

# ENC 1102: Argument and Persuasion

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Section: 3E63	Instructor: Airin Atker
Section: 3E64	Instructor: Makenna Lenoir
Section: 5866	Instructor: Maria Sellers
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## Course Description

ENC 1102 focuses on the essential stylistics of writing clearly and efficiently within the framework of research writing in the disciplines. Students will learn how to formulate a coherent thesis and defend it logically with evidence drawn from research in specific fields. Students will also learn how to work through the stages of planning, research, organizing, and revising their writing.

ENC 1102 is an introduction to techniques and forms of argument in a broad range of disciplines, including the humanities, social sciences, business, and natural sciences. This course encourages students to investigate the relationship between writing and knowledge and to discover how writing can create, rather than merely transmit, knowledge. Class discussions will reveal the complementary relationship between writing and research and demonstrate how persuasive techniques and genres vary from discipline to discipline. Students will learn how writing effectively and correctly in their fields will help to integrate them as professionals into their “knowledge communities.”

## Required Texts

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

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

## 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 Objectives

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.

## 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.

## Writing Requirement

The University Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. 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). Each writing assignment must meet the minimum word count or receive a failing grade on the assignment AND a C- in the class. **A grade of "C-" will not confer credit for the University Writing Requirement or the CLAS Composition (C) requirement.** Thus, to earn WR-E6 credit, students must complete all the major writing assignments.

## 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; 150 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.

### Annotated Bibliography and Literature Review (1000 words total; 150 points)

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. The Annotated Bibliography is a tool to manage the research for the Literature Review, in which students will synthesize sources to show a connection or gap in the knowledge about a current social science-related topic.

### Observational Logbook (1000 words, 100 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 & Poster Presentation (Paper Report: 2000 words & 150 points; Poster Presentation: 50 Points = 200 points)

In this paper, students will document their research in proper scientific form. Students will use the information from the research report to design and present a poster presentation to the class.

**Blog Post (1000 words; 100 points)**

For this document, students will translate a scholarly article for a more general audience through a written Blog Post and audio podcast, summarizing and analyzing the publication for a general, non-discipline-specific audience.

**Peer Review (4 @15 points = 60 points)**

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

**Homework, in-class activities, and quizzes (140 points)**

8 Learning Curve Activities x 10 pts each= 80 pts. 60 points for other homework, in-class activities. Throughout the term, students will work in class and at home on activities that strengthen specific writing skills. Points for in-class activities/quizzes/homework may change at the discretion of the instructor.

**Reflection Activities (100 points)**

After the Text Analysis, Literature Review, and Research Report, students will complete a short analysis and reflection about what they learned and what they experienced during the unit. At the end of the semester, students will write a 1-2 page single-spaced letter to their past selves, their future selves, or to future students of the course, reflecting on the course.

## Schedule of Classes and Assignments

*This schedule is only a guide and is subject to change.* Due dates will be posted in Canvas. Late work will not be accepted. Failure of technology is not an excuse. All Learning Curve assignments are due on Friday.

### Unit 1: Introduction to Academic Writing and Research

**Week 1** (8/19-23)

- Friday 8/23
  - Course Introductions and Ice Breaker

**Week 2** (8/26-8/30)

- Monday 8/26
  - Read in *An Insider's Guide to Academic Writing* (hereafter, IG) Chapter 1: An Introduction to Academic Writing
  - Read IG Chapter 3: Reading and Writing Rhetorically
    - If needed, review Chapter 4: Developing Arguments
- Wednesday 8/27
  - Read IG Chapter 6: Reading and Writing in Academic Disciplines
  - Overview of humanities, social sciences, and natural sciences

- Friday 8/30
  - Read IG Chapter 2: Writing Process and Reflection
  - Read IG Appendix: Introduction to Documentation Styles
  - Read “Writing Skills” in Modules → “Writing Skills” on Canvas
    - Understanding Plagiarism Activity
  - Take Learning Curve: Argument: Persuasive Appeals Quiz
  - Take Learning Curve: Argument: Topic, Purpose, and Audience

## Unit 2: Research and Writing in the Humanities

### **Week 3** (9/2-9/6)

Monday 9/2

**No classes on Mon. 9/2, university holiday (Labor Day)**

- Wednesday 9/4
  - Read IG Chapter 7 “Reading and Writing in the Humanities”
- Friday 9/6
  - Read essay for Text Analysis
  - Take Learning Curve: Critical Reading

### **Week 4** (9/9-9/13)

- Monday 9/9
  - Writing in the Humanities
- Wednesday 9/11
  - Research in the Humanities
  - MLA Style
- Friday 9/13
  - Library Research
  - Read IG Chapter 5 “Academic Research”
  - Take Learning Curve: Working With Sources (MLA)

### **Week 5** (9/16-9/20)

- Monday 9/16
  - Read IG Chapter 6: “Using Structure, Language, and Reference (SLR) to Analyze Genre Conventions”
- Wednesday 9/18
  - Analyzing Example Text Analyses
- Friday 9/20
  - Peer Review of Text Analysis DUE in class

## Unit 3: Research and Writing in the Social Sciences

### **Week 6** (9/23-9/27)

- Monday 9/23
  - Read IG Chapter 8 “Reading and Writing in the Social Sciences”
  - **Text Analysis Due**
- Wednesday 9/25
  - Research in the Social Sciences
- Friday 9/27

- IMRAD format
- Take Learning Curve: Supporting Details
- Post-Unit Reflection 1 DUE

**Week 7** (9/30-10/4)

- Monday 9/30
  - Literature Review
- Wednesday 10/2
  - APA style citations
  - Finding, Using, and Synthesizing Sources
  - Building the Annotated Bibliography
- Friday 10/4
  - Writing in the Social Sciences
  - Take Learning Curve: Summarizing

**Week 8** (10/7-10/11)

- Monday 10/7
  - APA style page formatting
- Wednesday 10/9
  - Drafting the Literature Review
- Friday 10/11
  - Peer Review of Literature Review DUE in class
  - Take Learning Curve: Working with Sources (APA)

**Unit 4: Research and Writing in the Natural Sciences****Week 9** (10/14-10/18)

- Monday 10/14
  - Read IG Chapter 9 “Reading and Writing in the Natural Sciences” (p.215-223 & 228-246)
  - Literature Review and Annotated Bibliography due
- Wednesday 10/16
  - Research in the Natural Sciences
  - Post-Unit Reflection 2 DUE
- Friday 10/18
  - Develop and begin 5-day observation

**Week 10** (10/21-10/25)

- Monday 10/21
  - Read IG Chapter 9 “Reading and Writing in the Natural Sciences” (p.223-227 & 247-258)
  - Observational Logbook due
- Wednesday 10/23
  - Writing in the Natural Sciences: Research
- Friday 10/25
  - Writing in the Natural Sciences: Introductions
  - Writing in the Natural Sciences: Methods Section
  - Take Learning Curve: Active and Passive Voice

**Week 11** (10/28-11/1)

- Monday 10/28
  - Writing in the Natural Sciences: Results Section
  - Writing in the Natural Sciences: Discussion Section
- Wednesday 10/30
  - Research Poster Presentations Examples
- Friday 11/1
  - Peer Review of the Research Report DUE in class

**Week 12** (11/4-11/8)

- Monday 11/4
  - Poster Presentations DUE in class
- Wednesday 11/6
  - Poster Presentations DUE in class
- Friday 11/8
  - Read “Public-Facing Writing” PDF
  - **Research Report due**

**Unit 5: Communicating Academic Research to General Audiences****Week 13** (11/11-11/15)

- Monday 11/11
  - **No classes on Mon. 11/11, university holiday (Veterans Day)**
- Wednesday 11/13
  - Read IG p.116- 117 “Translating a Scholarly Work for a Popular Audience”
  - **Post-Unit Reflection 3 DUE**
- Friday 11/15
  - Read essay(s) for Blogpost assignment

**Week 14** (11/18-11/22)

- Monday 11/18
  - Audience awareness activity
  - Drafting Blog post
- Wednesday 11/20
  - Analyzing Blog Post Examples
- Friday 11/22
  - Peer Review Blog post DUE in class
  - **Blog post due**

**Week 15** (11/25-11/29)

- **No classes on Mon. 11/25 - Fri. 11/29, university holiday (Thanksgiving Break)**

**Week 16** (12/2-12/6)

- Monday 12/2
  - Reflection and self-assessment
- Wednesday 12/4
  - **Reflection Letter due**
  - **Last Day of Class!**
- **Friday 12/6 No class- Reading Day**

## Course Policies

### Attendance

Attendance is required. The policy of the University Writing Program is that if students miss more than six periods during the term, they will fail the entire course. Double periods count as two absences. The UWP exempts from this policy only those absences due to university-sponsored events, such as athletics and band, religious holidays, quarantine, documented illness, or serious family emergencies. Absences related to university-sponsored events must be discussed with the instructor **prior** to the date that will be missed. Requirements for class attendance and make-up exams, assignments, and other work in this class are consistent with university policies that can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Please note: If students are absent, it is their responsibility to make themselves aware of all due dates. If absent due to a scheduled event, students are still responsible for turning assignments in on time.

Tardiness: If students enter class after roll has been taken, they are late, which disrupts the entire class. Two instances of tardiness count as one absence.

### 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.

### **Classroom Behavior**

Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will discuss and write about engage controversial topics and opinions. Diversified student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class.

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

### **In-Class Work**

Active participation is a crucial part of success in this class. Students will be expected to work in small groups and participate in group discussions, writing workshops, peer reviews, and other in-class activities. Be prepared for unannounced quizzes or activities on the readings or classroom discussion. Students must be present for all in-class activities to receive credit for them. In-class work cannot be made up. Writing workshops require that students provide constructive feedback about their peers' writing. In general, students are expected to contribute constructively to each class session.

### **Paper Maintenance Responsibilities**

Students are responsible for maintaining duplicate copies of all work submitted in this course and retaining all returned, graded work until the semester is over. Should the need arise for a resubmission of papers or a review of graded papers, it is the student's responsibility to have and to make available this material.

### **Mode of Submission**

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

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

### **Course Evaluations**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online 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. They are currently offering online appointments. See <https://writing.ufl.edu/writing-studio/> to learn more.

## Recording Policy

Class lectures may only be recorded for purposes defined by House Bill 233/Section 1004.097. A class lecture does not include 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.

## Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

## 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