

# ENC 1102: Argument and Persuasion

## Lead Instructor and Writing Coaches

Lead Instructor: **Jennifer Coenen** jcoenen@ufl.edu  
Online Office Hours: T 12-12:45pm (for other times, make an appointment)

|                  |                       |            |                        |
|------------------|-----------------------|------------|------------------------|
| Writing Coaches: | <b>[Coach 1 Name]</b> | [C1 email] | Groups: 1, 2, 3, 4     |
|                  | <b>[Coach 2 Name]</b> | [C2 email] | Groups: 5, 6, 7, 8     |
|                  | <b>[Coach 3 Name]</b> | [C3 email] | Groups: 9, 10, 11, 12  |
|                  | <b>[Coach 4 Name]</b> | [C4 email] | Groups: 13, 14, 15, 16 |

## Course Description

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.”

## 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 citation, 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*, 3<sup>rd</sup> ed. (Bedford/St. Martin's, 2022).

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

## Grading & Course Credit Policies

Grading for this course will be rigorous. If an assignment illustrates disregard for spelling, grammar, citation guidelines, or a general carelessness in the writing, the assignment will be failed. Do not rely on your instructor for copy-editing, even on drafts.

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

### 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   |

### General Education Learning Outcomes

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.

Earning general education composition credit, students will

- Demonstrate forms of effective writing (focusing on analyses, arguments, and proposals)
- Learn different writing styles, approaches, and formats and successfully adapt writing to different audiences, purposes, and contexts; effectively revise and edit their own writing and the writing of others
- Organize complex arguments in writing, using thesis statements, claims, and evidence
- Employ logic in arguments and analyze their own writing and the writing of others for errors in logic
- Write clearly and concisely consistent with the conventions of standard written English
- Use thesis sentences, claims, evidence, and logic in arguments

You must pass this course with a "C" or better to satisfy the General Education requirement for Composition (C) and to receive the 6,000-word University Writing Requirement credit (E6). **A grade of**

**“C-” will not confer credit for the University Writing Requirement or the CLAS Composition (C) requirement.**

### 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.   |

## 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)**

In this paper, students will document their research in proper scientific form.

**Blog Post (750 words; 75 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.

**Peer Review (4 @15 points = 60 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 @10 points and 11 @20 points = 230 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 (3 @15 points = 45 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.

## Class Policies

**Submitting Assignments, Due Dates, and Revision Policy**

All work is due in Canvas at the assigned date and 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/>.

Important Tip: You should never copy and paste something from the Internet without providing the exact location from which it came.

### 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](mailto: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.*

| <b>Date(s)</b>              |  | <b>Due</b>   |
|-----------------------------|--|--|
| Mon. 7/3<br><i>drop/add</i> | <b>Begin Course Orientation<br/>Begin Unit 1</b> |  |
| Tues. 7/4                   | <i>No classes – university holiday</i>           |  |
| Wed. 7/5<br><i>drop/add</i> |  | Course Orientation Quiz<br>Intro Discussion, part 1  |
| Thurs. 7/6                  |  | Intro Discussion, part 2<br>Rhetorical Context Quiz<br>Argumentation Quiz<br>Writing Process Quiz<br>Literacy Narrative Discussion, part 1 |
| Fri. 7/7                    | <b>Begin Unit 2</b>                              | Literacy Narrative Discussion, part 2<br>Academic Disciplines Quiz<br>Evaluating Sources Discussion, part 1                                |
| Mon. 7/10                   |  | Evaluating Sources Discussion, part 2<br>Plagiarism Tutorial   |
| Tues. 7/11                  | <b>Begin Unit 3</b>                              | Humanities in Action<br>Beginning Analysis Discussion, part 1  |
| Wed. 7/12                   |  | Beginning Analysis Discussion, part 2<br>Creating a Working Thesis Discussion, part 1  |
| Thurs. 7/13                 |  | Creating a Working Thesis Discussion, part 2<br>Unit 3 Language Lesson Quiz  |
| Fri. 7/14                   |  | draft due for Peer Review of Text Analysis   |
| Mon. 7/17                   | Peer Review begins at 8:00am                     | Peer Review ends at 11:59pm  |
| Tues. 7/18                  |  | <b>Text Analysis</b><br>Post-Unit Reflection 1   |
| Wed. 7/19                   | <b>Begin Unit 4</b>                              | Planning Research Discussion, part 1<br>Social Sciences in Action<br>Synthesizing in a Lit Review Discussion, part 1                       |
| Thurs. 7/20                 |  | Planning Research Discussion, part 2   |



|             |                              |  |
|-------------|------------------------------|--|
|             |                              | Synthesizing in a Lit Review Discussion, part 2  |
| Fri. 7/21   |                              | Annotated Bibliography Practice Discussion, part 1<br>Synthesizing Sources Discussion, part 1                                |
| Mon. 7/24   |                              | Annotated Bibliography Practice Discussion, part 2<br>Synthesizing Sources Discussion, part 2<br>Unit 4 Language Lesson Quiz |
| Tues. 7/25  |                              | draft due for Peer Review of Lit Review  |
| Wed. 7/26   | Peer Review begins at 8:00am | Peer Review ends at 11:59pm  |
| Thurs. 7/27 |                              | <b>Literature Review with Annotated Bibliography</b><br>Post-Unit Reflection 2   |
| Fri. 7/28   | <b>Begin Unit 5</b>          | Natural Sciences in Action<br>Research Proposal Discussion, part 1   |
| Mon. 7/31   |                              | Research Proposal Discussion, part 2<br>Reporting Scientific Research Discussion, part 1                                     |
| Tues. 8/1   |                              | Reporting Scientific Research Discussion, part 2<br>Unit 5 Language Lesson Quiz  |
| Wed. 8/2    |                              | <b>Observational Logbook</b>   |
| Thurs. 8/3  |                              | draft due for Peer Review of Research Report   |
| Fri. 8/4    | Peer Review begins at 8:00am | Peer Review ends at 11:59pm  |
| Mon. 8/7    |                              | <b>Research Report</b><br>Post-Unit Reflection 3   |
| Tues. 8/8   | <b>Begin Unit 6</b>          | Blogging Conventions Quiz<br>Analyzing Research Blogs Discussion, part 1   |
| Wed. 8/9    |                              | Analyzing Research Blogs Discussion, part 2<br>draft due for Peer Review of Blog Post  |
| Thurs. 8/10 | Peer Review begins at 8:00am | Peer Review ends at 11:59pm  |
| Fri. 8/11   |                              | <b>Blog Post</b><br><b>Reflective Letter</b><br><b>Optional Revision</b>   |