

ENC 1102: Argument and Persuasion

(3 CREDITS. THIS CLASS CONFERS COMPOSITION (C) AND WR 6,000 CREDIT; PREREQ: ENC 1101)

Fall 2025

Instructor:

Email:

Office:

Office Hours:

Section #:

22556, 11894, 11914, 20437, 20438, 20439, 20440, N/A, 20441, 21113, 21160, 22396, 24344, 24345, 24346, 27725, 27726, 27727, 27728, 27729, 27865, 27867, 21324, 22914, 11895, 22915, 21325, 22889, 11939, 11916, 11917, 11937, 22892, 22913, 11915, 11938, 11936

ENC 1102: A course teaching argumentative and persuasive writing techniques across the disciplines

Course Description

ENC 1102 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. 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.”

General Education Student Learning Outcomes

Content: Students demonstrate competence in the terminology, concepts, theories and methodologies used within the 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 logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

Student Learning Outcomes will be assessed in several ways. Content knowledge will be assessed primarily through students' performance on the written assignments in which students apply the information and practices described in the instructional materials. The communication outcome will also be assessed through the major writing assignments and students' engagement in public speaking, such as the Research Report Poster presentation, in which students are required to convey their knowledge and ideas clearly, as well as through collaborative activities both in-class and out-of-class. Critical thinking, a fundamental component of this course, will be assessed by measuring the degree to which papers accurately execute and apply conventions of discipline-focused writing.

General Education Learning Objectives- Composition

This course confers General Education credit for Composition (C). Composition courses provide instruction in the methods and conventions of standard written English (i.e. grammar, punctuation, usage) and the techniques that produce effective texts. Composition courses are writing intensive, require multiple drafts submitted to the instructor for feedback prior to final submission, and fulfill 6,000 of the university's 24,000-word writing requirement. Course content must include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students are expected learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic. (See the [General Education Objectives](#).)

In ENC 1102, these objectives will be met in a variety of ways. Each major writing assignment, such the Text Analysis and Annotated Bibliography & Literature Review, and Research Report, constitutes a type of writing that requires a different writing style, research approach, and format specific to the disciplines of the Humanities, Social Sciences, and the Natural Sciences, respectively. Especially important in all the assignments is adapting thesis statements, claims, evidence, and logic for the different disciplines to meet audience expectations and conventions. For example, the Text Analysis requires an explicit, argumentative thesis statement whereas the Annotated Bibliography and Literature Review requires an implied argumentative overview statement. Because understanding the audience and context is so important, the blog post assignment considers public consumption of academic writing. Every assignment emphasizes clarity, cohesiveness, conciseness, and stylistic elements essential to writing in academic disciplines.

ENC 1102 Course Learning 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 and Technologies

The Bedford Bookshelf, Bedford/St. Martin's (2023). ISBN 9781318930297

This is a collection of e-textbooks for English composition. For details about getting this textbook through UF All Access, go to “Syllabus” in our Canvas course.

NOTE: This course participates in the UF All Access program. You can login at the following website and opt-in to gain access to your UF All Access course materials - <https://www.bsd.ufl.edu/AllAccess> – UF All Access will provide you with your required materials digitally at a reduced price, and the charge will be posted to your student account. This option will be available starting one week prior to the start of the semester and ends three weeks after the first day of class.

- Per UF policy, using Canvas is required in this class.
- The UWP adheres to the [UF Student Computing Requirements](#).
- If offered, synchronous online classes will require access to Zoom using UF Gatorlink accounts.

Materials and Supplies Fees: there are no material or supply fees in this class.

Assignment Descriptions (Total Points Possible: 1000)

Comparative Analysis (1000 words; 100 points)

In this assignment, students will compare two literary texts. Through critical analysis, students will explore key similarities and differences in themes, style, and structure, evaluate underlying assumptions, and reflect on broader literary and cultural implications. Students will support their textual interpretation with evidence from the text and interpretations of other scholars.

Literature Review (1000 words; 100 points) with Annotated Bibliography (50 points)

For the Literature Review, students will synthesize up-to-date published scholarly ideas to communicate the current knowledge about a natural science-related topic. For the Annotated Bibliography portion, students will write sources in APA style and include a short summary and analysis of the source as it pertains to the student’s research question and the other sources.

Survey Logbook (1000 words, 50 points)

For this paper, students will design and conduct a short social science survey, describe and justify their methodology in distributing the survey and forming appropriate questions, and conclude with an analysis of their findings. This assignment will serve as a foundation for the final Research Report

Research Report & Virtual Poster Presentation (Report: 2000 words & 200 points; Poster Presentation: 50 points = 250 points)

In this paper, students will document their research in proper scientific form. Students will use the information from the research report to design and present a virtual poster presentation in a Zoom recording. Alternative options for completing the presentation portion of this assignment can be coordinated upon consulting with the instructor.

Blog Post (750 words; 70 points)

For this document, students will write a blog post based on a current research publication, communicating the research and its context for a general, non-discipline-specific audience.

Writing Process Reports (4@5 points = 20 points)

Students will use a form to record and report the resources they used to complete each major writing assignment.

Peer Review (4 @10 points = 40 points)

For the Textual Analysis, Annotated Bibliography and Literature Review, Research Report, and Blogpost, students will review each others' papers to provide helpful feedback for the final draft.

Discussion Boards (1 @5 points and 11@15 points = 170 points)

Throughout the term, students will use Canvas discussion boards to work with other students on activities that hone skills and present ideas for the unit's Required Writing Assignment(s).

Quizzes (9 @5 points 45 points)

Each unit includes at least one quiz based on the readings and videos.

Plagiarism Tutorial (10 points)

A series of pages to read and quizzes to complete

In Action Lessons (4 @15 points = 60 points)

These lessons deconstruct, explore, and analyze communicating research to different audiences. At the end of the lesson, students answer questions about the lesson and apply what they've learned.

Post-Unit Reflections (3 @5 points = 15 points)

After each major paper, these activities ask you to record your process, thoughts, and impressions of research and writing within the disciplines.

Reflection Letter (250-500 words; 20 points)

At the end of the semester, students write a letter prompted by reflective questions.

Grading & Course Credit Policies

Grading for this course will be rigorous. Do not rely on the instructor for copy-editing, even on drafts. To receive a passing grade, each paper must reach the minimum assigned word count. Please note that assignment word counts represent minimums necessary to achieve assignment goals, not mandatory values. This course follows [UF grades and grading policies](#).

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

Writing Requirement

Composition Credit: Students must pass this course with a "C" or better to satisfy the UF requirement for Composition (C).

University Writing Requirement: The University Writing Requirement (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 University Writing Requirement (WR), a student must earn a course grade of C or higher **and** assignments must meet minimum word requirements totaling at least 6000 words. Thus, to earn WR credit, **students must complete all the writing assignments with word counts.**

Grading Scale

Grading for this course will be rigorous. Do not rely on the instructor for copy-editing, even on drafts. To receive a passing grade, each paper must reach the minimum assigned word count. Please note that assignment word counts represent minimums necessary to achieve assignment goals, not mandatory values. This course follows [UF grades and grading policies](#).

The University Writing Program uses the UF recommended 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	70-73	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

Assessment Rubric

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. The General Assessment rubric broadly indicates qualities/features of satisfactory and unsatisfactory work. Satisfactory work includes grades ranging from 74% - 100%.

	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	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.

	discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	
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.

More specific rubrics and guidelines applicable to individual assignments will be delivered during the course of the semester. These rubrics will be provided in UF's e-learning system. The specific assessment rubrics for all major writing assignments in this course align with the following criteria.

All **satisfactory** written work must

- demonstrate student agency through authentic interaction with the topic/assignment.
- employ correct, appropriate document design for the assignment.
- incorporate correct, discipline-appropriate use of sources (including citation style) for the assignment.
- employ audience- and discipline-appropriate grammatical and lexical choices.
- demonstrate sentence mechanics and spelling that do not interfere with reader comprehension or writer 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. The UWP exempts from this policy only those absences due to university-sponsored events, such as athletics and band, religious holidays, quarantine, documented illness, or serious family emergencies. 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.

Campus classes: Students are expected to attend face-to-face classes in person. Instructors may grant permission to attend class via Zoom in certain circumstances. Attending class via Zoom is by **instructor permission only** and instructors have no obligation to grant such requests.

Academic Honesty

UF students are bound by The Honor Pledge which states “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the [UF Conduct Code website](#) for more information. If you have any questions or concerns, please consult with the instructor or TAs in this class.

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:

1. **Quoting oral or written materials** including but not limited to those found on the internet, whether published or unpublished, **without proper attribution**.
2. **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**.

Each student’s work will be tested for originality against a wide variety of databases by anti-plagiarism sites to which the University subscribes, and negative reports from such sites may constitute proof of plagiarism. Some (but not all!) examples of plagiarism are copying-and-pasting anything from the Internet without proper quotation, citation, or attributive tags, and using work you have previously submitted without permission from the instructor.

Cheating is defined as using or attempting to use “unauthorized materials or resources in any academic activity for academic advantage or benefit”. *Cheating includes use of “entities” to complete work.*

“Entity” is defined in the Student Honor Code and Student Conduct Code (<https://policy.ufl.edu/regulation/4-040/>) in Section 2, “Definitions” as:

Entity	This includes but is not limited to generative artificial intelligence, large language models, content generation bots, or other non-human intelligence or digital tools.
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Several items in “Cheating” refer to the use of Entities.

1. Using any materials or resources prepared by another person or **Entity** without the other person or Entity’s express Consent or without proper attribution to the other person or Entity.
2. Using any materials or resources, through any medium, which the Faculty has not given express permission to use and that may confer an academic benefit to a Student.
5. Collaborating with another person or **Entity**, through any medium, on any academic activity, when Faculty has expressly prohibited collaboration.

6. Commissioning or seeking to commission another person or **Entity**, with or without compensation, to produce or complete academic work or to impersonate a student in any academic activity.

Instructors may choose if students can use an Entity for class assignments and if so, under what conditions. If you are not sure about the instructor's policy regarding the use of Entities for completing assignments, please ask *before submitting an assignment*.

Content created solely using generative AI must never be presented as original human-created work, and any content optimized or enhanced using generative AI must be disclosed and described in the Writing Process Reports or in another manner outlined by the instructor. Failure to disclose use of AI-generated writing, such as ChatGPT or Microsoft Co-Pilot, will be considered plagiarism.

If you commit academic dishonesty, the instructor will submit the incident to the Dean of Students Office as an Honor Code violation.

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.

While it is acceptable to take notes on a laptop, being distracted, or causing distraction, by doing non-class-work is not acceptable, and you will be required to shut down your laptop. All other electronic devices are not permitted, except as specifically announced by the instructor beforehand.

In-Class Work

Active 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

Papers and drafts are due at the beginning of class or online at the assigned deadline. Late papers will not be accepted. Failure of technology is not an excuse.

All papers will be submitted as MS Word (.doc, .docx) documents to Canvas. Final drafts should be polished and presented in a professional manner. All papers must be in 12-point Times New Roman font, double-spaced with 1-inch margins and pages numbered.

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:

1. The email they receive from GatorEvals,
2. Their Canvas course menu under GatorEvals, or
3. The central portal at <https://my-ufl.bluera.com>

Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Writing Studio

The University Writing Studio is located in Turlington 2215 and is available to all UF students. Free appointments can be made up to twice a week. They are currently offering online appointments. See <https://writing.ufl.edu/writing-studio/> to learn more.

Recording Policy

- A Student may record a **class lecture** for three specified purposes as outlined in House Bill 233/Section 1004.097, Florida Statutes:
 1. For the student's own personal educational use;
 2. In connection with a complaint to the University where the recording is made;
 3. As evidence in, or in preparation for, a criminal or civil proceeding.
- Students may audio or video record a class lecture for a class in which the student is enrolled. Students do not need advance permission, or to provide notice, to record.
- A class lecture is defined as an educational presentation delivered by faculty (instructor of record) or guest lecturer, as part of a University of Florida course, intended to inform or teach enrolled students about a particular subject. Lecture is inclusive of faculty-led discussions that are integrated into the educational presentation.
- A class lecture **does not** include lab sessions, student presentations, clinical presentations such as patient history, **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.

Campus Resources

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 <https://disability.ufl.edu/students/get-started/>. 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.

Notification Letter from Dean of Students Required for Personal Emergency

Students who experience a family or personal emergency (death in the family, unplanned hospitalization, etc.) may contact the Dean of Students Office and request notification letters be sent to their professors. Students are required to provide faculty members with appropriate documentation to support their absence unless, due to the nature of the issue, the information is provided to and verified by the Dean of Students' Office.

Health and Wellness

For guidance during distressing situations, please contact U Matter We Care or the Dean of Students Office. They can help students navigate resources and academic procedures for personal, medical, and academic issues.

- U Matter We Care: <http://umatter.ufl.edu>, umatter@ufl.edu, 352-294-2273 (CARE) Dean of Students: <https://dso.ufl.edu/>, 202 Peabody Hall, (352) 392-1261
- Field and Fork Pantry: <https://fieldandfork.ufl.edu/>, located near McCarty B, 352-294-2208
- Student Health Care Center: <http://shcc.ufl.edu/>, multiple locations, (352) 392-1161
- Aid-a-Gator: <https://www.sfa.ufl.edu/aidagator/>, S-107 Criser Hall, (352) 392-1275
- Counseling and Wellness Center: Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).
- University Police Department: Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center website](#).
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

Academic Life

- E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
- [CLAS Academic Resources](#): 1317 Turlington Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- [Writing Studio](#): Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- *Student Complaints On-Campus*: [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).
- *On-Line Students Complaints*: [View the Distance Learning Student Complaint Process](#).
- Academic Complaints: Office of the Ombuds; Visit the [Complaint Portal webpage](#) for more information.
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the [Student Complaint Procedure webpage](#) for more information.

Schedule of Classes and Assignments

Specific due dates will be posted in Canvas. Late work will not be accepted. Failure of technology is not an excuse. All Learning Curve assignments are due on Friday.

Unit 1: Introduction to Academic Writing and Research

Week 1 (Aug 21 – Aug 22)

- Friday
 - Course orientation/introduction – what does it mean to “write in academic disciplines”?

Week 2 (Aug 25 – Aug 29)

- Monday
 - Read in *An Insider’s Guide to Academic Writing* (hereafter, IG) Chapter 1: An Introduction to Academic Writing (pg. 2-14)
 - Read IG Chapter 3: Reading and Writing Rhetorically (pg. 33)
 - If needed, review Chapter 4: Developing Arguments
- Wednesday
 - Read IG Chapter 6: Reading and Writing in Academic Disciplines (pg. 102)
 - Chapter 5: "Academic Research" from *An Insider’s Guide to Academic Writing: A Rhetoric and Reader* (pg. 67)
 - Overview of humanities, social sciences, and natural sciences

- Friday
 - Read IG Chapter 2: Writing Process and Reflection (pg. 15)
 - Read IG Appendix: Introduction to Documentation Styles (pp. 535-537)
 - Read “Writing Skills” in Modules → “Writing Skills” on Canvas
 - Understanding Plagiarism Activity

Unit 2: Research and Writing in the Humanities

Week 3 (Sept 1 – Sept 5; Holiday: Sept 1)

- Monday
 - NO CLASS—UNIVERSITY HOLIDAY
- Wednesday
 - Read IG Chapter 7 “Reading and Writing in the Humanities” (pg. 122-161)
 - Chapter 11: “Joining the Critical Conversation” from Digging into Literature (pg. 220-243)
- Friday
 - Read texts for Comparative Analysis

Week 4 (Sept 8 – Sept 12)

- Monday
 - Chapter 9: “Literary Criticism & Literary Theory” from Reading and Writing about Literature, 6th edition (pg. 175-188)
 - Excerpt from Chapter 4: “Common Writing Assignments” in Reading and Writing about Literature --> “Comparison and Contrast” from (pg. 76-78)
 - Writing in the Humanities
- Wednesday
 - Chapter 5: “Searching for Sources,” “Evaluating Sources,” “Summarizing, Paraphrasing, and Quoting from Sources,” and “Avoiding Plagiarism” from An Insider’s Guide to Academic Writing: A Rhetoric and Reader (pg. 68-85)
 - Research in the Humanities
 - MLA Style
- Friday
 - Library Research

Week 5 (Sept 15 – Sept 19)

- Monday
 - Read IG Chapter 6: “Using Structure, Language, and Reference (SLR) to Analyze Genre Conventions” (pg. 107)
- Wednesday
 - Analyzing Example Comparative Analyses
- Friday
 - Chapter 2: “Reflection and Writing” from An Insider’s Guide to Academic Writing: A Rhetoric and Reader (pg. 24)

- **Peer Review of Comparative Analysis DUE in class**

Unit 3: Research and Writing in the Natural Sciences

Week 6 (Sept 22 – Sept 26)

- Monday
 - Read IG Chapter 9 “Reading and Writing in the Natural Sciences” (p.215-222 & 228-256)
 - Read “Thinking like a Scientist”, pg 2-7, in Bernhardt, Stephen, A. and Nancy Sommers. *A Guide to Writing in the Sciences*. Available from: VitalSource Bookshelf, Macmillan Higher Education, 2019
 - **Comparative Analysis Due**
- Wednesday
 - Chapter 9: “Structural Conventions” (pp. 223-225), “Reference Conventions” (pp. 227-228), “Genres: Observation Logbook” (pp. 228-238), and “Abstracts and Other Structural
 - Research in the Natural Sciences
- Friday
 - Chapter 8: “IMRaD Format” and “Abstracts and Other Structural Conventions” (pp. 172-181) from *An Insider’s Guide to Academic Writing: A Rhetoric and Reader*
 - IMRAD format
 - **Post-Unit Reflection 1 DUE**

Week 7 (Sept 29 – Oct 3)

- Monday
 - Chapter 5: “Annotated Bibliographies” (pp. 88-91) from *An Insider’s Guide to Academic Writing: A Rhetoric and Reader Literature Reviews* (The Writing Center, University of North Carolina at Chapel Hill)
 - Literature Review
- Wednesday
 - APA style citations
 - Finding, Using, and Synthesizing Sources
 - Building the Annotated Bibliography
- Friday
 - Writing in the Natural Sciences

Week 8 (Oct 6 – Oct 10)

- Monday
 - APA style page formatting
- Wednesday
 - Drafting the Literature Review
- Friday
 - **Peer Review of Literature Review DUE in class**
 - **Take Learning Curve: Working with Sources (APA)**

Unit 4: Research and Writing in the Social Sciences

Week 9 (Oct 13 – Oct 17; Homecoming: Oct 17th)

- Monday
 - IG Chapter 8 "Reading and Writing in the Social Sciences" (pp. 162-170, 185-198)
 - **Literature Review and Annotated Bibliography due**
- Wednesday
 - Chapter 8: "Reading and Writing in the Social Sciences" (pp. 171-181) from An Insider's Guide to Academic Writing: A Rhetoric and Reader
 - Research in the Social Sciences
 - **Post-Unit Reflection 2 DUE**
 - Develop survey and begin distributing survey
- Friday
 - No class – UF Homecoming

Week 10 (Oct 20 – Oct 24)

- Monday
 - Chapter 8: "Reading and Writing in the Social Sciences" (pp. 182-185) from An Insider's Guide to Academic Writing: A Rhetoric and Reader Citing Sources (UF library guide for ENC 1102)
 - **Survey Logbook due**
- Wednesday
 - Writing in the Social Sciences: Research
- Friday
 - Writing in the Social Sciences: Introductions
 - Writing in the Social Sciences: Methods Section

Week 11 (Oct 27 – Oct 31)

- Monday
 - Writing in the Social Sciences: Results Section
 - Writing in the Social Sciences: Discussion Section
- Wednesday
 - Research Poster Presentations Examples
- Friday
 - **Peer Review of the Research Report DUE in class**

Week 12 (Nov 3 – Nov 7)

- Monday
 - **Poster Presentations DUE in class**
- Wednesday
 - Poster Presentations DUE in class
- Friday
 - Read "Public-Facing Writing" PDF
 - **Research Report due**

Unit 5: Communicating Academic Research to General Audiences

Week 13 (Nov 10 – Nov 14; Holiday: Tues, Nov 11th)

- Monday
 - Explore blogs in class
- Wednesday

- Read IG p.116- 117 “Translating a Scholarly Work for a Popular Audience”
 - **Post-Unit Reflection 3 DUE**
- Friday
 - Read essay(s) for Blogpost assignment

Week 14 (Nov 17 – Nov 21)

- Monday
 - Audience awareness activity
 - Drafting Blog post
- Wednesday
 - Analyzing Blog Post Examples
- Friday
 - **Peer Review Blog post DUE in class**
 - **Blog post due**

Week 15 (Nov 24 – Nov 28)

- Thanksgiving Week: No Class

Week 16 (Dec 1 – Dec 3)

- Monday
 - Reflection and self-assessment
 - Class Evaluations
- Wednesday
 - **Reflection Letter due**
 - **Last Day of Class!**

Course Readings

Unit 1:

- Chapter 1: "An Introduction to Academic Writing" from An Insider's Guide to Academic Writing: A Rhetoric and Reader (pg. 2-14)
- Chapter 3: "Reading and Writing Rhetorically" from An Insider's Guide to Academic Writing: A Rhetoric and Reader (pg. 33)
- Chapter 4: "Developing Arguments" from An Insider's Guide to Academic Writing: A Rhetoric and Reader (pg. 48)
- Chapter 2: "Writing Process and Reflection" from An Insider's Guide to Academic Writing: A Rhetoric and Reader (pg. 15)
- Chapter 6: "Reading and Writing in Academic Disciplines" from An Insider's Guide to Academic Writing: A Rhetoric and Reader (pg. 102)
- Chapter 5: "Academic Research" from An Insider's Guide to Academic Writing: A Rhetoric and Reader (pg. 67)
- Appendix: "Introduction to Documentation Styles" (pp. 535-537) from An Insider's Guide to Academic Writing: A Rhetoric and Reader

Unit 2:

- Chapter 7: "Reading and Writing in the Humanities" from An Insider's Guide to Academic Writing: A Rhetoric and Reader (pg. 122-161)
- Chapter 11: "Joining the Critical Conversation" from Digging into Literature (pg. 220-243)
- Chapter 9: "Literary Criticism & Literary Theory" from Reading and Writing about Literature, 6th edition (pg. 175-188)
- Excerpt from Chapter 4: "Common Writing Assignments" in Reading and Writing about Literature --> "Comparison and Contrast" from (pg. 76-78)
- Chapter 5: "Searching for Sources," "Evaluating Sources," "Summarizing, Paraphrasing, and Quoting from Sources," and "Avoiding Plagiarism" from An Insider's Guide to Academic Writing: A Rhetoric and Reader (pg. 68-85)
- Chapter 6: "Using Structure, Language, and Reference (SLR) to Analyze Genre Conventions" from An Insider's Guide to Academic Writing: A Rhetoric and Reader (pg. 107)
- Chapter 2: "Reflection and Writing" from An Insider's Guide to Academic Writing: A Rhetoric and Reader (pg. 24)

Unit 3:

- Chapter 9: "Reading and Writing in the Natural Sciences" (pp. 214-222) from An Insider's Guide to Academic Writing: A Rhetoric and Reader
- Chapter 9: "Structural Conventions" (pp. 223-225), "Reference Conventions" (pp. 227-228), "Genres: Observation Logbook" (pp. 228-238), and "Abstracts and Other Structural Conventions" (pp. 172-181) from An Insider's Guide to Academic Writing: A Rhetoric and Reader
- Chapter 8: "IMRaD Format" and "Abstracts and Other Structural Conventions" (pp. 172-181) from An Insider's Guide to Academic Writing: A Rhetoric and Reader
- Chapter 9: "Reading and Writing in the Natural Sciences" (pp. 225-226) from An Insider's Guide to Academic Writing: A Rhetoric and Reader Effective Writing (Scitable by Nature Education)
- Chapter 5: "Annotated Bibliographies" (pp. 88-91) from An Insider's Guide to Academic Writing: A Rhetoric and Reader Literature Reviews (The Writing Center, University of North Carolina at Chapel Hill)

Unit 4:

- Chapter 8: "Reading and Writing in the Social Sciences" (pp. 162-170, 185-198) from An Insider's Guide to Academic Writing: A Rhetoric and Reader
- Chapter 8: "Reading and Writing in the Social Sciences" (pp. 171-181) from An Insider's Guide to Academic Writing: A Rhetoric and Reader
- Chapter 8: "Reading and Writing in the Social Sciences" (pp. 183-185) from An Insider's Guide to Academic Writing: A Rhetoric and Reader Citing Sources (UF library guide for ENC 1102)
- Chapter 8: "Reading and Writing in the Social Sciences" (pp. 182-183) from An Insider's Guide to Academic Writing: A Rhetoric and Reader

Unit 5:

- Chapter 5: “Translating a Scholarly Article for a Public Audience” (pp. 116-120) from An Insider’s Guide to Academic Writing: A Rhetoric and Reader Public-Facing Writing