failing to attend conferences, and failing to get peer evaluations of your major written assignments.

**Ethical Writing Policy:** For ENG 1001, the "rule" is simple – do your own work. Students caught plagiarizing the first time will receive a warning and automatic "0" on the assignment. Students who are caught plagiarizing a second time will be reported to the Honor's court as their first "official" offense at UF. A second offense reported to Honor's court results in serious consequences for the student, including expulsion from the University.

Ethical writing means that the student writer does not take material from any other source – printed, electronic, digital, verbal – without giving proper credit to the author/creator of

the original material. This includes material the student writer created themselves for previous assignments! Any re-use or multiple-use of student writing must be cleared with the instructors of all the courses involved.

## **UNIVERSITY OF FLORIDA STUDENTS' ACADEMIC HONOR CODE AND ACADEMIC HONESTY:**

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. A student-run Honor Court and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the Honor Code.

The Honor Code: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

Pledge: On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Please note: An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. As a University of Florida student, one is expected to neither commit nor assist another in committing an academic honesty violation. Additionally, it is the student's duty to report observed academic honesty violations. Violations of the Honor Code and academic dishonesty will not be tolerated. Specifically, instructors will rigorously pursue incidents of plagiarism of any type or incidents of referring to any unauthorized material for any class assignment. Before submitting any work for this class, please read the policies about academic honesty at [www.dso.ufl.edu/judicial/honestybrochure.htm](http://www.dso.ufl.edu/judicial/honestybrochure.htm), and ask the instructors to clarify any expectations you do not understand.

## **CLASSROOM BEHAVIOR:**

Mature and respectful behavior is expected in this classroom when dealing with instructors and other students. Each of you has significant individual experiences and will have unique reactions to share with the class that will affect the dynamics of the class as a whole. Side conversations, sleeping, and reading other course material (or the Alligator, etc.) are not appropriate. Also, please turn off and put away your cell phones and pagers prior to the start of class.

**Grading:** Grades will be based on your own performance, as opposed to class averaging or grading on a curve. Your grade will be based on the breakdown listed below.

There is **NO EXTRA CREDIT** offered for ENG 1001. **Instead, you may participate in the writing process and REVISE major writing assignments for a higher grade.**

Revising in-class essays will be up to the instructor. Revisions will be accepted through Tuesday of the last week of class. Remember that you must get a grade of “C” or better to get 6K (Gordon rule) credit for the class.

<u>Major Assignments</u>	275 (various points: see below)
Graph Response (wk.1)	25
Feature Story (wk.2)	50
Editorial (wk.3)	25
Position Paper (wk.3)	50
Survey (wk.4)	25
Sources List	15
Research Paper (wk.5)	60
Group Presentation (wk.6)	25
 <u>Grammar Quizzes</u>	 100 (5 @ 20 pts/ea.)
<u>Brief Essays</u>	75 (3 @ 25 pts/ea.)
<u>Participation</u>	50
 <b>Total for Class:</b>	 <b>500 points</b>

A	500 - 450	100%- 90%
B+	449 - 435	89%- 87%
B	434- 400	86%- 80%
C+	399- 385	79%- 77%
C	384- 350	76%- 70%
D+	349- 335	69%- 67%
D	334- 300	66%- 60%
E	299- 0	59%- 0%

# ENG 1001 Assignments and Links

## A Writer's Resource [E-Version](#)

### Major Assignments (.doc format) Grammar Links

- [Major Assignment Chart](#)
- #1 -- [Graph Response Essay](#)
- #2 -- [Feature Story](#)
- #3 -- [Editorial/Letter "Position" paper](#)
- #4/5 -- [Survey/Research Paper](#)
- [Peer Editing Worksheet](#)
- [Guide to Grammar and Writing](#)
- [Road to Grammar](#)
- [Purdue OWL](#)
- [LifeHack.org](#) (50 tips)
- [Grammar Girl Podcasts](#)
- Wikipedia on "[Grammar](#)"
- Wikipedia on "[Prescriptive Grammar](#)"
- Wikipedia on "[Disputes in English Grammar](#)"

### Career and Education Links

- [SMDEP -- Summer Medical and Dental Education Programs](#)
- [City Year -- urban community leadership](#)
- [AmeriCorps -- national and community leadership](#)
- [Teach for America -- educational service and leadership](#)
- [Peace Corps -- international service and leadership -- UF Office: 170 HUB](#)
- [INROADS -- business leadership and career services for minority students](#)
- [OWL at UF](#)
- [Reading and Writing Center at UF](#)

### Research Project

- [Doing an Annotated Bibliography](#)
- [Son of Citation Machine](#) (Landmark Project)
- [Wikipedia on "neutral point of view"](#)
- [Anatomy of a Survey](#)

### Power Point Presentations

- [Writing for Communication](#)
- [Reading Critically](#)
- [Fragments](#)
- [Run-Ons](#)
- [Commas](#)
- [Using Language Well](#)

### Links of Interest/Readings

- [Kingdomality Test](#)
- [Kingdomality Profiles](#)
- [NPR: First Generation Students Face Challenges](#) (radio broadcast)
- [A Guide to Gracious Criticism](#) ("how to" peer review papers!)
- [Dave's ESL Cafe](#)
- [First in the Family -- Inspirational Quotes](#)
- [Student Guide to Academic Honesty @UF](#)
- [Student Workshops @ UF](#)
- Wikipedia
  - [Germanic and Latin Equivalents](#)
  - [Latin Nouns/Adjs with English uses](#)
  - [Greek roots with English Uses](#)
  - [French words used by English Speakers](#)

## ENG 1001: Schedule of Assignments

WR: *A Writer's Resource* CP: Course Pack Web (ENG 1001 web page, Assignments)

Homework is DUE the next day by class time

ENG 1001 homepage: [http://web.clas.ufl.edu/users/mschafer/ENG/ENG\\_1001\\_homepage.html](http://web.clas.ufl.edu/users/mschafer/ENG/ENG_1001_homepage.html)

### Week One – Graph Response Essay

Monday

- Orientation to Course
- Major Writing Assignment One: the Graph Response Essay
- Homework:
  - WR: Tab 1: pages 3-10
  - CP: Harvard Guide to Happiness, Rowley reading

Tuesday– Of Writers and Readers: Writer's Purpose and Reader's Perspective

- Critical Reading: Examining Texts for Purpose and Perspective
- Homework:
  - WR: Tab1, 10-14; Tab 2, Read Critically: 21-27
  - WR: Tab 2, 28-37

**[FIREWORKS AND FANFARE AT FLAVET  
FIELD, TUESDAY, JULY 3<sup>RD</sup>, BEGINNING AT 6:30  
P.M.]**



Wednesday -- NO CLASS, Fourth of July Holiday

Thursday

- Writing Critically and The Writing Process
  - CP: Paik: "One Intelligence or Many?"
  - Web: Kingdomality Profile

Friday

- The Very Brief Guide to English Grammar
- Graph Response Essay DUE
  - CP: Aasimov: What is Intelligence, Anyway?

### Week Two – Feature Story

Monday

- The Feature Story: Narrating Self and Others or How Details Saved the Story
- "Lab" time to interview partner

- Homework:
  - WR: Tab 2, 37-45
  - Web: First Generation Students still coming to Creighton

#### Tuesday

- “Topical” Outline of the Feature Story
- Writing a Great Thesis Statement: Suitable, Significant, Specific (WR: Tab 2, 48-50)
- Homework
  - WR: Tab 2, Drafting: 50 - 53
  - WR: Tab 3, Interpretative Analyses: 121-126

#### Wednesday

- Grammar: Fragments (WR Tab 10, 461 – 468)
- Understanding the readings

#### Thursday

- Interpretative Analysis or What is the Meaning of this, Anyway?

#### Friday

- Feature Story DUE
- In-class Brief Essay
- Homework:
  - WR: Tab 3, Arguments: 130-135

## **Week Three – Editorial and Position Paper**

#### Monday

- The College Argument: Persuasion 101 – It’s all in the Audience
- Grammar: Run-Ons (WR: 470-475)
- Homework:
  - WR: Tab 2, 58-70
  - WR: Netiquette, Tab 1: 11
  - CP: Do you Speak American? From Sea to Shining Sea, pp. 70-74

#### Tuesday

- Persuasion and Argument: The Art of Using Language
  - Appropriate Language (WR: 435-440)
  - Exact Language (WR: 441-444)
- In-class draft of Editorial
- Homework:
  - CP: Do you Speak American? Pp. 74-78

#### Wednesday

- Persuasion and Argument: The Problem-Solution-Benefit format
- Topical Outline: Position Paper

- Homework:
  - Web: What kind of American do you speak?

#### Thursday

- Grammar: Commas (WR: 522-538)
  - CP: Rodriguez, Speaking American; Callan, How My Father Started Talking American
  - UF Researcher, Teachers May Slight Students with Exotic Names

#### Friday

- Editorial/Position Paper DUE
- In-Class Brief Essay
  - WR: Tab 5: Researching: Understanding Research: 207-213

### **Week Four – Survey Research Project**

#### Monday

- The Survey Research Assignment
  - Form groups
  - Choose topic
- Finding Sources
- Homework:
  - WR: Tab 3, Informative Reports: 111-114

#### Tuesday

- Creating a Successful Survey
- In-class time to Create Surveys
- Homework:
  - WR: Tab 5, Evaluating Sources: 239-245

#### Wednesday

- Grammar: Punctuation – Commas, part II
- Survey Work
- Homework:
  - WR: Tab 5, Doing Research: 245-251
  - Begin administering survey if okayed by instructor

#### Thursday

- Survey DUE
- Homework:
  - Begin administering survey if okayed by instructor

#### Friday

- In-class Brief Essay
- Homework: Administer Survey – must have all 30 surveys completed by Monday

## **Week Five – Writing the Research Paper**

### Monday

- Intro, Methods, Results and Discussion: Formatting a Research Paper
- Avoiding Plagiarism, Incorporating Sources
- Homework:
  - WR: Tab 5, 253-262
  - (instructor's choice) Tab 6 (MLA) or Tab 7 (APA), skim

### Tuesday

- Collating the Results
- Homework:
  - WR: Tab 2, Document Design: 98-105
  - Begin Drafting Paper

### Wednesday

- In-class work time on paper
- Homework: continue writing paper

### Thursday

- In-class work time on paper
- Homework: continue writing paper

### Friday

- The Seminar Style Presentation or PowerPoint presentation (instructor's choice)
- Homework: continue writing paper and begin working on revisions of previous work

## **Week Six – Presentation**

### Monday

- In-class work on Presentations

### Tuesday

- Presentations
- Research Paper DUE
- All revisions DUE

### Wednesday

- Presentations
- Course Evaluations

### Thursday

- Last day of class!
- Group Eval of Course

