University of North Florida

English 3310

Fall 2015

Writing Prose

MW 1:30-2:45

Building 15/1204

Dr. James Beasley

james.beasley@unf.edu

Office hours: MW 11a-12pm; 3-4:30

Building 8, Room 2629

**Required Texts**: *Grammar Moves*

**Description:**

You’ve heard the phrase, “You have to learn the rules in order to break them.” But what we don’t think about very often is how “You have to *break* the rules in order to **unlearn** them.” That’s right, I said **un**learn them. If we learn a rule too much or too often, the rule itself can prevent us from being able to adapt to situations where the rules don’t apply, such as the moment you leave your UNF writing classrooms. Philosopher Kenneth Burke described this phenomenon as “trained incapacity.” Our own “success” can blind us to our own limitations.

In ENC 3310, we will examine three of the most widely-held writing rules in American institutions in the 21st century: that every paper must have a thesis statement, every paper may only examine one topic, and that every paper must be free from grammar error. These rules have made it easier for your instructors to assess the documents you produce for classes. These rules have also made it more difficult for you to think critically, communicate effectively, or to solve problems appropriate to specific situations.

In short, ENC 3310 is truly an *intermediate* writing course. By intermediate, I mean that it serves as a pause, a time to examine the writing you have already done, but also a time to anticipate and identify the writing you would like yet to do. We will examine the difference between the *effect* your writing has had, and the *affect* you would like it to have. By taking this class, you will become critically conscious of the artifice and constructedness of writing in American academic institutions in the 21st century, which after many years of uninterrupted and unexamined practice, may have become opaque or invisible to you.

**Coursework and Grading**

Attendance, Response Papers, and Participation: **50%**

1. This is not a lecture course; therefore, attendance is required, especially on days in which papers are due.
2. I will allow you one absence this semester without penalty.
3. Absences after this must be accompanied by a doctor's note or notice from the dean of students.
4. Absences not covered by a doctor or the dean of students will result in a letter grade deduction for every absence.
5. **Failure to have work when it is due will also result in absence whether you are in class or not.**
6. I will specify times when informal writing or quizzes are due.
   1. I will let you know if your response meets the requirement or not. If the date of the assignment is circled, there is nothing else you need to do. If the date of the assignment is not circled, you have not received credit yet, and I have indicated on your paper what you need to do to receive credit.
   2. Failure to complete these papers by the next class will result in an absence for every incomplete.
   3. Tips for informal writing:
7. Do NOT summarize the reading. This is the 65th time I’ve taught this course. I’ve seen over 1400 students in this course. I know what the readings say. I’ve read them many times.
8. What I have not read is how YOU are engaging with the readings. Where do you see connections with your own experience? Where are you confused or not understanding? Your engagement is not your opinion or your agreement/disagreement with the readings, but what they get you to wonder about, examine, question. How do they help you think?
9. Since I am interested in YOUR engagement, I am not interested in what you think about its effect on others. Therefore, use “I.” Do NOT use “the reader.”
   1. Tips for quizzes
10. I am not out to test your “reading comprehension.” I will assume that you have read the homework.
11. What I will test is your ability to examine **the implications** of what you have read. In other words, if what we’ve read is true, then what does it mean? What is at stake?
12. Quizzes are pass/fail. If you don’t pass on the day of the quiz, you will get an opportunity the next class period to pass. Low stakes.

**Class Log: 25% You must keep a journal entry for each class: what happened, your thoughts about what we discussed, what stood out to you, what confused you, etc. You will submit this journal, along with a brief analysis on the last class day.**

**Final project: 25% For the final exam time, you will have a final project synthesizing our course’s work on writing in an American educational institution in the 21st century. This will be due during the final exam time.**

**Formal Statements:**

Academic integrity: “In an instructional settings, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other (not common-knowledge) material without acknowledging its source.” Please see the university’s website for further information.

Disability: If you have a disability that would inhibit your success in this course, please see me during the first week of class so that accommodations can be made.

So, you ask, how can I get an A in your course? Don't miss. Talk. Ask. Write as if your life depends on it, not your grade, but your life. Let me see you wrestle with the ideas you are exploring. Let me see you think. Let me see your thinking. In fact, just think. Think about it, about thinking. Hey, that's it--let me see you think about your thinking.

**Schedule of Classes**:

|  |  |  |
| --- | --- | --- |
| Monday, August 24 | Introductions | Rhetoric/Composition |
| Wednesday, August 26 | Lunsford, “Acknowledgements, Thesis” (BB); Weinstein and Finn, pp 1-4. | Discussion |
| Monday, August 30 | **Rhetorical Invention**  Heilker, “The Emperor Has No Clothes” | Reading Quiz |
| Wednesday, September 2 | Neel, “Plato, Derrida, and Writing” | Discussion |
| Wednesday, September 9 | Heather Ricker, “Violent Video Games” (BB)  Weinstein and Finn, pp. 121-125 | Informal Writing Due |
| Monday, September 14 | Nancy Sommers, “I Stand Here Writing” | Reading Quiz |
| Wednesday, September 16 | Blakesley | Discussion |
| Monday, September 21 | Burke | The Lookout  Reading Quiz |
| Wednesday, September 23 | The Lookout | Discussion |
| Monday, September 28 | Regli, “Whose Ideas?” | Reading Quiz |
| Wednesday, September 30 | “Taking a Gamble with Investment Banking” | Informal Writing Due |
| Monday, October 5 | Workshop 1 |  |
| Wednesday, October 7 | Workshop Two Due |  |
| Monday, October 12 | McKinnon, Becoming a Rhetor | Reading Quiz |
| Wednesday, October 14 | Thrush, High/Low Context | Discussion |
| Monday, October 19 | Thrush | Youtube Presentations |
| Wednesday, October 21 | McPhee | Discussion |
| Monday, October 26 | Chapman | Conversations with Other Women  Reading Quiz |
| Wednesday, October 28 | Canosa | Discussion |
| Monday, November 2 | Going Abroad | Informal Writing Due  Chose a quote from Chapman that helps you think about McPhee, Canosa, or Going Abroad |
| Wednesday, November 4 | Workshop |  |
| Monday, November 9 | Rose, Politics of Remediation | Discussion |
| Monday, November 16 | LeGuin | Discussion  “The One With the Jellyfish” |
| Wednesday, November 18 | LeGuin | Youtube Presentations |
| Monday, November 23 | Covino, “Defining Advanced Composition” | Informal Writing Due |
| Monday, November 30 | Workshop | Workshop |
| Wednesday, December 2 | Workshop | Workshop |
| Final exam time | Final paper Due | Log trace due |