

## Course|Gen\_Ed|New-Close-Modify for request 10427

### Info

**Request:** IDH 3931124D

**Submitter:** Mccrea,Brian R brmccrea@ufl.edu

**Created:** 9/17/2015 2:09:58 PM

**Form version:** 1

### Responses

**Course Prefix and Number :** IDH 3931

**Course Title:** Writing after the AP3

**Request Type:** Change GE/WR designation (selecting this option will open additional form fields below)

**Effective Term:** Earliest Available

**Effective Year:** 2016

**Credit Hours :** 3

**Prerequisites:** Admission to the University of Florida Honors Program

**Current GE Classification(s):** None

**Current Writing Requirement Classification :** None

**One-semester Approval?:** Yes

**Requested GE Classification:** None

**Requested Writing Requirement Classification:** E6

**Type of writing skill feedback provided :** Grade

**Description of other writing skills feedback:** *No response*

HONORS WRITING AFTER the AP 3, the CAMBRIDGE 4, the IB 6  
IDH 3931 Section 025 D

Time: Tuesday 5-6 (11:45 a. m.-12:35 p. m., 12:50 p. m.-1:40 p.m.)

Thursday 5 (11:45 a. m.–12:35 p. m.)

Location: Little Hall 117

Instructor

Brian McCrea Ph., D.

[brmccrea@ufl.edu](mailto:brmccrea@ufl.edu)

(352) 478-9687

Office Hours: Tuesday and Thursday 4 (10:40-11:30) Little Hall 117

### COURSE DESCRIPTION:

This course gives Honors students who have placed out of ENC 1101 and 1102 the opportunity to use and refine their writing skills—and to meet the university’s 6,000 word writing requirement. (Several studies have shown that undergraduates who do not write regularly as part of their course of study risk a decline in writing skills.)

The course will focus upon the transition from first person to third person writing and open with relatively easy writing assignments. Students will be asked to respond on the basis of their own experience to authors who use language to shape/”make sense of” their experiences. In the final month of the semester, students will write two argumentative essays in the third person. The course proposes that professional writing becomes truly advanced when writers create third person prose that is as lively and direct as first person prose. The goal of the course, then, is to help students become successful writers in the third person.

### COURSE OBJECTIVES:

In the first half of the course, we will read Strunk and White’s long-enduring handbook *The Elements of Style* as well as Michael Harvey’s very successful and more contemporary *The Nuts and Bolts of College Writing*. Several basic questions will emerge: why is the distinction between the active and the passive voice important; why are nominalizations inimical to good prose; how do appositives bring clarity to prose; do human beings tend to think in threes?

We will study several prose models—comparison/contrast, definition/classification, illustration and analysis—and students will write five short (750 words minimum) first person essays that employ those models. We will discuss both sentence and paragraph structure, with particular emphasis upon how periodic and parallel sentences are associated with “graceful” writing, loose sentences with “clear” writing. In this half of the course students will write at least 3,750 words.

In the final month of the course, we will think about the standards for “style” that Strunk, White and Harvey set. We will look at writers who complain that writing for the professions deprives them of their vision or their voice. Do Strunk, White and Harvey make writing the property of upper-middle class Anglo males? Is writing, as we have been practicing it, a privilege or a tool? As we address these topics, students will write two longer (6-8 pages) essays that include research. One will address Mark Twain’s claim that professional training inevitably changes how we see the world; once he became a riverboat pilot, Twain could not see the Mississippi River as he once did. (Students will be asked to think about what their major may be doing to them.)The other will call for critique of--at best disagreement with--one of the essays we read in the course of the semester. In this portion of the class, students will write at least 3,000 words.

Typically, classes will open with all of us writing informally in response to a prompt: my hometown, my favorite meal, my family and so on. The goal will be to see what happens when we write rapidly. Because this in-class writing will NOT count toward the 6,000 word requirement, at the semester’s end we will have an awards ceremony honoring those students who wrote the most words.

Typically classes will include a visit to the opinions/editorial page of a newspaper: *The Gainesville Sun*, *The Independent Florida Alligator*, *The New York Times*. The goal will be to improve our skills as editors (of ourselves and others). Just because writing appears in print does not mean it is clear, direct or graceful. We will work together to improve the sentences of published authors.

#### Required Readings and Course Content:

William Strunk and E.B White, Jr., *The Elements of Style* (I suggest that you use the 4<sup>th</sup> edition, but over 10,000,000 copies of Strunk and White have been sold. If your family has a copy, feel free to use it.)

Michael Harvey, *The Nuts and Bolts of College Writing*, 2<sup>nd</sup> edition (Indianapolis: Hackett Publishing, 2013).

Robert DiYanni, ed. *One Hundred Great Essays*, 5<sup>th</sup> edition (New York: Penguin Academics, 2013).

#### Recommended Materials

Diana Hacker and Nancy Sommers, *A Pocket Style Manual* (New York: Bedford/St Martin’s, 2015).

#### Course Schedule

Week 1: How we will proceed. How I will grade your essays. The symbols I will use.  
Robin Tolmach Lakoff, "You Are What You Say" DiYanni, 321-327

Week 2: Comparison/Contrast

John Holt, "How Teachers Make Children Hate Reading" (handout)  
Leonard Shlain, "Nonverbal/Verbal" DiYanni, 463-468  
*The Elements of Style: Why Did They Say That?*

Week 3: Comparison/Contrast

James Baldwin, "If Black English Isn't a Language, Then Tell Me What It Is"  
DiYanni, 44-47  
Jacob Bronowski, "The Nature of Scientific Reasoning" Di Yanni, 74-78.  
*The Elements of Style: Why Did They Say That?*

Week4: Definition

Pico Iyer, "Nowhere Man" DiYanni, 270-273  
*Nuts and Bolts*, ix-21: What Are Nominalizations and Why Does Harvey  
Warn Against Them?  
Short Essay#1: A five paragraph comparison/contrast (750 words)

Week 5: Definition

Joan Didion, "On Self-Respect" Di Yanni, 113-117  
Gretel Ehrlich, "About Men" DiYanni, 155-158  
*Nuts and Bolts*, 22-45: Sophisticated Punctuation and Graceful  
Transitions

Week 6: Analysis (Process)

Samuel Johnson, "The Decay of Friendship" DiYanni, 283-285  
*Nuts and Bolts*, 46-69: What is the Historical Present Tense?  
Why Are Appositives Important?  
Short Essay #2: A Definition Essay Modeled on Iyer's  
"Nowhere Man" (750 words)

Week 7: Analysis (Causal)

Stephen King, "Why We Crave Horror Movies" DiYanni, 298-300  
Malcolm Gladwell, "The Tipping Point" DiYanni, 197-206  
*Nuts and Bolts*, 70-86: Paragraph Length, Paragraph Focus

Week8: Illustration

George Orwell, "Some Thoughts on the Common Toad" DiYanni, 397-400

Brent Staples, "Just Walk on By": Black Men and Public Space

Di Yanni, 495-498

*Nut and Bolts*, 87-126 Documentation(s)

Short Essay #3: A Causal Analysis That Uses Emphatic Order (750 words)

Week 9: Illustration

Jane Brox, "Influenza 1918" DiYanni, 79-86

Short Essay#4: An Illustration Essay Modeled on Staples's

"Walk on By" Describing Your Experiences  
with Several Writing Teachers (750 words)

SPRING BREAK

Week 10: Your Major and How You See

Mark Twain, "Reading the Mississippi River" Di Yanni, 527-529

Karl Marx and Friedrich Engels, "The Communist Manifesto"

Di Yanni, 350-357 Your Major and How You  
See

Week 11: Gloria Anzaldua, "How to Tame a Wild Tongue" Di Yanni, 30-41

Short Essay #5: Write about an Object, a Truth, a Time You

Could Not See. Ask Why. (750 )words

Week 12: Individual Conferences: I will meet with you individually for a half

hour to do some brainstorming about the final two essays.

Week 13: Plato, "The Allegory of the Cave," DiYanni, 406-410

Henry David Thoreau, "Why I Went to the Woods" Di Yanni. 518-523

Longer Essay #1: By definition, you are a successful student,

a member of the Honors Program at one  
of America's great universities. Has your  
success required you to limit what you do and  
what you see? Can you explain to others the work  
you do? (1,250 words)

Week 14:Mock final exam: a three part test of the skills as an editor that you have

developed this semester. Let's see how good you are at revising sentences,  
paragraphs and essay.

Week 15: Longer essay #2: Argue against a view expressed/belief offered in any of the essays we read this semester. (Submit the essay with a stamped, self-addressed envelope, such that I can return it to you via snail mail.) (1,250 words)  
We will have lunch and an awards ceremony.

### Assignment Descriptions

Per the directions of the Honors Program, I assume that all students who attend regularly, try to help with class discussions and complete all assignments will receive an A. At the opening of the semester, the class will decide how much missed classes and assignments will lower final grades. For example, we might decide that three absences will drop the final grade to an A-, four to a B+ and so on. We might decide that failure to turn in an assignment will result in the loss of a letter grade. Once the class agrees upon these standards, they will be posted to the course list serve.

### Writing Requirement

This course confers 6000 words towards the Writing Requirement (WR), which ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. While helping students meet the broad learning outcomes of content, communication, and critical thinking, the instructor will evaluate and provide feedback on students' writing assignments with respect to grammar, punctuation, clarity, coherence, and organization.

To receive a Writing Requirement credit, a student must receive a grade of C or higher and satisfactory completion of the writing component of the course.

### Writing Assessment Rubric

**CONTENT:** Satisfactory (Y) papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of the sources. Unsatisfactory (N) papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.

**ORGANIZATION AND COHERENCE:** Satisfactory (Y) documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow the progression of ideas. Unsatisfactory documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in organizing ideas, and may also lack transitions and coherence to guide the reader.

**ARGUMENT AND SUPPORT:** Satisfactory documents (Y) use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments. Unsatisfactory documents (N) make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.

**STYLE:** Satisfactory documents (Y) use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the content, genre, and discipline. Unsatisfactory documents (N) rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents also may use words incorrectly.

**MECHANICS:** Satisfactory papers (Y) will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's arguments or points. Unsatisfactory papers (N) contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

#### Class Attendance and Make-up Policy

Class attendance is expected. At the beginning of the semester, the class, acting as a deliberative body, will determine how much unexcused absences will impact the final grade. Excused absences are consistent with university policies in the undergraduate catalog (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>) and require appropriate documentation.

Students who can demonstrate that they were unable to submit an assignment by the deadline due to an excused absence and who can provide appropriate documentation for the absence will be given a reasonable period of time to make up the late work.

#### Students Requiring Accommodations

Students with disabilities requesting accommodations should first register with the Disabilities Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

### Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

### CLASS DEMEANOR

Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and fellow students. Please avoid the use of cell phones and restrict eating to outside the classroom. Opinions held by other students should be respected in discussions, and conversations that do not contribute to the discussion should be held at minimum, if at all.

### Materials and Supplies Fees

There are no additional fees for this course.

### University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

### Counseling and Wellness Center

Contact information for the Counselling and Wellness Center:

<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

### Writing Studio

The Writing Studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the Writing Studio at [http://writing.ufl.edu/writing\\_studio/](http://writing.ufl.edu/writing_studio/) or in 302 Tigert Hall for one-on-one consultations and workshops.