**Advanced Argumentative Writing: Applications in Multimodal and Multimedia Forms**
ENC 3312 Section 02A2
Summer A 2017, MTWRF 6 (3:30 pm–4:45 pm) in RNK 0225
Course Website: http://elearning.ufl.edu/

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**Course Description**
Argumentative writing is a discursive mode we use to present and support a specific position or perspective effectively. This advanced writing course teaches students how to compose academic arguments that include a clear thesis and persuasive evidence. Through practicing argumentation, students will refine their academic and professional writing skills. While effective argumentation does rely, in part, on one's mastery of certain skills, it also demands attentiveness to the writing context: specifically, how factors such as audience, object, medium, and distribution shape communication. The recent proliferation of visual and digital technologies, however, complicates these seemingly neat categories in ways that have changed how we address writing and argumentation. Thus, in addition to learning about argumentative writing, students will also study principles of textual, visual, and procedural style, applying them in digital genres and contexts.

**Learning Outcomes**:
At the end of this course, students will have achieved the following learning outcomes:
- **Content**: Students demonstrate competence in the terminology, concepts, theories, and methodologies used within the academic discipline.
- **Communication**: Students communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms appropriate to the discipline.
- **Critical Thinking:** Students analyze information carefully and from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

**University Writing Requirement**:
This course fulfills 6,000 words of the university's 24,000-word writing requirement (WR). The University WR ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course. This means that written assignments must meet minimum word requirements totaling 6000 words.

**Required Texts**
The texts listed on the following page are necessary for completing the course assigned reading. All other assigned readings are available on the course website.
- Kristin L. Arola, Jennifer Sheppard, and Cheryl E. Ball, *Writer/Designer: A Guide to Making Multimodal Projects*, Bedford/St. Martin's, 2014. ISBN 1457600455
- Joseph M. Williams and Joseph Bizup. *Style: The Basics of Clarity and Grace* (5th Edition), Pearson, 2015. ISBN 0321953304

**Recommended Texts**
The *MLA Handbook 8th Edition* and William Strunk Jr. and E. B. White's *The Elements of Style* are not required for this course, but they can be useful resources for academic writing.

**Assignments**
Paper Format & Submission: Written assignments must be uploaded to the appropriate submission page of the course website before 11:59 pm on the due date in one of the following file formats: .doc, .docx, or .rtf. Include your last name and first initial in the file name. Double-space essays, use Times New Roman font (12-point), and format in MLA. Word counts do not include footnotes, endnotes, or works cited pages.

Late Papers/Assignments: Late papers are not accepted unless the instructor has issued an extension. Extensions should be requested at least three days in advance of the due date.

Paper Maintenance Responsibilities: Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.

**You must complete *all* written assignments to receive credit for this course. Submissions that do not meet the minimum word count will receive a zero.** The instructor will evaluate and provide feedback, on all written assignments with respect to grammar, punctuation, clarity, coherence, and organization. Assignments are described below briefly. Detailed instructions and rubrics can be found on the course website.

> Rhetorical Analysis (1000 words, 300 points, due 5/19)
> You will select and examine the homepage of a .gov or .edu website (any other domains require instructor approval). Then, compose an argumentative essay that addresses the following: (1) how the website makes its arguments and (2) the effectiveness of the arguments presented considering the writing context. In attending to the former point, you should identify the role of rhetorical appeals and design principles. For the latter, consider elements such as audience, circulation, competition, etc.

> Genre Analysis (2000 words, 300 points, due 6/2)
> In this argumentative essay, you must complete two objectives: (1) define a specific genre by establishing clear criteria for the category and (2) evaluate a specific multimodal work (e.g. mixed media artwork, multimedia graphic, film, video game, etc.) for its "fit" within this genre. You should incorporate images and research citations to support your claims.

> Multimodal Proposal (3000 words, 300 points, due 6/16)
> For this project, you will work in groups of three or four to research a specific social issue and propose a feasible solution. Then, using Adobe Spark, your group will create a multimodal presentation that presents your chosen issue and solution to the class. Presentations should be roughly twenty minutes in length, and its design should demonstrate your group's knowledge of course materials from throughout the semester.

Preparation, Participation, and Engagement (100 points)
Attend class sessions and complete course readings and activities on time. When the instructor lectures, listen and contribute insightful questions or comments. During discussion, be attentive to your peers' contributions and offer productive examinations. Discussions should be an engaging and enjoyable dialogue in which the class listens and responds to one another with courtesy and care.

For additional writing assistance, visit the university's Writing Studio: https://writing.ufl.edu/

**Course Policies**
Attendance: Attendance is mandatory. **Students will receive a full letter grade drop if they accrue three or more unexcused absences and will fail the course if they exceed four unexcused absences.** Tardiness will not be tolerated. Arriving late to class for three or more class periods will count as one unexcused absence. For excused absences and UF's attendance policies, see: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Grading: Grading for this course will be rigorous. For information on UF Grading policies, see: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Disability: Students with disabilities who require accommodations should first register with the Disability Resource Center which will provide appropriate documentation to give the instructor. For more information, call 352-392-8565 or visit: https://www.dso.ufl.edu/drc/

Harassment: UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty: http://hr.ufl.edu/manager-resources/recruitment-staffing/institutional-equity-diversity/resources/harassment/

Academic Honesty: Plagiarism and unauthorized collaboration are in violation of the Student Honor Code and requires reporting to the Dean of Students. All students must abide by the Student Honor Code found here: https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/

Student Wellness: Students who face difficulties completing the course or who need counseling or urgent help may call the on-campus Counseling and Wellness Center (352) 392-1575, or contact them online: http://www.counseling.ufl.edu/cwc/Default.aspx

Course Evaluations: Toward the end of the semester, you will receive email messages asking you to go online and evaluate this course: https://evaluations.ufl.edu/evals/Default.aspx

## Course Schedule

The schedule below is only a guide and is subject to change. Readings and assignments are due the day they are listed unless the instructor indicates otherwise.

| Wk | Date | Day | Material | Due |
|---|---|---|---|---|
| | | | | |
| 1 | 5/8 | M | Course Introduction and Syllabus | |
| | 5/9 | T | *James A. Herrick, *The History and Theory of Rhetoric* Ch. 1, 2, & 4 | |
| | 5/10 | W | *Writer/Designer* - Ch. 1, 2, & 4 | |
| | 5/11 | R | Rhetorical Analysis (RA) Assigned | |
| | 5/12 | F | **No Class – Draft RA Outline** | RA Outline |
| | | | | |
| 2 | 5/15 | M | *Laura Bolin Carroll, "Backpacks vs. Briefcases" | |
| | 5/16 | T | *Ian Bogost, "The Rhetoric of Video Games" | |
| | 5/17 | W | *Style: The Basics of Clarity and Grace* – Lessons 1-4 | |
| | 5/18 | R | *Style: The Basics of Clarity and Grace* – Lessons 5-8 | |
| | 5/19 | F | Peer Review | **RA** |
| | | | | |
| 3 | 5/22 | M | *Writer/Designer* - pp. 45-51 and *Style* – Lessons 9-11 | |
| | 5/23 | T | Genre Analysis (GA) Assigned | |
| | 5/24 | W | *Kerry Dirk, "Navigating Genres" | |
| | 5/25 | R | *Anis Bawarshi, "The Genre Function" | |
| | 5/26 | F | Library Scavenger Hunt | GA Sources |
| | | | | |
| 4 | 5/29 | M | **No Class – Memorial Day** | |
| | 5/30 | T | Peer Review | **GA** |
| | 5/31 | W | Multimodal Proposal (MP) Assigned | |
| | 6/1 | R | *Writer/Designer*, Ch. 3, 5, 6 | |
| | 6/2 | F | *Writer/Designer*, Ch. 7 & 8 | |
| | | | | |
| 5 | 6/5 | M | Group Library Research | MP Pitch |
| | 6/6 | T | *Ben McCorkle, "Whose Body?" | |
| | 6/7 | W | *Jenny Edbauer, "Unframing Models of Public Distribution" | |
| | 6/8 | R | *Kristie Fleckenstein, "Affording New Media" | |
| | 6/9 | F | Adobe Spark troubleshooting and in-class group work | |
| | | | | |
| 6 | 6/12 | M | **No Class – Submit MP Scripts, Links, & Group Work Review** | **MP** |
| | 6/13 | T | Multimodal Proposal Presentations | |
| | 6/14 | W | Multimodal Proposal Presentations | |
| | 6/15 | R | Multimodal Proposal Presentations | |
| | 6/16 | F | Course Wrap-Up and Evaluations | |
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*Reading can be found on the course website: http://elearning.ufl.edu/

Writing Assessment Rubric:

| | | | Class Points | | | | Class Points |
|---|---|---|---|---|---|---|---|
| A | 4.0 | 93-100 | 930-1000 | C | 2.0 | 73-76 | 730-760 |
| A- | 3.67 | 90-92 | 900-920 | C- | 1.67 | 70-72 | 700-720 |
| B+ | 3.33 | 87-89 | 870-890 | D+ | 1.33 | 67-69 | 670-690 |
| B | 3.0 | 83-86 | 830-860 | D | 1.0 | 63-66 | 630-660 |
| B- | 2.67 | 80-82 | 800-820 | D- | 0.67 | 60-62 | 600-620 |
| C+ | 2.33 | 77-79 | 770-790 | E | 0.00 | 0-59 | 000-590 |

*A-range essays*: Establish and sustain a complex argument that demonstrates sophisticated engagement with course themes, contexts, and readings. Provide attentive close readings of the language and themes in their texts. Well-organized, well-supported, well-developed, and written in engaging and clear prose.

*B-range essays*: Are competent, but could be made stronger with either better organization, a more complex thesis or line of development, more sustained examples, a stronger prose style, or less recurrent grammatical or mechanical problems.

*C-range essays*: Are passable and often promising, but have multiple areas that need considerable improvement (thesis strength, argument focus, level of analysis, organization, style, grammatical, etc.) to make the paper clear and persuasive.

*D-range essays*: Are not yet "there" as far as conceptualizing, organizing, and sustaining a viable argument in readable prose, but hold promise.

*F-range essays*: Fail to meet the basic criteria of argument, organization, and mechanics, or may fail to respond to the assignment by being off topic, or contain passages that are plagiarized.