

# ENC 2305: ANALYTICAL WRITING AND THINKING

(3 CREDITS. THIS CLASS CONFERS COMPOSITION (C) AND WR 6,000 CREDIT. PREREQ: ENC 1101 OR ENC 1102)

**SECTIONS:** 175A, AWTa, AWT1, AWT2, AWT3, AWT4, AWT5, AWT6, AWT7, AWT8, AWT9, AWT0

**CLASS MEETING DAYS/TIMES:**                      **INSTRUCTOR:**                      **EMAIL:**

**OFFICE HOURS:**    **OFFICE LOCATION:**

**ENC 2305:** Advances students critical thinking and writing skills beyond first-year composition. With wide-ranging themes in areas such as languages, political science, anthropology or biology, this course exposes students to the advanced analytical techniques and communication strategies that professors in all disciplines expect them to know.

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## 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.

#### ENC 2305 STUDENT LEARNING OUTCOMES

Upon completing 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

#### 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.

GE SLOs will be assessed in several ways. Content knowledge will be assessed primarily through writing assignments and class discussions in which students demonstrate understanding of the readings.

Communication will be assessed through major writing assignments and engagement in public speaking, for which students are required to convey their knowledge and ideas clearly through collaborative in-class discussions and presentations to various audiences. Critical thinking will be assessed through students' abilities to select appropriate writing strategies to create a well-reasoned thesis-driven paper.

#### GENERAL EDUCATION: COMPOSITION (C) AND UNIVERSITY WRITING REQUIREMENT (WR)

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 2305, Analytical Writing and Thinking**, these objectives are met in a variety of ways. Students will write and revise several short essays, participate in numerous group-writing exercises, produce a researched application of a theory paper, and prepare final portfolio of their work.

#### EARNING CREDIT FOR GENERAL EDUCATION OUTCOMES AND OBJECTIVES: (C) AND (WR)

Composition Credit: Students must pass this course with a “C” or better to satisfy the UF requirement for Composition (C). This course accomplishes the General Education objectives of the subject areas listed above. Courses intended to satisfy General Education requirements cannot be taken S-U.

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) credit (E6), 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-E6 credit, **students must complete all the writing assignments that specify a minimum number of words**. Please see “Assignment Values” below for that information.

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 general assessment rubric (see below).

#### REQUIRED TEXTS AND TECHNOLOGIES

##### Required Text:

- BULLOCK, BRODY, and WEINBERG (2021) The Little Seagull Handbook (digital edition). Norton and Co.

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 a UF Gatorlink account.

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

#### ENC 2305 ASSIGNMENTS

Assignment	Points	Words
Reading Quizzes & Class prep sheets	150 points	N/A
Paper 1: Critical Definition of Theory or Concept	150 points	1500 words
Paper 2: Critical Analysis of Representative Text	150 points	1500 words
Paper 3: Application of theory/concept to topic	350 points	3000 words
Final Portfolio	200 points	N/A

TOTAL	1000 points	6000 words
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### Reading Quizzes & Class prep sheets

Readings are critical to this class! Different kinds of quizzes and reading prep sheets ensure students engage deeply with course content.

### Paper 1: Critical Definition of Theory or Concept

This paper calls for students to write an argumentative essay that defines and critically examines a complex concept central to the course. Students must construct a clear and original definition, support it with logical reasoning, and test its usefulness in real-world or hypothetical contexts. The essay must also engage deeply with at least one course reading, using analysis, synthesis, or critique to develop the argument. Through this process, students will practice key academic skills such as conceptual clarity, textual engagement, and argumentative writing.

### Paper 2: Critical Analysis of Representative Text

For this assignment, students will write a critical analysis essay exploring how a theory from the course's theme operates within a selected course text. By performing close readings of specific narrative details, students will construct an evidence-based argument that accounts for the complexities and contradictions of their selected theory in practice. The essay should demonstrate thoughtful engagement with both theoretical concepts and literary or narrative form, emphasizing the interpretive skills essential to academic inquiry.

### Paper 3: Application of theory/concept to topic

For the final assignment, students will write an argumentative research paper that applies a theoretical concept or analytical framework studied in class to one or more cultural objects or social issues of their choosing. The essay must incorporate extensive academic research, including at least ten secondary sources—six of which must be peer-reviewed scholarly articles—to support a clear and original argument. Students are expected to demonstrate a deep understanding of course concepts while extending their application to real-world contexts. Because this assignment requires students to engage meaningfully with existing scholarship and join an academic conversation, it is longer and more in-depth than earlier essays in the course.

### Final Portfolio

The Portfolio represents the student's perspective on their own learning across the semester. Portfolios include reflection, demonstration, and future thinking.

## GRADING

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	100 %	to 94.0%
A-	< 94.0 %	to 90.0%

B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 84.0%
B-	< 84.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 74.0%
C-	< 74.0 %	to 70.0%
D+	< 70.0 %	to 67.0%
D	< 67.0 %	to 64.0%
D-	< 64.0 %	to 60.0%
E	< 60.0 %	to 0.0%

**It is this class's policy NOT to round grades up or down. An 89.9 is a B+.**

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.**

#### CONFERENCES AND WRITING STUDIO

Students are encouraged to use the instructor's office hours if there are questions about progress in the course, work underway, or any other course-related concerns. If there is a conflict with the posted office hours, please contact the instructor to schedule a better time. Having conferences on assignments is often the best way to improve the quality of final drafts. The [Writing Studio](#) also offers one-on-one assistance on writing projects and is available to students of all levels.

#### GENERAL 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. To confer 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%.

	<b>SATISFACTORY (Y)</b>	<b>UNSATISFACTORY (N)</b>
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<b>CONTENT</b>	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least 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.
<b>ORGANIZATION AND COHERENCE</b>	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	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.
<b>ARGUMENT AND SUPPORT</b>	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.
<b>STYLE</b>	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	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.
<b>MECHANICS</b>	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive, so they do not muddy 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 AND PROCEDURES

### ATTENDANCE

Attendance is required. The policy of the University Writing Program is that if students accrue more than **six periods** of unexcused absences during the term, they will fail the entire course. Double periods count as two absences.

The UWP exempts from this policy **only** those absences that are considered excused by university standards. Students should discuss absences related to university-sponsored events with the instructor **prior** to the date that will be missed.

UWP requirements for class attendance, 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>.

- For absences due to quarantine or illness, your instructor may require a signed doctor's note.
- For extended absences due to illness or other circumstances, students should consult with U Matter We Care: <http://umatter.ufl.edu>, [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-294-2273 (CARE), Dean of Students: <https://dso.ufl.edu/>, 202 Peabody Hall, (352) 392-1261

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.

**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. If attending class via Zoom, there are a few guidelines to follow.

- Avoid distractions during class time. Close unnecessary apps and put phone away. Attend from an area with no distractions.
- Make sure that whatever is visible (attire, the background) is reasonable for class.
- Zoom requirements: During class, be visible to the instructor and be able to communicate with the instructor by audio or writing in the chat box.

### CLASS RECORDING POLICY

The State of Florida has passed a law regarding the recording of classes by students.

- 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.

#### CLASSROOM DEMEANOR

Students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will discuss and write may engage controversial topics and opinions. Much of this class is discussion-based, so it is vital that we show respect for each other's views. Please demonstrate respect for ideas that may differ from your own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class.

Students are required to mute cell phones, laptops, and tablets during class. Ringing phones and text messaging is an unprofessional disruption, which may result in being asked to leave the classroom and being counted absent. Please let your instructor know about personal emergencies requiring phone contact.

Treat class time as an opportunity **\*not\*** to multi-task!

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



## DUE DATES AND MAKE-UP POLICY

Papers and drafts are due at the beginning of class or online at the assigned deadline. Failure of technology is not an excuse. Late papers will not be accepted except in cases of documented absences. If illness or injury prevents a student from turning in a paper on time, the student should consult with the instructor to turn in the work as soon as is feasible given the situation.

## READINGS

Reading assignments typically appear in the syllabus on the date on which they are due. Students should have completed these readings before coming to class that day.

## 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.bluer.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/>.

## PAPER MAINTENANCE RESPONSIBILITIES

Students are responsible for maintaining 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 this material available.

## SUBMISSION REQUIREMENTS

All papers will be submitted as **MS Word (.doc, .docx) documents** to Canvas. PDFs will be accepted **only** when document design or graphics is critical, such as for a resume or infographic. Final drafts should be polished and presented in a professional manner. Because professional communication varies in document design, all papers will have specific formatting guidelines to follow. Please read these carefully and ask questions early to avoid losing points.

## 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*.

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

## CAMPUS RESOURCES: 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.

## 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 – [click here to 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.

## CAMPUS RESOURCES: 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](mailto: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.

## CAMPUS RESOURCES: ACADEMIC LIFE

- E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto: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.

Notes/Questions:

#### CLASS SCHEDULE

*The Little Seagull Handbook* is divided into three major sections: Writing, Research, and Editing. Each section is divided by numbered topics. So, “W-3, “Reading Strategies” refers to “Writing, Part 3: Reading Strategies”. All readings are easily accessed in the digital version.

### Unit 1: Defining a Theory or Concept

#### Week 1 (Aug 21-22) – Course Introduction

Introduction to Class—Icebreaker and Syllabus review—

- Reading: W-3 “Reading Strategies”
  - Reading Actively and Strategically
  - Reading Efficiently, Annotating and Summarizing

Activity: prepare annotated document for next week

#### Week 2 (Aug 25 – 29) – Reading Critically

Academic Writing—Rhetoric (Audience, Purpose, and Technique)

Reading

- W-3 “Reading Strategies”
  - Reading Analytically
  - Analyzing an Argument
  - Reading Visual Texts

#### Activities

- Reading Quiz
- Annotated document for shared reading techniques
- Close Reading Activity—Parse document
- Introduction to Paper 1: What is a definition?

### **Week 3 (Sept 1 – 5; Holiday, Sept 1) – What is an argument?**

#### Reading

- W-9: “Arguments”
- W-4, “Writing Processes”
  - Generating Ideas
  - Organizing and Drafting
  - Giving and Getting Response

#### Activities

- Prep Sheet Part 1: Discussion—What is the argument?
  - Read
- Prep Sheet Part 2: Discussion— How does the author use evidence?
  - Read
- Writing Workshop—Draft thesis and outline Definition Paper

### **Week 4 (Sept 8 – 12) Writing and the Reader**

#### Activities

- Workshopping in class and/or conferences
- Peer Review Paper One
- **Paper One Due**

## **Unit 2: Critical Analysis**

## **Week 5 (Sept 15 – 19) What is critical analysis?**

### Reading

- W-1 “Rhetorical Contexts”
- W-10 “Rhetorical Analyses”

Prep Sheet Part 1: Discussion—[reading]

Prep Sheet Part 2: Discussion—[reading]

Prep Sheet Part 3: Discussion—[reading]

## **Week 6 – (Sept 22 – 26) Your Style and Academic Style**

### Reading

- W-2 “Academic Contexts”
- W-5, “Parts of the Essay”

### Activities

- Summarizing and Paraphrasing
- Quiz: Common Writing Concerns (open notes: textbook, “Editing the Details that Matter”)
- Writing Workshop—Drafting a thesis and outlining

## **Week 7 (Sept 29 – Oct 3) Writing and the Reader**

### Reading

- Checklist for Revising and Editing
- W-4, “Writing Processes:
  - Taking stock and revising
  - Editing and proofreading

### Activities

- Peer Review Paper Two
- Writing Workshop—How to revise effectively
- Conferences
- **Paper Two Due**

### **Unit 3: Application to Current Topics**

#### **Week 8 (Oct 6 – 10) Using Academic Sources**

##### Reading

- R-1, “Doing Research”
- R-2, “Evaluating Sources”
- R-4, “Integrating Sources, Avoiding Plagiarism”

##### Activities

- Academic Sources—What are academic sources?
- Academic Sources—Using the library databases
- Incorporating Academic Sources — Plagiarism and Citation workshop
  - Quiz: Incorporating academic sources

#### **Week 9 (Oct 13 – 17; Homecoming: Oct 17) Refining Your Topic Choice**

##### Reading

- W-8, “Building Academic Habits of Mind”

##### Activities

- Discussion: Developing a Topic
- Workshop: Refining Topics

#### **Week 10 (Oct 20 – 24) Planning and proposing a researched paper**

##### Reading

- W-15, “Proposals”
- W-17, “Annotated Bibliographies”

##### Activities—

- Prep sheet for your topic
- Outlining Workshop and Peer Review
- Using Evidence—How to incorporate ethos, How to incorporate logos

#### **Week 11 (Oct 27 – 31) Synthesizing Ideas**

Readings:

- R-3, “Synthesizing Ideas”
- W-6, “Developing paragraphs”

Activities

- Writing Workshop
- Peer Review Essay 3

**Week 12 (Nov 3 – 7) Polishing the Paper**

Readings

- W-7, “Designing what you Write”

Activities

- Writing Workshop
- Conferences
- **Paper 3 Due**

**Week 13 (Nov 10 – 14; Veteran’s Day: Tues, Nov 12) – Writing Reflectively**

Reading

- W-16, “Reflections”
- W-11, “Personal Narratives”

Activities

- Discussion: Assembling a Portfolio
- Discussion: Writing Reflectively

**Week 14 (Nov 17 – 21)**

Reading

- W-4h, “Compiling a Portfolio”

Activities



- Writing Workshop—Polishing for portfolio

**Week 15 (Nov 24 – 28) Thanksgiving holiday**

**Week 16 (Dec 1 – 3) Class Closure**

- Submit Portfolios
- Class Evaluations