

ENC 2305: ANALYTICAL WRITING AND THINKING TEXT, TECHNOLOGY, & TEXTILES

INSTRUCTOR AND CLASS INFORMATION

Instructor: Dr. Jennifer Coenen

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Office: Turlington 2326 (Main office of the University Writing Program is TUR 2215)

Office Hours: Monday 3rd & 4th periods (9:35-11:30am), Wednesday 6th period (12:50-1:40pm), or by appointment

COURSE DESCRIPTION

Analytical Writing and Thinking 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.

In this course, 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. The culmination of the course will be a portfolio that demonstrates the individual student's growth as a thinker and as a writer.

OUTCOMES

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

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

TEXTS

Required readings and viewings are available through UF libraries or are freely available. Readings and viewings are posted in Canvas.

Recommended Writing Handbook:

The Little Seagull, 5th ed. by Richard Bullock, Michal Brody, Francine Weinberg, 2024

Ebook ISBN 978-1-324-06008-6

Paperback ISBN 978-1-324-06000-0

COURSE THEME

To ground your investigations for the semester, the course will focus on a particular formative theme. This section looks closely at the **connection between text, technology, and the textile arts in our language, culture, and lives** – a topic that invites analysis through many disciplinary perspectives (anthropology, sociology, literature, history, art, and even math, science and engineering!).

This section focuses on the human experience of making meaning out of the world and communicating that understanding through text, textile, and technology.

In this course, we will engage with a variety of texts that are (1) theoretical and give us vocabulary and perspectives with which to investigate the concepts and (2) fictional and non-fictional accounts that will expand our understanding of how language, technology, and the textile arts help us communicate the human experience.

“Relationships between text, textiles, and techne are of critical interest not only for what they may reveal about textiles and language; there are implications in their association which may be relevant to an understanding of what it means to create forms through materials.”

“Textiles, Text and Techne” Victoria Mitchell (in The Textile Reader, 2nd ed.), p.5

ASSIGNMENTS AND GRADING

Projects

Exploring Language Paper	150 points, 1500-1700 words
Textile Analysis Paper	150 points, 1500-1700 words
Text/Technology/Textile Paper	200 points, 3000-3200 words
Creative Component	50 points
Presentation	100 points

Activities

Prep Sheets	100 points (10 @10 points each)
Peer Review	50 points (3 @15, 15, and 20 points)
Language & Style Lessons	100 points (5 @20 points each)
Textile Workshops	100 points (5 checkpoints @20 points each)

TOTAL 1000 points, 6000 words

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.

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

Letter Grade	Point value	Percentage	GPA
A	940-1000	94-100%	4.0
A-	900-939	90-93%	3.67
B+	870-899	87-89%	3.33
B	840-869	84-86%	3.00
B-	800-839	80-83%	2.67
C+	770-799	77-79%	2.33
C	740-769	74-76%	2.00
C-	700-739	70-73%	1.67
D+	670-699	67-69%	1.33
D	640-669	64-66%	1.00
D-	600-639	60-63%	0.67
E	0-599	0-59%	0.00

UF grading policies can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

COURSE CREDIT POLICY

Course grades have two components: To receive writing credit, a student must receive a grade of "C" or higher and a satisfactory completion of the writing component of the course to satisfy the CLAS requirement for Composition (C) and to receive the 6,000-word University Writing Requirement credit (E6). A minimum grade of C is required for general education credit.

You must turn in all papers totaling 6,000 words to receive credit for writing 6,000 words. The writing requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.

PLEASE NOTE: a grade of “C-” will not confer credit for the University Writing Requirement or the CLAS Composition (C) requirement.

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 are available in the assignments on Canvas.

GENERAL EDUCATION

GENERAL EDUCATION COMPOSITION (C) OBJECTIVES

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.

GENERAL EDUCATION COMPOSITION (C) WRITING ASSESSMENT RUBRIC

	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	Documents make only weak generalizations, providing little or no support, as in summaries or

	range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	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.

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. Only those absences deemed excused according to UF policy, including university-sponsored events, such as athletics and band, illness, and religious holidays will be exempted from this policy. Absences related to university-sponsored events must be discussed with the instructor prior to the date that will be missed.

Writing skills are gained by experience, so sessions often include in-class activities and discussion, which are difficult or impossible to replicate outside of class. Consequently, frequent absences will affect students' success in the course.

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: Late arrivals disrupt the entire class. Multiple late arrivals will affect students' success in the course. If you know of instances when you will be late, please let me know.

LATE WORK

Late work is accepted without penalty—HOWEVER, there are some important caveats:

- Drafts for peer review **MUST** be ready by their due dates and times. Other people and other learning activities and processes depend on you having work done by this time.
- This shouldn't be a blank check for you to procrastinate all semester. **YOU** are responsible for telling me when something will be turned in if you need to turn it in later than 24 hours after the due date/time.

ACADEMIC DISHONESTY AND PLAGIARISM

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

(e) Plagiarism. A Student must 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. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.

2. Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.

3. Submitting materials from any source without proper attribution.

4. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author.

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.

Artificial Intelligence

The use of artificial intelligence software, like ChatGPT, for class work can be considered academic dishonesty.

But it looks like this technology is becoming an integral part of communication tasks, so we need to learn about it and talk about it.

You may not use ChatGPT or other AI programs to write your papers or develop images used for coursework.

If you would like to use ChatGPT or other AI programs to help you develop any part of your work, I require you to be **transparent** and **proactive**. That means meeting with me to discuss what you would like to do, how you will use the technology, and what the implications of doing so are. Transparency may involve sharing your chatbot discussions with me or conducting the work under my observation.

If you use AI programs to complete any work without being transparent or without discussing it ahead of time, your work may violate the UF Honor Code and be subject to the sanctions and procedures thereof.

If you are unsure whether you are committing academic dishonesty or not, talk to me before submitting work.

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.

I expect you to behave as respectful adults. Please turn off cell phones and other noise-making devices. Please avoid distractions during class time. Use of laptops, tablets, or phones to do work is acceptable, but avoid focusing on those devices when your attention belongs elsewhere, and do not use them to do unrelated activities during class.

IN-CLASS WORK

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.

UF 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.

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/>.

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 our [Get Started page](#). 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

The University of Florida has a number of resources available to help students experiencing difficulties in their lives (whether related to school or not). Do not hesitate to seek help!

Dean of Students Office, 352-392-1261, <https://dso.ufl.edu/>
 U Matter We Care, 352-294-2273, umatter@ufl.edu, <http://umatter.ufl.edu>
 Counseling and Wellness Center, 352-392-1575, <https://counseling.ufl.edu/>
 Field and Fork Pantry, 352-294-3601, <https://pantry.fieldandfork.ufl.edu/>
 Non-emergency safety concerns – UFPD, 352-392-1111 (for emergencies, call 911)

SCHEDULE

This is a tentative schedule. Please check the schedule on Canvas for the most up-to-date information.

Date/Topic	Prepare for Class	Assignments Due
M 1/13 (drop/add) Intro to class		
W 1/15 (drop/add)		
F 1/17 (drop/add) Text, technology, textiles, and us	Watch " Las telas son nuestra piel social " ["Fabrics are our social skin"] by Martin Churba (7 mins)* [technology reading]	PS 1
M 1/20 No classes (MLK Jr. Day)		
W 1/22 Text, technology, textiles, and language	Listen to " A Material Change " (ep. 123) from the History of English podcast by Kevin Stroud (66 mins)	PS 2
F 1/24 Weaving stories	Watch " Weaving Stories " (57 mins) Read <i>The Metamorphosis</i> Book VI by Ovid	PS 3
M 1/27 What is weaving?	Textile Workshop 1: Weaving	PS 3

<p>W 1/29 Weaving and technology</p>	<p>Read/Watch "All About Textiles" (30 mins)*, A Timeline of Textile History (Textile History Museum), The Must Farm Textiles: Part One (7 mins), The Must Farm Textiles: Part Three (5 mins) "Digits" (p.51-55) from <i>Zeroes and Ones</i> by Sadie Plant</p>	<p>PS 4</p>
<p>F 1/31 Idea-gathering and research for the Exploring Language Paper</p>	<p>Pre-writing workshop</p>	
<p>M 2/3 Sentence basics</p>	<p>Language Lesson 1</p>	
<p>W 2/5 Developing cohesive paragraphs</p>	<p>In-class work on paper</p>	<p>Language Lesson 1</p>
<p>F 2/7 Peer review</p>	<p>Draft of Exploring Language Paper</p>	<p>Draft for PR</p>
<p>M 2/10 The geometry of hand sewing</p>	<p>Textile Workshop 2: Hand Sewing</p>	<p>Exploring Language Paper</p>
<p>W 2/12 Textiles and identity</p>	<p>Read "Searching for Identity" by Ingrid Crepell in <i>Unraveling Identity: Our Textiles, Our Stories</i> (p. 8-13) Read one from <i>Unraveling Identity: Our Textiles, Our Stories</i>:</p> <ul style="list-style-type: none"> • "Celestial and Mountain Symbols in Chinese Textiles" • "The Power of Script in Islamic Art" • "Ship Cloths and Their Functions" 	<p>PS 5</p>
<p>F 2/14 Fashion and identity</p>	<p>Read about "Fashioning Masculinities: The Art of Menswear":</p> <ul style="list-style-type: none"> • The exhibition • Inside the exhibit 	<p>PS 6</p>

	<ul style="list-style-type: none"> • About the exhibit • V & A Object Discussion Cards: Fashioning Masculinities (PDF) 	
M 2/17 Messages in textile	Read "A Naturally Revolutionary Art?" (Ch. 8) in <i>The Subversive Stitch</i> by Rozsika Parker (p.189-215)	PS 7
W 2/19 Idea-gathering and research for the Textile Analysis Paper	Pre-writing workshop	
F 2/21 Pronouns	Language Lesson 2	
M 2/24 Technology and textiles	"Shuttle Systems" (p.60-69) from <i>Zeroes and Ones</i> by Sadie Plant	Language Lesson 2 PS 8
W 2/26 Messages in machines	"The Work of Art in the Age of Mechanical Reproduction" by Walter Benjamin	PS 9
F 2/28 Machine sewing/ Developing ideas	Textile Workshop 3: Machine Sewing In-class work on paper	
M 3/3 Machine sewing/ Developing ideas	Textile Workshop 3: Machine Sewing In-class work on paper	
W 3/5 Modifiers	Language Lesson 3	
F 3/7 Peer Review	PR of Textile Analysis Paper	Draft for PR Language Lesson 3
M 3/10 Gathering ideas for the Text/Technology/Textile project	Text/Technology/Textile project intro: paper, presentation, creative component	Textile Analysis Paper

W 3/12 Non-woven textiles	Textile Workshop 4: Crochet	
F 3/14 Technology in textiles	Textile Talk: Crafting with Technology (https://vimeo.com/574585066)	PS 10
M 3/17	NO CLASSES	
W 3/19	SPRING BREAK	
F 3/21	!!!!	
M 3/24 Fine tuning the Text/Technology/Textile project	Conferences on project	
W 3/26 Fine tuning the Text/Technology/Textile project	Conferences on project	
F 3/28 Commas	Language Lesson 4	
M 3/31 Refining the Text/Technology/Textile paper	In-class work on paper	Language Lesson 4
W 4/2 Layers of fibers	Textile Workshop 5: Making Paper	
F 4/4 Refining the Text/Technology/Textile paper	In-class work on paper	

M 4/7 Authorship and Language Rules	Language Lesson 5	
W 4/9 Finalizing the Text/Technology/Textile paper	In-class work on paper	Language Lesson 5
F 4/11 Peer Review	PR of Text/Technology/Textile Paper	Draft for PR
M 4/14 Developing the Text/Technology/Textile presentation	In-class work on presentations and creative component	Text/Technology/Textile Paper DUE
W 4/16 Developing the Text/Technology/Textile presentation	In-class work on presentations and creative component	
F 4/18 Finalize the Text/Technology/Textile presentation	In-class work on presentations and creative component	
M 4/21 In-class presentations	Presentations	Presentation DUE Creative Component DUE
W 4/23 In-class presentations	Presentations	