ENC 1102: Rhetoric and Academic Research

Instructor: 
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Office Hours:

Online Syllabus: http://www.writing.ufl.edu/ENC1102Syllabus.rtf

Course Description

ENC 1102: Rhetoric and Academic Research focuses on the essential stylistics of writing clearly and efficiently within the framework of argumentative research writing. 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. To ground the students’ investigations for the semester, the course will focus on a particular formative theme. 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

- plan, draft, revise, edit, and proofread a research paper
- develop research projects using critical thinking and problem-solving skills identify and write to specific audiences
- develop methods of academic research, using the library and research databases
- summarize, analyze, and synthesize academic sources
- participate in groups with emphasis on listening, critical and reflective thinking, and responding to group members’ writing and ideas
- accurately cite and incorporate primary and secondary materials
- develop an effective academic writing style

Course Structure

In ENC 1102, we’ll cover the essential elements of writing clearly and persuasively. We’ll spend roughly the first third of the term focusing on persuasive writing principles, and then build
incrementally towards a full research paper, from writing a summary, to an annotated bibliography, which will expand into a synthesis of critical sources, and then a full-scale research paper. Along the way, students will learn efficient library research techniques, correct documentation styles, and ways to avoid plagiarism. While the course does emphasize academic research and writing skills, assignments and discussions in ENC 1102 are designed to demonstrate that writing classes do not exist in a vacuum and that writing is not solely an academic enterprise. The critical thinking skills and efficient writing habits learned in this class will help to ensure success both at college and in future careers.

**Required Texts**


**ASSIGNMENTS AND GRADING**

<table>
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<tr>
<th><strong>Summary and Analysis (1000 words)</strong></th>
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<tr>
<td>To demonstrate critical reading and analysis, students will write a brief summary followed by a detailed analysis of the same document.</td>
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<tr>
<th><strong>Synthesis of Literature (1200 words)</strong></th>
<th>150</th>
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<td>To demonstrate the skill of synthesizing information, students will analyze three essays and then synthesize them to demonstrate how they have reached an enlarged perspective on a specific topic.</td>
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<tr>
<th><strong>Research Prospectus/Presentations (400 words)</strong></th>
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<td>As a part of topic and thesis development, students write a brief proposal and present preliminary findings to the class.</td>
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<tr>
<th><strong>Annotated Bibliography of 15-20 sources (1200 words)</strong></th>
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<td>In preparation for the Research Paper, students will gather and annotate sources emphasizing their value for a particular research project.</td>
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<tr>
<th><strong>Research Exploratory Paper (1000 words)</strong></th>
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<td>The exploratory paper will help establish and limit the context of an argument, while demonstrating the (rhetorical) knowledge of the topic at hand. A refined thesis, or the initial premise for research, is typically offered up as the conclusion of the exploratory paper.</td>
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<th><strong>Research Paper (2700 words)</strong></th>
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| As the culmination of the course, the research paper will incorporate the skills of argumentation, summary, analysis, and synthesis that students have refined during the semester. In the paper, students will make a clear, specific, narrow
argument about an arguable topic. The argument will be logos-based and supported with evidence in the form of facts, statistics, and/or quotations from experts in the field.

**Revisions**

Students will revise two (2) papers (Summary/Analysis, Annotated Bibliography, or Research Exploratory Paper). The revisions must be accompanied by a reflective letter that addresses their thinking through the revising process. The paper will be graded on both the revisions and the letter.

**TOTAL**

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<tr>
<th>Grade</th>
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<th>Grade</th>
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<tr>
<td>A</td>
<td>4.0</td>
<td>93-100</td>
<td>C</td>
<td>2.0</td>
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<tr>
<td>A-</td>
<td>3.67</td>
<td>90-92</td>
<td>C-</td>
<td>1.67</td>
<td>70-72</td>
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<tr>
<td>B+</td>
<td>3.33</td>
<td>87-89</td>
<td>D+</td>
<td>1.33</td>
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<tr>
<td>B</td>
<td>3.0</td>
<td>83-86</td>
<td>D</td>
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<tr>
<td>B-</td>
<td>2.67</td>
<td>80-82</td>
<td>D-</td>
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<td>C+</td>
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**GENERAL EDUCATION LEARNING OUTCOMES**

Students must pass this course with a “C” or better to satisfy the CLAS requirement for Composition (C). 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

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 writing credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course. To receive the 6,000-word University Writing Requirement credit (E6), papers **must** meet minimum word requirements totaling 6000 words.

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.

**Assessment Rubric**

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<th>SATISFACTORY (Y)</th>
<th>UNSATISFACTORY (N)</th>
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<td><strong>CONTENT</strong></td>
<td>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.</td>
<td>Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.</td>
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<td><strong>ORGANIZATION AND COHERENCE</strong></td>
<td>Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences.</td>
<td>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.</td>
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<td><strong>ARGUMENT AND SUPPORT</strong></td>
<td>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.</td>
<td>Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.</td>
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<td><strong>STYLE</strong></td>
<td>Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.</td>
<td>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.</td>
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<td><strong>MECHANICS</strong></td>
<td>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.</td>
<td>Papers contain so many mechanical or grammatical errors that they impede the reader’s understanding or severely undermine the writer’s credibility.</td>
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COURSE SCHEDULE (Tentative)
Ways of Reading (WR): Allyn & Bacon (AB)

Week 1

M - Review syllabus, expectations, and assignments
HW-Read AB Chapter 1; WR 1-18.

W - Introductions; Chapter 1—“Good Writing”
HW-Read AB Chapter 2

F - Discuss Chapter 2—“Subject Matter”
HW- Read AB 87-99; WR TBA

Week 2

M – Critical Reading and Summaries
HW-Read AB 99-104; Close Reading Assignment

W – Writing a Summary
HW – Write discovery draft of summary

F – Discovery Draft of Summary Due; peer review
HW –Revise Summary; Read WR TBA

Week 3

M – Labor Day—No Class

W – Professional Summary due; peer review
HW - Read 111-113

F - Assign Summary/Analysis
HW—Close reading assignment

Week 4

M – Analyzing Texts—Rhetorically and Critically
HW- Answer Questions in AB

W –Drafting the analysis
HW-Write discovery draft of Analysis

F- Discovery Draft Summary/Analysis Due; peer review
HW: Revise Summary/Analysis; Read AB 301-308 PDF of chapter
Week 5

M – Mandatory Conferences—Tigert 302
HW - Read WR TBA

W- Professional Summary/Analysis Due: How to Synthesize
HW: Read WR TBA

F - Assign Synthesis essay—Choosing Essays
HW- Read WR TBA

Week 6

M- Group work on synthesis essay; Synthesis essay examples;
HW – List differences in essays

W – Making Connections

F- Discovery draft of synthesis due; peer review
HW-Revise Synthesis

Week 7

M – Lesson in Style (Clarity, Coherence, Unity)

W – What to Research—How to find a topic

F- Synthesis due; Research Activity—bring topic and questions about topic to class
HW – Write Research Prospectus

Week 8

M – Bring working prospectus to class
HW – Revise Research Prospectus; Read WR TBA

W - Form research groups—present research topic and questions to group
HW – Complete Library Tutorial—submit answers

F - Homecoming—No Class

Week 9

M – Professional Research Prospectus Due: Mandatory Conferences: Tigert 302
HW – Read AB Chapter 8

W - Library orientation; meet in library—scavenger hunt
HW – Skim AB Chapter 19
F – Library Research—visit from librarian
HW- Skim AB Chapter 20

Week 10

M – Internet Research—evaluating websites

W – Documentation styles and handling citations in different formats; conciseness
HW- Avoiding plagiarism and citation methods; work on annotated bibliography
Skim AB Chapter 22

F – Citations and documentation—avoiding plagiarism presentation
HW - complete plagiarism handout; Read AB 164-167; Skim AB Chapter 21

Week 11

M - Writing the annotated bibliography and analyzing credibility of sources, discuss the annotated bibliography; looking at sources

W – Annotated bibliography workshop—bring five sources

F – Discovery draft of annotated bibliography due; peer review; review common problems with annotations
HW- Read AB 153-159; WR TBA

Week 12

M – Professional Draft of Annotated Bibliography Due: The Exploratory Paper

W – Draft Exploratory Paper in Class

F – Research paper exploratory draft due--peer review

Week 13

M - Crafting thesis statements
HW-Write a working thesis statement for research paper

W – Professional Exploratory Paper Due: Outlines of Research Papers
HW-Write outline

F – Peer review outline; Introductions
HW-Write introduction

Week 14

M – Research paper—incorporating support
HW – Work on draft of research paper

W – Writing Workshop

F – Thanksgiving—NO CLASS

Week 15

M – Mandatory Conferences on research paper drafts (Tigert Hall)
HW- conclusions

W – Discovery Draft of Research Paper due—Peer Review

F - Editing and Revision Workshop; Outline in reverse—bring paper to class

Week 16

M – Course Evaluations; final questions

W – Professional Research Papers Due by NOON

Course Policies

Attendance

Attendance is required. The policy of the University Writing Program is that if a student misses more than six periods during a summer or spring semester, he or she will fail the entire course. Missing class on a double period counts as two absences. The UWP exempts from this policy only those absences involving university-sponsored events, such as athletics and band, and religious holidays. Absences related to university-sponsored events must be discussed with the instructor prior to the date that will be missed.

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 called, 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 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):
a.) Quoting oral or written materials, whether published or unpublished, without proper attribution.

b.) 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, 15 Aug. 2007 <http://www.dso.ufl.edu/judicial/honorcode.php>)

University of Florida students are responsible for reading, understanding, and abiding by the entire Student Honor 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.

In-Class Work

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

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

All papers will be submitted as MS Word (.doc) or Rich Text Format (.rtf) documents to E-
learning/Sakai and as hard copies. 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. Be sure to staple papers before submitting hard copies. Unstapled papers will not be accepted.

**Students with Disabilities**

The University of Florida complies with the Americans with Disabilities Act. Students requesting accommodation should contact the Students with Disabilities Office, Peabody 202. That office will provide documentation to the student whom must then provide this documentation to the instructor when requesting accommodation.