

ENC 1101 – College Writing
Fall 2006 – 3 credit hours

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Course Description

This course is an introduction to college composition and the first of two writing courses at UF, fulfilling part of the general undergraduate requirements. The following course in the sequence is ENC 1102. Each of these two courses requires the Gordon Rule which states that a student must write a minimum of 6,000 words with a grade not less than C. ENC 1101 focuses on developing skills in critical thinking, textual analysis, sound reasoning, and effective argument (both written and spoken), but most importantly, it will endeavor to introduce students to “writing across the curriculum.” Each of the rhetorical modes of description, narration, example, division and classification, comparison and contrast, process analysis, cause and effect, and definition will be studied and how they can be incorporated into argumentative and persuasive writing. In other words, the course will cover a variety of argumentative forms and a variety of contents.

Course Objectives/Outcomes

- Students will be competent in reading different kinds of non-literary texts and essays.
- Students will be exposed to the major rhetorical modes mentioned above.
- Students will be able to write essays free of major errors of standard written English
- Students will be able to use supporting details in an essay.
- Students will be competent in structuring essays.
- Students will be able to incorporate information from various sources with an analytical and argumentative purpose.
- Students will learn the rhetoric of persuasion and gentleness in the midst of opposing viewpoints.
- Students will be competent in formatting their essays according to MLA.
- Students will learn that the process of writing requires working with drafts in order to achieve an effective final product.

Course Requirements:

The course requires a series of essays which begin each as exercises and subsequent drafts, ending in final polished essays. Six (6) essays will be required during the semester, three of which will be presented orally in class in groups. Readings for these essays will be assigned and discussion in class will be stimulated. The length and subject area of each essay is noted below. An “oral competency” component is also required in which the student, working in small groups, will demonstrate, not only oral skills of presentation, but also skills in application software such as Microsoft Powerpoint and Macromedia Dreamweaver. Participation in a class BLOG will also be required. The components will be structured in the following manner:

Essay Assignments

In all six argumentative essays, the student will include paragraphs and sections that utilize the various rhetorical modes listed below; for example, the descriptive/narrative piece will have sections of description and narration but will be argumentative in nature, and so for the other remaining essays. The last three essays will be documented using MLA style; the last essay can be considered a “final paper” with a word count of 1500 words.^{1 2 3}

- **Essay utilizing Description/Narration** **1000 words**
Subject Area: Painting; Sculpture, Architecture, Music, Performing Arts
Essay Type: Familiar (w/ argumentation)
Readings: Familiar essays; Essays of description and narration⁴

- **Essay utilizing Definition** **1000 words**
Subject Area: Etymology; Lexicon; Words; Personal experiences
Essay Type: Expository (w/ argumentation)
Readings: Magazine articles; Essays of definition

- **Essay utilizing Example (PPT)** **1000 words**
Subject Area: Society; Politics; Current Issues; Journalistic in focus
Essay Type: Summary and Review
Readings: Journalistic essays; Essays of example

- **Essay utilizing Classification & Division** **1000 words**
Subject Area: Aspects of Natural and Applied Sciences
Essay Type: Synthesis
Readings: Scholarly articles; Essays of Classification & Division

- **Essay utilizing Comparison & Contrast (Dreamweaver)** **1000 words**
Subject Area: Literature; History; Multicultural Topics; Popular Culture; Folklore
Essay Type: Critical Analysis
Readings: Literary criticism; Ethnographic or folklore fieldwork;
Essays of comparison & contrast

- **Essay utilizing Process Analysis/Cause and Effect** **1500 words**
Subject Area: Natural/Human Processes; History & Events; Medicine and Health
Essay Type: Critical Analysis
Readings: Scholarly articles; Essays of process analysis, and cause & effect

Oral Competency and Information Technology

- Panel Discussions (groups of three students)
- Powerpoint presentations (groups “ “ ”)
- Web-Site Design (groups of “ “ ”)
- Class Web-Log or Blog (individual contributions)⁵

¹ See schedule for essay submission dates

² Grade breakdown for each essay will be as follows: 5% (Thesis statement and outline); 15% (First draft); and 80% (each final essay); see also “Grades” under “Evaluation” for Blog contributions and peer reviews.

³ Specific instructions will be given for each essay.

⁴ I will inform you about the readings as we go along.

Evaluation

Essays will be evaluated according to the following six criteria, all essential and interconnected. Mechanical aspects such as paper length and format will also serve as requirements including the application of MLA rules and procedures.

Purpose: Specific purpose and focus; audience need.

Content: Mature and detailed approach to the topic; development of strong arguments; appropriateness of material; knowledgeable treatment of subject details and points

Organization: Thesis statement; appropriate body paragraphs with supporting arguments; efficient style; logical interconnections between introductory and body paragraphs, and conclusion.

Construction: Appropriate mechanical aspects of paragraph construction; length of paragraphs; transitional devices; parallelisms and other structures.

Language Use: Appropriateness of language and diction; lexicon; correct use of denotation and connotation; logical syntax order; signal phrases for all citations.

Grammar and Mechanics: Various proofreadings and revisions; spelling and typographical errors; other grammatical aspects.

Grades: Six Essays (600 pts.) + Peer Reviews (50 pts) + Blog Contributions (50 pts) = 700 pts.

Grading Scale: 90-100 (A); 87-89 (B+); 83-86 (B); 79-82 (B-); 76-78 (C+); 72-75 (C); 69-71 (C-); 60-68 (D); Below 60 (E/F)

Class Policies

Papers will be due on the day assigned. Points will be subtracted from the grade for late papers.

- All formal essays must be done in MLA format.
- Each student will be responsible for information discussed in the classes.
- Attendance is mandatory; after five (5) absences a student's final grade will be lowered.
- Class participation is required. (If you have problems with this, please see me.)
- Plagiarism will not be tolerated and may lead up to a class dismissal.
- Decorum and respect as college students will be expected.

Required Texts

- *Everything's an Argument*. Eds. Andrea A. Lunsford and John J. Ruszkiewicz. New York: Bedford, St. Martins, 2004(5).
- *The Academic Writer's Handbook*. Ed. Leonard J. Rosen. New York: Pearson, Longman, 2006.
- Access to *Newsbank* that includes the *New York Times*
- Access to application software, such as Powerpoint, Dreamweaver, and Blog SW

⁵ The Blog or Weblog writing will be required of all students. It will serve as a collaborative "journal"; see "Grading" under "Evaluation."

UF CLASSES – ENC 1101 – Weekly Schedule, Fall 2006 ⁶

- Essays and research Paper
- Oral presentations w/ information technology
- Class Readings; Other readings will be assigned
- Bibliographic research

Week 1	EAA (Scan Ch. 20-22); AWH (Scan Ch. 14-15)
Week 2	EAA (Ch. 19); AWH (Scan Ch. 7-8) ~ Friday, Sept 1 > 1 st Drafts of essay #1 (see “Essay Assignments”) <ul style="list-style-type: none">○ Leo. <i>Fu Manchu on Naboo</i> Ch 23○ Carr. <i>On Covers of Many Magazines</i> Ch 23
Week 3	EAA (Ch. 1-2); AWH (Ch. 1-3) ~ Wednesday, Sept 6 > Return of 1 st drafts to students ~ Monday, Sept 11 > Final essay #1 deadline <ul style="list-style-type: none">○ Prager. <i>Divinity and Pornography</i> Ch 24○ McCullagh. <i>Why Liberty Suffers in Wartime</i> Ch 24
Week 4	EAA (Ch. 4-5); AWH (Ch. 4-6) ~ Monday, Sept 18 > 1 st Drafts of essay #2 (see “Essay Assignments”) <ul style="list-style-type: none">○ Editorial. <i>Privacy, Civil Rights Infringements ...</i> Ch 24○ Dershowitz. <i>Why Fear National ID Cards?</i> Ch 24
Week 5	EAA (Ch. 6-7); AWH (Ch. 9-10) ~ Monday, Sept 25 > Return of 1 st drafts to students ~ Friday, Sept 29 > Final essay #2 deadline <ul style="list-style-type: none">○ <i>Two Advertisements Soliciting Egg Donors</i> Ch 26○ <i>\$50,000 Offered to Tall, Smart Egg Donor</i> Ch 26
Week 6	EAA (Ch. 8-9); AWH (Ch. 11-13) ~ Friday, Oct 6 > 1 st Drafts of essay #3 (see “Essay Assignments”) <ul style="list-style-type: none">○ Lefer. <i>An Add for smart Eggs</i> Ch 26○ Girsh. <i>Should Physician-Assisted Suicide</i> Ch 26
Week 7	EAA (Ch. 10); AWH (Ch. 16-19) ~ Monday, Oct 9 > Return of 1 st drafts to students ~ Friday, Oct 13 > Final essay #3 deadline <ul style="list-style-type: none">○ Murray. <i>News from the Ladies’ room</i> Ch 25○ Rankin. <i>King’s Speech: Who Owns ... Words</i> Ch 26 srs/09/11

⁶ Each week the reading and writing will be covered in the following sequence: a) EAA critical readings for the week; b) Model essays for each rhetorical mode; c) Two EAA weekly articles listed above; and d) the required essays.

