

ENC1102: Freshman Writing and Research  
Tuesdays and Thursdays 12:30-145, WMS 116  
Instructor: Jeff Naftzinger  
Email: [jgn09c@my.fsu.edu](mailto:jgn09c@my.fsu.edu)  
Office & Hours: Dodd Basement; Tuesdays and Thursdays: 2:00-3:00

### **First Year Composition Mission Statement**

First-Year Composition courses at FSU teach writing as a recursive and frequently collaborative process of invention, drafting, and revising. Writing is both personal and social, and students should learn how to write for a variety of purposes and audiences. Since writing is a process of making meaning as well as communicating, FYC teachers respond to the content of students' writing as well as to surface errors. Students should expect frequent written and oral response on the content of their writing from both teacher and peers. Classes rely heavily on a workshop format. Instruction emphasizes the connection between writing, reading, and critical thinking; students should give thoughtful, reasoned responses to the readings. Both reading and writing are the subjects of class discussions and workshops, and students are expected to be active participants of the classroom community. Learning from each other will be a large part of the classroom experience.

If you would like further information regarding the First-Year Composition Program, feel free to contact the program director, Dr. Deborah Coxwell-Teague ([dteague@fsu.edu](mailto:dteague@fsu.edu)).

### **Overview of the Course**

This is not just a class about pop culture; it's a class about context. This class is about understanding the systems of popular rhetoric that we send and receive every minute of our lives and, most importantly, about how to access that rhetoric through composition. For this reason, this class works to bring you into a sense not only of your own cultural context but also of the significance of such contexts. Readings and discussions in this course will move you to situate yourself within your own popular culture and ask what it means to be you within that context. You will engage the ways in which this contextualized popular rhetoric works through you, and for you, as you watch, listen, read, and write. In the composition classroom, this means developing skills in critical analysis and the ability to interrogate and create the texts of popular culture in an effective and cogent manner.

This course aims to help you improve your writing skills in all areas: discovering what you have to say, organizing your thoughts for a variety of audiences, and improving fluency and rhetorical sophistication. You will write and revise three major assignments, write sustained exploratory journals (blogs), devise your own purposes and structures for your papers, work directly with the audience of your peers to practice critical reading and response, and learn many new writing techniques.

### **First-Year Composition Course Drop Policy Statement**

This course is NOT eligible to be dropped in accordance with the "Drop Policy" adopted by the Faculty Senate in Spring 2004. The Undergraduate Studies Dean will not consider drop requests for a First-Year Composition course unless there are

extraordinary and extenuating circumstances utterly beyond the student's control (e.g. death of a parent or sibling, illness requiring hospitalization, etc.). The Faculty Senate specifically eliminated First-Year Composition courses from the University Drop Policy because of the overriding requirement that First-Year Composition be completed during students' initial enrollment at FSU.

### **Outcomes**

The First-Year Composition Program sees the aims—goals and objectives—of the courses as outcomes for students, and we share the position adopted by the Council of Writing Program Administrators (WPA). The aims lie in several areas:

- **Rhetorical Knowledge**
  - Focus on a purpose
  - Respond appropriately to different kinds of rhetorical situations
  - Use conventions of format and structure appropriate to the rhetorical situation
  - Adopt appropriate voice, tone, and level of formality
  - Write in several genres
- **Critical Thinking, Reading, and Writing**
  - Use writing and reading for inquiry, learning, thinking, and communicating
  - Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources
  - Integrate their own ideas with those of others
  - Understand the relationships among language, knowledge, and power
- **Processes**
  - Be aware that it usually takes multiple drafts to create and complete a successful text
  - Develop flexible strategies for generating, revising, editing, and proof-reading
  - Understand writing as an open process that permits writers to use later invention and re-thinking to revise their work
  - Understand the collaborative and social aspects of writing processes
  - Learn to critique their own and others' works
- **Knowledge of Conventions**
  - Learn common formats for different kinds of texts
  - Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics
  - Control such surface features as syntax, grammar, punctuation, and spelling
- **Composing in Electronic Environments**

- Use electronic environments for drafting, reviewing, revising, editing, and sharing texts
- Locate, evaluate, organize, and use research material collected from electronic sources, including scholarly library databases; other official databases (e.g., federal government databases); and informal electronic networks and internet sources
- Understand and exploit the differences in the rhetorical strategies and in the affordances available for both print and electronic composing processes and texts

### **Required Textbooks and Materials**

- *Beyond Words* by Ruszkiewicz, Anderson, and Friend (Pearson, 2012)
- *The Curious Researcher* by Bruce Ballenger (Pearson, 2012)
- *The New McGraw-Hill Handbook* by Maimon, Peritz, and Yancey (McGraw-Hill, 2010)
- Access to a Computer and Printer (the university provides a number of computer labs)
- Stapler
- Pen/pencil and paper in class

### **Require Components of ENC1102**

In order to achieve the objectives and goals above, you are expected to:

- Draft, revise, and polish three papers (about 20-25 pages of polished text) with several drafts of each paper
- Regularly write ungraded, extended, informal texts (usually a combination of journals and exploratory writing, in class or outside of class)
- Read and respond to a significant number of peers' drafts and papers
- Discuss in large and small groups the content, process, and other elements of writing such as audience, structure, purpose
- Attend at least two substantive conferences with the instructor
- Contribute meaningfully to our discussions.

### **Gordon Rule**

The Gordon Rule is a university writing requirement which students meet by taking a combination of courses designated Gordon Rule courses. Some history, literature, and humanities classes carry a 3,000 word writing requirement. The Gordon Rule stipulates that students must write 7,000 words in ENC 1101 and ENC 1102 (about 3,500 per course). Any student who completes all the assignments will easily meet the required word count. Students must pass ENC 1102 with at least a C- in order to qualify for Gordon Rule credit. Students who receive a D for the final course grade will receive liberal studies credit but must make up the Gordon Rule words. These students should consult with their advisors, with the Office of Undergraduate Studies (3300 UCA), or with the First-Year Composition program assistant (Claire Smith) about their options in selecting courses to make up the Gordon Rule credit.

## **Grading**

Assignment #1	20%
Assignment #2	25%
Assignment #3	20%
Blog	15%
Presentation	10%
Participation	10%

## **Papers**

Over the the course of the semester, you will write three papers of three or more drafts each (and a final project). You will also learn to develop and improve a paper through revision. Your drafts will be graded on their completeness and their potential; your final papers will be graded on audience awareness, organization, coherence, supporting evidence, thorough analysis, and editing. All other written and oral work will be graded on meaning or content, and appropriateness to the assignment.

Remember, you must complete all formal writing assignments to pass the course, and you must take your papers through multiple drafts to receive a passing grade on major assignments.

## **Late Work Policy**

All major assignments may be turned in for late credit; however, late projects will be penalized. For each day the project is late, five points (the equivalent of one-half letter grade) will be deducted. If you think that you won't be able to hand a paper in on time, you can, and should, ask for an extension. Extensions must be requested **at least 48 hours in advance**. Note: requests for an extension do not guarantee that you will get one. Instructor may accept late minor projects at his discretion. Please submit your work on time to receive a grade that best reflects your ability, rather than a grade that reflects lateness. Five points will be deducted from your assignment grade each time that you do not bring a draft of your paper to class on a workshop day.

## **Revisions**

Any paper that receives a grade below an A is eligible for revision, within the time frame of the course. You are allowed two weeks (from the time they receive their original graded paper) to make your revision. The revision process must include a trip to the Reading and Writing Center, and a process memo detailing the changes you've made, and your rationale for making those changes. If you would like to talk about your revisions, feel free to make an appointment with me.

### **Blogs**

Your blog posts will usually deal with a reading assignment or class discussion. Over the course of the semester you will compose twelve blog posts. I will post the topic of your blog post on a Thursday (after class), and you will need to post a response by Monday at 11:59 PM. Your blog posts are places for exploratory writing, and any earnest effort to tackle an assignment should be acceptable. When possible, and when it will help you make a point, you should try to include things like music, videos, images, and/or GIFs in your posts.

### **Attendance**

The First-Year Composition program maintains a strict attendance policy: missing more than two weeks of class (four absences) is grounds for failure. **There is no difference between “excused” and “unexcused” absences.** All absences count as an absence. If there is a specific reason why you may need to miss more than four classes, please contact me.

### **Tardies**

*Three* tardies is equal to one absence. Class will begin at 12:30 PM. If you are more than 10 minutes late, you will be counted absent.

### **Conferences**

You are required to sign up, and show up, for a minimum of two 15-minute conferences with me. Non-attendance to these conferences counts as *two* absences.

### **Participation**

Your participation in this class makes up 10% (a full letter grade) of your final grade.

Here's how your participation grade will be determined:

- Be In Class- You can't participate if you're not in class.
- Be on time- If you're late to class, you're missing out on time when you could be participating, and you're distracting your classmates.
- Be Prepared- Read what you need to read, write what you need to write, bring what you need to bring, do what you need to do, etc.
- Be Involved- Don't sit at your desk with your head down, don't spend the whole time on your cell phone, don't distract your fellow classmates. Listen and contribute to the discussion.

### **Civility Clause**

You each have the right to your own opinion, and in almost every case, I will give you the opportunity to express that opinion, but your classmates, and you, have the right to not be offended in class. Comments that criticize or mock race, gender, sexuality, appearance and/or disability are inappropriate and will not be tolerated in my classroom.

You should also be civil to your classmates, and to me. This means not talking when other people are talking, not using your cellphone, and not doing other things that distract me, or your classmates, from what's going on in class.

### **Plagiarism**

Plagiarism is grounds for suspension from the university as well as for failure in this course. It will not be tolerated. Any instance of plagiarism must be reported to the Director of First-Year Composition and the Director of Undergraduate Studies.

Plagiarism is a counterproductive, non-writing behavior that is unacceptable in a course intended to aid the growth of individual writers. Plagiarism is included among the violations defined in the Academic Honor Code, section b), paragraph 2, as follows:

"Regarding academic assignments, violations of the Academic Honor Code shall include representing another's work or any part thereof, be it published or unpublished, as one's own. A plagiarism education assignment that further explains this issue will be administered in all First-Year Composition courses during the second week of class. Each student will be responsible for completing the assignment and asking questions regarding any parts they do not fully understand.

### **ADA**

Students with disabilities needing academic accommodations should in the FIRST WEEK OF CLASS 1) register with and provide documentation to the Student Disability Resource Center (SDRC) and 2) bring a letter to the instructor from SDRC indicating the need for academic accommodations. This and all other class materials are available in alternative format upon request.

### **Major Assignment Descriptions**

All essay drafts will be in typical MLA style. This includes:

1 inch margins

Double spacing

12 point font

Last name and page number in the top right hand of the page

Your name, my name, the class name, and the date in the upper left hand side of the page

A title, centered and in 12 point font

Proper documentation with a works cited page and in-text citations throughout the essay

- **Group Presentations**

You will be assigned a group to present a chapter from *The Curious Researcher*. Your group may present in any format, as long as you provide at least one visual teaching aid (handout, poster, Powerpoint presentation). Each presentation must be between 8-12 minutes long. Every member of the group is expected to present in some form. In addition, you will have a group work evaluation to fill out which can be found on BlackBoard under "Assignments."

- Major Assignment #1: Narrative Analysis (6-8 pages)

For this assignment, you will rhetorically analyze a story, using the strategies and terms discussed in class and in our readings (like *The Rhetorical Situation*: exigence, audience, constraints; the appeals: ethos, pathos, and logos; etc.). You can pick a story from any medium—movies, TV shows, books, comics, cartoons, etc.—and from any genre—comedy, drama, horror, etc. You aren't expected to do any outside research for this assignment, but you *are* expected to make an argument about what rhetorical strategies a story uses, why they use them, and how they are used. Your works cited page should include your primary text, and the texts you cite to make your argument.

- Major Assignment #2: Researched Article (8-10 pages)

In this assignment, you will conduct research, and cite sources to argue for one side or another of a contemporary issue. You will use the key terms they you used in your first major assignment, and in our smaller in class assignments. You will now use these skills to write a well researched and cited article, in which you utilize the rhetorical devices we have previously examined, in order to make a rhetorically effective argument.

Once you finalize your thesis, you will conduct extensive research into the topic you have chosen, and in doing so you will be looking to make connections between the information you discovered during your research, and its potential significance to your topic and your audience. The sources you discover in your research will be used as evidence to support, contradict, or expand on your ideas, and your essay must include significant and extensive analysis of the topic you have chosen. You must include a minimum of eight sources on your works cited page, including:

- 5 scholarly sources
- 3 popular sources

Throughout your research process, you will complete several short assignments that will help you the stages of researching for your essay. These assignments will help focus your researching, help you think through the process of writing and researching, and help you make strong and well thought out arguments in your essay.

- Major Assignment #3: Composition in Three Genres (6-8 pages)

For your final assignment, you will use your research from the previous assignment, along with some new sources, to remediate your argument into three different media. The purpose of this assignment is to tailor the argument you made in the las assignment to meet your audience's expectations. To do this you will choose three new media, and at least two new sources. The three media you choose to compose in for this project should be chosen based on rhetorical choices that make sense for your audience(s). You will target your audience(s), consider the rhetorical situation, and develop genres to communicate to that audience based on the knowledge you have from developing the research essay.

In remediating your composition, you will also develop a rationale to communicate the strategy behind your rhetorical choices, and a reflection on the

process. This assignment requires you to engage in critical thinking, rhetorical awareness, and reflection, in order to most effectively communicate to your audience.

Throughout this assignment, you will complete two short assignments designed to help you through the stages of this composition. These assignments will focus your research efforts, help you think through the process, help you analyze your sources, and ultimately help you present strong ideas in your various media.

This project ultimately includes:

- Three media to communicate to your audience(s) as one cohesive composition
- A rationale for your overall composition (at least 6 pages) that explains the rhetorical choices you made, and their significance to your audience: your rationale includes a reflection section that outlines the process from audience strategy to final composition, exploring your process in creating this project.
- A works cited page with minimum of 5 sources (3 from the Research Essay may be used here) appropriate to the audience you define in your audience strategy.

### **Reading/Writing Center**

The Reading/Writing Center, located in Williams 222-C, Johnston Ground, or Strozier, is devoted to individualized instruction in reading and writing. Part of the English Department, the RWC serves Florida State University students at all levels and from all majors. Its clients include a cross-section of the campus: first-year students writing for composition class, upper level students writing term papers, seniors composing letters of applications for jobs and graduate schools, graduate students working on theses and dissertations, multilingual students mastering English, and a variety of others. The RWC serves mostly walk-in tutoring appointments, however it also offers three different courses for credit that specifically target reading, undergraduate-level writing, and graduate-level writing.

The tutors in the RWC, all graduate students in English with training and experience in teaching composition, use a process-centered approach to help students at any stage of writing: from generating ideas, to drafting, organizing and revising. While the RWC does not provide editing or proofreading services, its tutors can help writers build their own editing and proofreading strategies. Our approach to tutoring is to help students grow as writers, readers and critical thinkers by developing strategies for writing in a variety of situations.

Visit the RWC web site [fsu.mywconline.com](http://fsu.mywconline.com) or call 644- 6495 for information.

### **Digital Studio**

The digital studio can be a great tool for your blogging project and future assignments you may encounter in other courses. The Digital Studio provides support to students working individually or in groups on a variety of digital projects, such as designing a web site, developing an electronic portfolio for a class, creating a blog, selecting images for a visual essay, adding voiceover to a presentation, or writing a script for a podcast. Tutors who staff the Digital Studio can help students brainstorm essay ideas, provide feedback on the content and design of a digital project, or facilitate collaboration for group projects and presentations.



Students can use the Digital Studio to work on their own to complete class assignments or to improve overall capabilities in digital communication without a tutoring appointment if a workstation is available. However, tutor availability and workspace are limited so appointments are recommended.

To make an appointment, visit the website [fsu.mywconline.com](http://fsu.mywconline.com) or visit the Digital Studio in Williams 222-B or in Johnston Ground. Hours vary by semester.

## Course Calendar

Wk	Cls	Date	In class activities	Homework (due next class)
I	1	1/8/13	<ul style="list-style-type: none"> <li>- Introduction</li> <li>- Go over Course Policy Sheet and Schedule</li> <li>- Introduce Wordpress</li> </ul>	<ul style="list-style-type: none"> <li>- Create your blog; send me the URL, along with your first and last name, in an email.</li> </ul>
	2	1/10/13	<ul style="list-style-type: none"> <li>- Introduce Major Assignment #1</li> </ul>	<ul style="list-style-type: none"> <li>- Due: Blog #1</li> <li>- Read: Bitzer- "They Rhetorical Situation"</li> <li>- Read: <i>Beyond Words</i>, pages 9-39</li> </ul>
II	3	1/15/13	<ul style="list-style-type: none"> <li>- Rhetoric</li> </ul>	<ul style="list-style-type: none"> <li>- Read: <i>Beyond Words</i>, pages 344-358</li> </ul>
	4	1/17/13	<ul style="list-style-type: none"> <li>- Discuss Rhetorical Analysis</li> <li>- Discuss <i>Beyond Words</i></li> <li>- Sign up for conferences</li> <li>- Plagiarism Exercise</li> </ul>	<ul style="list-style-type: none"> <li>- Due: Blog #2</li> <li>- Compose 1st Draft; bring it with you to conferences</li> </ul>
III	5	1/22/13	<ul style="list-style-type: none"> <li>- No Class: Conferences</li> </ul>	
	6	1/24/13	<ul style="list-style-type: none"> <li>- No Class: Conferences</li> </ul>	<ul style="list-style-type: none"> <li>- Read: <i>Beyond Words</i>, pages 122-145</li> <li>- Read <i>Beyond Words</i>, pages 166-183</li> </ul>
IV	7	1/29/13	<ul style="list-style-type: none"> <li>- Watch and Discuss <i>Adventure Time</i></li> <li>- Workshop Assignment #1, Draft 2</li> </ul>	<ul style="list-style-type: none"> <li>- Due: Blog #3</li> <li>- Read: "The Northeast Kingdom" (In "Course Materials on Bb)</li> </ul>
	8	1/31/13	<ul style="list-style-type: none"> <li>- Workshop Assignment #1, Draft 3</li> <li>- Quick Grammar Lesson</li> <li>- Discuss "The Northeast Kingdom"</li> </ul>	<ul style="list-style-type: none"> <li>- Review "Punctuation" in McGraw-Hill Handbook.</li> </ul>
V	9	2/5/13	<ul style="list-style-type: none"> <li>- Introduce Curious Research Presentations</li> </ul>	
	10	2/7/13	<ul style="list-style-type: none"> <li>- Curious Researcher Presentation Work Day</li> </ul>	<ul style="list-style-type: none"> <li>- Due: Blog #4</li> <li>- Due: Major Assignment #1</li> </ul>

VI	1 1	2/12/1 3	- Introduce Major Assignment #2 - Invention Activity	- Read: Beyond Words, pages 276-287 and 372-383
	1 2	2/14/1 3	- Discuss Beyond Words Activity	- Due: Blog #5 - Due: Major Assignment #2, Research Proposal
VI I	1 3	2/19/1 3	- Research Proposal Workshop	- Read: Beyond Words, pages 468-483
	1 4	2/21/1 3	- Discuss Beyond Words	
VI II	1 5	2/26/1 3	- Curious Researcher Presentations	- Read: "The Special Populations Unit" in Course Library
	1 6	2/28/1 3	- Curious Researcher Presentations	- Due: Blog #6 - Due: Assignment #2, Draft 1 - Finish Reading: "The Special Populations Unit" in Course Library
IX	1 7	3/5/13	- Workshop - Discuss "Special Populations Unit"	- Read: "The Apostate: Paul Haggis vs. the Church of Scientology" in Course Library
	1 8	3/7/13	- Discuss "The Apostate" - Activity - Sign up for Conferences	- Due: Blog# 7 - Due: Assignment #2, Draft 2 (Bring To Conferences)
		3/12/1 3	<b>Spring Break, No Class</b>	
		3/14/1 3		
X	1 9	3/19/1 3	- No Class: Conferences	
	2 0	3/21/1 3	- No Class: Conferences	- Due: Blog #8 - Due: Assignment #2, Draft 3 - Read MLA section in McGraw-Hill Handbook
	2 1	3/26/1 3	- MLA Day - Activity	- Read "Mechanics and Spelling" section in McGraw-Hill

XI	2 2	3/28/1 3	- Introduce Major Assignment #3 - Invention Exercise	- Due: Assignment #2 - Due: Blog #9 - Read: McSweeney's Excerpt (in "Course Materials" on Bb)
XI I	2 3	4/2/13	- Discuss Reading - Activity	- Read "A Good Man is Hard to Find" (in "Course Materials on Bb)
	2 4	4/4/13	- Discuss "A Good Man is Hard to Find"	- Due: Blog #10 - Finish Assignment #3, Draft 1
XI II	2 5	4/9/13	- Workshop - Activity	- Read: Wysocki- "awaywithwords" (in "Course Materials" on Bb)
	2 6	4/11/1 3	- Discuss Composing in Multiple Modes	- Due: Blog #11 - Read: Welcome to Pinepoint
XI V	2 7	4/16/1 3	Work Day	- Review "Grammar Conventions" in McGraw-Hill
	2 8	4/18/1 3	- Workshop Assignment #3, Draft 3	- Due Blog #12
X V	2 9	4/23/1 3	- Presentations	
	3 0	4/25/1 3	- Presentations - Course Evaluations	- Due Assignment #3
			<b>Final date for ePortfolios/ Presentations/Etc.</b>	