

ENC1102 Argument and Persuasion

Course Syllabus

Course Description

ENC 1102 focuses on the essential stylistics of writing clearly and efficiently within the framework of research writing in the disciplines, the rhetoric of academic research. 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. 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.”

General Education Student Learning Outcomes

Content: Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline.

Communication: Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline.

Critical Thinking: Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

Student Learning Outcomes will be assessed in several ways. Content knowledge will be assessed primarily through students’ performance on the written assignments in which students apply the information and practices described in the instructional materials. The communication outcome will also be assessed through the major writing assignments and students’ engagement in public speaking, such as the Research Report virtual Poster presentation, in which students are required to convey their knowledge and ideas clearly, as well as through collaborative activities both in-class and out-of-class. Critical thinking, a

fundamental component of this course, will be assessed by measuring the degree to which papers accurately execute and apply conventions of discipline-focused writing.

General Education Learning Objectives: Composition

This course confers General Education credit for Composition (C). 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. (See the [General Education Objectives](#).)

In ENC 1102, these objectives will be met in a variety of ways. Each major writing assignment, such as the Text Analysis and Annotated Bibliography & Literature Review, and Research Report, constitutes a type of writing that requires a different writing style, research approach, and format specific to the disciplines of the Humanities, Social Sciences, and the Natural Sciences, respectively. Especially important in all the assignments is adapting thesis statements, claims, evidence, and logic for the different disciplines to meet audience expectations and conventions. For example, the Text Analysis requires an explicit, argumentative thesis statement whereas the Annotated Bibliography and Literature Review requires an implied argumentative overview statement. Because understanding the audience and context is so important, the blog post assignment considers public communication of academic writing. Every assignment emphasizes clarity, cohesiveness, conciseness, and stylistic elements essential to writing in academic disciplines.

ENC 1102 Course Learning Outcomes

By the end of ENC 1102, students will be able to

- Read, locate, and evaluate a variety of information using research methodologies appropriate to disciplines.
- Apply research and use writing to achieve a variety of purposes in a variety of disciplinary contexts.
- Demonstrate accurate and responsible citation, and incorporate primary and secondary materials.
- Participate in groups with emphasis on listening, critical and reflective thinking, and responding to group members' writing and ideas.

- Present an effective academic writing style.

COURSE Map

Refer to the Course Map for an overview of the modules that shows the alignment between the learning objectives and assignments.

Course Requirements

Textbook Purchase Options

The Course Textbook:

The Bedford Bookshelf, Bedford/St. Martin's (2023). ISBN 9781318930297

This is a collection of e-textbooks for English composition, but the specific course textbook is **Susan Miller-Cochran, Roy Stamper, and Stacey Cochran. *An Insider's Guide to Academic Writing: A Rhetoric and Reader*, 3rd ed. (Bedford/St. Martin's, 2022).** This textbook is housed within the Bedford Bookshelf, which is what you will purchase through UF All Access.

This course participates in the [UF All Access program](#). [Log in](#) and opt-in to gain access to your UF All Access course materials. UF All Access will provide you with your required materials digitally at a reduced price, and the charge will be posted to your student account. This option will be available starting one week prior to the start of the semester and ends three weeks after the first day of class.

Accessing the Textbook

Once you purchase the textbook from UF All Access, you will receive an access code that will allow you to login to the e-book. Follow [these instructions](#) [Download these instructions](#) for accessing the textbook via Bedford Bookshelf. Once you are in the Bedford Bookshelf, you can find *Insider's Guide* in Canvas under Modules --> E-Textbook --> *Insider's Guide to Academic Writing*. The textbook will launch in a new window.

If you'd like to access the Textbook on your cellphone, please follow [these instructions](#) for getting the Bedford Bookshelf app on your phone.

Prerequisites

ENC1101 is a prerequisite for this course.

Minimum Technology Requirements

The University of Florida expects students entering an online program to acquire computer hardware and software appropriate to his or her degree program. Most computers are capable of meeting the following general requirements. A student's computer configuration should include:

- Webcam
- Microphone
- Broadband connection to the Internet and related equipment (Cable/DSL modem)
- Microsoft Office Suite installed (provided by the university)

Individual colleges may have additional requirements or recommendations, which students should review before starting their program.

Minimum Technical Skills

To complete your tasks in this course, you will need a basic understanding of operating a computer and using word processing software.

Materials/Supply Fees

There is no supply fee for this course.

Zoom

Zoom is an easy-to-use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants.

You can find resources and help using Zoom at the [UF Zoom website](#).

ASSIGNMENT DESCRIPTIONS

Text Analysis (1000 words; 100 points)

In this paper, students will critically analyze a particular object of study (a text), supporting their textual interpretation with evidence from the text and interpretations of other scholars.

Literature Review (1000 words; 100 points) with Annotated Bibliography (50 points)

For the Literature Review, students will synthesize up-to-date published scholarly ideas to communicate the current knowledge about a social science-related topic. For the Annotated Bibliography portion, students will write sources in APA style and include a short summary and analysis of the source as it pertains to the student's research question and the other sources.

Observational Logbook (1000 words, 50 points)

For this paper, students will observe record their observations and speculations over a 5-day science experiment and conclude with reflection and analysis as a basis for the Research Report.

Research Report (2000 words, 200 points) & Poster Presentation (50 points)

In this paper, students will document their research in proper scientific form. Students will then use the data from their observation logbook to create and present a virtual scientific poster on PPT to an academic audience.

Blog Post (750 words; 70 points)

For this document, students will write a blog post based on a current research publication, communicating the research and its context for a general, non-discipline-specific audience.

Writing Process Reports (4@5 points = 20 points)

Students will use a form to record and report the resources they used to complete each major writing assignment.

Peer Review (4@10 points = 40 points)

For the Textual Analysis, Annotated Bibliography and Literature Review, Research Report, and Blogpost, students will review each others' papers to provide helpful feedback for the final draft.

Discussion Boards (1@5 points and 11@15 points = 170 points)

Throughout the term, students will use Canvas discussion boards to work with other students on activities that hone skills and present ideas for the unit's Required Writing Assignment(s).

Quizzes (9@5 points 45 points)

Each unit includes at least one quiz based on the readings and videos.

Plagiarism Tutorial (10 points)

This is a series of pages to read and quizzes to complete.

In Action Lessons (4@15 points = 60 points)

These lessons deconstruct, explore, and analyze communicating research to different audiences. At the end of the lesson, students answer questions about the lesson and apply what they've learned.

Post-Unit Reflections (3@5 points = 15 points)

After each major paper, these activities ask you to record your process, thoughts, and impressions of research and writing within the disciplines.

Reflection Letter (250-500 words; 15 points)

At the end of the semester, students write a letter prompted by reflective questions.

Grading Policy

Grading for this course will be rigorous. Do not rely on the instructor for copy-editing, even on drafts. To receive a passing grade, each paper must reach the minimum assigned word count. Please note that assignment word counts represent minimums necessary to achieve assignment goals, not mandatory values. This course follows [UF grades and grading policies](#).

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.**

Writing Requirement

Composition Credit: Students must pass this course with a "C" or better to satisfy the UF requirement for Composition (C).

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.**

Grading Scale

Grades will be assigned based on the following:

Grade	Grade Point	Percentage	Points
A	4.0	100%- 94%	1000- 940

Grade	Grade Point	Percentage	Points
A-	3.67	93%-90%	900-939
B+	3.33	89%-87%	899-870
B	3.0	86%-84%	869-840
B-	2.67	83%-80%	839-800
C+	2.33	79%-77%	799-770
C	2.0	76%-74%	769-740
C-	1.67	73%-70%	739-700
D+	1.33	69%-67%	699-670
D	1.0	66%-64%	669-640
D-	0.67	63%-60%	639-600
E	0.00	59%-0%	599-0

See the current [UF Grading Policies](#) for more information.

Assessment Rubric

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.

	Satisfactory	Unsatisfactory
Content	Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion with a 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 & 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 to guide the reader.
Argument & Support	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the satisfactory range, documents may provide	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to

	Satisfactory	Unsatisfactory
	only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	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 impede the reader's understanding or severely undermine the writer's credibility.

Course Policies

Submitting Assignments, Due Dates, and Revision Policy

All work is due in Canvas at the assigned date and time in the correct place and in the correct file format (most work must be submitted as a Microsoft Word file: .docx or .doc).

For **final Required Writing Assignments** (those with a word count) turned in within 12 hours past due date/time, there is no penalty on the first offense. Subsequent offenses and work submitted more than 12 hours past due date/time will receive a zero.

Peer review drafts not submitted on time will miss the automatic partnering done at the due date/time and will receive a zero for the activity. Likewise, you will not get credit for reviews not submitted by the date/time specified in the instructions.

Other activities must be submitted by the due date and time in order to receive credit.

1. Failure of technology is not an excuse. Make sure you read and meet the [UF Student Computing requirement](#). UF offers Microsoft Office 365 and Google's G Suite to all students and faculty through GatorCloud (cloud.it.ufl.edu/collaboration-tools). Students are responsible for making sure submissions to Canvas go through and that files are not corrupted.
2. If illness or injury prevents a student from turning in a paper on time, the student should consult with the instructor to turn in the work as soon as is feasible given the situation. Making up missed work due to documented illness or emergency is at the discretion of the Lead Instructor on a case-by-case basis. Please contact the Lead Instructor or, when applicable, the Dean of Students Office (umatter.ufl.edu) as soon as you can to make them aware of the documented illness or emergency.
3. Every activity and due date is provided at the beginning of the semester. For university-sponsored events covered in the UF attendance policy and religious holidays, please plan accordingly. When possible, plan to turn the work in before the deadline. If you must submit work past the due date/time, contact the Lead Instructor as soon as possible to work out an acceptable deadline. The university policies on absences can be found at catalog.ufl.edu/ugrad/current/regulations/info/attendance.

Plagiarism

Plagiarism is a serious violation of the 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.

Any assignment generated with ChatGPT or AI software will receive a zero for plagiarism, and the student will be reported for violating the student honor code.

University of Florida students are responsible for reading, understanding, and abiding by the entire Student Honor Code, which can be found at sccr.dso.ufl.edu/students.

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

Working With Others

Participation with classmates is a crucial part of success in this class. Students will be expected to participate in small group forums and provide constructive feedback about their peers' writing during the peer reviews.

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.

Paper Maintenance Responsibilities

Students are responsible for maintaining 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, .docx) documents to Canvas. 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.

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 gatorevals.ua.ufl.edu. 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 ufl.bluera.com. Summaries of course evaluation results are available to students at gatorevals.aa.ufl.edu/public-results.

Writing Studio

The University Writing Studio is located in Turlington 2215 and is available to all UF students. Free appointments can be made up to twice a week. See writing.ufl.edu/writing-studio to learn more.

Students with Disabilities

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

Students in Distress

For guidance during distressing situations, please contact U Matter We Care or the Dean of Students Office. They can help students navigate resources and academic procedures for personal, medical, and academic issues.

U Matter We Care: umatter.ufl.edu, umatter@ufl.edu, 352-294-2273 (CARE)

Dean of Students: dso.ufl.edu, 202 Peabody Hall, (352) 392-1261

Counseling and Wellness Center: counseling.ufl.edu, 3190 Radio Road, (352) 392-1575

Field and Fork Pantry: fieldandfork.ufl.edu, located near McCarty B, 352-294-2208

Student Health Care Center: shcc.ufl.edu, multiple locations, (352) 392-1161

UF Policies

University Policy on Accommodating Students with Disabilities

Students with disabilities requesting accommodations should first register with the [Disability Resource Center](http://DisabilityResourceCenter) (352-392-8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

University Policy on Academic Conduct

UF students are bound by The Honor Pledge, which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest

standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: 'On my honor, I have neither given nor received unauthorized aid in doing this assignment.'"

The [Student Honor Code and Student Conduct Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Netiquette and Communication Courtesies

All class members are expected to follow rules of common courtesy in all email messages, threaded discussions, and chats.

Getting Help

Technical Difficulties

For issues with technical difficulties for Canvas, please contact the UF Help Desk at:

- helpdesk.ufl.edu
- (352) 392-HELP (4357)
- Walk-in: HUB 132

Any requests for make-ups due to technical issues should be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You should e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Health and Wellness

- **U Matter, We Care:** If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit the [U Matter We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- **Counseling & Wellness Center:** Visit the [UF Counseling & Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need or visit the [UF Student Health Care Center website](#).

- **University Police Department:** Visit the [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room/Trauma Center:** For immediate medical care in Gainesville, call 352-733-0111, or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [UF Health Shands Emergency Room/Trauma Center website](#).

Academic and Student Support

- **Career Connections Center:** Career assistance and counseling services. 352-392-1601; [UF Career Connections Center website](#).
- **Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources. [UF George A. Smathers Libraries Ask-A-Librarian website](#)
- **Teaching Center:** General study skills and tutoring. 352-392-2010; [UF Teaching Center website](#)
- **Writing Studio:** Help brainstorming, formatting, and writing papers. 352-846-1138; [University Writing Program Writing Studio website](#)

Tips for Success

Taking a course online can be a lot of fun! Here are some tips that will help you get the most of this course while taking full advantage of the online format:

- Schedule "class times" for yourself. It is important to do the coursework on time each week. You will receive a reduction in points for work that is turned in late!
- Read ALL of the material contained on this site. There is a lot of helpful information that can save you time and help you meet the objectives of the course.
- Print out the Course Schedule located in the Course Syllabus and check things off as you go.
- Take full advantage of the online discussion boards. Ask for help or clarification of the material if you need it.
- Do not wait to ask questions! Waiting to ask a question might cause you to miss a due date.

- Do your work well before the due dates. Sometimes things happen. If your computer goes down when you are trying to submit an assignment, you'll need time to troubleshoot the problem.
- To be extra safe, back up your work to an external hard drive, thumb drive, or through a cloud service.

Privacy and Accessibility Policies

For information about the privacy policies of the tools used in this course, see the links below:

- Instructure (Canvas)
 - [Instructure Privacy Policy](#)
 - [Instructure Accessibility](#)
- Sonic Foundry (Mediasite Streaming Video Player)
 - [Sonic Foundry Privacy Policy](#)
 - [Sonic Foundry Accessibility](#)
- Zoom
 - [Zoom Privacy Policy](#)
 - [Zoom Accessibility](#)
- YouTube (Google)
 - [YouTube \(Google\) Privacy Policy](#)
 - [YouTube \(Google\) Accessibility](#)
- Microsoft
 - [Microsoft Privacy Policy](#)
 - [Microsoft Accessibility](#)