ENC 1102: Composition II
Situated Inquiry of Writing and Rhetoric
Department of Writing and Rhetoric
College of Arts and Humanities, University of Central Florida

COURSE SYLLABUS – Spring 2015
ENC 1102.13  •  MWF 12:30 – 1:20 p.m.  •  VAB 107  •  3 credit hours

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Office Location: CNH 304D
Office Hours: Mondays and Wednesdays, 10:30 a.m. –11:45 p.m., or by appointment

Course Description

What roles and functions do writing and rhetoric play within a community? This will be the central question that guides all of our investigations this semester. Since you now find yourself in a particularly large community (the institution known as the University of Central Florida) that relies heavily on literacy and language, this question has some immediate relevance to you. But writing and rhetoric are not limited to academic communities, and, as we’ll see, it is something that is used by all communities.

Throughout the semester, we’ll be specifically considering questions such as the following:

• What does it mean to be a member of a discourse community?
• What kinds of writing and rhetoric do particular communities use? How does writing and rhetoric shape the community’s activities and allow it to pursue its goals?
• How and why have communities created the kinds of texts and talk they use? How do individuals learn to write and use these written and spoken genres?
• How can learning about how specific communities use writing and rhetoric help you as you move further into your academic, professional, and civic lives?

Our work will build out of the scholarly discipline of Writing Studies. As the name implies, instead of writing being something we simply do in this course, we’ll be treating it as an object of study that is itself worthy of scrutiny and analysis. As such, this course will provide you with a firm understanding of key threshold concepts for understanding writing, including:

• how writing speaks to situations and contexts
• how writing is related to identity
• how writing mediates activity
• how texts relate to other texts

The tasks and activities you will encounter in this course emphasize the development of declarative and procedural knowledge of these threshold concepts along with sustained drafting and revision, attention to transferrable writing practices and knowledge, and authentic purposes for inquiry and literate action.
**Prerequisite:** Students should have completed ENC 1101 with a grade of C- or better or have passed an AP exam before taking ENC 1102.

### Course Learning Goals

- Students will demonstrate an awareness of the dynamic relationship between the stated threshold concepts.
- Students will improve their ability to rhetorically read, analyze, synthesize, and cite difficult academic texts; students will incorporate multiple kinds of evidence purposefully in order to generate and support their writing.
- Students will engage in a meaningful, dynamic, and inquiry-based research process.
- Students will improve their abilities to produce complex, analytic, persuasive arguments that matter in academic contexts.
- Students will develop flexible strategies for revising, editing, and proofreading writing.

### Required Texts


Other readings in databases and posted on Webcourses (Be prepared to bring either a printed copy or an electronic copy to class)

### Required Materials

- Notebook – for paper for in-class writing activities and annotations
- Pocket folder to turn peer review and other materials in.
- Blue/black ink pens
- Highlighters
- Stapler and staples
- Access to a computer, printer, printer paper, and printer ink
- MS Word or equivalent – all e-copies of work must be submitted in .doc format

### Course Sequences

The major projects for this course are divided into 5 sequences and will culminate in a final portfolio sequence. The following provides an overview of the sequences that we will be working on this semester. Assignment prompts will be handed out in class. We will discuss all prompts in depth.

***IT IS A MUST THAT YOU KEEP ALL OF THE MATERIAL THAT YOU WRITE FOR THIS COURSE. YOUR PORTFOLIO WILL RECEIVE AN INCOMPLETE WITHOUT IT***
Unit 1: Selecting a Discourse Community
For Unit 1, students will select a discourse community for their situated inquiry project. The readings students will encounter will assist them in developing ideas related to the specific community they would like to research and what questions about writing and rhetoric in that community they might like to pursue.

Unit 1 helps acquaint students with the threshold concept of how writing speaks to situations and contexts as well as helping them to understand the situatedness of inquiry.

Task 1: Initial Analysis of a Discourse Community
Students will use the six characteristics Swales outlines in “The Concept of Discourse Community” to offer an initial description of the community they have chosen.

Unit 2: Situated Inquiry of a Discourse Community
In Unit 2, students conduct primary research (their own collection of samples of the community’s texts, interviews with community members, ethnographic observations, etc.) and secondary research (reading scholarly articles about the community and its uses of writing and rhetoric) on the community’s use of writing and rhetoric, with an eye toward identifying a focal research question about writing and rhetoric that will motivate further research. Students’ research questions need to be related to the Threshold Concepts emphasized in the course. Research questions might focus on the community’s use of particular genres, intertextual relationships, or rhetorical moves.

Unit 2 helps acquaint students with the threshold concepts of how writing speaks to situations and contexts and how writing mediates activity.

Task 2: Annotated Bibliography
Students produce an annotated bibliography that discusses four key texts or artifacts from their primary research on the community and four selected relevant secondary sources.

Unit 3: Focused Data Analysis
Students will select a few key pieces of data they’ve collected during their primary research and conduct a focused, small-scale analysis. Unit 3 helps further students’ understanding of how writing mediates activity and how texts relate to and draw upon other texts.

Task 3: Focused Data Analysis
Students produce an analysis of key pieces of data in terms of what they suggest about how the community’s texts or artifacts function and the roles they play. Students will also incorporate information from their secondary sources into their analysis.

Unit 4: Writing Up the Results of the Situated Inquiry Project
Students write up the results of their situated inquiry project, incorporating both primary and secondary research.

Unit 4 helps to further students’ understanding of how writing speaks to situations and contexts, how writing mediates activity, and how texts relate to other texts.

Task 4: Researched Write Up
Informed by their primary and secondary research, students craft a document that accomplishes the following:
• Introduces a scholarly audience to the community and the writing- or rhetoric-related question or issue that the student has identified
• Contributes to scholarly conversations about the question or issue
• Provides a detailed analysis of the writing- or rhetoric-related question or issue using data collected through the student’s primary research
• Proposes some ways to move the conversation about the question or issue forward

Unit 5: Presentation

To an audience of their peers, students offer brief (five to six minutes) presentations that address how their situated inquiry project helped to enrich their understanding of one of the key Threshold Concepts emphasized in this class.

Unit 5 furthers students’ understanding of the key threshold concept at the heart of their presentation.

Final Portfolio

At the end of the semester, students will turn in a final portfolio and a final course reflection. The portfolio must include all of the writing done throughout the semester as well as substantially revised drafts of students’ major assignments.

**Note about keeping up**

Because these assignments operate sequentially, you will need to turn each in on a timely basis to benefit from, and contribute to, the cumulative process. The lessons learned from the first sequence will be embedded in and thus practiced again in the next. Therefore, it is not possible to “make up” class discussion, in-class writings, presentations, group work, or other in-class activities as they will all deal with some aspect of a sequence. As a matter of policy, late work will not be accepted for credit in this course nor will it be commented on except in EXTREME circumstance, but all assignments must be turned in as a prerequisite to submitting the final drafts of each major assignment.

Grading

Grading Breakdown

• Task 1 – 10%
• Task 2 – 10%
• Task 3 – 10%
• Task 4 – 15%
• Task 5 – 10%
• First Revisions – 5%
• Final Portfolio and Reflection Letters – 30%
• Participation (Homework, In-Class Writings, Annotations) – 10%

Grading Scale

This course will use a plus/minus grading scale. Please note that you must earn a grade of C- or better to pass this course. There will be no “D” grades offered for this course.

• 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
• NC  See description below.

**NC/ Incomplete Grades**
The NC (No Credit) can be given only at the teacher’s discretion to students who complete all assignments for this course with a good faith effort, but whose final work in the course does not meet program standards for a grade of “C-.” There will be no “incomplete” grades.

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### Course Policies

#### Attendance & Lateness
- Your attendance at all class meetings is essential for your (and your classmates’) learning, as this class relies on group work and whole-class discussion, as well as in-class writings and assignments. Not attending class means that you can miss out on these opportunities for participation points.
- Your attendance will be tracked and graded through the attendance feature on Webcourses. Any absences or being late to class will lower this grade.
- Any participation points that are missed because of an absence cannot be made up; therefore, plan your absences wisely. If an extenuating circumstance or emergency (FYI – oversleeping does not count here) prevents you from attending class, please inform me in writing (via email) before class starts. I will discuss alternate arrangements with you depending upon the situation.
- Keep in mind that if you come to class late, you can miss in-class assignments at the beginning of class that are points toward your participation grade. If you walk in late, and we are already in the middle of an activity, I will not allow you to complete the activity for credit. Also, if you come in late, I will not accept any homework that is due that day (this includes annotations). Equally importantly, walking in late can be disruptive and inconsiderate to the rest of the class and myself, so be on time, if not early.
- If you do miss class, you are responsible for finding out what you missed from one or more of your classmates. You can also use our class Google Doc to see any other notes you may have missed.

#### Technology Use In Class
- Laptops can be useful in class for taking notes and conducting research, but be aware that they can also serve as distractions. In class, the use of laptops or tablets should be limited only to class work.
- Cell phones should be on silent and put away during class. If you are expecting an important/emergency phone call and need to have your phone available, talk to me about it before class begins.
Internet Usage and Email Requirements

- You will be expected to have daily access to the internet and email, since I may send important messages about changes to the syllabus or course announcements through both email and Webcourses messaging tools.
- All students at UCF are required to obtain a Knight's Email account (knightsmail.ucf.edu) and check it regularly for official university communications. As an instructor, I am required to communicate with you via this email address (not a personal one like a Gmail account).
- When you email me, you can expect to receive a response from me within 48 hours of receiving your message.
- **Always use professional, respectful language in your emails.**
- If you do not own a computer, there are computers accessible to you in all of UCF’s computer labs, and most computer labs have computers connected to the internet. If you need help accessing technology, please speak with me privately.

**Please note that many of the questions you might want to ask can be answered by reading the syllabus or by checking with one of your peers. If it is possible to find the answer from either of these two sources, check them first and then contact me with any further questions.**

Homework and Annotations

- As part of your participation grade, you will be asked to submit homework assignments and write annotations of class readings. These will be turned in at the beginning of class. I will not accept any late work.
- After I have gone over how to write annotations, I will expect you to write annotations on everything that you read for class. This will help prepare you to participate in class discussions and activities. Failure to do these annotations will be cause for a loss in participation points.
- Merely highlighting the text will not count as a properly annotating the readings. If you only highlight your texts, you will receive half credit for your participation points.
- You will be expected to bring the required assigned materials (books, readings, paper) every single day to class. Failure to bring those materials will result in an absence for the day.

Assignment Submission & Late Work

- All major assignments (Tasks 1-5 and the final e-portfolio) must be submitted electronically on Webcourses at the beginning of class on the due date.
- Failing to complete assignments within the timeline I have set for the class will make it difficult for you to catch up, so I do not accept late work. However, if you are experiencing special circumstances and would like to request an extension for completing a major assignment, speak with me before the due date, and I may or may or may not make an exception.
- Prepare for technological catastrophe by saving frequently, backing up files on flash drives, and/or emailing files to yourself.

**Resources & Other Information**

**Gordon Rule:** This is a Gordon Rule course, which requires you to write four major assignments and receive a C- or higher to pass. You must turn in all major writing assignments to pass the course.
**Plagiarism:** The Department of Writing & Rhetoric has adopted the definition of *plagiarism* from the Council of Writing Program Administrators (WPA): "*In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.***

**Misuse of sources:** The WPA (and the Department of Writing & Rhetoric) distinguish *plagiarism* from *misuse of sources*: “A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.***

**Consequences of academic dishonesty:** Writing & Rhetoric takes plagiarism and other forms of academic dishonesty seriously and responds in accordance with UCF policy. Plagiarizing or cheating—or assisting another student who plagiarizes or cheats—may result in a failing grade on an assignment or for the entire course; a report to the Office of Student Conduct; and/or a “Z” grade, which denotes academic dishonesty on your transcript.

**Disability Statement:** UCF is committed to providing reasonable accommodations for all persons with disabilities. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations by providing appropriate documentation. Students who need accommodations must also be registered with Student Disability Services. Students can call Student Disability Services at 407-823-2371, or visit their office at Ferrell Commons Room 185, Monday - Friday, 8 a.m. - 5 p.m.

**Title IX:** Title IX makes it clear that violence and harassment based on sex that interferes with educational opportunities is an offense subject to the same penalties as offenses based on other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources, and information concerning reporting options at shield.ucf.edu. Perpetrators are subject to expulsion or termination and may also be subject to criminal penalties.

**(e)Portfolio Grading:** I will use a portfolio grading method, because this class emphasizes teaching writing as a process. This allows you an opportunity to receive feedback and improve your writing as the class moves forward. You will receive feedback on your larger writing assignments, with some points that contribute to your final grade. I expect you to revise your formal unit assignments multiple times before including them in an electronic portfolio that you will create at the end of the semester. Therefore, the focus during the semester should be revising with an eye toward putting a very good “final” draft of each assignment in your portfolio. There will also be informal assignments that you may or may not decide to include in your ePortfolio, but you are still expected to complete all of these assignments as they are worth a percentage of your final grade. **Remember – It is your responsibility to keep all writing that you do in and out of this class.** Keep every stage of your drafts, keep the drafts your peers and I have commented on, and keep electronic back-up versions of your writing. The portfolio constitutes 30% of your grade for this class. It is not a project that can be completed the last week of class.
**Financial Aid Requirement:** As of Fall 2014, all faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete a discussion post by the end of the first week of classes or as soon as possible after adding the course, but no later than January 21. Failure to do so may result in a delay in the disbursement of your financial aid.

**UCF University Writing Center**
Main Center Location: CNH 105  
Satellite Locations: Main Library, Rosen Library, and Online  
Phone: 407-823-2197 • Website: http://uwc.cah.ucf.edu/

The University Writing Center (UWC) offers writing support to UCF students from first-year to graduate in every discipline. Trained peer consultants provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC’s purpose is not merely to fix papers or to make better writers, but to teach writers strategies to navigate complex situations for writing, both in and outside the University.

Consultations are available for individuals and small groups. To make the best use of the UWC, visit far enough before your due date to allow yourself time to revise after your consultation, browse the writing resources on our website, and arrange a regular weekly appointment if you’d like long-term help. You may schedule a 45-minute appointment by phone or by using the TutorTrac scheduler on our website; walk-in consultations are also available.

**Stylus Submissions**

The Department of Writing and Rhetoric publishes a journal for outstanding writing produced by composition students called *Stylus*. You may find the student work published in this journal helpful during our exploration of writing this semester. Also, you should consider submitting your own work for publication.

Students published in *Stylus* become eligible for the President John C. Prize for Excellence in First-Year Writing, a $500 book scholarship awarded annually. To submit your work, simply email your essay to me as a Microsoft Word-friendly attachment and I'll send it to the editors. To see previous issues and learn more information, visit the *Stylus* website at http://writingandrhetoric.cah.ucf.edu/stylus/

**Important Dates**

- Drop/Swap deadline on myUCF: Thursday, January 15
- Add deadline on myUCF: Friday, January 16
- Spring Break: Monday, March 9 – Friday, March 13
- Withdrawal Deadline: Tuesday, March 24