

ENC 1102: Argument and Persuasion

Instructor: Zack Shaw
Email: Z.shaw@ufl.edu
Office: Turlington Hall 4415
Office Hours: TR 12:45-1:45p

COURSE DESCRIPTION

ENC 1102: Argument and Persuasion focuses on the essential stylistics of writing clearly and efficiently within the framework of research writing in the disciplines. Students will learn how to formulate a coherent thesis and defend it logically with evidence drawn from research in specific fields. Students will also learn how to work through the stages of planning, research, organizing, and revising their writing.

ENC 1102 is an introduction to techniques and forms of argument in a broad range of disciplines, including the humanities, social sciences, business, and natural sciences. To ground the students' investigations for the semester, the course will focus on a particular formative theme. This course encourages students to investigate the relationship between writing and knowledge and to discover how writing can create, rather than merely transmit, knowledge. Class discussions will reveal the complementary relationship between writing and research and demonstrate how persuasive techniques and genres vary from discipline to discipline. Students will learn how writing effectively and correctly in their fields will help to integrate them as professionals into their "knowledge communities."

Outcomes

By the end of ENC1102, students will be able to

- Read, locate, and evaluate a variety of information using research methodologies appropriate to disciplines.
- Apply research and use writing to achieve a variety of purposes in a variety of disciplinary contexts.
- Demonstrate accurate and responsible cite and incorporate primary and secondary materials.
- Participate in groups with emphasis on listening, critical and reflective thinking, and responding to group members' writing and ideas.
- Present an effective academic writing style.

Required Texts

Susan Miller-Cochran, Roy Stamper, and Stacey Cochran. *An Insider's Guide to Academic Writing: A Rhetoric and Reader*. (Bedford/St. Martin's, 2016).

ASSIGNMENTS AND GRADING

Assignments	Words	Points Possible
Literary Analysis	1000	150
Annotated Bibliography and Literature Review	1000	150
Observational Logbook	1200	100
Blogpost and Podcast	800	100
Research Report (175) and Poster Presentation (25)	2000	200
Process Assignments (Peer Review)		100
Homework and Participation		100
Final Portfolio		100
Total	6000	1000

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

Students must pass this course with a “C” or better to satisfy the CLAS requirement for Composition (C). Earning general education composition credit, students will

- Demonstrate forms of effective writing (focusing on analyses, arguments, and proposals)
- Learn different writing styles, approaches, and formats and successfully adapt writing to different audiences, purposes, and contexts; effectively revise and edit their own writing and the writing of others
- Organize complex arguments in writing, using thesis statements, claims, and evidence
- Employ logic in arguments and analyze their own writing and the writing of others for errors in logic
- Write clearly and concisely consistent with the conventions of standard written English
- Use thesis sentences, claims, evidence, and logic in arguments

The University Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Course grades now have two components. You must pass this course with a “C” or better to satisfy the CLAS requirement for Composition (C) and to receive the 6,000-word University Writing Requirement credit (E6). To receive the 6,000-word University Writing Requirement credit (E6), papers **must** meet minimum word requirements totaling 6000 words.

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.

Tentative Schedule—All readings can be found in the textbook unless noted.

The calendar contains all the reading and writing assignments for the semester. Readings will be discussed on the day they appear, and assignments will be due on the date they appear. Bring your textbook and laptop/tablet/writing materials to each class.

Readings and Classwork	
Week One	
Tuesday 1/9/18	In class: Introductions; syllabus
Thursday 1/11/18	Chapter 2, "Reading and Writing Rhetorically" (20-23 including "Genres"); "Rhetorical Writing Processes" (27-30) In class: Chris Kluwe Rhetorical Analysis in groups, Film Clips – Rhetorical Analysis; read chapter 3, "Developing Arguments" (37-48), Discuss reading; argument analysis of "Masters of Desire" (49-52); snowballs
Week Two	
Tuesday 1/16/18	Chapter 6, "Reading and Writing in the Humanities" (108-114) In class: Discuss reading; "Comics as Multimodal Literacy" (118-121); small group questions - what ways does the author (Dale Jacobs) make meaning, and what ways do you make meaning? <i>Psycho</i> shower scene – making meaning with

	music
Thursday 1/18/18	<p>“Textual Interpretation” (141); “The Yellow Wallpaper” (Canvas)</p> <p>In class: Introduce Literary Analysis, read “Till Death Do Us Part: An Analysis of Kate Chopin’s ‘The Story of an Hour’” (143); Collaborative Fiction; bring thesis for Literary Analysis for Tuesday 1/23</p>
	Week Three
Tuesday 1/23/18	<p>Literary Analysis Thesis</p> <p>In class: Thesis Workshop and How to Peer Review; class poll review format</p>
Thursday 1/25/18	<p>“Introduction to Documentation Styles” (613)</p> <p>In class: Bring computer – How to Peer Review; Draft work for Literary Analysis</p>
	Week Four
Tuesday 1/30/18	<p>Bring in Literary Analysis Draft for Peer Review (digital)</p> <p>In class: Peer Review (Keep Peer Reviews)</p>
Thursday 2/1/18	<p>Literary Analysis Due With Peer Reviews</p> <p>In class: Introduce Literature Review and Annotated Bibliography; reflection on Literary Analysis; film screening <i>Boy and the World</i> (2015)</p>
	Week Five
Tuesday 2/6/18	<p>“Reading and Writing in Social Sciences” (152-155; 158-164 including “Bias”)</p> <p>In class: Wrap up discussion on film screening, meaning making, and film rhetoric; reflection on the rhetoric of the film; discuss conventions of a Social Sciences paper; read “Capital Punishment in Films” (416-425) and discuss</p>
Thursday 2/8/18	<p>“Writing a Literature Review” (180-185)</p> <p>In class: Questions about the reading; concise writing exercise; Annotated Bibliography Workshop and Research (Library Visit Day)</p>
	Week Six
Tuesday 2/13/18	<p>“Effects of Sleep Deprivation” (187-195)</p> <p>In class: Discuss the reading; literature Review Drafting</p>
Thursday 2/15/18	<p>In class: Peer Review Lit Review/Annotated Bib (Keep Peer Reviews); Conferences for Literature Review; drafting</p>
	Week Seven
Tuesday 2/20/18	<p>Ch. 8 “Reading and Writing in the Natural Sciences” (209-218)</p> <p>In class: Reflect on Literature Review; what is your writing process? Word Jenga</p>

Thursday 2/22/18	<p>Literature Review and Annotated Bibliography Due With Peer Reviews Attached</p> <p>In class: Introduce Observational Logbooks; read “Grub” (464-470) and discuss research writing</p>
	Week Eight
Tuesday 2/27/18	<p>The Battery Observational Logbook (230-240 including “Research Proposal”, 248-9 on the Lab Report)</p> <p>In class: Discuss the parts of a lab report – IMRAD – and the Battery essay; Multimodal composing; abstract writing</p>
Thursday 3/1/18	<p>Bring in your progress with Observational Logbook; “Distribution of Toxic Trace Elements” (588-598)</p> <p>In class: Discuss the reading; Conferences on Observational Logbook; Logbook drafting; Literary Telephone Activity</p>
	Week Nine
Tuesday 3/6/18	SPRING BREAK – NO CLASS
Thursday 3/8/18	SPRING BREAK – NO CLASS
	Week Ten
Tuesday 3/13/18	<p>542 – answer questions 6 and 10</p> <p>In class: Discuss answers; Peer Review Observational Logbook (Keep Peer Reviews)</p>
Thursday 3/15/18	<p>Observational Logbook Due With Peer Reviews Attached</p> <p>In class: Reflect on Observational Logbook; introduction to Research Report; create an instructor feedback and peer review feedback logbook; bring your previous papers/peer reviews/feedback from me</p>
	Week Eleven
Tuesday 3/20/18	<p>“Designing a Research Study in the Natural Sciences” (218-228)</p> <p>In class: Discuss the reading; introduce and work on PSA; schedule poster presentation times</p>
Thursday 3/22/18	<p>“Genetically Modified Food in Perspective” (525-540)</p> <p>In class: Writing the Introduction to Research; finish working on PSAs; present PSA to the class; Duke University’s guide to using charts and graphs (http://guides.library.duke.edu/datavis/toppen); writing methods and results (using charts and graphs); practice email draft etiquette</p>
	Week Twelve

Tuesday 3/27/18	Bring your Thesis to class In class: Thesis speed dating; discuss the discussion section
Thursday 3/29/18	Play around with UNC Writing Center materials (http://writingcenter.unc.edu/tips-and-tools/); look at the thesis page and the editing and proofreading page; look at the flow video; Bring your Research Report progress to conference In class: Conferences; Poster Presentation check-in and requirements review; drafting Research Report
	Week Thirteen
Tuesday 4/3/18	Peer Review Research Report and Poster (Keep Peer Reviews)
Thursday 4/5/18	Work on your Research Report In class: Reflect on Posters; Begin Poster Presentations
	Week Fourteen
Tuesday 4/10/18	Work on your Research Report In class: Continue Poster Presentations; drafting Research Report if time
Thursday 4/12/18	Final Research Report and Poster DUE (Attach Peer Reviews) In class: Reflect on Research Report; finish Posters if necessary; UNC Writing Center website (http://writingcenter.unc.edu/tips-and-tools/) Scientific Research Reports page; introduce Translating a Scholarly Work for a Popular Audience assignment; introduce Final Portfolios on Canvas , reflect on Research Reports
	Week Fifteen
Tuesday 4/17/18	Research podcasts and blogs; each student should come prepared to class to briefly present one podcast and one blog (who the audience is and what a post/podcast is usually like) In class: Present podcasts and blogs; Outline workshop; Blogpost Outlines
Thursday 4/19/18	“Dining on Death Row” (396-411) In class: Continue Blogpost outlines; Peer Review Blogpost and Podcast (Keep Peer Reviews)
	Week Sixteen
Tuesday 4/24/18	Blogpost and Podcast Due With Peer Reviews Attached (or turned in to me in some manner) In class: Reflect on Blogpost and Podcast; course evaluations and final questions

Course Policies

Plagiarism

Plagiarism is a serious violation of the [Student Honor Code](#). The Honor Code prohibits and defines plagiarism 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):

a.) Quoting oral or written materials, whether published or unpublished, without proper attribution.

b.) 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, 15 Aug. 2007

<<http://www.dso.ufl.edu/judicial/honorcode.php>>)

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.

Laptops are only open for composing research or reading. No Internet surfing during class.

Attendance Policies

ENC 1102 is a participation-oriented, skills-based writing course, which means that you will build your skills incrementally and systematically in each class throughout the semester. Much of the learning that takes place is spontaneous and difficult to reproduce outside of class. You are allowed **three** absences – after the third, any additional absences will affect your grade.

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. 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. Requirements for class attendance and

make-up exams, assignments, and other work in this class are consistent with university policies that can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

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 taken, they are late, which disrupts the entire class. Two instances of tardiness count as one absence.

In-Class Work

Papers and drafts are due at the beginning of class or on-line at the assigned deadline. Papers that are turned in late will lose points severely for each day late.

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.

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 must be in 12-point Times New Roman/Arial font, double-spaced with 1-inch margins, and every page should include your name and a number. If a source has been used in a paper, it **must** be cited on a references page.

Every paper will be submitted as MS Word (.doc) or Rich Text Format (.rtf) documents to Canvas by the due date and time. **No late papers will be accepted.** Save and submit all papers in Canvas using the following file name: lastname1102nameofassignment (smith1102literaryanalysis).

Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open.

Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Writing Studio

The University Writing Studio is located in Tigert 302 and is available to all UF students.

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 accommodation.

U Matter, We Care

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.