ENC 1102: Argument and Persuasion

Lead Instructor and Writing Coaches

SECTION: 409E (13297)   **INSTRUCTOR:** Briar Pierce   **EMAIL:** briarpierce@ufl.edu

CLASS MEETING DAYS/TIMES: MTWRF PERIOD 3   KEENE-FLINT 0109
OFFICE HOURS: TBA   **OFFICE LOCATION:** TURLINGTON HALL 2215

Course Description

ENC 1102 is a course teaching argumentative and persuasive writing techniques across the disciplines.

ENC 1102 is a course teaching argumentative and persuasive writing techniques across disciplines. ENC 1102 focuses on the essential stylistics of writing clearly and efficiently within the framework of research writing in the disciplines, the rhetoric of academic research. 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 Text

Susan Miller-Cochran, Roy Stamper, and Stacey Cochran. *An Insider's Guide to Academic Writing: A Rhetoric and Reader*, 3rd ed*.* (Bedford/St. Martin's, 2022).

For details about getting this textbook through UF All Access, go to "Syllabus" in our Canvas course.

Assignment Descriptions (Total Points Possible: 1000)

Text Analysis (1000 words; 100 points)
In this paper, students will critically analyze a particular object of study (a text), supporting 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 social 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.

Observational Logbook (1000 words, 50 points)
For this paper, students will observe record their observations and speculations over a 5-day science experiment and conclude with reflection and analysis as a basis for the Research Report.

Research Report (2000 words, 200 points) & Poster Presentation (50 points)
In this paper, students will document their research from the Observational Logbook to write in proper scientific form. Students will then use the data from their observation logbook to create and present a virtual scientific poster on PPT to an academic audience.

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)
This is 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 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**.

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) 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 major writing assignments**.

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. More specific rubrics and guidelines applicable to individual assignments may be delivered during the course of the semester.

	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.

Class Policies

Submitting Assignments, Due Dates, and Revision Policy

All work is due in Canvas at the assigned date <u>and</u> time in the correct place and in the correct file format (most work must be submitted as a Microsoft Word file: .docx or .doc).

For **final Required Writing Assignments** (those with a word count) turned in within 12 hours past due date/time, there is no penalty on the first offense. Subsequent offenses and work submitted more than 12 hours past due date/time will receive a zero.

Peer review drafts not submitted on time will miss the automatic partnering done at the due date/time, and will receive a zero for the activity. Likewise, you will not get credit for reviews not submitted by the date/time specified in the instructions.

Other activities must be submitted by the due date and time in order to receive credit.

I. Failure of technology is not an excuse. Make sure you read and meet the UF Student Computing requirement (https://it.ufl.edu/policies/student-computing-requirements/). UF offers Microsoft Office 365 and Google's G Suite to all students and faculty through GatorCloud (https://cloud.it.ufl.edu/collaboration-tools/). Students are responsible for making sure submissions to Canvas go through and that files are not corrupted.

II. 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. Making up missed work due to documented illness or emergency is at the discretion of the Lead Instructor on a case-by-case basis. Please contact the Lead Instructor or, when applicable, the Dean of Students Office (http://umatter.ufl.edu) as soon as you can to make them aware of the documented illness or emergency.

III. Every activity and due date is provided at the beginning of the semester. For university-sponsored events covered in the UF attendance policy and religious holidays, please plan accordingly. When possible, plan to turn the work in before the deadline. If you must submit work past the due date/time, contact the Lead Instructor as soon as possible to work out an acceptable deadline. The university policies on absences can be found at https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

Plagiarism

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

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/.

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 Grammarly, Quillbot, ChatGPT, or Microsoft Co-Pilot, will be considered plagiarism.

Working With Others

Participation with classmates is a crucial part of success in this class. Students will be expected to participate in small group forums and provide constructive feedback about their peers' writing during the peer reviews.

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.

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 available this material.

Mode of Submission

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 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/.

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. See https://writing.ufl.edu/writing-studio/ to learn more.

Students with Disabilities

The University of Florida complies with the Americans with Disabilities Act. Students requesting accommodation should contact the Students with Disabilities Office, Reid Hall. That office will provide documentation to the student whom must then provide this documentation to the instructor when requesting accommodation. Visit https://drc.dso.ufl.edu/ for more information.

Students in Distress

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
Counseling and Wellness Center: https://counseling.ufl.edu/, 3190 Radio Road, (352) 392-1575
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

Course Schedule

This schedule is tentative. See course calendar in Canvas for most up-to-date information.

Date(s)		Due
Mon. 6/30 *drop/add*		
Tues. 7/1 *drop/add*		
Wed. 7/2	**Begin Course Orientation** **Begin Unit 1**	Course Orientation Quiz Intro Discussion, part 1 Rhetorical Context Quiz Argumentation Quiz Writing Process Quiz Literacy Narrative Discussion, part 1
Thurs. 7/3		Intro Discussion, part 2 Literacy Narrative Discussion, part 2
Fri. 7/4	NO CLASS- UNIVERSITY HOLIDAY	
Mon. 7/7	**Begin Unit 2**	Academic Disciplines Quiz Evaluating Sources Discussion, part 1 Writing Skills Quiz
Tues. 7/8		Literacy Narrative, part 3 Evaluating Sources Discussion, part 2 Citing Sources Quiz Introduction: Avoiding Accidental Plagiarism Quiz
Wed. 7/9	**Begin Unit 3**	Humanities in Action Writing with Technology in Action Beginning Analysis Discussion, part 1
Thurs. 7/10		Beginning Analysis Discussion, part 2 Creating a Working Thesis Discussion, part 1
Fri. 7/11		Creating a Working Thesis Discussion, part 2 Unit 3 Language Lesson Quiz
Mon. 7/14	Peer Review begins at 8:00am	draft due for Peer Review of Text Analysis
Tues. 7/15		Peer Review ends at 11:59pm
Wed. 7/16	**Begin Unit 4**	**Text Analysis**

		Writing Process Report 1 Post-Unit Reflection 1 Planning Research Discussion, part 1 Social Sciences in Action Synthesizing in a Lit Review Discussion, part 1
Thurs. 7/17		Planning Research Discussion, part 2 Synthesizing in a Lit Review Discussion, part 2 Annotated Bibliography Practice Discussion, part 1 Synthesizing Sources Discussion, part 1
Fri. 7/18		Annotated Bibliography Practice Discussion, part 2 Synthesizing Sources Discussion, part 2 Unit 4 Language Lesson Quiz- Using Clear and Accurate Language
Mon. 7/21	Peer Review begins at 8:00am	draft due for Peer Review of Lit Review
Tues. 7/22		Peer Review ends at 11:59pm
Wed. 7/23		**Literature Review with Annotated Bibliography** **Writing Process Report 2** Post-Unit Reflection 2
Thurs. 7/24	**Begin Unit 5**	Natural Sciences in Action Research Proposal Discussion, part 1
Fri. 7/25		Research Proposal Discussion, part 2 Reporting Scientific Research Discussion, part 1
Mon. 7/28		Reporting Scientific Research Discussion, part 2 Unit 5 Language Lesson Quiz- Writing Effectively in the Science
Tues. 7/29		**Observational Logbook** **Writing Process Report 3**
Wed. 7/30		
Thurs. 7/31	Peer Review begins at 8:00am	draft due for Peer Review of Research Report
Fri. 8/1		Peer Review ends at 11:59pm
Mon. 8/4		**Research Report & Poster Presentation** **Writing Process Report 3** Post-Unit Reflection 3

Tues. 8/5	**Begin Unit 6**	Blogging Conventions Quiz Analyzing Research Blogs Discussion, part 1
Wed. 8/6	Peer Review begins at 8:00am	Analyzing Research Blogs Discussion, part 2 draft due for Peer Review of Blog Post
Thurs. 8/7		Peer Review ends at 11:59pm
Fri. 8/8		**Blog Post** **Writing Process Report 4** **Reflective Letter** **Optional Revision** **End of Course Survey**