

ENC 1102 Collaborative Model Spring 2013 Syllabus
First-Year Composition
University of South Florida

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Course Location: CHE 302
Course Time: MWF 2:00-2:50
Section: 004
Course Websites: <http://fyc.usf.edu>
<http://www.rhetoricmatters.weebly.com>

Required Resources/Texts

- My Reviewers, the FYC web-based resource and assessment tool (Students will purchase this resource/assessment tool at <http://fyc.usf.edu>)
- Cassie, Childs, Ed. *Rhetoric Matters Second Edition*. NY: Bedford/St. Martin's, 2012.
- Hacker, Diana, Stephen Bernhardt, and Nancy Sommers, eds. *Writer's Help*. NY: Bedford/St. Martin's, 2011.
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Course Structure/Collaborative Model

This course emphasizes a variety of teaching modalities and learning spaces by negotiating not only the traditional classroom space, but also one-on-one, small group and online spaces/literacies. Such a collaborative model offers more attention to peer review and increased opportunities for students to receive individual attention through one-on-one teacher-student conferences and teacher-student group conferences. In addition to the course objectives noted under the course description, the collaborative model course structure prepares students for real world experiences through their practice and response in variable learning environments. The division of time for such a model incorporates approximately one-hour/week of class time and one and one-half hours/week of individual and group conferences. Group conferences may also include instructional time.

Course Description

ENC 1102 introduces students to rhetorical conventions and provides them with an opportunity to analyze, research, and compose arguments. ENC 1102 is designed to improve students' academic writing, research, information literacy, and critical thinking abilities by focusing on the ways writers gain "agency" via argument, negotiation, and reasoning.

To help students gain agency as academic authors, the major projects in 1102 asks students to analyze arguments from a rhetorical perspective (Pre-Project), draw conclusions about cultural perspectives and assumptions (Project 1), develop arguments that negotiate differences (Project 2), and use writing to effect change (Project 3). Below is a summary of major course activities:

- conference at least twice with their instructor on a one-on-one basis;
- compose three major writing projects;
- receive feedback multiple times from instructors on each project using My Reviewers <<http://myreviewers.usf.edu/>> Please note that instructor feedback is intended to encourage revision and is instructive but not exhaustive;
- and receive and give feedback to their peers using My Reviewers.

Major Projects and Assignments

Assignment	Percentage
First Week Writing Assessment: Topic chosen by Instructor.	N/A
Homework and Classwork [weeks 1-15] <i>You will be assigned a variety of different homework and classwork tasks, including quizzes, critical reading assignments, and other teacher assigned work.</i>	10 %
Peer Review [weeks 6-15] <i>For projects 1, 2 and 3, you will be asked to participate in meaningful peer review using My Reviewers.</i>	10%
Conferences <i>You will attend at least two individual conferences with the instructor to help in the development of your writing.</i>	N/A
Project 1: Rhetorical Analysis of Advertisements [weeks 2-6] <i>Students will write an 800-1,000 word essay that analyzes an advertisement. This analysis will discuss the ad's message (argument), audience, purpose (goals), and the rhetorical appeals that attempt to persuade a particular audience. In addition, students will consider what cultural assumptions the advertiser seems to make about this audience.</i>	20%
Project 2: Rogerian Argument [weeks 6-11] <i>In Project 2, you will write a 1,200 – 1,500-word persuasive essay using a Rogerian structure about a social problem about which reasonable people disagree. You will argue for your own perspective on how to resolve this problem while also demonstrating respect for the opposing point of view.</i>	25%
Project 3: Rhetoric in Action [weeks 11-14] Presentations [week 15] <i>In Project 3, you will write a persuasive 1000-word essay that a) educates your audience about an issue that needs changing, b) invites them to your point of view, c) acknowledges and refutes opposing arguments, and d) motivates readers to act in specific ways. You will also perform one of the actions you recommend in your essay (with instructor approval). This action might be a letter to a government representative, a persuasive online video, a podcast, or work of art. Additionally, you might create fliers or pamphlets, organize a panel discussion or debate on campus, participate in a demonstration, create a social networking Web page, organize a public event, create a discussion board, or find other ways to draw attention to your chosen topic.</i>	35%

Archiving

Each student is responsible for ensuring access to all assignments completed for the course, and consequently you should maintain a separate archive of your work on a flash drive, website, or in printed format. Part of a process-driven writing class is seeing how your writing evolves from draft to draft as well as over the course of the semester.

If you have questions regarding the grade for an English Composition class, you will be asked to produce all the written work completed during the semester.

End of Semester Evaluations

During the last three weeks of the semester, your instructor will ask you to complete a teacher evaluation.

Technology Requirement

From Web-based assignments and material to e-mail and Blackboard, ENC 1102 requires consistent access to the Internet, word processing, and a printer. Not having access to a computer will not be an acceptable excuse for not having checked the syllabus for homework or not having checked your USF email address for class announcements. You are required to check your USF email account. (Use of this account is mandatory.) If you use an e-mail address other than your USF address, you will be required to forward your USF mail to your regular e-mail address so that you do not miss any announcements. (Note that when you forward USF e-mail to some Internet accounts such as Yahoo and Hotmail, your messages will sometimes be delayed by two days.) Students who come to the university without necessary computer skills are provided access to numerous resources, including an attentive help desk that is available by phone or e-mail (<http://it.usf.edu/help>) and free online tutorials through Atomic Learning (available through Blackboard).

Uploading to SafeAssign

Your instructor may require you to submit your paper to a plagiarism detection site called SafeAssign, which is accessed through Blackboard. In order to comply with federal (FERPA) and state privacy laws, you are not required to include personal identifying information such as your name, SSN, and/or U# in the body of the work (text) or use such information in the file naming convention prior to submitting. Please follow carefully your instructor's instructions regarding what identifying information to include. Your submission will be placed in the course grade center in your account that can be accessed by the instructor and attributed to you.

Uploading to *My Reviewers* and Accessing *My Reviewers'* Resources

For Projects 1 through 3, this course requires you to upload the **intermediate and final drafts of your projects anonymously** (to *My Reviewers* at <http://fyc.usf.edu>. *My Reviewers* organizes papers by student ID, and the peer review process is predicated on the assumption of anonymity, so FYC would appreciate your papers without your student ID.

My Reviewers is the companion site to the University of South Florida's First-Year Composition Program and General Education writing courses. At *My Reviewers*, you can learn more about grading criteria, upload essays for review, conduct peer review, and access teachers' feedback and grading.

More specifically, *My Reviewers* provides

- Increased clarity regarding teachers' expectations. Students can consult sample graded and marked up pages, podcasts, movies, and quizzes on academic conventions.
- A quick way to provide and receive peer reviews (the tool organizes papers, comments, and rubric scores in a database; at a glance students can view all reviews of a particular text)
- A faster way to receive feedback from faculty and peers
- A portfolio of student work and an archive of feedback from instructors and peers. Unlike traditional portfolio tools *My Reviewers* aggregates teachers and peer feedback from draft to draft, project to project, thereby enabling students to track their progress.
- A suite of "common comments" that students can use to markup documents; these comments hyperlink to quizzes and explanatory features
- Focused resources on improving student writing

Grading

Instructors will make best efforts to provide feedback and grades within seven to ten days. You will be able to access your grades on Blackboard throughout the semester. Your instructor may grade your assignments on a 1 to 100% basis or a letter-grade basis. The Blackboard grading scale will be used for the mathematical breakdown on a 100-point scale to a letter-grade scale. Letter grades, including plus and minus grades, will be converted to points according to the Grade Point Average grading system, as follows:

A+ (97–100) 4.00	B+ (87–89.9) 3.33	C+ (77–79.9) 2.33	D+ (67–69.9) 1.33
A (94–96.9) 4.00	B (84–86.9) 3.00	C (74–76.9) 2.00	D (64–66.9) 1.00
A– (90–93.9) 3.67	B– (80–83.9) 2.67	C– (70–73.9) 1.67	D– (60–63.9) 0.67

It is up to each student to check on his or her grade deduction due to lateness or absences. Remember that your final Blackboard percentage will not reflect deductions due to lateness or absences.

For final grades, averages within the range between these points will go to the higher grade. A final grade of C– satisfies specified minimum requirements for Gordon Rule and Composition. Your exemptions for the writing portion of CLAST require a 2.5 combined GPA in ENC 1101 and 1102.

Incomplete Grade Policy

The grade of “I” (Incomplete) will be given for only very compelling reasons. Assigning a student the grade of “I” for ENC 1101 or II must be approved by the instructor and the Director of Composition. For more information, refer to the USF Undergraduate Catalog’s “I” Grade Policy: <http://fyc.usf.edu/Policies/General%20Policies.aspx>.

Grade Grievance Policy

The English Department, like other departments at USF, follows USF’s Grievance Procedures. You may disagree with an instructor’s grade on an assignment, yet this disagreement does not constitute sufficient evidence to warrant a change of grade. However, if an instructor made a mathematical error or based your grade on something other than his/her assessment of your performance in a course, then a grade change could be warranted.

A student interested in disputing a grade needs to carefully review the Student Academic Grievance Procedure outlined at the FYC site (you must be signed on) at <http://fyc.usf.edu/Policies/Grade%20Grievance%20Procedures.aspx>. He/she should first meet with his/her instructor, as mentioned in the grievance procedure. Thereafter, he/she should set up a meeting with Dr. Dianne Donnelly, Associate Director of First-Year Composition by contacting her at ddonnelly@usf.edu to discuss any grade disputes. Students should also file a notification *letter* within three weeks of the triggering incident to Dr. Donnelly, Department of English, CPR 107, 4202 E. Fowler Avenue, Tampa, FL 33620. Be sure to specify precisely why you believe the grade needs to be changed based on USF’s Academic Grievance Procedure.

Policy for Late and Missed Work

All assignments must be completed on time. *Your instructor will not accept late in-class assignments or late out-of-class assignments.* Your instructor may accept late major projects; however, late projects will be penalized. For each class day the project is late (for up to a limit of two weeks), one *whole* letter grade

will be deducted (an “A” will become a “B” and so on). For example, in a Tuesday/Thursday class, if a project is due on Tuesday and it is submitted on Thursday then a paper with an A grade would receive a B grade. In a Monday/Wednesday/Friday class, if the paper were due on Friday and it were turned in on Wednesday, the A grade would become a C grade.

Disability Accommodations

Any student with a disability should be encouraged to meet with the instructor privately during the first week of class to discuss accommodations (see Student Responsibilities:

<http://www.asasd.usf.edu>). Each student must bring a current *Memorandum of Accommodations* from the Office of Student Disability Services that is prerequisite for receiving accommodations.

Accommodated examinations through the Office of Student Disability Services require two weeks’ notice. All course documents are available in alternate format if requested in the students’ *Memorandum of Accommodations* (see faculty responsibilities:

<http://www.asasd.usf.edu/faculty.asp>)

Attendance

Attendance is mandatory for all in-class, individual and group meetings/conferences. Class meetings and individual and group conferences will be spent engaged in activities that will directly and immediately address your needs as a writer. As a writer, it is your responsibility to contact the instructor regarding information about any missed work. If you must miss a class or an individual or group conference, you are encouraged to use our BB class email to contact your instructor or your classmates to find out what happened in our class or individual/group meetings on any day/conference that you are absent.

Students who have incurred more than two absences (“excused” or not) will have their final grade lowered by 1/3 for each missed class beyond two (e.g. if you have an “A-“, yet you have missed three classes (or individual/small group sessions), your final grade is a “B+”). Keep in mind, that this does not mean that you have two “free” invitations to miss a class or a conference. Your final grade also reflects your participation in any of our meetings, and you miss opportunities to participate and engage with the coursework and your class when you are absent.

You should come to class and to all of the conferences prepared, which means you have completed the readings and assignments with great care. You should be able to demonstrate that you have done so. In addition, your conduct in class and during conferences, particularly the respect of your classmates and instructor, affects your participation grade. Please respect your classmates and your teacher by getting to class on time. To encourage you to do so, your teacher will take attendance at the beginning of class. Do not come to class late (or leave early) and expect your instructor to give you credit for attending the entire session.

After two absences (any class, individual, or small group conference)—EXCUSED OR NOT—one-third of a letter grade will be taken off your final grade. (For three absences. A “B” becomes a “B-”; for four, the “B” becomes a “C+”).

If any student has missed enough class work to prevent the student from successfully completing the course requirements, your instructor will recommend that the student drop the course.

Student Conduct Policy

A positive learning environment is important for students and instructors. Please observe common classroom courtesies:

- Turn off your cell phone before class begins; your instructor will not permit the use of cell phones during any in-class activities, and may, at his or her discretion, deduct points from in-class activity grades for those students who continue to access their phones.
- If you bring your laptop, ask for your instructor's permission and guidelines before you use it in class.
- Conduct yourself in a cooperative, orderly, and professional manner.
- Be considerate about your instructor's expectations for online communications. Some readers find Internet shorthand to be offensive.
- If any behaviors interfere with instruction, whether in the classroom or online, your instructor will then follow policies regarding your conduct from the USF Handbook.

Disruption of Academic Process

Disruption of academic process is defined as the act or words of a student in a classroom or teaching environment, which in the reasonable estimation of a faculty member: (a) directs attention from the academic matters at hand, such as noisy distractions; persistent, disrespectful, or abusive interruptions of lecture, exam, or academic discussions, or (b) presents a danger to the health, safety, or well-being of the faculty member or student. Punishments for disruption of academic process will depend on the seriousness of the disruption and will range from a private, verbal reprimand to dismissal from class with a final grade of "W," if the student is passing the course, shown on the student record. If the student is not passing, a grade of "F" will be shown on the student's record.

Plagiarism and Academic Honesty

Plagiarism includes the use of a quotation, that is, the exact words of a text (interview, lecture, periodical, book, or website), without quotation marks and documentation; the paraphrasing of ideas or passages from a text without documentation; the inclusion from a text of information not generally known to the general public without documentation; and the following of the structure or style of a secondary source without documentation. To facilitate your understanding of the plagiarism policy, please see the FYC site (you must be signed on) at usf.edu/SitePages/Understanding%20and%20Avoiding%20Plagiarism.aspx

After reading this information, you will be required to do the following:

- Sign the Classroom Policies Agreement Form, which your instructor will keep on file.
- Pass the Plagiarism Quiz. Your instructor will also ask you to complete an exercise in MLA documentation.

To facilitate your understanding of the actions associated with student plagiarism, please see the FYC site (you must be signed on) at <http://fyc.usf.edu/Policies/Plagiarism%20Main.aspx>

Writing Center

USF's Writing Center (<http://guides.lib.usf.edu/writing>) offers assistance to any student who wants to improve his or her writing skills. Rather than offering editing assistance, during a session in the Writing Center consultants and students work together to enhance the organization, development, grammar, and style of any type of writing across the disciplines. Students are encouraged to visit the Writing Center at any stage during the writing process, from brainstorming and pre-writing to final polishing. The USF Writing Center is conveniently located in the Library Learning Commons. Walk-ins are welcome dependent on availability, but students are encouraged to make an appointment by visiting the Writing Center during office hours or setting up an appointment online. The phone number is 813-974-8293. Additional feedback is available via SmartThinking, an online tutoring center, which is accessible via Blackboard.

Emergency Plans

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to Blackboard, Elluminate, Skype, and e-mail messaging and/or an alternate schedule. It's the responsibility of the ENC 1101 student to monitor the Blackboard site for each class for course-specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

Important Campus Resources for Students

Plagiarism Information: <http://fyc.usf.edu/Policies/Plagiarism%20Main.aspx>

Students with Disabilities Responsibilities: <http://www.asasd.usf.edu/>

USF Counseling Center: <http://usfweb2.usf.edu/counsel/>

USF Advocacy Program: <http://www.sa.usf.edu/ADVOCACY/page.asp?id=72>

Student Resources page at the FYC Web site: <http://fyc.usf.edu/SitePages/Students.aspx>