

Current Information:

I. A.) DEPARTMENT NAME: University Writing Program

B.) COURSE NUMBER, and TITLE: ENG1001 Modes of Inquiry

C.) CREDIT HOURS: 3 D.) PREREQUISITES: None

E.) CURRENT CLASSIFICATION

1. General Education Code: B C D H M N P S None

2. Writing Requirement: E2 E4 E6 None

3. Math Requirement: M None

Requests:

II. GENERAL EDUCATION

A.) Requested Classification: B C D H M N P S

B.) Effective Date: Fall Spring Summer _____ (year)

Or

1-time Approval Fall Spring Summer _____ (year)

III. WRITING REQUIREMENT **MATH REQUIREMENT**

A.) Requested Classification E2 E4 E6

B.) Effective Date: Fall Spring Summer 2013 (year)

Or

1-time Approval Fall Spring Summer _____ (year)

C.) Assessment:

1.) What type of feedback will be provided to the student (in reference to writing skill)?

X Grade X Corrections X Drafts Portfolio Other

2.) Will a published rubric be used? Yes for each assignment

IV. ATTACH A DETAILED SYLLABUS

V. SYLLABUS CHECKLIST

Courses that offer students General Education and/or Writing Requirement credit must provide clear and explicit information for the students about the classification and requirements.

A.) For courses with a **General Education** classification, the syllabus should include:

- Statement of the General Education Purpose of the Course with attention to the General Education Classification requested
- List of assigned General Education Student Learning Outcomes
- List of any other relevant Student Learning Outcomes
- List of required and optional texts
- Weekly course schedule with sufficient detail (e.g. topics, assigned readings, other assignments, due dates)

B.) For courses with **Writing Requirement (WR)** classification, the syllabus should include:

- "The Writing Requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning."
- "Course grades now have two components: To receive writing credit, a student must receive a grade of "C" or higher and a satisfactory completion of the writing component of the course."
- A statement or statements indicating that the instructor will evaluate and provide feedback on the student's written assignments with respect to grammar, punctuation, usage of standard written English, clarity, coherence, and organization
- Assignment word counts, page lengths, submission deadlines and feedback dates

Additionally, the syllabus must clearly show that the course meets the WR to

- Evaluate [2,000/4,000/6,000] written words in assignments during the semester
- Provide all feedback on assignments prior to the last class meeting

Important note: The following types of writing assignments **CANNOT** be used to meet the WR: teamwork, exam essay questions, take-home exams, and informal, ungraded writing assignments.

VI. SUBMISSION AND APPROVALS

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ENG1001: MODES OF INQUIRY

Instructor:

Phone: 846-1138

Email:

Office: 302 Tigert Hall

Office Hours:

COURSE DESCRIPTION

ENG1001 is a course designed to help students develop basic college-level writing skills. Through intensive writing workshops and focus on revision practices, students will become confident readers and writers. As such, students will read extensively, engage in group discussions, write frequently, and share that writing with peers. Specific attention to paragraphs, entire essays, and sentence-level concerns will provide a framework for students to become conscientious writers and thinkers. Reading materials will include traditional sources such as the textbook, and students will examine other texts—in popular culture, advertisements, and websites.

OUTCOMES

By the end of ENG1001, students will be able to

- organize and develop ideas in writing
- summarize, paraphrase, quote from, and analyze written sources
- incorporate ideas and language from source materials into academic essays
- effectively respond to and provide feedback on peer writing
- write and revise multiple drafts
- avoid plagiarism
- produce skillful in-class writing
- write clear, grammatically correct sentences

REQUIRED BOOK

Kathleen T. McWhorter. *Successful College Writing*. 5th ed. Bedford St. Martins. New York, 2012.

REQUIRED MATERIALS

Notebook and pens with black or blue ink

Access to computer

Bluebook

Three-ring binder for portfolio

GRADING & COURSE CREDIT POLICIES

Grading for this course will be rigorous. If an assignment illustrates disregard for spelling, grammar, citation guidelines, or a general carelessness in the writing, the assignment will be failed. Do not rely on your instructor for copy-editing, even on drafts.

The writing assignments for this course are designed to meet the minimum requirements of the University Writing Requirement credit. To satisfy this requirement, **every** assignment's word count must be fulfilled. **Submitted assignments short of the minimum word count will receive zero credit.**

Overall Course Grade

Grades of A and B reflect outstanding work overall: they are honor grades. A grade of C is average and indicates that a student has completed the requirements acceptably and that the student will be recommended for ENC1101.

Lower grades indicate a failure to meet minimum requirements, an unsuccessful final exam, or an unsuccessful portfolio. Final examinations or portfolios that fall into this category will be read by two instructors of the course who will collaborate to determine the final grade. If two instructors determine the student did not meet the outcomes of the course, it will be strongly suggested that the student retake ENG1001 in the following semester.

Grading Scale

A	4.0	93-100	930-1000	C	2.0	73-76	730-769
A-	3.67	90-92	900-929	C-	1.67	70-72	700-729
B+	3.33	87-89	870-899	D+	1.33	67-69	670-699
B	3.0	83-86	830-869	D	1.0	63-66	630-669
B-	2.67	80-82	800-829	D-	0.67	60-62	600-629
C+	2.33	77-79	770-799	E	0.00	0-59	0-599

General Education Learning Outcomes

Course grades now have two components: To receive writing credit, a student must receive a grade of "C" or higher and a satisfactory completion of the writing component of the course. In fact, students must turn in all papers totaling 2,000 words to receive credit for writing 2,000 words. The writing requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.

The instructor will evaluate and provide feedback on the student's written assignments with respect to content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and mechanics. Conferring credit for the University Writing Requirement, this course requires that papers conform to the following assessment rubric. More specific rubrics and guidelines applicable to individual assignments may be delivered during the course of the semester.

General Education Assessment Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion with basic understanding of sources.	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	Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents 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.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the satisfactory range, papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

CLASSROOM POLICIES

Attendance

Attendance is required. The policy of the University Writing Program is that if a student misses more than six periods during a semester, he or she will fail the entire course. After two absences, 50 points for each following absence will be deducted from the final grade. The UWP exempts from this policy **only** those absences involving university-sponsored events, such as athletics and band, and religious holidays. Absences related to university-sponsored events must be discussed with the instructor prior to the date that will be missed.

Please Note: If students are absent, it is their responsibility to make themselves aware of all due dates. If absent due to a scheduled event, students are still responsible for turning assignments in on time.

Tardiness: If students enter class after roll has been called, they are late, which disrupts the entire class. *Two instances of tardiness count as **one** absence.*

Plagiarism

Plagiarism is a serious violation of the Student Honor Code. The Honor Code prohibits plagiarism and defines it as follows:

Plagiarism. A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

1. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.
2. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.

(University of Florida, Student Honor Code, 8 July 2011)

University of Florida students are responsible for reading, understanding, and abiding by the entire Student Honor Code.

Important Tip: You should never copy and paste something from the Internet without providing the exact location from which it came.

Classroom Behavior

Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will discuss and write about engage controversial topics and opinions. Diversified student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class.

No eating, no cell phone use, no texting, and no unauthorized computer use during class time.

In-Class Work

Papers and drafts are due at the beginning of class or on-line at the assigned deadline. Late papers will not be accepted. Failure of technology is not an excuse.

Participation is a crucial part of success in this class. Students will be expected to work in small groups and participate in group discussions, writing workshops, peer reviews, and other in-class activities. Be prepared for unannounced quizzes or activities on the readings or classroom discussion. Students must be present for all in-class activities to receive credit for them. In-class work cannot be made up. Writing workshops require that students provide constructive feedback about their peers' writing.

In general, students are expected to contribute constructively to each class session.

Mandatory Conferences

Student/teacher conferences are mandatory. To get full credit for attendance, **students must arrive at the conference time they sign up for** and must have turned in the required materials for instructor review beforehand. I conduct these meetings in my office on an individual basis. Students will be counted absent for missed conferences.

Do not wait for conferences if you need help; please feel free to meet with me at any time. I am happy to help—just come see me.

Paper Maintenance Responsibilities

Students are responsible for maintaining duplicate copies of all work submitted in this course and retaining all returned, graded work until the semester is over. Should the need arise for a resubmission of papers or a review of graded papers, it is the student's responsibility to have and to make available this material.

Mode of Submission

All papers will be submitted as MS Word (.doc) or Rich Text Format (.rtf) documents to E-learning/Sakai and as hard copies. Final drafts should be polished and presented in a professional manner. All papers must be in 12-point Times New Roman font, double-spaced with 1-inch margins and pages numbered. Be sure to staple papers before submitting hard copies. Unstapled papers will not be accepted.

Students with Disabilities

The University of Florida complies with the Americans with Disabilities Act. Students requesting accommodation should contact the Students with Disabilities Office, Peabody 202. That office will provide documentation to the student whom must then provide this documentation to the instructor when requesting accommodations.

GRADE DISTRIBUTION

1) Homework/Prep Sheets (100 points): Prep work **MUST BE TURNED IN DURING CLASS** for a student to achieve full credit. This work is meant to assist in class discussion. Students must be willing to talk about their prep work in class to achieve full credit. This work will not be accepted after the due date.

2) Mastery Quiz Grades (5 X 20 =100 points): Quizzes will follow mastery lesson days.

3) Rough/Professional Drafts (4 X 25 = 100 points): There are four major essays. Students will participate in peer reviews of rough drafts, professional reviews of revised drafts, and then compose portfolio drafts of all assignments. The drafts should be turned in as follows to achieve full credit: A) on-time; B) according to directions; C) professionally presented in typed, double-spaced, in MLA style format; D) with peer review (students must participate in peer reviews during class). Grades on these essays indicate the students have included the required elements of the particular assignment. The quality of the writing will not be judged until the portfolio drafts at the end of the semester.

4) Final Exam (200 points) Students will write an in-class essay that demonstrates a solid thesis, topic sentences, well-developed paragraphs, and proficient sentences.

5) Portfolio (500 points—100 points for each essay and 100 points for reflective letter) Students will turn in a portfolio that demonstrates their competence in critical thinking, in research, in argumentation, and in composition. At the very least, students will compose a letter of reflection and will turn in polished drafts of the major writing assignments. Students should not simply turn in the same printouts of drafts they did during the semester but will be expected to address concerns discussed in peer review, in instructor/student conferences, and in written feedback on the assignments. Each section of the portfolio will be given a separate grade but the exact composition of the portfolio will depend on what is accomplished during the semester. **Students will be given specific checklist.**

******It is absolutely essential that the student keep all work completed during the course of the semester.******

Work that has never been seen before will **NOT** be accepted as a portion of the portfolio. Notes, drafts, and revisions that lead up to the final product should be included in the portfolio. If a student cannot produce this information for all the graded portions of the portfolio, then the portfolio will be assigned a **zero**.

II. Drafting Cycle:

- 1) **Discovery Drafts:** Very first attempt at an essay. Must be at word count and legible for peer review.
- 2) **Professional Drafts:** Revision of rough draft to be turned in for instructor comment. I will expect to see progress from the rough to the professional draft. My comments will be confined to what you have done well in the

draft and what elements you need to work on. Draft must be typed. Please turn in all drafts (including the rough) that led to the professional draft.

3) Portfolio Drafts:

Final, polished draft of essays. This should represent the student's best work and only at this point will a grade be assigned that evaluates the level of writing skill achieved. Please remember that there should be significant progress made from the first rough versions of the essay. In other words, if the draft is exactly the same as the first version, it is not likely that the student will achieve an excellent score.

ASSIGNMENT DESCRIPTIONS

A Writer's Profile—Narrative (300 words)

In this paper, students will develop a chronological account of an experience in their lives that had a profound effect on them or changed their views in some way.

How it Happens--Process Analysis (400 words)

In this assignment, students will select something (a process) that they know how to do very well and then write a well-developed essay that "teaches" the reader how to do that same thing or they can choose to explain how something works to a lay audience.

What is it Like or How is it Different? –Compare or Contrast (600 words)

In the third paper, students will produce an essay that develops a close examination of how a specific pair is similar or is different.

Put it into Classification (700 words)

For the final paper, students will use classification to develop an essay that identifies a large group of similar items that need to be sorted and/or analyzed.

Tentative Weekly Class Schedule

I reserve the right to change this schedule at any time. Specific prep instructions will be given each class meeting. Please email me if you miss class, and I will update you as to class activities. Please bring the textbook to every class meeting!

WEEK	MONDAY	WEDNESDAY	FRIDAY
ONE	NO CLASS	Introductions	Writing in College

WEEK	MONDAY	WEDNESDAY	FRIDAY
TWO	Audience Activity DUE: E-mail	Diagnostic In-Class Writing	Reading in College
THREE	NO CLASS—LABOR DAY	Mastery Lesson One: Commonly Confused Word	Discussion/Group Work
FOUR	QUIZ Discussion— Brainstorming	Thesis Statements	Write Outline for Narrative Essay
FIVE	Peer Reading DUE: Discovery Draft Narrative	Mastery Lesson 2: Subject/Verb Agr. DUE: Professional Draft Narrative	Conferences
SIX	QUIZ Discussion—Process Analysis	Discussion/Group Work	Topic Sentences Draft an Outline
SEVEN	Peer Reading DUE: Discovery Draft Process Analysis	Evidence and Support—Building Paragraphs	In-Class Writing Practice DUE: Professional Draft Process Analysis
EIGHT	Portfolios and Revisions	Mastery Lesson 3: Fragments and Comma Splices	Conferences MIDTERM PORTFOLIO CHECK
NINE	QUIZ Discussion— Compare/Contrast	Discussion-- Paragraphing	Discussion/Group Work

WEEK	MONDAY	WEDNESDAY	FRIDAY
TEN	Outline Essay	Mastery Lesson 4: Commas	Peer Review DUE: Discovery Draft Compare/Contrast
ELEVEN	QUIZ: Discussion--Classification DUE: Professional Compare/Contrast	Discussion/Group Work	Conferences
TWELVE	Outline Classification Essay	Mastery Lesson 5: Apostrophes and Other Punctuation	NO CLASS-- HOMECOMING
THIRTEEN	NO CLASS— VETERANS' DAY	QUIZ Peer Review DUE: Discovery Draft Classification	Plagiarism Workshop DUE: Professional Draft Classification
FOURTEEN	Conferences	NO CLASS-- THANKSGIVING	NO CLASS-- THANKSGIVING
FIFTEEN	Revision Workshop	Revision Workshop	Reflective Letters
SIXTEEN	FINAL IN-CLASS WRITING	LAST DAY OF CLASSES	FINAL PORTFOLIO DUE