ENC 2305: ANALYTICAL WRITING AND THINKING
DISCOVERING LOST STORIES (12651)

INSTRUCTOR AND CLASS INFORMATION

Instructor: Dr. Jennifer Coenen

E-mail: Canvas Inbox preferred, jcoenen@ufl.edu

Office: Turlington 2215

Office Hours: Monday 4 (10:40am-11:30am), Wednesday 6 (12:50-1:40), Thursday 1:00pm-3:00pm, or by appointment

COURSE DESCRIPTION

Analytical Writing and Thinking is designed to advance students' critical thinking and writing skills beyond first-year composition. To achieve those goals, students will learn advanced analytical techniques and communication strategies that professors in all disciplines expect them to know. The texts and assignments in the course will expose students to challenging ideas. The subject matter of the course will be developed in accordance with the instructors' own studies, with wide-ranging themes in areas such as languages, political science, anthropology, or biology. By examining humanistic or scientific theories or principles, students will learn how to read deeply and think critically. As such, the students will be introduced to seminal ideas in specific disciplines and will be 12651sked to engage in debates important to our time and our culture.

In this course, students will hone their reasoning skills through engagement with a specific topic and sharpen their writing skills through multiple drafts of papers with substantial feedback from their peers and their instructor. The culmination of the course will be a portfolio that demonstrates the individual student's growth as a thinker and as a writer.

OUTCOMES

By the end of ENC 2305, students will be able to
- Analyze specific influential research, theories, or philosophies
- Recognize writing as an open process that permits writers to use reinvention and rethinking to revise their work
- Understand the collaborative nature of writing processes by critiquing their own and others' work
- Demonstrate critical thinking skills
- Incorporate the ideas of published scholars in their own work
- Produce a scholarly writing style, including clear, coherent, efficient, and well-organized prose as well as logical argumentation

TEXTS

Texts are available through UF libraries or are freely available. Readings and viewings are posted in Canvas.

COURSE THEME

To ground your investigations for the semester, the course will focus on a particular formative theme. The theme of this section is **discovering lost stories**, an exploration of archiving – a topic that invites analysis through many disciplinary perspectives (anthropology, sociology, psychology, literature, political science, history, art, and many more).

This section is about curiosity, exploration, piecing-together, collecting, archiving, and storytelling.

In this course, we will engage with a variety of texts that are (1) theoretical and give us vocabulary and perspectives with which to investigate the concepts and (2) fictional and non-fictional accounts that will expand our understanding of the role collecting, archiving, and curating play in the human experience.

ASSIGNMENTS AND GRADING

Projects
Object Story	150 points, 1500-1700 words
Archive Analysis	150 points, 1500-1700 words
Story in the Archive	200 points, 3000-3200 words
Presentation	50 points

Prep Assignments
Research and Idea Log	100 points (5 checkpoints @20 points each)
Prep Sheets	100 points (10 @10 points each)
Peer Review	50 points (3 @15, 15, and 20 points)
Language & Style Lessons	100 points (5 @20 points each)

Final Project
Personal Archive	100 points
TOTAL	1000 points, 6000 words

Grading for this course will be rigorous. Successful assignments will illustrate a careful regard for spelling, grammar, and citation guidelines. Do not rely on your instructor for copy-editing, even on drafts.

The writing assignments for this course are designed to meet the minimum requirements of the University Writing Requirement credit. To satisfy this requirement, every assignment's word count must be fulfilled. Submitted assignments short of the minimum word count will receive zero credit.

GRADING SCALE

Letter Grade	Point value	Percentage	GPA
A	940-1000	93-100%	4.0
A-	900-939	90-93%	3.67
B+	870-899	87-89%	3.33
B	840-869	84-86%	3.00
B-	800-839	80-83%	2.67
C+	770-799	77-79%	2.33
C	740-769	74-76%	2.00
C-	700-739	70-73%	1.67
D+	670-699	67-69%	1.33
D	640-669	64-66%	1.00
D-	600-639	60-63%	0.67
E	0-599	0-59%	0.00

COURSE CREDIT POLICY

Course grades have two components: To receive writing credit, a student must receive a grade of "C" or higher and a satisfactory completion of the writing component of the course to satisfy the CLAS requirement for Composition (C) and to receive the 6,000-word University Writing Requirement credit (E6). You must turn in all papers totaling 6,000 words to receive credit for writing 6,000 words. The writing requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.

PLEASE NOTE: a grade of "C-" will not confer credit for the University Writing Requirement or the CLAS Composition (C) requirement.

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 WRITING 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.

COURSE POLICIES

ATTENDANCE

Attendance is required. **The policy of the University Writing Program is that if students miss more than six periods during the term, they will fail the entire course.** Double periods count as two absences. Only those absences deemed excused according to UF policy, including university-sponsored events, such as athletics and band, illness, and religious holidays will be exempted from this policy. Absences related to university-sponsored events must be discussed with the instructor prior to the date that will be missed.

Writing skills are gained by experience, so sessions often include in-class activities and discussion, which are difficult or impossible to replicate outside of class. Consequently, frequent absences will affect students' success in the course.

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: Late arrivals disrupt the entire class. Multiple late arrivals will affect students' success in the course. If you know of instances when you will be late, please let me know.

LATE WORK

Late work is accepted without penalty—HOWEVER, there are some important caveats:

- Certain things like journal entries and peer review drafts MUST be ready by their due dates and times. Other people and other learning activities and processes depend on you having work done by this time.
- This shouldn't be a blank check for you to procrastinate all semester. YOU are responsible for telling me when something will be turned in if you need to turn it in later than 24 hours after the due date/time.

ACADEMIC DISHONESTY AND PLAGIARISM

Plagiarism is a serious violation of the Student Honor Code. The Honor Code prohibits plagiarism and defines it as follows:

(e) Plagiarism. A Student must not represent as the Student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

1. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.

2. Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.

3. Submitting materials from any source without proper attribution.

4. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author.

University of Florida students are responsible for reading, understanding, and abiding by the entire Student Honor Code, which can be found at https://sccr.dso.ufl.edu/students/student-conduct-code/.

Important Tip: You should never copy and paste something from the Internet without providing the exact location from which it came.

Artificial Intelligence

The use of artificial intelligence software, like ChatGPT, for class work is considered academic dishonesty.

The UF Honor Pledge ends with "On my honor, I have neither given nor received unauthorized aid in doing this assignment." Using artificial intelligence software, like ChatGPT, is unauthorized for this class, and therefore violates this Honor Pledge. Additionally, the UF Honor Code designates cheating (a) (using unauthorized materials for academic advantage) and submitting academic work purchased or obtained from an outside source (f) as violations. Using AI software to write your papers can be interpreted as multiple violations according to the UF Honor Code.

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.

I expect you to behave as respectful adults. Please turn off cell phones and other noise-making devices. Please avoid distractions during class time. Use of laptops, tablets, or phones to do work is acceptable, but avoid focusing on those devices when your attention belongs elsewhere, and do not use them to do unrelated activities during class.

IN-CLASS WORK

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. In general, students are expected to contribute constructively to each class session.

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.

UF RECORDING POLICY

Class lectures may only be recorded for purposes defined by House Bill 233/Section 1004.097. A class lecture does not include academic exercises involving student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

A recording of a class lecture may not be published without the consent of the lecturer. Publish is defined as sharing, transmitting, circulating, distributing, or providing access to a Recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. A recording, or transcript of the recording, is considered to be published if it is posted on or uploaded to, in whole or part, any media platform, including but not limited to social media, book, magazine, newspaper or leaflet. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

STUDENTS WITH DISABILITIES

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting our Get Started page. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

STUDENTS IN DISTRESS

The University of Florida has a number of resources available to help students experiencing difficulties in their lives (whether related to school or not). Do not hesitate to seek help!

> Dean of Students Office, 352-392-1261, https://dso.ufl.edu/
> U Matter We Care, 352-294-2273, umatter@ufl.edu, http://umatter.ufl.edu
> Counseling and Wellness Center, 352-392-1575, https://counseling.ufl.edu/
> Field and Fork Pantry, 352-294-3601, https://pantry.fieldandfork.ufl.edu/
> Non-emergency safety concerns – UFPD, 352-392-1111 (for emergencies, call 911)

SCHEDULE

This is a tentative schedule. Please check the schedules on Canvas and Teams for the most up-to-date information.

Date	Prepare for Class	Assignments Due
W 8/23 **Course Intro**		
F 8/25 **Curiosity, Thinking, Research, & Writing I**	"On Going Down the Rabbit Hole" by Richard Miller and Ann Jurecic (in *Habits of the Creative Mind*)	Prep Sheet 1
M 8/28 **Curiosity, Thinking, Research, & Writing II**		
W 8/30 **Objects**	"Introduction: The Things That Matter" by Sherry Turkle (in *Evocative Objects*) "Collecting and Memory" by Lee Arnold and Thomas van der Walt	Prep Sheet 2
F 9/1 **Object exploration**	"The Bracelet" by Sherry Turkle (in *Evocative Objects*) and at least one other object story in the book (your choice!)	Prep Sheet 3
M 9/4	No classes — university holiday — Martin Luther King, Jr. Day	
W 9/6 **Evocative objects**	"What Makes an Object Evocative?" by Sherry Turkle (in *Evocative Objects*)	Prep Sheet 4 Research Log Checkpoint 1
F 9/8 **Object Story Workshop**		
M 9/11 **Language Lesson 1**	"Shitty First Drafts" by Anne Lamott	
W 9/13 **Object Story Peer Review**		Language Lesson 1 Draft of Object Story

F 9/15 **What are archives?**	"Why Archives?", "What are Archives?", "Using Archives", "What's an 'Archives'?", "What's an Archivist?", and "What's a Record?"	Prep Sheet 5
M 9/18 **Archives and democracy**	"Archives Change Lives" (video), "Democracy Starts Here" (video), and "A Brief History of the Archive" in *Archive Everything* by Gabriella Giannachi	Prep Sheet 6 **Object Story DUE**
W 9/20 **Archival power**	"Archives Have the Power to Boost Marginalized Voices" (video), "The Archivist as Activist in the Production of (Historical) Knowledge" in *Processing the Past: Contesting Authority in History and the Archives* by Francis Blouin and William Rosenberg	Prep Sheet 7 Research Log Checkpoint 2
F 9/22 **Archive Analysis Wksp**		
M 9/25 **Language Lesson 2**		
W 9/27 **Archives and digital preservation**	"What Do You Mean By Archive: Genres of Usage for Digital Preservers" by Trevor Owens (From The Library of Congress blog The Signal)	Prep Sheet 8 Language Lesson 2
F 9/29 **In-class work day**		
M 10/2 **Archive Analysis Peer Review**		Draft of Archive Analysis
W 10/4 **Story in the Archives Intro**		Research Log Checkpoint 3 **Archive Analysis DUE**
F 10/6	No classes — university holiday — Homecoming	
M 10/9 **UF Archives visit**		

W 10/11 **Research —** **documenting records** **I**		
F 10/13 **Research —** **documenting records** **II**		
M 10/16 **In-class work day**		
W 10/18 *TBD*	*TBD*	
F 10/20 *TBD*	*TBD*	
M 10/23 **Language Lesson 3**		
W 10/25 *Conference w/Dr. C*		Research Log Checkpoint 4 Language Lesson 3
F 10/27 *Conference w/Dr. C*		
M 10/30 *Out-of-class work day* *(no class meeting)*		
W 11/1 **In-class work day**		
F 11/3 **In-class work day**		Research Log Checkpoint 5
M 11/6 **Language Lesson 4**		

W 11/8 **About presentations**		Language Lesson 4
F 11/10	No classes — university holiday — Veterans Day	
M 11/13 **Story in the Archive Peer Review**		Draft of Story in the Archives
W 11/15 **Language Lesson 5**		
F 11/17 **Personal Archives**	"Digital Curation and the Citizen Archivist" by Richard Cox (Univ. of Pittsburgh) "Your Personal Archiving Project: Where Do You Start?" by Mick Ashenfelder (from The Library of Congress blog The Signal) "Collecting and Managing Your Personal and Family Records" by Univ. of Colorado Boulder Libraries	Prep Sheet 9
M 11/20	Out-of-class work day; Dr. C available in office during class time	
W 11/22	No classes — university holiday — Thanksgiving Break	
F 11/24	No classes — university holiday — Thanksgiving Break	
M 11/27 **Presentations**		**Story in the Archives DUE**
W 11/29 **Presentations**		
F 12/1 **Presentations**		Language Lesson 5 "Prep Sheet" 10 (Actually, responses to presentations)

M 12/4 Course reflection activity 1		
W 12/6 Course reflection activity 2		