ENC 2305: Analytical Writing and Thinking
Fall 2023
(General Education Composition (C) WR 6,000)

Class Numbers: 12651
Instructor: Jennifer Coenen
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Office Hours: TBA
Meeting Times: MWF 7
Meeting Place: FLG 275

Course Description

The Analytical Writing and Thinking Seminar 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 asked 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

Required Texts
All required readings will be provided on Canvas.

Strunk, William, and White, E. B. *The Elements of Style* (Fourth original edition) 2020.

Assignments and Grading

Students will write and revise several essays, participate in numerous group-writing exercises, and produce a researched application of a theory paper.

	Prep Sheets		100
	Discussion Leader and Presentation		70
	Reflective Think Pieces (x6)		180
	Peer Reviews (x3)		75
Paper 1:	Definition Paper	(1200 words)	125
Paper 2:	Critical Analysis	(1500 words)	150
	Critical Annotated Bibliography	(800 words)	100
Paper 3:	Final Theory Project with Reflection	(2500 words)	200
	Total	**6000**	**1000**

Rubric for Grading Think Pieces

Think Pieces are an opportunity for students to synthesize, reflect upon, and begin to analyze materials assigned for this class. They also provide an opportunity to engage with the class materials in a critical and personal way. The following rubric will be used for grading Think Pieces:

Rubric	Points
Thorough on-point, thoughtful take on the materials.	Full credit (30)
Competent and complete but may lack clarity, specific detail, and/or development of thoughts.	Partial credit (10-29)
Incomplete, poorly written, shows little involvement with the materials.	Some credit (5-10)
No submission	0

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**. Final grades will NOT be curved.

Grading Scale

A	4.0	94-100	940-1000		C	2.0	74-76	740-769
A-	3.67	90-93	900-939		C-	1.67	70-72	700-739
B	3.33	87-89	870-899		D+	1.33	67-69	670-699
B	3.0	84-86	840-869		D	1.0	64-66	640-669
B-	2.67	80-83	800-839		D-	0.67	60-63	600-639
C+	2.33	77-79	770-799		E	0.00	0-59	0-599

General Education Learning Outcomes

Course grades now 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	Documents make only weak generalizations, providing little or no support, as in summaries or

	range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	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.

Weekly Schedule

The schedule is tentative and subject to change. Any changes to the syllabus will be posted in Canvas. For the most up to date information, check Canvas.

Week	Monday	Wednesday	Friday
1		Introduction to Class—Icebreaker and Syllabus review Reading Due: "What is Rhetoric?" (1-15)	Reading Critically—How to read with a pen and other reading skills Reading Due: "What is Rhetoric?" (15-25)
2	**No Class**	Reading Critically—Bring annotated document to class and share reading techniques Reading Due: "Realms of Rhetoric (1-5) **Prep Sheet 1 Due**	Academic Writing—Rhetoric (Audience, Purpose, and Technique) Reading Due:
Writing a Definition **Key Questions: What is rhetoric?**			
3	Creating a writing style	Introduction to Definition Paper—What is a definition? (Class activity)	Reading Due: **DUE: Prep Sheet 2**

	Reading Due: *Style* "Lesson One and Two" (10-26) **Due: Think Piece 1**	Reading Due	
4	Discussion— What is the argument and how do authors use evidence? **Due: Think Piece 2**	Discussion Reading Due **DUE: Prep Sheet 3**	Writing Workshop—Draft thesis and outline Definition Paper
5	Reading Due **DUE: Prep Sheet 4**	*Style* "Lesson Three"	**Conferences** Bring rough draft of paper with questions to conference
6	Writing and Deep Editing Workshop	MLA and APA format. Incorporating the words and ideas of others. Reading Due **DUE: Prep Sheet 5**	**DUE: Definition Paper Peer Review**
Analyzing a Text			
7	What is critical analysis? **DUE: Definition Paper**	Discussion—Assigned Reading Reading Due **Due: Think Piece 3**	Writing Workshop
8	Discussion—Assigned Reading Reading Due **DUE: Prep Sheet 6**	Summarizing and Paraphrasing Workshop	Common Writing Concerns: *Style* "Lesson 4" Reading Due
9	Writing Workshop—Drafting a thesis for Critical Analysis Reading Due:	Discussion—Assigned Reading Reading Due:	Writing Workshop—Drafting an outline for Critical Analysis **DUE: Prep Sheet 7**
10	Conferences Bring working draft to conference	How to revise effectively: *Style* "Lesson Five" Reading Due: **DUE: Prep Sheet 8**	**DUE: Critical Analysis Peer Review**

Applying a Theory			
11	Watch: "Wit" **DUE: Critical Analysis Paper**	What does it mean to have a theory? Reading Due: **Due: Think Piece 4**	Writing Workshop
12	Reading Due: Researching a topic	Research Workshop Redefining Topics and *Style* "Lesson Six"	Plagiarism workshop Reading Due: **Due: Prep Sheet 9**
13	Drafting a theory paper and *Style* "Lesson Seven" **DUE: Critical Annotated Bibliography**	Evidence and sources *Style* "Lesson Nine" and "Lesson Ten"	Writing Workshop
14	Using Sources Effectively Conclusions and *Style* Reading Due: **Due: Think Piece 5**	Writing Workshop *Style* "Lesson Eleven" **DUE: Prep Sheet 10**	**DUE: Peer Review Final Application of Theory**
15	Revising, Reinventing, and *Style* "Lesson Twelve" **DUE: Peer Review Final Application of Theory**	Last Day of Class: Reflections and feedback **DUE: Think Piece 6**	

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. The UWP exempts from this policy only those absences due to university-sponsored events, such as athletics and band, religious holidays, quarantine, illness, or serious family emergencies. For absences due to quarantine or illness, your instructor may require a signed doctor's note or confirmation from UF Screen, Test, & Protect. 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
Two absences will be penalty free. On the third and subsequent absences, for each absence, 25 points will be deducted from the final grade earned in the class.

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

Make-Up Work
Homework and papers will be due by the next class period for a student with a valid **excused** absence. Papers and assignments will receive a **10% per day late** penalty on unexcused late assignments.

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.

In-Class Work
Papers and drafts are due on-line at the assigned deadline. Papers and drafts will be due before the next class period for students with a valid excused absence.

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.

Mode of Submission
All papers will be submitted as MS Word (.doc) or Rich Text Format (.rtf) documents to Canvas. Do not upload PDF files. Final drafts should be polished and presented in a professional manner. *All papers must be in 12-point Times New Roman or Arial font, double-spaced with 1-inch margins and pages numbered.*

Counseling and Wellness Center
Contact information for the Counseling and Wellness Center, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

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 or online. That office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

The Writing Studio
The Writing Studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at http://writing.ufl.edu/writing-studio/

Course Evaluations
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/