

**ENC 2305: Analytical Writing and Thinking  
Medicine and Storytelling  
Section 11905, Spring 2025**

Instructor: Dr. Scott C. Thompson

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Class times: T, Period 5-6: 11:45am-1:40pm

R, Period 6: 12:50pm-1:40pm

Class location: Turlington 1105

Office location: 2325 Turlington Hall

Office hours: TBD; by appt

### **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. 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.

### **Learning Outcomes**

- analyze influential research, theories, and philosophies of narrative medicine
- improve your writing process through research, revision, and feedback
- develop critical thinking and reading skills
- engage with published scholars and their ideas through research and writing
- produce scholarly writing using clear, coherent, and well-organized prose and logical argumentation

GENERAL EDUCATION LEARNING OUTCOMES: (C) AND (WR)

Composition Credit: Students must pass this course with a "C" or better to satisfy the CLAS requirement for Composition (C). To earn general education Composition credit, students will

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.**

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.

## Required Texts

All required readings will be provided.

## Assignments

*Detailed assignment sheets will be provided at appropriate intervals throughout the semester.*

1. In-class work and participation (150 points)
  - Throughout the semester, students will be required to complete in-class work and to participate in the daily class activities, which might include small writing assignments, small group work, and class discussions.
2. Paper One: Definition Essay (1000 words; 200 points)
  - For this assignment, students will create an argumentative essay that defines one of our course concepts. The goal of this assignment is to draw out the complexity and nuance of the concept through incisive language and logical argumentation. Students are required to draw from the course readings to support their argument.
3. Paper Two: Critical Analysis Essay (1,500 words; 200 points)
  - This assignment requires students to analyze critically one of our key concepts in a narrative of their choosing. The goal of this assignment is to demonstrate understanding of how a theory becomes complicated when applied to real-world situations through narrative.
4. Annotated Bibliography (1,500 words; 150 points)
  - Students will create for this assignment an annotated bibliography for Paper Three. The annotated portion will include summaries and analyses of their secondary sources.
5. Paper Three: Application Essay (2,000 words; 300 points)
  - For this assignment, students will apply a theory or philosophy of narrative medicine to one or more socio-cultural issues. The goal of this assignment is to demonstrate mastery of our course concepts and to practice connecting theoretical ideas to real-world applications. Students will be required to engage extensively with scholarly research.

## Grading

The course will be graded on a points scale of 1,000. Successful students will participate regularly in the class and complete all of the assignments completely and on time. As this is a writing course, the expectations for writing are rigorous: students will be expected to submit polished writing, respond appropriately to feedback (from both instructor and peers), and work within the standard generic conventions for language, syntax, and grammar.

To fulfill the Composition requirement, students must pass this course with a “C” or better. To fulfill the University Writing Requirement, students must write 6,000 words or more.

## Grading Scale

A	4.0	94-100	940-1000	C	2.0	73-76	730-769
A-	3.67	90-93	900-939	C-	1.67	70-72	700-729
B+	3.33	87-89	870-899	D+	1.33	67-69	670-699
B	3.0	83-86	830-869	D	1.0	63-66	630-669
B-	2.67	80-82	800-829	D-	0.67	60-62	600-629
C+	2.33	77-79	770-799	E	0.00	0-59	0-599

## Attendance and Participation

Writing is a collaborative, community-shaped process. As such, regular attendance and participation 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 involving university-sponsored events, such as athletics and band, and religious holidays.

## Academic Honesty and Plagiarism

Academic honesty is expected in every aspect of the class. Plagiarism is not allowed in any form. UF students are governed by the UF Student Honor Code, which stipulates that students can neither give or receive unauthorized aid in completing any and all assignments. A full description of the Honor Code can be found here:

<https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx>

The use of artificial intelligence or Chabot software is considered academic dishonesty. As indicated in the Honor Code, “A Student must not submit as their own work any academic work in any form that the Student . . . obtained from an outside source.”

## Late Work

Late work will be evaluated on a case-by-case basis. Depending on the circumstances, late work may be accepted.

## Accessibility Statement

I am fully committed to creating an accessible and inclusive learning environment in my classroom at all times. I highly encourage all of my students to discuss with me any type of accessibility or accommodation that would improve their experience in the class. I’m happy to have this conversation before or after class, during office hours, or over email—whatever works best for the student. Additionally, students are encouraged to register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)).

## Writing Assistance

Writing is a process and requires drafting, feedback, and revision. All students are encouraged to visit me during my Office Hours to discuss their writing (or other aspects of the course). If my OHs don’t work for your schedule, we can coordinate an appointment at an alternative time. I’m happy to begin conversations about writing feedback via email, also.

The Writing Studio is another great resource for writing, and I highly recommend using their services. They offer one-on-one writing assistance and are available to all levels of students at all stages of the writing process.