

**ENC 1101: Composition I**

**3 Credit Hours**

**Fall 2018**

**MWF 10:30 am – 12:20 pm (Section 0121) – VAB 113**

**MWF 12:30 pm – 1:20 pm (Section 0025) – BHC 129**

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**Office Hours:** Mon. 9:15 - 10:15

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Thurs. 3:30 - 5:00

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## ENC 1101 Course Description

**Prerequisite:** None.

### **Course Description:**

ENC 1101 develops students' knowledge of what writing is and how it functions in the world. By examining writing as an object of study, the ENC 1101 curriculum invites students to understand their writing as situated within academic, professional, civic, and personal contexts and to develop their identities and abilities as writers across these settings. The reading and writing tasks featured in ENC 1101—such as analyses of writing processes and practices, patterns of literacy sponsorship, and conceptions of writing—provide the frameworks students will use to explore the writing they do throughout their lives, how it is accomplished, and the various roles and functions it serves. In addition to helping students interrogate and expand their understanding of writing and writers, these frameworks will allow students to continually adapt their writing-related knowledge and abilities to the new writing situations they'll encounter throughout college and beyond.

### **ENC 1101 immerses students in the work of:**

- Understanding writing as a continual process of making meaning.
- Applying concepts from writing studies to recognize the richly literate lives they lead and the wealth of writing-related knowledge they already possess.
- Deepening and expanding their ideas about writing and the work it does in the world.
- Navigating the complex texts emerging from the scholarship on writing, rhetoric, and language.
- Analyzing their identities as writers and the processes, practices, and technologies they use for writing in their academic, professional, civic, and personal lives.
- Participating in writing as a social activity through reading, collaboration, peer review, and other forms of feedback.
- Assembling a portfolio that showcases both writing processes and products from a variety of genres and that demonstrates writing development throughout the semester.

The four learning outcomes listed below guide what students actually do in ENC 1101. These outcomes represent the knowledge and abilities students should expect to acquire throughout the semester.

## Course Learning Goals

**Outcome 1:** Students will be able to read and use scholarly texts to support their writing goals.

**Outcome 2:** Students will be able to describe and analyze writing processes in order to flexibly adapt them to support their goals.

**Outcome 3:** Students will learn how to adapt to different writing contexts they need to address.

**Outcome 4:** Students will consider how social, rhetorical, and technological contexts shape writing conceptions, processes, rules, and learning.

See “Outcomes Statement for ENC 1101” below for possible pathways to these outcomes.

## Required Materials

### Required Texts

Looker-Koenigs, Samantha. *Language Diversity and Academic Writing*. Macmillan, 2018.

Lunsford, Andrea A. *Easy Writer*. Sixth ed. Macmillan, 2016.

Wardle, Elizabeth, and Doug Downs. *Writing about Writing: A College Reader*. Third Edition, Bedford/St. Martin's, 2017.

**Additional Course Readings:** Supplemental readings may be posted to our Webcourses page throughout the semester. The days we will read works posted to Webcourses are noted on our course calendar. If a reading is not directly linked on Webcourses, you are responsible for locating that reading. If you cannot locate it, please see me so we can figure it out together.

**Additional Materials:** You may need the following materials for this course, though not all of them will be required every day: Pen/pencil, a notebook, and access to the Internet, potentially a trifold poster board should you choose not to use a digital presentation visual aid during your final presentation. You may also want a flash drive to save your class work to, but again, this is not required.

## Policies

**Attendance Policy:** Attending every class meeting is highly encouraged. Because writing is a collaborative activity informed by the community, many of our learning activities will require your presence in class. Attendance is not graded, but participation is.

**Religious Observances:**

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf>.

**Deployed Active Duty Military Students:**

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

**Gordon Rule:**

ENC 1101 is a Gordon Rule course. You must earn at least a C- or higher in order to fulfill the university and state GEP requirements. Because ENC 1101 is a Gordon Rule course, you must complete at least four major writing assignments throughout the semester. **You must turn in ALL major writing assignments to pass this course.**

**Accessibility Statement:**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) (<http://sas.sdes.ucf.edu/>, Ferrell Commons 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

**UCF's Financial Aid Accountability Requirement:**

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, you'll be asked to complete an academic activity on our class Webcourses site by the end of the first week of classes, or as soon as possible after adding the course. Failure to do so will result in a delay in the disbursement of your financial aid.

**Diversity and Inclusion Statement:**

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. 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 [www.shield.ucf.edu](http://www.shield.ucf.edu) and <http://cares.sdes.ucf.edu/>.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

**Title IX / Sexual Harassment Policy:**

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. Perpetrators are subject to expulsion or termination and may also be subject to criminal penalties. 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](http://shield.ucf.edu).

**Campus Safety Statement:**

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance. Be sure to mention that you are on UCF's campus so that your call is directed appropriately.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).

- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDLocations-UCF>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.

**Technology in the Classroom Policy:** There should be no texting or calling in class. Using your phone or laptop to complete class activities is accepted and encouraged as long as your devices do not distract you from the day’s activities.

**Electronic Communication Policy:** Feel free to use my UCF email address ([emily.hensley@ucf.edu](mailto:emily.hensley@ucf.edu)) or the messaging capabilities of Webcourses for questions but understand that I may need up to 24 hours to respond during the week and up to 48 hours during the weekend (from Friday evening to Monday morning). In your emails/Webcourses messages, use professional e-mail etiquette. That is, address me as Ms. Hensley, be concise, use full sentences, and always sign your emails with your name.

- ✓ Be sure to check Webcourses often for course-related announcements.

**UCF Cares:** During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit [UCFCares.com](http://UCFCares.com) if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail [ucfcares@ucf.edu](mailto:ucfcares@ucf.edu) with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

**University Writing Center:** The UWC is a resource free for all UCF students. At the UWC, a qualified writing consultant will work individually with students on any written work (class assignment or not) at any point in the writing process, from brainstorming to editing. Appointments are recommended but not required. Please keep in mind that the UWC is a very busy place and only gets busier as the semester continues, so you should schedule your writing center sessions in advance at [uwc.cah.ucf.edu](http://uwc.cah.ucf.edu), by calling 407-823-2197, or by visiting the UWC front desk in Trevor Colbourn Hall 109.

**Third-Party Software and FERPA:** During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

### **Ethics and Academic Dishonesty**

**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” designation, which denotes academic dishonesty on your transcript.

## Important Dates

### University Dates

Fall 2018 Drop/ Swap deadline: Thursday, August 23, 2018, 11:59 PM

Fall 2018 Last Day to Drop and Request Full Refund: Thursday, August 23, 2018

Fall 2018 Add deadline: Friday, August 24, 2018, 11:59 PM

Fall 2018 Withdrawal deadline: Friday, October 26, 2018, 11:59 PM

Monday, September 3, 2018: Labor Day (NO CLASS)

Monday, November 12, 2018: Veterans Day (NO CLASS)

Thursday, November 22 – Saturday, November 24, 2018: Thanksgiving Break (NO CLASS)

Final exam date and time for this course: <https://exams.sdes.ucf.edu/2018/fall>

### Due dates for final drafts of all major assignments:

Essay 1 – Discourse Community Essay: Wednesday, September 21

Essay 2 – Circulation Report: Monday, October 29

Essay 3 – Writer’s Self-Portrait: Monday, November 19

Final Portfolio, Remediation, and Reflections: Due at the beginning of your finals period

Presentation: Delivered during finals period (<https://exams.sdes.ucf.edu/2018/fall>)

## Grading

### Grading Distribution:

Assignment	Worth (%)
Essay 1: Discourse Community Essay*	10%
Essay 2: Circulation Report*	15%
Essay 3: Writer’s Self-Portrait*	20%
Final Portfolio, Remediation, and Reflections*	30%
Presentation	5%
Participation (in-class discussions, in-class writings, peer reviews, workshops, conferences)	10%
Informal Writings	10%
Total	100%

### Grading Scale:

A	94 - 100%
A-	90 – 93.99%
B+	87 – 89.99%
B	84 – 86.99%
B-	80 – 83.99%
C+	77 – 79.99%
C	74 – 76.99%
C-	70 – 73.99%
F	Below 70%
NC	No Credit

**\*All items marked with an asterisk must be completed to pass the course.**

**Note on D, NC, and I Grades in ENC 1101:** Ds can be given for assignments, but Ds cannot be given for a course grade in ENC 1101. The grade of NC (no credit) can be assigned at the teacher's discretion only if the student completed all the course work on time and attended class regularly but was unable to write at a level appropriate for ENC 1101. No I grades (Incompletes) can be received for ENC 1101.

**Course Calendar Notice:** Please note that our schedule of readings/assignment due dates may change somewhat during the semester, and you will be notified of any changes in class and via Webcourses announcements and messages.

## Assignments

**Make-up/Late Work Policy:** While it is in your best interest to keep on top of the schedule and submit assignments on their due dates, I understand that things happen sometimes that we cannot control. In-class assignments, such as discussions and free writes, cannot be made up for credit. Additionally, **I generally do not accept late submissions for major assignments** except under extenuating circumstances. In the case that something major happens and you are unable to submit an assignment on time, please discuss this with me prior to the late submission if possible. If you submit a major assignment late without discussing why with me, you will still receive feedback on that assignment, but you will have earned a "0" grade. Please note that the final presentation can only be submitted/given during our final time slot. **Absolutely no late submissions will be accepted for the final presentation or the final portfolio/remediation/reflections.**

**Note on making up work missed when representing the university:** Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <http://policies.ucf.edu/documents/4-401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdf>.

**Daily Assignments:** You are expected to come to class fully prepared each day. That means you should have completed the day's readings and any daily assignments before class that day. **Whenever we have reading assignments, you should bring those readings to class that day in either a printed or digital form.** If they are in one of our books, please bring that book to class with you. If they are posted to Webcourses, bring a printed or an electronic copy to class. Readings should be annotated before class.

**Informal Writing Assignments:** Each informal writing assignment will be based around that day's reading or theme. There are 10 throughout the semester, and each one is worth 1% of your final grade (for a total of 10% of your grade from informal writing assignments). All informal writing assignments will be short and will be due by class time on the day they are listed, unless otherwise noted on Webcourses. They are designed to help you process some information for class before class time, so you should submit your informal writing responses to Webcourses and bring them to class (electronically is fine).

**Participation:** Participation points can be earned each day you attend class. They will be calculated based upon your completion of in-class writing and other in-class activities, as well as your participation in peer reviews, workshops, and sometimes in-class discussions.

**Major Writing Assignments:** Again, because this class is a Gordon Rule course, you must turn in all major writing assignments to pass this class and receive the credits. If you choose to complete a traditional written essay for your major assignments, major writing assignments should be submitted via Webcourses as PDFs, .doc, or .docx files by class time on their due dates. If you choose another format (such as a website or video), it should still be submitted to Webcourses by class time on the due date, but please discuss the submission of that assignment with me prior to the due date if you are unsure of how to submit it.

**Discourse Community Essay:** In your first major assignment, you will examine a discourse community to which you belong, identifying important aspects of that community, such as the important texts in the community, any community-specific vernacular or vocabulary, and anyone who may have acted as a literacy sponsor for you as you joined that community. (Due Wednesday, September 21)

**Circulation Report:** In your second major assignment, you will choose a meme or some other internet artifact and trace its circulation across the web, identifying important steps in its circulation like the first identifiable instance of it and the most recent instance, and analyzing how and why the meme/artifact may have gained popularity when it did. (Due Monday, October 29)

**Writer's Self-Portrait:** In your third major assignment, you will focus on your idea of who you are as a writer. You'll examine differences in your opinion about writing and yourself as a writer from the beginning of the semester to the writing of this essay. The goal here is to better understand yourself and your writing process in the context of what we have learned throughout the semester. This

assignment will also help you prepare for crafting your final portfolio, remediation, and reflections. (Due Monday, November 19)

**Final Portfolio, Remediation, & Reflections:** At the end of the semester, you will turn in a final portfolio, a remediation (i.e., a reimagining of the essay in a different medium) of a previous essay, and a final course reflection letter. The portfolio will include all of the writing done throughout the semester as well as revised drafts of your major assignments and a “remediation” of one of your essays. It will also include your final reflection letter, focused on your growth as a writer/research/communicator throughout the semester and your assessment of your achievement of the course outcomes (see below), as well as smaller reflections that accompany each piece of writing, which you will write throughout the semester.

**Presentation:** During our final exam period (find it here: <https://exams.sdes.ucf.edu/2018/fall>), you will present your remediated essay, explaining the rhetorical choices you made as you adapted your final draft to another medium.

**\*\*Note about keeping up:** Because each assignment must be completed to pass this course and all drafts of any essay must be included in your final portfolio, you should complete these assignments as they occur. Additionally, it is not possible to “make up” in-class discussion, in-class writings, presentations, group work, or other in-class activities as they will often deal with that day’s readings and will need to be completed alongside your classmates.

**Publication and Public Presentation Opportunity:**

The Department of Writing and Rhetoric publishes a journal for outstanding writing produced by Composition students called *Stylus*. We will look at some of the student work published in *Stylus* as you work on your inquiry projects this semester. You should also 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 \$450 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/>

I also strongly encourage you to submit your work for presentation in UCF’s Showcase of Undergraduate Research Excellence poster showcase. For more information about this,

see SURE's website: <https://www.showcase.ucf.edu/>. Please feel free to see me to discuss this opportunity throughout the semester.

## **Outcomes Statement for ENC 1101**

### **Outcome 1: Students will be able to read and use scholarly texts to support their writing goals.**

Possible pathways for demonstrating this outcome include:

- The writer demonstrating an understanding of key readings by using terms, concepts, and arguments from scholarly texts correctly.
- The writer referencing scholarly texts in strategic ways to support writing goals. This might include summarizing, paraphrasing, or quoting.
- The writer applying concepts from scholarly texts in order to consider, analyze, and learn more about their own experiences and examples.
- The writer reflecting on useful strategies for reading difficult texts.
- The writer identifying and explaining the rhetorical moves common to academic, scholarly texts (e.g. creation of a research space, references to prior research, explanation of methodology).

### **Outcome 2: Students will be able to describe and analyze writing processes in order to flexibly adapt them to support their goals.**

Possible pathways for demonstrating this outcome include:

- The writer using acquired vocabulary to talk about writing processes, including terms like incubation, recursiveness, invention, and revision.
- The writer describing and evaluating their own writing processes.
- The writer investigating and evaluating the writing process of at least one other individual.
- The writer demonstrating substantial and successful revision by creating successive drafts that show global improvement and/or respond to substantive issues raised by instructor and peer feedback.
- The writer reflecting on their writing processes over time to making claims about learning.

### **Outcome 3: Students will learn how to adapt to different writing contexts they need to address.**

Possible pathways for demonstrating this outcome include:

- The writer using acquired vocabulary to discuss writing contexts, including terms like rhetorical situation, discourse community, exigence, and lexis.
- The writer analyzing at least one writing context.
- The writer employing style, tone, conventions, and technologies appropriate to the demands of at least one particular genre and situation.
- The writer articulating and assessing the effects of their writing choices on their audiences.
- The writer making claims about their ability to adapt to specific writing contexts by reflecting on their own writing products.

**Outcome 4: Students will consider how social, rhetorical, and technological contexts shape writing conceptions, processes, rules, and learning.**

Possible pathways for demonstrating this outcome include:

- The writer employing acquired vocabulary to discuss how language mediates a community's actions and people's identities, including terms like genre, authority, and literacy.
- The writer identifying and analyzing at least one specific genre and how it is shaped by the particular social and rhetorical context in which it operates.
- The writer analyzing the constructedness of writing conceptions and rules in light of the varying social and rhetorical contexts of academic, professional, civic, and/or personal writing situations.
- The writer evaluating their own conceptions of writing in light of learning in the course.

**Course:** ENC 1101  
**Teacher:** Emily Hensley  
**Class meets:**  
 MWF 10:30 - 11:20 in VAB 113 (Section 0121)  
 MWF 12:30 - 1:20 in BHC 129 (Section 0025)

**Semester:** Fall 2018  
**Office:** Trevor Colbourn Hall 171C  
**Office hours:** M 9:15 - 10:15 am  
 Th 3:30 - 5:00 pm  
**Office email:** [emily.hensley@ucf.edu](mailto:emily.hensley@ucf.edu)

**Course texts:** *Easy Writer (EW)*; *Writing About Writing (WAW)*; [\*Bad Ideas About Writing \(BIAW\)\*](#); *Language Diversity and Academic Writing (LDAW)*; other selections (links available on Webcourses)

## ENC 1101: Composition I Calendar

<i>Date</i>	<i>Topic</i>	<i>To read <u>before</u> coming to class</i>	<i>What's due?</i>
<b>Week 1</b>			
M Aug. 20	Introduction to ENC 1101  Syllabus and course policies		
W Aug. 22	The Rhetorical Situation	Susan Gilroy, " <a href="#">Interrogating Texts</a> " (linked on Webcourses)	
Th Aug. 23	<b>Last day to drop and request a full refund Drop/Swap Deadline on myUCF</b>		Informal Writing 1 (Academic Engagement Activity) Due
F Aug. 24*  *myUCF Add Deadline	Writing Myths	Dustin Edwards and Enrique Paz, " <a href="#">Only Geniuses Can Be Writers</a> ," in <i>BIAW</i> , pp. 64-70  Jill Parrott, " <a href="#">Some People Are Just Born Good Writers</a> ," in <i>BIAW</i> , pp. 71-75	
<b>Week 2</b>			
M Aug. 27	Essay 1 Assigned  Discourse Communities	Ann M. Johns, " <a href="#">Discourse Communities and Communities of Practice: Membership, Conflict, and Diversity</a> ," in <i>WAW</i> , pp. 319-342	

W Aug. 29	Writing & Identity	Samantha Looker-Koenigs, "How Does Language Reflect and Create Who We Are?" in <i>LDAW</i> , pp. 9-11  Gloria Anzaldúa, " <a href="#">How to Tame a Wild Tongue</a> ," in <i>LDAW</i> , pp. 31-42	Informal Writing 2 Due
F Aug. 31	Discourse Communities	John Swales, "The Concept of Discourse Community" (on Webcourses)	
<b>Week 3</b>			
M Sept. 3	<b>Labor Day – No Class Meetings</b>		
W Sept. 5	Discourse Communities & Language "Rules"	Rusty Barrett, "Rewarding Language: Language Ideology and Prescriptive Grammar," in <i>LDAW</i> , pp. 130-139	Informal Writing 3 Due
F Sept. 7	Incorporating Sources into Your Writing	Purdue OWL, " <a href="#">Quoting, Paraphrasing, and Summarizing</a> "	
<b>Week 4</b>			
M Sept. 10	Citing Sources	MIT Libraries, " <a href="#">Citing Sources: Overview</a> "	
W Sept. 12	In-class peer review	UNC Writing Center, " <a href="#">Responding to Other People's Writing</a> "	<b>Essay 1 First Draft Due</b>
F Sept. 14	Language & Perception	Lera Boroditsky, " <a href="#">How Language Shapes the Way We Think</a> " (watch)	Informal Writing 4 Due
<b>Week 5</b>			
M Sept. 17	Revision	Laura Giovanelli, " <a href="#">Strong Writing and Writers Don't Need Revision</a> ," in <i>BIAW</i> , pp. 104-108.	
W Sept. 19	Essay 1 Workshop Day	"Reviewing, Revising, and Editing," in <i>EW</i> , pp. 34-36	
F Sept. 21	Reflecting on Essay 1	"Sharing and Reflecting on Your Writing" in <i>EW</i> , pp. 36-37	<b>Essay 1 Final Draft Due</b>

<b>Week 6</b>			
M Sept. 24	Essay 2 Assigned  The Rhetorical Situation	Keith Grant-Davie, " <a href="#">Rhetorical Situations and their Constituents</a> ," in <i>WAW</i> , pp. 484-511.	
W Sept. 26	The Rhetorical Situation	Keith Grant-Davie, " <a href="#">Rhetorical Situations and their Constituents</a> ," in <i>WAW</i> , pp. 484-511.  <a href="#">"Bitzer's Rhetorical Situation"</a> (watch on YouTube)	
F Sept. 28	Rhetorical Velocity	Jim Ridolfo and Danielle Nicole Devoss, " <a href="#">Composing for Recomposition</a> ," in <i>WAW</i> , pp. 512-541.	Informal Writing 5 Due
<b>Week 7</b>			
M Oct. 1	Rhetorical Velocity	Jim Ridolfo and Danielle Nicole Devoss, " <a href="#">Composing for Recomposition</a> ," in <i>WAW</i> , pp. 512-541.	
W Oct. 3	Circulation	Douglas Eyman, Sections of <a href="#">Chapter Two: "Digital Rhetoric: Theory,"</a> in <i>Digital Rhetoric</i> (read sections "Delivery," "Networks and Digital Rhetoric as Economies of Circulation," and "Economies of Circulation")	
F Oct. 5	Intertextuality	James E. Porter, "Intertextuality and the Discourse Community," in <i>WAW</i> , pp. 542-558.	Informal Writing 6 Due
<b>Week 8</b>			
M Oct. 8	Pop Culture & Writing	Bronwyn T. Williams, " <a href="#">Popular Culture is Killing Writing</a> ," in <i>BIAW</i> , pp. 194-201.	

		Kevin Roozen, "Writing Is a Social and Rhetorical Activity," in <i>LDAW</i> , pp. 224-226.	
W Oct. 10	Social Media & Writing	Stacey Pigg, "Coordinating Constant Invention: Social Media's Role in Distributed Work," in <i>WAW</i> , pp. 711-737.	
F Oct. 12	Social Media & Writing	Stacey Pigg, "Coordinating Constant Invention: Social Media's Role in Distributed Work," in <i>WAW</i> , pp. 711-737.	Informal Writing 7 Due
<b>Week 9</b>			
M Oct. 15	Digital Media & Writing	Samantha Looker-Koenigs, "How Does Language Change (Whether We Like It or Not)?", in <i>LDAW</i> , pp. 159-161  Naomi S. Baron, "Are Digital Media Changing Language?", in <i>LDAW</i> , pp. 170-177.	
W Oct. 17	Meme Circulation & Intertextuality	(listen to) Reply All, " <a href="#">#114 Apocalypse Soon</a> "	
F Oct. 19	In-class peer review	"Reviewing, Revising, and Editing," in <i>EW</i> , pp. 34-36	<b>Essay 2 Draft Due</b>
<b>Week 10</b>			
M Oct. 22	<b>Conferences</b>		
W Oct. 24	<b>Conferences</b>		
F Oct. 26	<b>Conferences</b>		

<b>Week 11</b>			
M Oct. 29	Reflecting on Essay 2  Essay 3 Assigned	"Language," in <i>EW</i> , pp. 101-116 (read all sections "Writing across Cultures" through "Word Choice")	<b>Essay 2 Final Draft Due</b>
W Oct. 31	How We Write	Mike Rose, "Rigid Rules, Inflexible Plans, and the Stifling of Language," in <i>LDAW</i> , pp. 253-266	
F Nov. 2	Writing Identity	Paul Kei Matsuda, "Writing Involves the Negotiation of Language Differences," in <i>LDAW</i> , pp. 230-232	Informal Writing 8 Due
<b>Week 12</b>			
M Nov. 5	Writing Identity	Nancy Sommers, "I Stand Here Writing," in <i>WAW</i> , pp. 212-222	
W Nov. 7	Writing Identity	Barbara Mellix, "From Outside In," in <i>WAW</i> , pp. 172-183	
F Nov. 9	Writing Identity	Vershawn Ashanti Young, "'Nah, We Straight': An Argument Against Codeswitching," in <i>WAW</i> , pp. 148-171	Informal Writing 9 Due
<b>Week 13</b>			
M Nov. 12	<b>Veterans Day – No Class Meetings</b>		
W Nov. 14	In-class peer review	"Reviewing, Revising, and Editing," in <i>EW</i> , pp. 34-36	<b>Essay 3 Draft Due</b>
F Nov. 16	Essay 3 workshop	"Reviewing, Revising, and Editing," in <i>EW</i> , pp. 34-36	Informal Writing 10 Due
<b>Week 14</b>			
M Nov. 19	Reflecting on Essay 3  Portfolio Revisited	"Sharing and Reflecting on Your Writing" in <i>EW</i> , pp. 36-37	<b>Essay 3 Final Draft Due</b>

W Nov. 21	Portfolio Workshop Day - Remediations	Adam Breckenridge, " <a href="#">Remediation</a> ," on <i>Writing Commons</i>  Sam Corbett, " <a href="#">Text-to-Visual Remediation</a> ," on <i>Writing Commons</i>	
Th Nov. 22 - Sat Nov. 24	<b>No Class Meetings – Enjoy your Thanksgiving break!</b>		
<b>Week 15</b>			
M Nov. 26	Portfolio Workshop Day - Remediations	"Making Design Decisions" in <i>EW</i> , pp. 28-33  "Creating Portfolios" in <i>EW</i> , pp. 54-56	
W Nov. 28	Portfolio Workshop Day - Remediations		
F Nov. 30	Portfolio Workshop Day - Reflections	"Sharing and Reflecting on Your Writing" in <i>EW</i> , pp. 36-37	
<b>Week 16</b>			
M Dec. 3 – Sat Dec. 8		Find your final exam period here: <a href="https://exams.sdes.ucf.edu/2018/fall">https://exams.sdes.ucf.edu/2018/fall</a>	<b>Final portfolio, remediation, and reflections due at the beginning of your class's final exam period</b>  <b>Final presentation due to be presented during your class's final exam period</b>