ENC 1102: RHETORIC AND ACADEMIC RESEARCH

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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. You will learn how to formulate a coherent thesis and defend it logically with evidence drawn from research in your various fields. You will also learn how to work through the stages of planning, research, organizing, and revising your writing.

ENC 1102 will introduce you to techniques and forms of argument in a broad range of disciplines, including the humanities, social sciences, business, and natural sciences. To ground your investigations for the semester, the course will focus on a particular seminal 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. You will learn how writing effectively and correctly in your fields will help to integrate you as professionals into your “knowledge communities.”

Our reading, writing, and discussion in this class will center on a specific theme: “reading culture.” We will use a series of essays (from the Ways of Reading textbook) as a springboard for our exploration of this multivalent concept. The term “culture” might refer to everything from “the best that has been thought and said in the world” (Matthew Arnold) to a “particular way of life which expresses certain meanings and values not only in art and learning, but also in institutions and ordinary behavior” (Raymond Williams). Although all our work will in some way address some aspect of culture (broadly defined), each student is encouraged to do so from the perspective of his or her chosen discipline.

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, you 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 your success both at college and in your future careers.

**Required Texts**


Purdue Online Writing Lab (OWL): <http://owl.english.purdue.edu/owl/>.

**ASSIGNMENTS AND GRADING**

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td><strong>Summary and Analysis (1000 words)</strong></td>
<td>150</td>
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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>
<td><strong>Synthesis of Literature (1200 words)</strong></td>
<td>150</td>
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<tr>
<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>
<td><strong>Research Prospectus/Presentations (400 words)</strong></td>
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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>
<td><strong>Annotated Bibliography of 15-20 sources (1200 words)</strong></td>
<td>150</td>
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<tr>
<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>
<td><strong>Research Exploratory Paper (1000 words)</strong></td>
<td>125</td>
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<td>The exploratory paper will help establish and limit the context of your argument, while demonstrating your (rhetorical) knowledge of the topic at hand. A refined thesis, or the initial premise for your research, is typically offered up as the conclusion of the exploratory paper.</td>
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<tr>
<td><strong>Research Paper (2700 words)</strong></td>
<td>250</td>
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<td>As the culmination of the course, the research paper will incorporate the skills of argumentation, summary, analysis, and synthesis that students have refined</td>
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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**
You are to revise two (2) of your papers (Summary/Analysis, Annotated Bibliography, or Research Exploratory Paper). The revisions must be accompanied by a reflective letter that addresses your thinking through the revising process. You will be graded on both the revisions and the letter.

**TOTAL**

**Grading Scale**

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<thead>
<tr>
<th>Grade</th>
<th>Value</th>
<th>Range 1</th>
<th>Range 2</th>
<th>Range 3</th>
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<tbody>
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<td>4.0</td>
<td>93-100</td>
<td>930-1000</td>
<td>730-769</td>
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<tr>
<td>A-</td>
<td>3.67</td>
<td>90-92</td>
<td>900-929</td>
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<tr>
<td>B+</td>
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<td>87-89</td>
<td>870-899</td>
<td>670-699</td>
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<td>80-82</td>
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**General Education Learning Outcomes**

You must pass this course with a grade of C or better to receive credit for the 6,000-word University Writing Requirement (E6). You must turn in all papers to receive credit for writing 6,000 words. A grade of C or better satisfies the University's General Education Composition (C) requirement. You must pass with a grade of C or better if this course is to satisfy the CLAS requirement of a second course in Composition (C). If you are not in CLAS, check the catalog or with your advisor to see if your college has other writing requirements.

**COURSE POLICIES**

**Attendance**

ENC 1102 is a participation-oriented, skills-based writing course, which means that you will build your skills incrementally and systematically in each class throughout the semester. Much of the learning that takes place is spontaneous and difficult to reproduce outside of class.

Consequently, the University Writing Program policy is that attendance is required. If you miss more than six periods during the semester, you will fail the entire course. The UWP exempts from this policy only those absences involving university-sponsored events, such as athletics and band, and religious holidays. Absences for illness or family emergencies will count toward your six allowed absences. Each absence beyond three will lower your overall grade by 50 points.
If you are absent, it is still your responsibility to make yourself aware of all due dates. You are still responsible for turning assignments in on time. Please do not come late to class; arriving late disrupts the entire class. If you are more than 15 minutes late, you will be marked absent. Being tardy three times will equal one absence. Save your absences for when you’re really ill.

**Preparation**

You are expected to be prepared for every class, including completing all reading and writing assignments on time. Failure to be prepared for or to contribute to in-class activities and discussion will lower your participation grade. Papers and drafts are due at the beginning of class. **Late papers will not be accepted.** Failure of technology is not an excuse.

**Mode of Submission**

All papers must be in 12-point Times New Roman or Calibri font and double-spaced. Be sure to staple papers before submitting hard copies. (You may want to get a mini stapler to keep with you.) Your final drafts should be polished and presented in a professional manner.

**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 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.

All acts of plagiarism will result in failure of the assignment and may result in failure of the entire course. Plagiarism can occur even without any intention to deceive if the student fails to know and employ proper documentation techniques.

Unless otherwise indicated by the instructor for class group work, all work must be your own. Nothing written for another course will be accepted.
Academic Honesty

As a University of Florida student, your performance is governed by the UF Honor Code, available in its full form at http://www.registrar.ufl.edu/catalog/policies/students.html. The Honor Code requires Florida students to neither give nor receive unauthorized aid in completing all assignments. Violations include cheating, plagiarism, bribery, and misrepresentation. Visit http://www.dso.ufl.edu/judicial/procedures/academicguide.php for more details.

Graded Materials

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 re-submission of papers or a review of graded papers, it is the student's responsibility to have and to make available this material.

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. Diverse student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own.

Turn off or silence all cell phones before the start of the class period. I will deduct points if I see you texting during class.

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 who must then provide this documentation to the Instructor when requesting accommodation.
COURSE SCHEDULE (Tentative)
Ways of Reading (WR): Allyn & Bacon (AB)

Week 1: January 5-7

W: Review syllabus, expectations, and assignments
HW: Read AB Chapter 1; WR Introduction.

F: Introductions; Chapter 1—“Good Writing”
HW: Read AB Chapter 2

Week 2: January 10-14

M: Discuss Chapter 2—“Subject Matter”
HW: Read AB 109-117

W: Critical Reading and Summaries
HW: Read AB 117-121; Close Reading Assignment

F: Writing a Summary
HW: Write discovery draft of summary

Week 3: January 17-21

M: Martin Luther King Day (NO CLASS)

W: Discovery Draft of Summary Due; peer review
HW: Revise Summary; Read WR 139-165

F: Professional Summary due; Assign Summary/Analysis
HW: Read AB Chapter 6; close reading assignment

Week 4: January 24-28

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 Chapter 4

Week 5: January 31-February 4

M: Mandatory Conferences (Tigert 302)
HW: Read WR 620-649; Read AB 346-368
**W: Professional Summary/Analysis Due;** How to Synthesize  
**HW:** Read WR 24-62

**F:** Assign Synthesis essay—Choosing Essays  
**HW:** Read WR 418-443

**Week 6: February 7-11**

**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: February 14-18**

**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: February 21-25**

**M:** Bring working prospectus to class  
**HW:** Revise Research Prospectus; Read WR 187-233

**W:** Form research groups—present research topic and questions to group  
**HW:** Complete Library Tutorial; WR 279-309

**F:** Discuss WR essays

**Week 9: February 28-March 4**

**M:** Professional Research Prospectus Due: Mandatory Conferences (Tigert 302)  
**HW:** Read AB Chapter 8

**W:** Library orientation  
**HW:** Skim AB Chapters 20, 21

**F:** Library Research
Week 10: March 7-11 (SPRING BREAK)

Week 11: March 14-18

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; Skim AB Chapter 23

Week 12: March 21-25

M: Writing the annotated bibliography and analyzing credibility of sources, discuss the annotated bibliography; looking at sources (lab day)

W: Annotated bibliography workshop—bring five sources

F: Discovery draft of annotated bibliography due; peer review; review common problems with annotations
HW: Read AB 175-186; WR 388-411

Week 13: March 28-April 1

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 14: April 4-8

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 15: April 11-15

M: Research paper—incorporating support
HW: Work on draft of research paper
W: Mandatory Conferences on research paper drafts (Tigert 302)
HW: conclusions

F: Discovery Draft of Research Paper due; peer review

Week 16: April 18-20

M: Editing and Revision Workshop; Outline in reverse—bring paper to class

W: Professional Research Papers; course evaluations; final questions