

Information

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(forthcoming)

Course Description

From the *University Catalog*:

Students are introduced to writing academic expository prose, to the range of writings found across the disciplines, and to the basic skills of information literacy and research. This course is a substitute for ENC 1102 for University Scholars Program students.

What that means is that in this course you will be introduced to writing academic expository prose, as you would in ENC 1101 or ENC 1102; however, this course goes further, exposing you to the range of writings found across the disciplines, to basic competence in information literacy and research, and to oral and visual communication in addition to written. Our goal is to prepare you for the kinds of writing tasks you will be asked to perform as emerging scholars in your eventual disciplines.

We will begin by doing the work done in ENC 1101 and ENC 1102—critical reading, critical thinking, expository writing, and the basic elements of the writing process. With this task, we want to make sure that you have competency in the kinds of reading and writing taught by those courses. From there, you will select a research topic and will begin a sustained project on that topic to include written, visual, and oral elements. Along the way, you will learn what research means in various disciplines, including the methodologies, citation systems, and standards of evidence in various fields.

To organize our investigations we will use the theme of technology, broadly defined. The initial readings of the course will both introduce this topic as it has been addressed by specific disciplines and also give you the opportunity to learn how to read critically and support arguments with textual evidence. Your choice of a research topic should not be limited by these course readings. We will work together to help you choose an appropriate project, in terms of both topic and scope.

Course Objectives

By the end of this course you should be able to:

1. Read critically, understanding complex and sustained texts and working with and against the arguments within them while recognizing the intellectual and cultural assumptions of both the readings and, through them, your own writing.
2. Write expository prose, staking a position in a paper and supporting it through close work with textual evidence.
3. Understand systems of citation used in various disciplines.
4. Track and correct your errors in language.
5. Demonstrate basic information literacy, an ability to locate sources and evaluate their quality and usefulness.
6. Work with visual arguments, both through analyzing images for their implied or explicit argument and through composing or deploying visual arguments in support of your own project.
7. Communicate orally, speaking in front of a group of people to present your point of view.

Texts and Materials

- Readings to be distributed to the class:
 - Jackson, John. "Real Fictions"
 - Savan, Leslie. "What's Black, then White, and Said All Over?"
 - Foer, Franklin. "How Soccer Explains the Black Carpathians"
 - Satrapi, Marjane. Excerpts from *Persepolis 2: The Story of a Return*.
- Aaron, Jane. *The Little, Brown Guide to Research and Documentation*
- Ball, Cheryl and Kristin Arola. *ix: Visual Exercises*
- Handbook bundle:
 - Anson, Chris *et. al.* *The Longman Pocket Writer's Companion*
 - Longman Study Card

Assignments and Grading

Expository Paper	10%
Research Reports	10%
Visual Argument Project	10%
Researched Essay, Draft 2	15%
Oral Communication Project	10%
Researched Essay, Draft 5	40%
Class attendance/participation and error sheets	05%

You will receive grading criteria for all of these assignments to help you focus your initial and revised work.

Expository Paper. You will write an expository paper of 4-5 pages in which you enter the conversation formed by the initial readings, stake a position or argument in relation to that conversation, and support your position through close work with text. You will begin with an initial draft of 3-4 pages and you will receive peer and instructor feedback to help you revise this paper.

Disciplinary Research Report. You will locate a journal in your intended field or major and read an article from a current issue. You will produce a 1-2 page report of this experience, reflecting on the kind of writing and research that takes place in your field. This report will be factored into your research report grade.

Annotated Bibliography. You will produce an annotated bibliography of at least five sources. This bibliography will also serve as a proposal for your final research project. The grade on this assignment will be incorporated into your research report grade.

Literature Review. You will use your initial research to write a 1-2 page literature review, which surveys the current research surrounding your topic and suggests how your project adds to that body of knowledge. The grade on this assignment will be incorporated into your research report grade.

Visual Argument Project. You will produce a visual argument related to your project. This visual argument might take many forms, including a poster session, a Web site, or a composited image that makes a visual argument. You will receive peer and instructor feedback on this project.

Oral Communication Project. You will give a 10-12 minute oral presentation to the class, with optional graphic support, that lays out the argument of your research project. The goal is both to provide you an opportunity to practice skills in academic oral communication and to provide you an opportunity to receive feedback on your project from the entire class.

Research Project. The major project of this class is a researched essay on a topic of your choosing that works within the themes of the class and incorporates at least ten researched sources. In this paper you must stake a position and make an argument, thereby entering the disciplinary conversation; **most pointedly, it is not a "report" on current research.** You will develop this paper through several stages:

- Draft One: 4-5 pages: 5 sources. You will receive peer and instructor feedback on this draft, but it will not be graded.
- Draft Two: 5-7 pages: 5 sources. This draft will be graded and will be worth 15% of your final grade.

- Draft Three: 7-8 pages: 7 sources. You will receive peer and instructor feedback on this draft, but it will not be graded.
- Draft Four: 8-10 pages: 10 sources. You will receive peer and instructor feedback on this draft, but it will not be graded.
- Final Draft: 8-10 pages: 10 sources. This draft will be graded and will be worth 40% of your final grade.

Class Participation and Error Sheets. You are expected to participate in class discussion and in all workshops. In addition, you will keep track of your patterns of error in language and grammar through a system of error sheets.

Please Note: You must get a "C" or better to pass this class. "C-" is not a passing grade.

Policies

Institutional

- Gordon Rule: This is a "Gordon Rule" class, which means that you must write 6,000 words and achieve a grade of "C" (not "C-") or better to receive credit. The formal papers and in-class writing will exceed 6,000 words.
- Pagers or cellular phones should be turned off or not brought into the classroom. Radios, iPods, portable gaming systems, and other electronic media devices should not be used in the classroom. Disruptive behavior, as defined in the Student Handbook, will not be tolerated, and, if persisted in after admonition by the teacher, will be grounds for removal from the class. Disruptive behavior includes chronic lateness, leaving and re-entering the room while class is in session, and eating in class.
- Compliance with the Americans with Disabilities Act (A.D.A): Students who require special arrangements to properly execute course work must register at the Office for Students with Disabilities at SU 133 (561-297-3880) and identify themselves to the instructor immediately after the first class meeting.

Programmatic

- ***More than four absences, excused or unexcused, will result in an F unless you successfully apply for a grade of W.***
- ***Students must abide by the University policy on plagiarism. Students who plagiarize work will fail this course and have a notation of academic irregularity placed on their transcripts.***

Personal

- Rough and final drafts must be typed.
- All work must be handed in both electronically and in print. Electronic

copies should be sent via email.

- One half a letter grade will be deducted for late rough drafts, one full letter grade for late final drafts. Grades are deducted per class that work is late.

Plagiarism

The Undergraduate Catalog describes academic irregularities, which, on the first occurrence, can result in a grade of "F" for the course and a notation on a student's record, and, on the second occurrence, can result in expulsion from the University. Among these is plagiarism.

Plagiarism is a form of theft. It means presenting the work of someone else as though it were your own, that is, without properly acknowledging the source. Sources include published material and the unpublished work of other students. If you do not acknowledge the source, you show an intention to deceive.

Plagiarism is an extremely serious matter. If your instructor suspects that you have plagiarized all or part of any of your work, she or he has the right to submit that work to Turnitin, a plagiarism detection service.

Schedule of Classes

Aug 22

Introductions
Writing Sample

Aug 24

NO CLASS: Class not ready to discuss

Aug 29

NO CLASS: Ernesto

Aug 31

Discuss Jackson

Sep 05

Discuss Jackson

Sep 07

Savan, Leslie. "What's Black, then White, and Said All Over?"

Sep 12

Continued discussion of Savan Foer, Franklin. "How Soccer Explains the Black Carpathians"

Sep 14

INITIAL DRAFT EXPOSITORY PAPER DUE

Peer review

Sep 19

Workshop on drafts and sample work

Sep 21

REVISED DRAFT EXPOSITORY PAPER DUE

Aaron, Chapters 1, 2, and 3
Workshop on research project

Sep 26

Library visit (tentative)

Sep 28

DISCIPLINARY RESEARCH REPORT DUE

Aaron, Chapters 6a, 7a, 8a, 9a

Oct 03

ANNOTATED BIBLIOGRAPHY DUE

ix: 01, 02

Oct 05

ix: 03, 04

Oct 10

ix: 05, 06

Oct 12

ix: 07, 08

Oct 17

LITERATURE REVIEW DUE

ix: 09

Oct 19

Workshop on visual drafts and sample work

Oct 24

INITIAL DRAFT VISUAL PROJECT DUE

Peer review

Oct 26

Aaron, Chapters 4 and 5

Oct 31

REVISED DRAFT VISUAL PROJECT DUE

Workshop on research project

Nov 02

DRAFT ONE RESEARCH PROJECT DUE

Peer review

Nov 07

Workshop on drafts and sample work

Nov 09
DRAFT TWO RESEARCH PROJECT
DUE

Oral presentation preparation

Nov 14
Oral presentations

Nov 16
Oral presentations

Nov 21
DRAFT THREE RESEARCH PROJECT
DUE
Peer review

Nov 23
NO CLASS: THANKSGIVING

Nov 28
DRAFT FOUR RESEARCH PROJECT
DUE

Peer review
Class evaluations

Dec 05, 1:15
FINAL EXAM PERIOD
FINAL DRAFT RESEARCH PROJECT
DUE

Expository Paper Grading Criteria

Not Passing

Argument/Thesis/Position/Project

- The paper only summarizes the texts.
- There is no sense that the author is trying to make an argument or stake a position.
- Does not address the prompt

Support/Evidence/Work with Text/Quotation/Synthesis/Connection

- There is no direct work with text or, if there is summary, it is not directed towards a larger argument.
- There is an avoidance of the text, or a severe misreading that suggests that the author has not adequately comprehended the readings.

Organization

- The paper has no discernible organization. Individual paragraphs do not cohere or, if they do, there is no clear relationship between the paragraphs.

Grammar/Language/Presentation

- The paper has severe problems with error, to the degree that meaning is impeded.
- There is little or no evidence or proofreading.
- There is no attempt at citation.

C Range

Argument/Thesis/Position/Project

- The paper addresses the assignment/prompt.
- The paper has some sense of purpose and intention, even if the statement of purpose is not yet well articulated.
- The statement of the paper's purpose may be stated, if confusingly, in the introduction or it may appear elsewhere in the paper, as late as the conclusion.
- The statement of the paper's purpose may be stated vaguely or broadly.
- For a C+, the paper might have a clear purpose but that purpose may only reiterate what was covered in class.

Support/Evidence/Work with Text/Quotation/Synthesis/Connection

- The paper demonstrates the student's ability to work with the ideas of the readings in support of the paper's purpose and intention; that is, the paper contains more than simply a summary of the readings—if there is summary, it is directed in support of the student's project in the paper.
- The paper demonstrates that the student is beginning to work closely with text through quotation. This work will usually involve some analysis of the quotations or indication from the student of how the quotation functions in support of the paper's project.
- In a C+ paper, the student may be consistently analyzing quotations but may not provide any indication how this analysis support the central project of the paper.

- Papers in the passing C range might still include the student's opinion, but that opinion is not offered as the sole support of the argument of the paper.

Organization

- Although the paper may not have a clear over-arching organization, individual paragraphs cohere.
- Despite the lack of a clear overall structure, at least some paragraphs are logically related.
- A C+ paper, in particular, attempts to have a structure, but this structure may be flawed in one or more places.

Grammar/Language/Presentation

- The paper shows evidence of at least basic proofreading.
- The paper has limited serious grammatical error—the kind that impedes meaning.
- The paper shows that the student has attempted to provide citation where needed.

B Range

Papers in the B range demonstrate all the qualities of papers in the passing C range and reflect these additional criteria.

Argument/Thesis/Position/Project

- The paper has a clear statement of purpose. That is, the thesis/argument is articulated in a sentence or series of sentences that can be readily identified. B- papers may have residual difficulties in expressing this purpose clearly.
- The argument/thesis of the paper moves towards an original contribution to the conversation of the texts. That is, rather than mirroring class discussion, the student begins to stake her or his own stance on the issues of the prompt/assignment.
- B papers might also have an original point but repeat the point in the paper rather than developing it.
- A B+ paper might have a particularly strong, original, or complex purpose, stated with clarity and authority.

Support/Evidence/Work with Text/Quotation/Synthesis/Connection

- The paper's purpose is well-supported through evidence gathered from the texts.
- The paper includes close work with quotation, in which the student provides interpretation of the quotation in support of her or his project in the paper. The paper might also include instances of paraphrase that are also used in support of the paper's project.
- Papers in the B- range might still include student opinion, but they also demonstrate that the student is beginning to move beyond a reliance on opinion and is instead working more closely with substantial forms of evidence such as quotation.
- In B+ papers, the student begins to assume more authority in relation to the texts. She or he will work extensively with quotation but might begin to interrogate the authors through analysis of these quotations or might extend the ideas of the authors. In other words, a B+ paper shows that the student is beginning to enter the conversation of the texts.

Organization

- The paper has a clear organization and a reasonable coherence overall.
- B- papers may have a clear organization but poor indication of that organization through awkward or missing paragraph transitions.
- B papers may have organizational structures or transitions that are mechanical and repetitive.
- B+ papers tend to start moving towards more sophisticated organization and transitions. Each paragraph has a function in the paper and movement between the paragraphs is fluid.

Grammar/Language/Presentation

- The paper has been proofread and is free from serious error.
- B- papers might have persistent patterns of error.
- B papers begin to show that the student is learning how to recognize and correct patterns of error.
- B+ papers should have minimal error.

A Range

Papers in the A range demonstrate all the qualities of papers in the B range and reflect these additional criteria.

Argument/Thesis/Position/Project

- Papers in the A range have original, complex, insightful, sophisticated, or nuanced purposes, stated clearly and concisely.
- Rather than simply having the texts or authors talk to each other, the student assumes a confidence and authority in speaking to, with, and against the texts.

Support/Evidence/Work with Text/Quotation/Synthesis/Connection

- The paper shows particularly sophisticated work with quotation, either through especially insightful analysis or strong connective work across the essays.
- The argument of the paper is thoroughly supported by the textual evidence of the paper.

Organization

- The paper flows seamlessly, with smooth transitions and a powerful overall structure.
- The paragraphs are both cohesive in themselves and in the overall structure, each clearly related to the overall argument.

Grammar/Language/Presentation

- Minimal error in language, grammar, and presentation.

Research Reports Grading Criteria

Disciplinary Research Report, Annotated Bibliography, & Literature Review

Not Passing

Research

- Does not meet minimum requirements in terms of length or number of sources.
- Does not reference any print sources. The research presented seems to have been done only through a casual search of the Web.

Writing

- The writing insufficiently reflects the research. There is little evidence that the author read the sources.
- There is no indication of how these sources relate to the larger research project.

Presentation

- Severe error in bibliographic and parenthetical citation or does not provide any citation.
- Severe error in language, such that meaning is impeded.
- Severe error that suggests no evidence of proofreading

C range

Research

- Meets minimum requirements for length and number of sources.
- May have a poor selection or range of sources, either relying too heavily on online sources or choosing sources that are most likely out of date.

Writing

- The writing reflects a sufficient understanding of sources, producing competent summary of source material.
- The author suggests how these sources relate to the larger project, but the relationship may appear tenuous.

Presentation

- Although there is error in citation, the author has attempted to follow the guidelines of the selected citation system.
- There are patterns of error, but meaning is not frequently impeded.
- There are some careless errors, but the work seems to have been proofread.

B range

Reports in the B range demonstrate all the qualities of papers in the passing C range and reflect these additional criteria.

Research

- Has a sufficient selection of sources, choosing material that is both appropriate to the project and authoritative.
- Uses a sufficient range of sources, including a variety of types such as journal articles, books, or Web resources.

- May not yet suggest adequate coverage of the topic or may use sources that create an overly broad project.

Writing

- The writing reflects a good understanding of sources, suggesting that the author has read and comprehended the material.
- The author clearly indicates how the sources relate to the larger project.

Presentation

- Minimal errors in citation.
- There are few patterns of error.
- There are few careless errors. The report has been sufficiently proofread.

A range

Reports in the A range demonstrate all the qualities of papers in the passing B range and reflect these additional criteria.

Research

- Has an excellent selection of sources.
- Uses a wide range of sources, including a variety of types such as journal articles, books, or Web resources.
- The topic seems well covered; the sources are well-directed towards a project of appropriate scope.

Writing

- The writing reflects an insightful understanding of sources, suggesting that the author has done more than just read and comprehended the material; instead, the author is beginning to take command of the material.
- The author clearly deploys the research particularly well.

Presentation

- Extremely few errors in citation.
- There are no patterns of error.
- There are minimal careless errors. The report has been sufficiently proofread.

Visual Argument Project Grading Criteria

Not Passing

- Does not meet minimum requirements for the assignment.
- There is no sense of argument or intention in the visual components. Little thought seems to have gone into its creation.
- The project violates basic elements of good visual design. There is poor or little use of alignment, color, proximity, organization, and sequence.
- There is no awareness of audience.

C Range

- The visual component has some sense of argument, though it may not be clear. The author is, however, trying to accomplish something with the image.
- The project reflects basic elements of good visual design, but it may not have particular weaknesses in some areas or may rely too heavily on one element.
- There is some awareness of audience.

B Range

- There is a clear sense of argument in the image, though it may not be completely persuasive or effective.
- The project uses many of the elements of good visual design to construct its argument.
- There is a clear awareness of audience.

A Range

- The argument of the image is particularly clear, persuasive, and effective.
- The elements of visual design are used especially well. The design uses elements in novel, unexpected, or exceedingly effective ways.
- The project is clearly directed towards an audience.

Researched Essay, Draft 2 Grading Criteria

The criteria for this paper are the same as for the final draft of the Researched Essay; however, accommodation is made for the fact that this is an earlier and hence more unfinished draft.

Not Passing

- The paper does not meet minimum requirements in terms of length or number of sources.
- Rather than crafting an argument in relation to the material, the paper only reports on existing research. There is no contribution made to the existing conversation.
- It does not engage with the sources. There is little or no use of quotation or the quotations selected are not relevant.
- There are serious errors with organization. There is no overall structure and the paper as a whole seems unfocused.
- It contains serious errors in citation.
- It contains severe error that impedes meaning.

C Range

- The author attempts to make an argument, stake a position, or enter the conversation around the topic. But the argument may not be clear, may shift, or may not be sustained for the length of the paper. C+ papers are more likely to have a clear sense of argument, but the argument may be particularly simple or may not be developed through the paper.
- Quotations are used in support of the argument. The author engages with the sources, though perhaps does not use a variety of sources sufficiently, relying heavily on only a few of them. A C+ paper might engage the sources more fully or might reflect more extensive research that is not well-used.
- There is a basic sense of organization in the paper. Though some paragraphs may seem out of place, there remains a sense of overall organization.
- There are persistent errors in citation, yet the author has clearly attempted to use citation throughout the paper.
- There are numerous errors, but those errors do not impede meaning.

B Range

- There is a clear sense of argument in the paper. This argument is consistent throughout the paper, though it may be repeated more than developed. B+ papers begin to develop the argument, but that development may not fully cohere—it attempts to do more than it actually achieves.
- The author is beginning to enter the conversation around the topic, but she or he may rely on the sources rather than taking command of them. In a B+ paper, the author begins to speak with more authority. In all cases, B range papers use quotations to develop and extend ideas in support of a central argument.
- B essays have solid organization overall, though some sections may threaten the overall cohesion of the paper's structure. B+ papers are particularly fluid, with smooth transitions and a logical overall structure.
- B papers have few sentence-level errors, no significant patterns of error, and few citation errors.

A Range

- A papers are ambitious, taking on particularly challenging or original projects, either in terms of the topic or the research.
- A papers fully enter the critical conversation around the topic, contributing to that conversation by speaking with authority in the writing. A papers thus also reflect a thorough and complex understanding of the issues involved in the topic. The student is becoming to be an expert and beginning to speak as one.
- Work with text is especially powerful. The student uses complex texts and/or provides subtle and fluid analyses of the texts in support of the central argument.
- A paper have extremely clear and strong organization and few if any errors.

Oral Communication Project Grading Criteria

Not Passing

- The speaker is unaware of time. The presentation is either short or exceedingly long.
- If visual aids are used, they are inappropriate and/or ineffective.
- The presentation does not reflect the project. Little information is given and the audience is left with little sense of the shape of the project.
- There is no awareness of audience.

C Range

- The speaker is aware of time. The presentation might be slightly short or slightly long, but there is some sense that an attempt was made to work within the time requirements.
- Visual aids are, on the whole, useful. However, some may be poorly designed, extraneous, or ineffective.
- The presentation reflects the project, but insufficiently. The audience is left with many questions about the basic shape of the project.
- There is some awareness of audience.

B Range

- The presentation fits comfortably within time limits.
- Visual aids are largely useful. They are sufficiently designed, convey appropriate information, and support the presentation.
- The presentation offers the audience a good sense of the project.
- There is a good awareness of audience.

A Range

- The presentation is well-timed. There is a clear sense that the speaker has rehearsed and prepared for the presentation.
- Visual elements are particularly effective. They are well designed, provide excellent information, and are well-integrated into the presentation.
- The presentation offers the audience an excellent sense of the project. The speaker seems authoritative, having taken command of the material.
- There is an excellent awareness of audience.

Researched Essay, Final Draft Grading Criteria

Not Passing

- The paper does not meet minimum requirements in terms of length or number of sources.
- Rather than crafting an argument in relation to the material, the paper only reports on existing research. There is no contribution made to the existing conversation.
- It does not engage with the sources. There is little or no use of quotation or the quotations selected are not relevant.
- There are serious errors with organization. There is no overall structure and the paper as a whole seems unfocused.
- It contains serious errors in citation.
- It contains severe error that impedes meaning.

C Range

- The author attempts to make an argument, stake a position, or enter the conversation around the topic. But the argument may not be clear, may shift, or may not be sustained for the length of the paper. C+ papers are more likely to have a clear sense of argument, but the argument may be particularly simple or may not be developed through the paper.
- Quotations are used in support of the argument. The author engages with the sources, though perhaps does not use a variety of sources sufficiently, relying heavily on only a few of them. A C+ paper might engage the sources more fully or might reflect more extensive research that is not well-used.
- There is a basic sense of organization in the paper. Though some paragraphs may seem out of place, there remains a sense of overall organization.
- There are persistent errors in citation, yet the author has clearly attempted to use citation throughout the paper.
- There are numerous errors, but those errors do not impede meaning.

B Range

- There is a clear sense of argument in the paper. This argument is consistent throughout the paper, though it may be repeated more than developed. B+ papers begin to develop the argument, but that development may not fully cohere—it attempts to do more than it actually achieves.
- The author is beginning to enter the conversation around the topic, but she or he may rely on the sources rather than taking command of them. In a B+ paper, the author begins to speak with more authority. In all cases, B range papers use quotations to develop and extend ideas in support of a central argument.
- B essays have solid organization overall, though some sections may threaten the overall cohesion of the paper's structure. B+ papers are particularly fluid, with smooth transitions and a logical overall structure.
- B papers have few sentence-level errors, no significant patterns of error, and few citation errors.

A Range

- A papers are ambitious, taking on particularly challenging or original projects, either in terms of the topic or the research.

- A papers fully enter the critical conversation around the topic, contributing to that conversation by speaking with authority in the writing. A papers thus also reflect a thorough and complex understanding of the issues involved in the topic. The student is becoming to be an expert and beginning to speak as one.
- Work with text is especially powerful. The student uses complex texts and/or provides subtle and fluid analyses of the texts in support of the central argument.
- A paper have extremely clear and strong organization and few if any errors.