

ENC 2305: Analytical Writing and Thinking

Boredom, Fascination & the Uncanny

28456 -100V

TR 2-3/3

* THIS CLASS CONFERS COMPOSITION (C) AND WR 6,000 CREDIT

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COURSE DESCRIPTION

This course is organized around three occasions of experience—boredom, fascination, and the uncanny—that are often obscured in the quickness of perception, if not vanished further during our digital compulsions. Due to the immediacy and subtlety of perception, its operations often remain inaccessible, we are faced with a most fertile ground for which to explore analytical writing and thinking. The impressive advance of digital technology does not render the primeval nexus of image, word, and thing obsolete, but more indispensable than ever.

This Analytical Writing and Thinking Seminar is designed to advance your critical thinking and writing skills beyond first-year composition. To achieve those goals, you will learn advanced analytical techniques and communication strategies that professors in all disciplines expect you to know. By examining humanistic and scientific theories or principles, you will learn how to read deeply and think critically and you will be asked to engage in debates important to our time and our culture. You will hone your reasoning skills through sustained engagement with the course theme and sharpen your writing skills through multiple drafts of papers with substantial feedback from your peers and from me.

TABLE OF CONTENTS

| | |
|-------------------------------------|---|
| Course Description _____ | 1 |
| Student Learning Outcomes _____ | 1 |
| Assignments and Grading _____ | 3 |
| Course Policies _____ | 4 |
| Student Resources _____ | 6 |
| School Policies and Addendums _____ | 7 |
| Schedule _____ | 9 |

STUDENT LEARNING OUTCOMES

By the end of ENC 2305, students will be able to:

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

STUDENT LEARNING OUTCOMES (CONTINUED)

Students must pass this course with a “C” or better to satisfy the CLAS requirement for Composition (C). The University Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Course grades now have two components. To receive University Writing Requirement (WR) credit (E6), a student must earn a course grade of C or higher and papers must meet minimum word requirements totaling 6000 words. A grade of “C-” **will not** confer credit for the University Writing Requirement or the CLAS Composition (C) requirement.

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 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. |

ASSIGNMENTS AND GRADING

| Assignments | Points | Words |
|------------------------------|--------------|-------------|
| Definition Paper | 125 | 1200 |
| Critical Analysis Paper | 150/25 | 1600 |
| Pechakucha | 125 | 800 |
| Annotated bibliography | 75 | 400 |
| Research Paper | 175/25 | 2000 |
| Portfolio | 125 | |
| Assignment Exercises | 100 | |
| In-Class participation | 75 | |
| Total Possible Points | 1,000 | 6100 |

| | Grading | Scale | |
|----|---------|--------|----------|
| A | 4.0 | 93-100 | 930-1000 |
| A- | 3.67 | 90-92 | 900-929 |
| B+ | 3.33 | 87-89 | 870-899 |
| B | 3.0 | 83-86 | 830-869 |
| B- | 2.67 | 80-82 | 800-829 |
| C+ | 2.33 | 77-79 | 770-799 |
| C | 2.0 | 73-76 | 730-769 |
| C- | 1.67 | 70-72 | 700-729 |
| D+ | 1.33 | 67-69 | 670-699 |
| D | 1.0 | 63-66 | 630-669 |
| D- | 0.67 | 60-62 | 600-629 |
| E | 0.00 | 0-59 | 0-599 |

It is UWP Policy NOT to round grades up or down. An 89.9 is a B+.

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

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. The UWP exempts from this policy **only** those absences due to university-sponsored events, such as athletics and band, religious holidays, quarantine, illness, or serious family emergencies. Absences related to university-sponsored events must be discussed with me **prior** to the date that will be missed. For absences due to quarantine or illness, I may require a signed doctor's note.

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>

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.

Due Dates

All major assignments are due on Canvas at the date and time specified in the schedule. If you need more time to complete an assignment, please come talk to me as early as possible before the essay is due so that we can arrange an accommodation that will prioritize your success and time management. If you have not prearranged an extension, late assignments are penalized 10% for each calendar day. If you have a reason that you feel should waive late points, please contact me to discuss this matter as soon as possible. These requests will be considered on a case-by-case basis.

Revisions

You may rewrite any of the major assignments (except for the final revision/anthology assignment) for a new grade. In addition to the revision, please include a one-page memo addressing what, how, and why you revised. Revised work is due two weeks after the assignment is returned to class.

Readings

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

Classroom Demeanor and Conduct

This class is a safe space for open, engaging thought and discussion. The more you participate, the more you will get from this course. I welcome different—and even controversial—points of view, as long as they are presented in a respectful manner. Please remember that one of the norms of the academic discourse community is respect for others' racial, ethnic, and class backgrounds, religious and political beliefs, sexual orientations, and gender identities and abilities. This norm should be respected in your written work, as well as in class discussion. I invite you to challenge yourselves and see what lively, thoughtful discussion—and writing—you will accomplish as a result.

To foster a respectful environment, please turn cell phones and pagers off. Ringing phones and text messaging is an unprofessional disruption, which may result in your being asked to leave the classroom and being counted absent. If you have a personal emergency and must keep your phone on one day, please discuss it with the instructor before class.

Please do not pack up your belongings until I am done speaking. If you respect my time in class, I will respect yours by making sure we do not go over our allotted time.

Office Hours and Writing Studio

Please come to my office hours if you have any questions about assignments, course policies or other concerns. My door is open even if you just want to have a chat and vent about the stresses of college! I am an excellent resource and am happy to steer you in the right direction with assignments **before** you turn them in. If you have a conflict with my office hours, please let me know and we can schedule a time to meet. The Writing Studio also offers one-on-one assistance for writing projects and is available to students of all levels.

Evaluations

Evaluations are the most effective way for you to provide feedback about the course and ensure that I am meeting the needs of UF students. Please fill out the evaluations on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open and time in class to fill them out. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

Students with Disabilities

The University of Florida complies with the Americans with Disabilities Act. Students requesting classroom accommodation must register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must provide this documentation to me when requesting accommodation. **It is important to me to provide an accessible learning environment for all my students** Please let me know what I can do to make your experience in this course a success.

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
- Aid-a-Gator:
<https://www.sfa.ufl.edu/aidagator/>, S-107 Criser Hall, (352) 392-1275

Academic Resources

- *E-learning technical support:*
Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- *Library Support:* Various ways to receive assistance with respect to using the libraries or finding resources.
- *Career Connections Center:* Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- *Teaching Center:* Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- *Writing Studio:* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- *On-Line Students Complaints:* [View the Distance Learning Student Complaint Process](#)
- *Student Complaints On-Campus:* [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

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.

Academic Honesty

As a University of Florida student, your performance is governed by the UF Student Honor Code, (<https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx>). The Honor Code requires Florida students to neither give nor receive unauthorized aid in completing all assignments. Violations include cheating, plagiarism, bribery, and misrepresentation, all defined in detail at the above site.

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.**

(University of Florida, Student Honor Code, 8, October, 2013)

University of Florida students are responsible for reading, understanding, and abiding by the entire Student Honor Code. The University Writing Program takes plagiarism very seriously, and treats instances of plagiarism as dishonesty and as a failure to comply with the scholarly requirements of this course. You commit plagiarism when you present the ideas or words of someone else as your own. If you are unsure if what you are doing is considered academic dishonesty, ask your instructor before turning in an assignment.

The University Writing Program takes plagiarism very seriously, and treats instances of plagiarism as dishonesty and as a failure to comply with the scholarly requirements of this course. You commit plagiarism when you present the ideas or words of someone else as your own. Each student's work may be tested for its 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 quotations and attributive tags, using work you have turned in to other classes without permission from the instructor, and insufficient paraphrasing.

If you commit academic dishonesty, you will receive a zero for the assignment, and the instructor will submit the incident to the Dean of Students Office as an Honor Code violation. Punishments can vary, but the instructor will recommend failing the course. (If you commit plagiarism in the workplace, at the very least you will be reprimanded. You could also be fired or even lose your career.)

Important tip: There should never be a time when you copy and paste something from the Internet and don't provide the exact location and citation information for the source.

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

TENTATIVE SCHEDULE

This schedule is subject to change. New versions of the syllabus, if needed, will be posted on CANVAS. Assignments/Readings are due/will be discussed on the date they are listed.

Module 1: Definition Paper & Weekly Journal: Boredom

Week 1

Thursday, August 24

Course introduction
Weekly Journal Introduction
Due: none

Week 2

Tuesday, August 29

Reading: "Living like Weasels" Part I Annie Dillard
Due: Journal Boredom, Fascination, Uncanny (BFU)

Thursday, August 31

Reading: "Weasels" Part II

Week 3

Tuesday, September 5

Reading: "Bewilderment" Part I Fanny Howe
Due: Journal BFU

Thursday, September 7

Reading: "Bewilderment" Part II
Due: Preliminary Definition Assignment

Week 4

Tuesday, September 12

Questions on Preliminary Definition
Due: Journal BFU

Thursday, September 14

Discussion of Essay process: Challenges; Favorite lines; Visual Model
Due: Definition Paper (Midnight via Canvas)

Module 2: Analytic Essay & The Real of Reality: Fascination

Week 5

Tuesday, September 19

No class: Individual Conferences

Due: Journal BFU

Thursday, September 21

No class: Individual Conferences

Week 6

Tuesday, September 26

Reading: “Surfeit of Surfaces” Part I PS

Word ≠ Thing

Poetics: Gertrude Stein; Cesar Vallejo; Aram Saroyan

Reading: WCW “Spring and All”

Due: BFU

Thursday, September 28

Reading: “Surfeit” Part II

Ceci n’est pas une pipe & Picasso

Due: Modeling Analytic Outline: Analyzing one’s BFU Journals

Week 7

Tuesday, October 3

Introductions: The anecdote

Reading: “Art as Technique” Viktor Shklovsky

Due: BFU

Thursday, October 5

Conclusions: Gaps and future

Week 8

Tuesday, October 10

Questions:

Due: BFU

Thursday, October 12

Due: Analytic Essay

Module 3: Pechakucha & the Visual Self: The Uncanny

Week 9

Tuesday, October 17

Classes Canceled for Conferences

Thursday, October 19

Classes Canceled for Conferences

Week 10

Tuesday, October 24

Reading: Pechakucha articles

Using visual models: Reflection

Due: BFU: Reflection pics

Thursday, October 26

Using visual models: Shadow

Watching Pechas

Due: BFU: Shadow pics

Week 11

Tuesday, October 31

Films: Stan Brakhage & Surface Copernicus

Due: BFU: Video: Moving Images

Thursday, November 2

Memes: Images with Text

Due: Outline of Pecha Script and Pics

Week 12

Tuesday, November 7

Questions on Pechas

Thursday, November 9

Due: Pechakucha

Module 4: The Research Paper & The Interdisciplinary Displays

Week 13

Tuesday, November 14

Display: Artifacts; Museums

Reading: *Breathless Zoo: Taxidermy and the Cultures of Longing* Rachel Poliquin

Thursday, November 16

Sculpture: 3D models: Eiffel Tower; Bird in Space

Reading: One of two other chapters

Week 14

Tuesday, November 21

TRIP TO MUSUEM

Reading: Two of other two chapters

Thursday, November 23

Research Planning: The Uncanny as Almost Other: Alien, Animal, Angel, Android

Due: Annotated Bibliography (Midnight via Canvas)

Week 15

Tuesday, November 28

Interdisciplinary: History, Art, Science (Biology, Chemistry, Zoology, etc.)

Thursday, November 30

Group Sharing

Week 16

Tuesday, December 5

Due: Research Paper due