

ENC 1102: Honors College Writing II

Semester & Year

CRN Number – Section XXX | MWF 11:45 a.m. – 1:55 p.m. | Bldg. Room # | 3 Credits

Information

Instructor: **Your Name**

Office: CU XXX

Office Hours: **Your office hours here.**

Office Phone: 561-297-3830 (English Dept. Leave a message.)

Email: **Your FAU email address here.**

I check my email throughout the day, between **X** and **X**. Please plan to give me at least 24 hours to respond.

Mailbox: CU 306

Class Website: Canvas

Course Description

ENC 1102 is a Writing Across the Curriculum (WAC) course, where we will read examples of academic expository prose and write essays practicing the forms of rhetoric. This course will go beyond ENC 1102 by exposing students to a range of writings found across the disciplines, to basic competence in information literacy and research, and to oral and visual as well as written communication. Its goal is to prepare students for the kinds of critical reading and writing tasks they will need to master as emerging scholars in their individual discipline. This course fulfills Gordon Rule Writing requirements.

Texts and Materials

- *Emerging: Contemporary Readings for Writers*, edited by Barclay Barrios (The Department of English approved textbook, or other approved materials)
- Articles, essays, videos and links posted to Canvas (print and bring to class when due to be read & at my discretion)
- *Elements of ENC 1101 and ENC 1102* (available at the campus bookstore)
- *A Pocket Style Manual* by Diana Hacker & Nancy Sommers

Recommended Texts & Other Resources

- **List any recommended texts and additional resources here.**

You will also need the following:

- **List the items you require or desire your students have for the course.**

University Honors Program Statement

This course is conceived as part of the University Honors Program curriculum. As such, it is part of the required 20 honors credits UHP students need to complete those requirements. More information can be found at

<http://www.fau.edu/honorsboca/>.

WAC Statement

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. You must achieve a grade of "C" (not C-minus) or better to receive credit.

WAC Assessment Statement

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 paper.

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 effect 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.

IFP Statement

This course part of the university's Intellectual Foundations Program General Education curriculum and meets the guidelines of the Foundations of Written Communications component of the General Education Curriculum. More information can be found at <http://www.fau.edu/ugstudies/NewGeneralEdCurriculum.php>

Learning to communicate effectively is much more than the putting of thoughts and ideas into words. Writing, in particular, allows us to develop and organize our thoughts and ideas in intelligible and meaningful ways. Effective communication involves the examination of evidence, the development of ideas, and the clear expression of those ideas. Communication also involves the application of ethical standards when using words or ideas that are not one's own. Courses that fulfill this requirement are designed not only to develop students' writing skills but their ability to think critically – to question habitual ways of thinking, to move beyond obvious responses, and to develop new ways to see themselves and the world around them.

Students who complete the Written Communication requirement will:

- demonstrate effective written communication skills by exhibiting the control of rhetorical elements that include clarity, coherence, comprehensiveness, and mechanical correctness.
- analyze, interpret and evaluate information to formulate critical conclusions and arguments.
- identify and apply standards of academic integrity.

Assignments & Grading

This is a writing-intensive course. We will approach writing as a recursive process, involving prewriting, drafting, and substantial revisions. Preparatory writings, brief response papers, peer editing workshops, and revisions based on peer editing and the instructor's input aim at honing your skills in writing, proofreading, editing and revising.

All essay assignments are thesis-driven and will respond to the readings. 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.

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. **Late work will not be accepted, so plan accordingly!**

The grade break down is:

| | | |
|--|--------------------------|------------------|
| Essay One | 15% of final grade | 150 points |
| Essay Two | 15% of final grade | 150 points |
| Midterm Reflection and Error Tracking Log | 4% of final grade | 40 points |
| Essay Three | 20% of final grade | 200 points |
| Essay Four | 20% of final grade | 200 points |
| Proposal and Bibliography | 4% of final grade | 40 points |
| Final Reflection and Error Tracking Log | 4% of final grade | 40 points |
| Reading Responses | 9% of final grade | 90 points |
| Class Participation/In-class Activities | <u>9% of final grade</u> | <u>90 points</u> |
| Total | 100% | 1000 points |

Formal Papers: Drafts and Revisions

You will receive detailed writing prompts for each formal essay assignment, including the specific requirements (task, page length, evaluation criteria, etc.) for each paper. You will receive substantive comments on all written work through both instructor and peer comments. Paper 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. Revision assignments ask you to think reflectively on this work by returning to previous papers and revising them substantially to create new critical thinking. Grading criteria for paper and revision assignments are provided in the *Elements of ENC 1101 and 1102* book, as well as on the Writing Program website at: <http://www.fau.edu/english/writingprogram/index.php>.

All formal papers will be between 4-5 pages (except the longer research paper) and must be formatted according to MLA guidelines. You will receive a detailed prompt for each essay assignment, outlining the specific requirements for that assignment. Successful papers will present a clear thesis with an argument that is developed logically in a well-organized essay, supported by specific examples and quotations from the text. Evaluation criteria will be listed on each prompt and a grading rubric will be attached to each graded essay.

Essay 1: Critical Analysis

This essay is an analysis of the first set of readings and/or a foundational critical analysis paper.

Essay 2: Critical Synthesis

This essay is an analysis of the second set of readings that asks students to build connections between concepts in the readings and make some kind of application to outside source(s) or example(s).

Essay 3: Critical Inquiry

With this essay, students will identify an outside example, do a close analysis and identify research possibilities.

Essay 4: Research Paper/Project

In this essay, students will investigate a research question of their own design. This paper should be 7-10 pages. A detailed outline of when the research paper prospectus/proposal and all drafts are due will be provided, along with a grading rubric.

Error Tracking:

You will keep track of your patterns of error in language and grammar through a system of error tracking, through logs and/or writing reflections, after the return of each graded essay.

Short Writings:**Reflections (Essays, Midterm and Final)**

Post essay reflections will ask you reflect upon your writing after the return of each graded essay. Midterm and final reflection assignments will ask you to consider your growth and development as a writer in this class. Post essay reflections, as well as the midterm and final reflections, may occur in class and be hand written or assigned on Canvas. If assigned online, all reflections will be typed and uploaded to Canvas. Responses should be between 1½ - 3 pages.

Reading Responses

You will write a 1-2 page response for each reading throughout the semester. Response papers will help you build toward each of your essay assignments and are an important part of your final grade. Response prompts will be posted to Canvas and completed responses will be uploaded to Canvas.

Course Policies**Attendance and Participation**

Class activities are designed to help you fulfill the requirements of the course. Since this course is designed to form a community of readers and writers, your active contribution to class discussions, peer editing workshops, and team assignments is important. Participation is essential to success in this class.

Discussing ideas is like practicing writing – no one is born articulate and self-assured, just as no one is a born writer. Developing these skills is a lifelong pursuit. College is a safe place to practice all kinds of skills – explaining our ideas and discussing other people’s ideas with them is a critical skill. Take advantage of this opportunity as we read and discuss portions of the readings in class.

Please be prepared - be sure to have read all assigned readings thoroughly. This means having read each text at least twice and knowing the assigned reading in-depth. I strongly recommend you mark the text and take reading notes to facilitate selecting passages for class discussions and response papers. In-class discussions will be based on a close analysis of the assigned readings, so you must bring your own copy of the assigned text to each class meeting.

This is a discussion-based course that needs your participation and regular contributions to be a success. **An “A” in participation is not automatic – it must be earned by active participation (not just showing up), as well as completion of in-class writing assignments.**

Excused vs. Unexcused Absences:

An excused absence is:

1. An absence because of a University sanctioned activity. You will know about it in advance and will have documentation on FAU stationary.
2. A religious holiday in your own faith. You must tell the instructor about it in advance.

An unexcused absence is everything else.

Every unexcused absence after two (2) absences will lower your Attendance and Participation grade by one full letter. More than two weeks’ worth of absences (4 classes), excused or unexcused, may result in an F unless you successfully apply for a grade of W.

Arriving late, or leaving early, counts as an absence, unless arrangements are made in advance.

- “On time” means you are in your seat in class, ready to begin, at the start of class time.
- “Late” means you are not in your seat in class, ready to begin, at the start of class time.
- Do not make appointments that take place during class time.

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).

Therefore, attendance at all classes is strongly recommended. This is a process class – in other words, you learn the process of critical thinking and writing by practicing these skills. You can only do that by attending class. If you miss a class, you are responsible for the material covered and any assignments due. In-class writings and peer reviews missed due to absences or tardiness cannot be made up.

NOTE! If you wish to drop a class, you must take action and formally drop it - it does not happen automatically. I cannot drop you from the class, nor can I give you a W as a grade.

Student Code of Conduct

These policies are based on the FAU Student Code of Conduct:

<http://www.fau.edu/studentconduct/Student%20Conduct%202012.pdf>

Electronic Devices (cell phones, iPads/tablets, other electronics, etc.)

Cell phones are turned off and put away. Portable gaming systems and other electronic media devices should not be used in the classroom.

Disruptive Behavior

Disruptive behavior, as defined in the Student Handbook, will not be tolerated, and, if persisted in after admonition by the instructor, will be grounds for removal from the class. Disruptive behavior includes chronic lateness, leaving and re-entering the room while class is in session.

Academic Integrity (Plagiarism)

- **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
- 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, they have the right to submit that work to Turnitin plagiarism detection service.
- If you have ANY questions about how to cite, who to cite or when to cite, please ask me or a reference librarian.

Violations of academic integrity include, but are not limited to, the following actions: cheating on an exam, plagiarism, working together on an assignment, paper or project when the instructor has specifically stated students should not do so, submitting the same term paper to more than one instructor, or allowing another individual to assume one's identity for the purpose of enhancing one's grade. Academic dishonesty of any type, such as cheating or knowingly furnishing false information, by a student provides grounds for disciplinary action by the instructor or college. In written work, no material may be copied from another without proper quotation marks, footnotes, or appropriate documentation.

Campus Resources

Student Accessibility Services

Compliance with the Americans with Disabilities Act (A.D.A.): 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); in Davie, LA 203 (954-236-1222); or in Jupiter, SR 110 (561-799-8585)—and follow all SAS procedures. For more information, see: <http://www.fau.edu/sas/>

Mental Health: Take Care of Yourself

Counseling and Psychological Services (CAPS) Center: Life as a university student can be challenging physically, mentally and emotionally. All of us benefit from support during times of struggle. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Class Schedule

NOTE: This syllabus and class schedule is subject to change if circumstances warrant it (e.g. student performance, etc.). Instructor reserves the right to make changes as necessary due to student or instructor needs, time demands, etc.

All assignments and readings are due on the day listed. Please bring your books and current writing to class with you. Readings are in *Emerging* and grammar/writing instruction in *A Pocket Style Manual (APSM)* and *Elements of ENC 1101/1102*.

TR Schedule

Week 1

Aug 21

Introductions and Writing Sample

Aug 23

Responding to a prompt and creating an argument, Sentences and Paragraphs (Model Paragraph PPT) MLA Formatting (APSM p. 131, pp. 174-177)

Week 2

Aug 28

1st Reading Due

In-class writing and discussion of Reading One

READING RESPONSE ONE DUE

POLICY SHEETS DUE

Pre-draft workshop

Aug 30

ROUGH DRAFT ESSAY ONE DUE

Introduce Peer Response Assignment

Week 3

Sep 4

PEER RESPONSE DUE

Peer Review Workshop

Sentence Fragments (APSM pp.40-42), Run-on Sentences (APSM 42-44)

Sep 6

Drafts returned

Sample work

Week 4

Sep 11

ESSAY ONE FINAL DRAFT DUE

2nd Set of Readings Due

Discuss 2nd set of readings

Discuss Essay Two assignment prompt

Sep 13

READING TWO RESPONSE DUE

Making connections between Reading 1 and the 2nd set of readings

Pre-draft workshop

Week 5

Sep 18

ESSAY TWO ROUGH DRAFT DUE

Introduce Peer Response Assignment

Punctuation (APSM p.54) and Clarity (APSM p. 1)

Sep 20

Peer Review Workshop

Drafts returned

Sample work

Week 6

Sep 25

Review Essay #2 – Mini Student conferences

Sep 27

Essay 2 DUE

“Shitty First Drafts” & Group Work

Week 7

Oct 2

3rd Set of Readings Due

Discuss 3rd set of readings

Oct 4

READING THREE RESPONSE DUE

Discuss Essay Three assignment

prompt

Week 8

Oct 9-Oct 11

**NO CLASS: CONFERENCES
MIDTERM REFLECTION DUE**

(Bring draft of Essay #3 to conference)

Week 9

Oct 16

ESSAY THREE ROUGH DRAFT DUE

Peer Review

[Basic concepts review](#)

Oct 18

ESSAY THREE FINAL DRAFT DUE

Introduce Essay #4 (Formal Research Paper)

Week 10

Oct 23

4th Set of Reading Due

Discuss 4th set of readings

Oct 25

READING FOUR RESPONSE DUE

Continued discussion on 4th set of readings

Week 11

Oct 30

Research Workshop

Nov 1

RESEARCH PAPER PROPOSAL DUE

Peer Review

Paper)

Week 12

Nov 6

Research Workshop – Discuss
Annotated Bibliography

Nov 8

Research Workshop-Research Paper
Formatting

*MLA Formatting Review (APSM p. 131,
pp. 174-177),*

Week 13

Nov 13

**ANNOTATED BIBLIOGRAPHY AND
REVISED PROPOSAL DUE**

Research Workshop

Nov 15

**1st DRAFT OF RESEARCH PAPER
DUE**

Peer Review

Week 14

Nov 20

**2nd DRAFT OF RESEARCH PAPER
DUE**

Peer Review



Nov 22

Happy Thanksgiving!

No Class

Week 15

Nov 27

Semester Recap

Additional Essay Assistance

*Note: You may submit the final draft
of Essay #4 (your formal research
paper/project today).*

Nov 29

Last day of class

**FINAL DRAFT ESSAY FOUR (Formal
Research Paper) DUE!!**

Final Wrap-up

Week 16

Dec 6th and Dec 11th

FINAL EXAM Days (Final Conferences)

FINAL REFLECTION DUE on

Canvas, Dec. 11th