Course Description
As students train within their respective disciplines, they should begin to enter the ongoing written "conversations" engaged in by professionals in their fields. To do so they must become familiar with the conventions for research and argumentative writing. ENC 1102 helps acquaint students with this process by building incrementally toward a full research paper, from writing a summary and an annotated bibliography to 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 ENC1102 are designed to demonstrate that writing classes do not exist in a vacuum and that writing is not solely an academic enterprise. Developing skills in critical thinking, research, and argumentative writing aids students in their progression toward scholarly and professional goals.

Prerequisite Expectations
Writing forms an essential foundation for research work and thus, students cannot effectively produce a convincing research paper that is readable, correctly formatted, and fully researched without a level of mechanical, syntactical, and stylistic expertise. For this reason, the writing instruction in ENC1102 is aimed at refining basic skills that students are expected to possess either by successfully completing ENC1101 or due to past study.

Outcomes
By the semester's end, students of ENC 1102 will be able to

- plan, draft, revise, edit, and proofread a research paper
- identify audience, purpose, and genre in both scholarly and popular texts
- develop research projects using critical thinking and problem-solving skills
- examine such issues as underlying assumptions, rhetorical methods, structure and forms of argumentation, persuasive appeals, and common fallacies
- develop methods of academic research, using the library and research databases
- summarize, analyze, and synthesize academic sources
- accurately cite and incorporate primary and secondary materials
- demonstrate an effective academic writing style

Required Texts

Grading
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. **Assignments that do not meet the minimum word count will receive zero credit.**

**Grade Issues**
I will not consider questions about grades during class time or via email. If you have a question about a grade, you may schedule an appointment to meet with me and discuss it.

**Grade Scale**

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<th>Grade</th>
<th>Lower Bound</th>
<th>Upper Bound</th>
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<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<td>B+</td>
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<td>C+</td>
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<td>D-</td>
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<td>E</td>
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**General Education Learning Outcomes**
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.

You must pass this course with a "C" or better to satisfy the CLAS requirement for Composition (C) and to receive the 6,000-word University Writing Requirement credit (E6). You must turn in all papers totaling 6,000 words to receive credit for writing 6,000 words. 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 may be delivered during the course of the semester.
## Assignment Rubric

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<th>CONTENT</th>
<th>SATISFACTORY (Y)</th>
<th>UNSATISFACTORY (N)</th>
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<tr>
<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 ideas. Papers may also lack sufficient or appropriate sources.</td>
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| 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. |
Assignments (Total Points Possible: 1000)

Summary/Analysis (1000 words or approximately 4 pages; 150 points)
To demonstrate critical reading and analysis, students will briefly summarize and then write a detailed analysis of either the Friere or the Rodriguez essay.

Literary Synthesis (1200 words or 5 pages; 150 points)
Students will select three of five total essays assigned in class and analyze and synthesize them, with the goal of demonstrating underlying relationships between the essays, as well as how they have reached an enlarged perspective on a specific topic.

Citation Exam (1-2 pages, 75 points)
Students will complete an exam testing their knowledge of APA style, as well as how to quote, paraphrase, and cite sources.

Annotated Bibliography of 10-15 sources (1200 words/5 pages; 150 points)
In preparation for the Research Paper, students will gather and briefly annotate sources in order to demonstrate their value for the chosen research project.

Exploratory Paper (1000 words/4 pages; 125 points)
Having done a survey of relevant research, students will produce an exploratory paper that will establish and limit the context of the thesis and structure of the research paper, while also demonstrating the students' knowledge of the topic at hand. This document will include a refined thesis, the relevance of the topic, the proposed methodology, and the schedule for completion as the conclusion.

Research Paper (2700 words/10 pages; 250 points)
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.

In-Class Work and Homework (100 points)
Throughout the term, students will work in class and at home on activities that strengthen specific writing and research skills. These activities may include quizzes, drafts, workshops, peer reviews, and reading responses. For peer reviews, a completed paper must be submitted; missed peer reviews will lower the final grade on the paper by ten points/one letter grade, and failing to submit a draft will cost the student ten points.
Course Policies

Assignment Formatting
All papers must be submitted as MS Word (.doc or .docx) or Rich Text Format (.rtf) documents to E-learning/Sakai. Papers must be written in 12-point Times New Roman and double-spaced with 1" margins on all sides. Format, citations, and documentation must follow APA style. **Put your name, due date, and assignment in the top left corner of all assignments (single-spaced).** Format the page number in the top right of each page, and title your submissions. When work is submitted electronically, the student's last name **must** be included in the filename.

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. Inform me as early as possible in advance if you will miss class due to a university-approved reason (i.e. varsity athletics, etc.). Similarly, you should inform me in advance if you will miss class to observe a religious holiday. Your first absences (for whatever reason) will count toward your "allowed" ones. If you have a learning disability, hardship, or other special dispensation approved by the Office of Student Affairs, please meet with me to discuss your requirements as early in the term as possible.

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.

Conferences
I encourage you to make an appointment to see me during my office hours, especially when you have questions about an assignment, need help with a particular writing problem, want extra feedback on a draft, or have questions about my comments on your work. I will review introductory paragraphs via email, but you will have to meet with me to get comments on a draft.

Deadlines
Late assignments **will not be accepted** unless the student has made specific arrangements with the instructor prior to the submission of the late work. As all work is due by midnight via email, it would be in your best interest to send your documents no later than 11:30 PM.
**E-Mail and Course Website**
Students are expected to regularly check their University of Florida e-mail account and the course website—regularly here means email at least once every 24 hours, and the website at least twice per week. Students should not expect the instructor to possess the ability to remain in constant contact with the computer; thus, students are asked not to complain that the instructor does not reply to email at once.

**Electronic Devices**
No cell phones, handhelds, iPhones, or gadgets of any kind will be tolerated; turn these devices off before class begins, and do not use them. The instructor reserves the right to require those who break this rule to leave the classroom, which will count as a day's absence, even if happens in the last five minutes of the period. In the event of a personal situation that requires your cell phone to be on, please notify me before class.

Students are free to use laptop computers and other portable electronic devices in class for the purposes of taking notes during discussion or for in-class presentations. WWW browsing, emailing, chatting, etc. unrelated to class activities is, however, inappropriate and will not be tolerated. In the event of a violation of this policy, I reserve the right to prohibit the use of all electronic devices in class by individual students and/or the class as a whole.

**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.

**Harassment**
Every student in this class is expected to participate in a responsible and mature manner that enhances education. Any conduct that disrupts the learning process may lead to disciplinary action. Because this course requires much contact, collaboration, and dialogue among students, it is essential that each student work to create an environment of respect and tolerance.

UF provides an educational and working environment for its students, faculty, and staff that is free from sex discrimination and sexual harassment. For more about UF policies regarding harassment see: http://www.dso.ufl.edu/studentguide/studentconductcode.php#s4041

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

Peer Review
On the dates marked for peer review, you must bring a completed draft of your work to class, and be prepared to critique that of your peers. Absences on peer review days will affect your participation grade, and neglecting to submit a full draft will reduce your grade on the final work.

Personal Student Concerns
At times, students face personal problems that I am unable to help them with. At some point during the semester, you may find that you need assistance with stress management, time management, relationships, depression, family illness, or abuse. If this occurs, please visit http://oss.ufl.edu/stg/ (for the online guide) or call the Counseling Center at 392-1575. Please do not feel as if you are alone on this campus; there are people devoted helping you with these concerns.

Plagiarism
Plagiarism is a serious violation of the Student Honor Code. University of Florida students are responsible for reading, understanding, and abiding by the entire 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, Student Honor Code, 8 July 2011)

Important Tip: You should never copy and paste something from the Internet without providing the exact location from which it came.

 Rewrite/Revision Policy
I will accept the revision of either the summary/analysis or synthesis paper, which is due by Friday, April 26th. The new grade will entirely replace the old one. I may require a meeting before submitting the revision to discuss problems with the paper.

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.
Schedule of Classes and Assignments
This schedule is subject to change. The online syllabus supersedes the paper copy. Unless otherwise indicated, assignments and readings are due the day they are listed on the syllabus.
FAILURE TO HAVE THE REQUIRED READINGS IN CLASS WILL COUNT AS AN ABSENCE.
Allyn & Bacon (AB)
Ways of Reading (WR)

Week 1: January 7-11 - Introductions
M The Course and the Syllabus
W AB Chapter 1
F In-Class Diagnostic Essay || WR Friere 316-330

Week 2: January 14-18 – Close Reading: The Summary
M Introduce Summary/Analysis || AB 87-103
W WR Rodriguez 513-553 || WR Introduction
F In-Class exercise on summarizing an essay

Week 3: January 21-25 – Close Reading: Analysis
M Martin Luther King Jr. Day—No Class
W AB 104-131 || Distinguishing between summary and analysis
F WR Bordo 187-237 || In-Class exercise using questions in AB 105-110

Week 4: January 28-February 1 – The Literary Synthesis
M Lecture: Writing the Academic Paper
W Peer Review of Summary/Analysis
F Summary/Analysis Due || Introduce Literary Synthesis || WR Appiah 99-136

Week 5: February 4-8 – Academic Writing and The Synthesis
M AB Chapter 12
W WR Miller 418-445
F Lecture: Grammar, Format, and Style || AB 67-75

Week 6: February 11-15 – Drafting A Paper
M Lecture: The Thesis and Producing a Draft || AB Chapter 17 and 76-81
W Workshop on the Thesis || AB 471-486
F Workshop on the Outline

Week 7: February 18-22 – The Annotated Bibliography
M Peer Review of Synthesis Essay
W Literary Synthesis Due || Introduce the Annotated Bibliography || AB 164-168
F Workshop List of Potential Topics

Week 8: February 25-March 1 – Introduction to Research
M Library Tutorial/Scavenger Hunt – How to Research
W AB Chapter 19 || Finalize Research Topic
F Lab Day for Research

Week 9: March 4-8
SPRING BREAK-NO CLASSES

Week 10: March 11-15 – APA Style and Plagiarism
M Lecture: APA Format, Documentation, and Citations || AB Chapter 22
W AB Chapter 20
F In-Class Exercise on Citation

Week 11: March 18-22 – Citation
M Citation Exam
W Workshop on the Annotated Bibliography
F Peer Review of Annotated Bibliography

Week 12: March 25-29 – The Exploratory Paper
M Annotated Bibliography Due || Introduce the Exploratory Paper || AB 153-164
W AB Chapter 2 || Draft Exploratory Paper in Class
F Peer Review of Exploratory Paper

Week 13: April 1-5 – The Research Paper
M Exploratory Paper Due || Introduce the Research Paper
W Lecture: Structure and Revision || AB 459-470
F Catch-up day/TBD

Week 14: April 8-12
M Workshop on introduction/thesis || Outlining the Research Paper
W Workshop on the outline
F Workshop Introduction, Conclusion, and Works Cited Page

Week 15: April 15-19
M NO CLASS - CONFERENCES
W NO CLASS - CONFERENCES
F NO CLASS - CONFERENCES

Week 16: April 22-24
M Peer Review of Research Paper
W Research Paper DUE
Instructor: Lyndsay Brown
Course: ENG 1102 Section 4951
Semester: Spring 2013

I hereby affirm the following:

I received a copy of the course syllabus for ENC 1102,
I have read and understand its contents, including all policies and requirements,
that these policies may be altered by the instructor, but I will be given notice in class and via the website should they be so altered,
I understand that any special provisions or accommodations must be presented in advance of any deadlines,
and that any accommodations will not be granted retroactively.

______________________________
Full Name (Print)

______________________________  __________________
Signature                                       Date