ENC 1102 80393– College Composition II, Introduction to Public Writing
Fox Edele Autumn 2016 Syllabus

Tech Culture: ‘Here Comes Everybody’

Contents

Course Goals 2
Requirements 2
Texts & Materials 2
Attendance Policy 3
Course Policies 3–4
Grading 4–5

Student Resources 6
UWF Resources 6
Learning Outcomes 8
Course Calendar/Outline 9

“Students are social, historical, thinking, communicating, transformative creative persons; dreamers of possible utopias.” – Paulo Freire, Teacher & Writer

“I believe technology should give us superpowers.” – Hilary Mason, Data Scientist

AUTUMN 2016 SYLLABUS

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2:30-3:45
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WHAT IS THE STORY OF THIS COURSE?

ENC 1102 College Composition II: Public Writing is an introduction to public writing with an emphasis on rhetorical and genre analysis. The course provides instruction on writing to audiences in situations and contexts beyond the academic essay. Students will learn to organize and present ideas in a range of digital and print genres and multiple modes of communication. ENC 1102 is a Gordon Rule course, which means you will write a minimum of 6000 words. (UWF Catalogue)

ENC 1102 College Composition II is designated as a General Education course. The General Education curriculum at the University of West Florida is designed to provide a cohesive program of study that promotes the development of a broadly educated person and provides the knowledge and skills needed to succeed in university studies. This course has been approved as meeting your requirement in the Communication area. The major General Education learning outcomes for this course are Communication: Writing & Critical Thinking: Analysis/Evaluation. If you are interested in a major in English you should contact the English Department at 850-474-2923. If you are undecided about your major you should contact your academic advisor or the Career Center at 850-474-2254. (General Education SLO Statement)
WHAT ARE THE COURSE GOALS?

1. You will learn how to recognize and practice rhetoric – the ways we design our verbal and visual communications with purpose, an awareness of our audiences, and the influence of our context, or cultural and temporal situations.

2. You will identify and practice the different forms of writing (linguistic, nonverbal, visual, digital) we use every day in public settings, and demonstrate how we creatively interact with one another to achieve our goals, such as constructing identities and establishing communities.

3. You will demonstrate, in your text analysis and project creation, an increased awareness of the ethical, political, and ideological implications of the ways we use these forms of writing in public settings with one another.

4. Our processes of draft and revision, which culminate in your projects, will teach you how to add your own unique voice to the conversation, or discourse, of the university and larger communities – the “conversation with humankind,” as the philosopher Kenneth Burke has called it – with clarity, confidence, creativity, and informed critical thought. You’ll learn how to “pushback,” or “argue,” effectively and ethically.

WHAT ARE THE COURSE REQUIREMENTS?

• Internet access and an active MyUWF ID and email account.

• Participation in every class. Arrive on time prepared to engage in our inquiries, (discussion, conferences, peer review, presentations, quizzes, reflections, seminar groups, & workshops that will require a laptop [available at Pace Library if you need one]). (Attendance policy below.)

• Three (3) major projects (multimedia presentation and 3–5–page paper) and a collaborative class project, “The Takeover.”
  
  ○ N.B. The required project for this course is the Rhetorical Analysis & Reflection (Major Project #2 & Midterm). You must earn above 70 on these papers to pass the course.

• Weekly Short Papers and/or Posts. A short project is scheduled for each class session, which requires reading prep

• A midterm essay & final exam (critical reflection drawn from papers & textbook)

WHAT ARE THE COURSE TEXTS & REQUIRED MATERIALS?

• Rhetoric and Writing: Composition at UWF, Fountainhead Press, 2015. (bookstore)

• Our class workspace on eLearning (all additional readings; discussion forums; audio/visual texts; student texts; documentary films).

• Readings and student posts on social media sites (Facebook; Wordpress; Wikispaces; etc.)
WHAT IS THE ATTENDANCE POLICY FOR THIS COURSE?

As UWF policy states, “The University expects students to take full responsibility for their academic work and academic progress. To progress satisfactorily, students must meet the requirements of each course for which they are registered. Successful work depends to a large extent on regular class attendance.” You may find the university attendance policy at this link: Catalogue Attendance Policy

In order for you to receive financial aid on the normal distribution timeline, I must confirm your attendance in class within seven calendar days of the course start date. You may review your attendance status through the "My Classes" app in MyUWF. Contact me immediately if I have not confirmed your attendance by the second class meeting.

A student who stops attending class will not automatically be withdrawn and will still be responsible for all missed work. If you stop attending class altogether and do not withdraw, you will be assigned a grade of NF. This grade will likely affect your financial aid eligibility and may require repayment of funds.

Your attendance in class is expected & recorded daily on a sign-in sheet and gradebook. This is a participatory class that requires your engagement in class for success in papers and projects.

We work from our eLearning site for all coursework and the Learning Management System tracks each and every “touch” of the course made by a student. I consistently monitor your progress through the course throughout the semester. Specifically:

- Participation in each course activity (live chats, quizzes, etc.) is monitored for attendance purposes. You are expected to log on to the class and meet the deadlines (typically Tuesday; Thursday, Sunday: but keep an eye on the calendar). Your engagement with the course materials will be monitored for attendance purposes.

- You should not miss class except for circumstances outlined in the University catalog. Excused absences include religious holidays, legal and military obligations, official university activities for which you are an agent of the school, and emergency situations such as illness or family urgency. I will ask for documentation of an excused absence.

- We will arrange a convenient time for you to complete work & tests you’ve missed during an excused absence. Please note that all schedules, texts, tasks, and dropboxes are available on our eLearning site, and I am available via email and during office hours. Please notify me if you will be absent from class, and let me know as soon as possible if an emergency arises, so I can help you manage the time.

- **If you do miss more than three class meetings and the absence is unexcused**, you will lose 5 grade points in your overall score for each unexcused absence over 3 OR if you are absent for an exam, presentation appointment, or major project deadline. For example, 95 = 91 (A becomes A--); then 91 = 86 (A-- becomes B); 86 becomes 81 (B becomes B--); 81 = 76 (B-- becomes C); 76 = 71 (C becomes C--); 71 = 66 (course fail). Take this grade deduction under serious consideration – you don’t want to lose ground.

WHAT ARE THE CLASSROOM POLICIES & PROTOCOLS?

- **Statement of Values** (adapted from the faculty and students of Wharton School of Business, the University of Pennsylvania): In this course we embrace the use of education as a platform for promoting equality, fairness, and affirmation of the differences intrinsic to a democratic
society. Every activity and discussion reflects and expresses an unwaivering commitment to an open and inclusive American society.

- **Due Dates:** All work is due the day it is due at the start of class – this includes electronic submissions in the Dropbox. Short papers, drafts, and in-class assignments are (1) keyed to the class inquiry at that moment, and (2) regarded by me and counted as a step in your progress through the course and the sequence of assignments. Points will be deducted (1/2 grade per day) if a major paper or short project is late. Also, late work will receive no commentary or peer review.

- **Classroom & Writing Lab Etiquette & Expectations:** The following list covers non-negotiable in-class behavior:
  
  - **Turn off all electronics** unless our coursework is digital that day.
  - **Arrive on time:** 3 tardies = one absence.
  - **No cross-talk** during discussions, lectures, presentations, writing sessions, etc.
  - **Be courteous.** In the university, it’s your job to challenge and be challenged – the campus is a place for vigorous exchange of diverse viewpoints (including mine), which is an essential part of the educational experience. But this communication, with your colleagues and with me, is to be respectful.
  - **Be prepared with all readings and bring all texts under investigation.**
  - **Emails** to me should include your full name and complete statement of your concern or question in standard written English (not the time or place for txtng).

  *Please note that failure to comply with these protocols = leaving class with a recorded absence & zero credit for the day’s endeavors.*

- **Professional Presentation of Your Texts:** All work must be typed (double-spaced, 1” margins, 12-point font) in academic style & presented according to the directions posted for each task in the prompt. **No emails, please.** Revised drafts must show evidence of editing and proofreading.

**HOW IS WORK IN THIS COURSE GRADED?**

**A Word about Grading:** ENC 1102 is not an “easy A” or a class you don’t need because you’re not an English major: the ability to communicate clearly and appropriately is #1 in the list of required qualities for job candidates in American industries and professions – before your experience, transcript, and references. What you can do to succeed in here and earn the grade you desire is attend class, engage for the entire period, do the readings, make sure you understand the assignments, meet the deadlines, follow the comments you receive on your writing. You should contact me right away if any of this work is not possible or if you have questions. I always answer my emails. Also, I hold office hours either online or in my office.
Grade categories (Major Projects; Short Projects; Exams) are weighted and assignments within categories are weighted according to their importance in the course. For example, the Rhetorical Analysis and the Midterm Reflection are weighted most heavily in their categories: they are the required projects for ENC 1102.

Major projects and exam grades are posted on the eLearning gradebook; short projects and daily activities are recorded manually. You may ask for a grade check at any time – and you will receive regular notices about your grade, as well as Alerts if necessary.

However, the final grade is not clear until the coursework is completed. The final grade is not only a calculated total of points for your work: the final grade is adjusted to reflect positive contributions to the class (leadership in discussion; engagement that enhances the course for everyone; “going the extra mile”; other distinguished work) as well as issues such as missed exams; missed classes; patterns of late or missing work; lack of engagement in class activities and discussions. So: what you do in 1102 matters: to you, to one another, to me.

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>POINTS EACH</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Projects #1: Digital Literacy Narrative</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Major Project #2: Rhetorical Analysis / Web Essay</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Major Project #3: Invention (w/ Partner)</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>“The Takeover” (Group Collaboration)</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm &amp; Final Critical Reflection</td>
<td>100</td>
<td>30%</td>
</tr>
<tr>
<td>Short Projects (social media posts; discussion posts; short papers; in-class writing, in-class discussion, peer review, library tasks; quizzes; etc.)</td>
<td>per task as noted</td>
<td>20%</td>
</tr>
<tr>
<td>Total Percentage</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
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**GRADING SCALE 100---point scale**

- A (100—93)
- A— (92—90)
- B+ (89—88)
- B (87—83)
- B— (82—80)
- C+ (79—78)
- C (77—73)
- C— (72—70)
- D+ (69—68)
- D (67—60)
STUDENT AWARDS: FIRST—YEAR COMPOSITION

The Composition and Rhetoric Program showcases outstanding student writing by offering annual awards for projects produced in ENC 1101 & 1102. We seek submissions for the following categories:

- Academic Writing Achievement Award for the best academic research essays (ENC 1101)
- Rhetorical Analysis Achievement Award for the best essays (ENC 1102)

All ENC 1101/1102 students are eligible to submit their final essays for consideration. Instructors will also nominate student writing that exemplifies exceptional quality in writing, argument, and analysis. The Composition Committee selects first—through third-place winners for each category. Award recipients receive a certificate and a cash prize sponsored by Pearson Publishing. With permission from the writers, the award essays will be published on the Composition and Rhetoric Program website.

Students may submit essays from summer, fall, and spring ENC 1101/1102 sections. The deadline for award submissions takes place twice during the academic year:
- December 15
- May 4

Mark your calendars and submit proposals!

First-Year Composition Conference – November 4, 2016
Rhetoric & Composition: A Celebration of Student Writing
http://uwfcompcon.wixsite.com/celebratewriting

WHAT STUDENT RESOURCES ARE AVAILABLE TO MAKE LIFE EASIER?

- **The University Writing Lab** offers a range of services for you. You may consult with a writing tutor by phone, through email, or face-to-face appointments. Got a grammar question? Call the Grammar Hotline: (850) 474—2029. You may reach the Writing Lab staff by email, writelab@uwf.edu, or walk-in, Bldg. 51.

- **Link to Academic Calendar**
  - [UWF Academic Calendar 2016—2017](#)

- **UWF John C. Pace Library**
  
  Britt McGowan, bmcgowan@uwf.edu, English and Foreign Language specialist

- **The Student Disability Resource Center** (SDRC) at the University of West Florida supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, please notify the instructor or the SDRC as soon as possible. You may contact the SDRC office by email at sdrc@uwf.edu or by phone at (850) 474—2387. Appropriate academic accommodations will be determined based on the documented needs of individual students.

- **Counseling and Wellness Services** at UWF assist students with physical and mental health, working through times of trauma as well as helping you learn how to take a proactive stance in your own well-being and safety. Students who are interested in scheduling an appointment can call Counseling Services at (850) 474—2420 or visit the Center in Bldg. 960, Mon.—Fri., 8—5 or visit the website: Counseling and Wellness
• **Veterans Services:** The UWF Military & Veterans Resource Center (MVRC) serves as a leading campus advocate for military and veterans students, working to ensure the needs of these individuals are met through coordinating with multiple university offices and services. The center provides assistance with the following with coordinating academic advising, tutoring, counseling, disability accommodations, GI Bill education benefits, and referral to state/federal resources and services. The MVRC is located in bldg. 38. For more information on MVRC service, call 474-2550 or visit MilitaryVeterans

• **In the case of severe weather** or other emergency, the campus might be closed and classes cancelled. Official closures and delays are announced on the UWF website and broadcast on WUWF--FM.
  o WUWF---FM (88.1MHz) is the official information source for the University. Any pertinent information regarding closings, cancellations, and the re-opening of campus will be broadcast.
  o In the event that hurricane preparation procedures are initiated, the UWF Home Web Page and MyUWF will both provide current information regarding hurricane preparation procedures, the status of classes, and the closing of the University. Emergency plans for the University of West Florida related to inclement weather are available on the following UWF web pages: Information about hurricane preparedness plans is available on the UWF web site: UWF Emergency and Hurricane Prep. Information about other emergency procedures is available on the UWF web site: UWF Emergency

• **Integrity and Ethical Research Practice:**
  The [Student Code of Conduct](#) sets forth the rules, regulations, and expected behavior of students enrolled at the University of West Florida. Violations of any rules, regulations, or behavioral expectations may result in a charge of violating the Student Code of Conduct. It is the student’s responsibility to read the Student Code of Conduct and comply with these expectations. The [Academic Misconduct Policy](#) (2009) defines various forms of academic misconduct and describes the procedures an instructor should follow when he or she suspects that a student has violated the Academic Misconduct Policy.

• **Integrity of Scholarship:** The English Department has a very stringent policy regarding plagiarism. Plagiarism is academic dishonesty, cheating-----especially that kind of copying/cheating born of intent to deceive. Plagiarism is willfully copying someone else's work, in part or in full, without acknowledging the source(s) and submitting it as your own or pretending that the work of a "ghost writer" is your own. Plagiarism is a very serious offense, and both the English Department and the University have stringent policies for handling offenders. If a student is found guilty of plagiarism, an instructor can record a failing grade for the particular paper, test, or assignment in which the offense occurred, or the instructor can fail the student in the course. The instructor also has the option of referring the charge of cheating or plagiarism to the Dean for adjudication by the Academic Standards Committee and the Student Conduct System. A full statement of the university academic integrity policy and misconduct procedures are available at [the UWF Academic Policies Statement](#).
BASIC TENETS OF THE COMPOSITION PROGRAM

• Democracy is best sustained by an educated and informed public versed in the practices of critical perception and expression;

• University students need preparation not just for their academic careers, but also for dealing with the world at large, beyond the campus. This preparation should include the teaching of those practices of critical perception and expression that will enable them to become contributing members not only of the academy but also of the democratic public;

• Composition courses teach not just writing, but also critical reading, evaluation, and synthesis of information and ideas;

• Students learn best to write in real genres by practicing those real genres, as opposed to artificial genres manufactured exclusively for the writing classroom;

• All good writing, academic or public, is based on sound research.

COMPOSITION PROGRAM STUDENT LEARNING OUTCOMES

ENC 1102 outcomes are designed collaboratively by composition faculty members. The program outcomes are in alignment with the Council of Writing Program Administrators’ First-Year Composition Outcomes Statement. Each student who takes ENC 1102 will complete class activities that introduce and enhance the following learning outcomes:

• Clearly and effectively communicate your ideas (assessment area for Spring 2016)
• Use key rhetorical concepts through analyzing and composing a variety of texts (assessment area for Spring 2016)
• Evaluate audience and select an appropriate genre and medium based on purpose and context
• Select digital environments, media, and genre for production of texts, research, and collaboration
• Synthesize and analyze to determine effective integration of sources into writing projects
Note: Reading and projects are listed on the days they are due. This schedule is tentative. Some of the due dates may change as we get into the semester and establish a pace for the class. Also, relevant short reading assignments may be announced in class at each meeting: you will also find them on the prompt for a given task. Thus, you should add/revise assignments as they are given. If you’re absent, it’s up to you to find out the assignment from someone in your seminar group for the next class. RW= Rhetoric and Writing. eL = eLearning.

Course Orientation Weeks 1 – 3

Week 1---Introduction to Rhetoric, Public Writing, and Tech Culture
Tuesday, August 23
In---Class: Intros; Course matrix; Navigate classroom on eLearning; Defining Rhetoric

Thursday, August 25
Due: Readings: Satterwhite, “Stop! In the Name of Rhetoric” (Ch1 RW); “Me, Me, Me: The Rise Of Narcissism In The Age Of The Selfie” (eL); Course syllabus for quiz

Week 2---Library Orientation & Conferences
Tuesday, August 30 – ORIENTATION PACE LIBRARY FOR STATS, DATABASES, & CITATION
Due: Readings: Fox Edele, “Why Does Rhetoric Matter” (CH 1 RW); Weekly Paper 1 (social media choice)

Thursday, September 1 – CONFERENCES (paper and communication)
Due: Reading: Fox Edele, “Rhetorical DNA”; “Rhetoric and Democracy” (RW); Weekly Paper 2

Week 3---Social Media Inquiry
Tuesday, September 6 – Online Class
Due: Social Media “Unplug” Weekender 1 & Posted Responses

Thursday, September 8 – Speakers & “Takeover” Group 1
Due: Reading Excerpt from “Saving the Self in the Age of the Selfie” (eL); Weekly Paper 3 (dropbox)

Major Project #1 Weeks 4 – 6 (Digital Literacy Narrative)

Week 4---Presentations Major Project #1 Due in Class
Tuesday, September 13
Due: Digital Literacy Narrative Visual Presentations (Post comments due Sunday 9/18)

Thursday, September 15
Due: Optional Reflection Question
Week 5 — Social Media Inquiry  
Tuesday, September 20 – Online Class  
Due: Social Media “Unplug” Weekender 2 & Posted Responses

Thursday, September 22 – “Takeover” Group 2  
Due: Reading eL: Excerpt from “Here Comes Everybody”; Weekly Paper 4 (dropbox)

Week 6 — Applying Rhetorical Theories to Public Rhetoric  
Tuesday, September 27  
Due: Reading RW: King, “I Have a Dream”

Thursday, September 29 — Paper Major Project #1 Due in Dropbox

Major Project #2 Weeks 7 – 9 (Rhetorical Analysis / Web Essay / Reflection)

Week 7 — Drafting on Paper & Web  
Tuesday, October 4 – Online Class  
Due: Rhetorical Analysis Draft & Peer Reviews

Thursday, October 6 – “Takeover” Group 3  
Due: Reading RW: Excerpt from “Alone Together”; Weekly Paper 5 (dropbox)

Week 8 — Processes of Revision  
Tuesday, October 11 PACE LIBRARY CONNECTION FOR CREATION OF WEB ESSAY  
Due: Fox Edele Revision Checklist (eL).

Thursday, October 13  
Class Online: Midterm Critical Reflection (Required to pass ENC 1102)

Week 9 — Social Media Inquiry  
Tuesday, October 18 – Online Class  
Due: Social Media “Unplug” Weekender 3 & Posted Responses

Thursday, October 20 – “Takeover” Group 4 — Major Project #2 Due in Dropbox & Forum  
Due: OPTIONAL Critical Reflection

Major Project #3 Weeks 10 – 12 (Invention Project: Partnerships)

Week 10 — “TAKE BACK YOUR TIME”  
Tuesday, October 25  
Due: Reading eL: Excerpt from “The App Generation”; “Take Back Your Time”

Thursday, October 27  
Due: QUESTIONS for in-class speakers and panel
Week 11—Social Media Inquiry
Tuesday, November 1 – Online Class
Due: Social Media "Unplug" Weekender 4 & Posted Responses

Thursday, November 3 — "Takeover" Group 5 —
Due: Reading eL: “Excerpt from “Fstr: The Acceleration of Just About Everything”; Weekly Paper 6 (dropbox)

Week 12—Presentations: Inventions: Major Project #3 Presentations Due in Forum
Tuesday, November 8

Thursday, November 10: Major Project #3 Paper Due in Dropbox
Due: Reading eL: “There Will Come Soft Rains”

Conclusions Weeks 13—15 (ePortfolio & Final Exams)

Week 13—Research Proposal & Plan for Profile
Tuesday, November 15 MEETING E—PORTFOLIOS/EVALS

Thursday, November 17 — NO CLASS
Due: Film option (“Captain Fantastic” – “Mr. Robot” – “Her” – “Nerve” — or similar film); Short Paper 7)

Week 14—Social Media Inquiry
Tuesday, November 22 — CONFERENCES
Due: Social Media “Unplug” Weekender 5 & Posted Responses

Thursday, November 24 HAPPY THANKSGIVING!

Week 15—Final Exam Prep & Post
Tuesday, November 29 Due:
Exam review sheet.

Thursday, December 1 Final Exam