

## ENC 1102: Rhetoric and Academic Research

**Section:** 2624

**Meeting Times:** Tues: 10:40-11:30, Thurs: 10:40-12:35

**Room:** CBD 210

**UWP Office:** Tigert 302

### INSTRUCTORS:

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**Office Hours:** Monday 11:45-12:30pm, Rolfs 501, or by appointment with individual instructors

### COURSE MATERIALS: (Required)

Bartholomae, David and Anthony Petrosky. *Ways of Reading: An Anthology for Writers*. Boston: Bedford/St. Martin, 2011. Ninth Edition.

Faigley, Lester. *The Brief Penguin Handbook*. 4th Edition. Pearson Education. 2010.

Ramage, John D., John C. Bean, and June Johnson. *The Allyn and Bacon Guide to Writing*. New York: Pearson, 2009. Custom UF Edition

**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 work through the stages of brainstorming, formulating a research problem, planning, researching, organizing, revising and presenting your writing to an academic audience. By the end of the semester, you will write a full-length research paper with a clearly articulated thesis and a logically drawn argument supported by various academic sources from your field.

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. This course encourages students to investigate the relationship between writing and knowledge, and to discover how writing can create, rather than merely transmit, knowledge. This class will focus on writing as a process and demonstrate the many ways in which academic authors constantly adapt, rework and revise their work in order to reach a specific audience. 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.”

**COURSE STRUCTURE:** In ENC 1102, we'll cover the essential elements of writing clearly and persuasively by focusing on writing and research as a cumulative process. We will begin the class by learning to ask the right questions. We will build incrementally from the brainstorming and planning phase towards a full research paper. These steps will include writing a summary,

analyzing academic arguments, creating 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.

## ASSIGNMENTS AND GRADING

### **Research Problem (300-500 words) 50 points**

Starting from your assigned topic, you will develop a 300-500 word document that explores a question or problem that you plan to explore throughout the semester. This should not be a question you all ready know the answer to, but one that you hope to explore, investigate and work through. A small portion of the document, no more than 100 words, should be dedicated to explaining how you reached your research question and justify its relationship to your assigned topic. The remaining portion of your document should demonstrate curiosity, interest and potential lines of inquiry/research you hope to pursue for your 10 page research paper. You have a great deal of flexibility with this assignment, but you should carefully consider your topic, as you will not be permitted to deviate extensively from this point forward.

### **Summary/Analysis (500-750 words) 100 points**

For this essay, you will summarize and analyze one assigned essay from *Ways of Reading*. The form of this paper will be a persuasive letter to the book rep, making a case for its inclusion in the course anthology. You will summarize the key aspects of the essay then analyze the essay's importance (or lack thereof) for a university writing class.

**Annotated Bibliographies (10 total bibliographies)(1200-1500 words) 150 points:** In preparation for the research paper for the research paper, students will gather and annotate 10 sources, evaluating the source, emphasizing its use to their project, and drawing connections between sources.

**Visual Map of Bibliography Connections, 50 points:** To explore various ways of organizing and structuring an essay, students will be encouraged to design a visual representation demonstrating the connections/opposing views between research sources. This map should help to demonstrate the complexity of weaving together sources and provide students with an organizational matrix from which to begin writing their papers.

**Synthesis Project (500-750 words), 100 points:** Academic writing requires authors to bring together the thoughts and ideas of experts, to synthesize data and opinions into one strong, coherent argument. For this essay, students will choose one encyclopedia entry relating to their research topic, then revise and improve the entry through the addition and synthesis of information from their selection of research texts. Students are encouraged, but not required, to make this writing public by amending a Wikipedia page.

**Presentation on Academic Genres (500-750 words), 50 points:** At the end of the semester, students will be asked to present their completed research to the class through one of a variety of various academic genres. In groups, students will research the key elements, requirements and advantages/disadvantages of one of these genres, so that students may make an informed choice about the best and most efficient way to present their information to an audience. Genres may include but are not limited to: poster session, paper presentation, digital formats, and video components.

**Exploratory/Research prospectus (500-1000 words), 100 points**

At this stage in the research and writing process, students have explored various ideas and approaches to solving the research problem they posed at the start of the semester. In this paper, they will propose a thesis for their final research paper, explain how they reached this conclusion through exploration, research and their own experiences, then finally explore various ways in which they can convince an academic audience that their argument is logically sound, thoroughly researched and the best possible solution to their problem. This paper must contain a thesis and a plan for completing the final paper assignment, but may also contain more creative approaches to the methodology aspect.

**Meta/Reflection Paper (500-750), 100 points:** Before turning in their final paper, students will take some time to reflect on the writing process, what they have learned throughout the semester and how their approaches to writing and research have changed. They will narrate the conclusions and methods laid out in their final papers and discuss the impact and importance of their findings.

**Research Paper (3000-3500 words), 200 points:** This paper will be the culmination of a semester-long research project. This paper will include a strong, dynamic thesis developed as the result of thorough research based on at least 10 academic sources. The paper will contain a convincing argument that follows the standards of academic rhetoric and the research paper genre. Students will also present the information in this paper to their peers in class, using one of the genres discussed earlier in the semester.

**Research Paper presentation, 30 points**

**Participation**, 100 points, including peer-reviews, group work and in-class discussion

## Tentative Course Schedule

A&B=Allyn and Bacon

WR= Ways of Reading

S= Sakai

Course Dates	Assignments Due
<b>Tuesday, January 10</b>	Syllabus Presentation, Ice Breaker
<b>Thursday, January 12</b>	Writing as a Process Instructor presentations and discussion
<b>Tuesday, January 17</b>	<b>Reading:</b> S: Anne LaMott: "Shitty First Drafts" Topic Choices Brainstorming a Research Problem
<b>Thursday, January 19</b>	<b>Reading:</b> A&B: Chapter 1 <b>Reading:</b> WR: Introduction (1-18) <b>Reading:</b> S: Reading Difficult Material handout
<b>Tuesday, January 24</b>	<b>Reading:</b> WR: Banking Concept of Education, Friere 318 <b>Reading:</b> A&B: Chapter 2 & 7 (pg153-160) Defining Terms
<b>Thursday, January 26</b>	<b>Reading:</b> WR: Pratt, "Arts of the Contact Zone" (485-505). <b>Reading:</b> A&B: Chapter 16 (peer review questions on pg 447) Writing Techniques and Peer Review Workshop
<b>Friday January 27 @ 5pm: Research Problem Due</b>	
<b>Tuesday, January 31</b>	<b>Reading:</b> WR: Berger, "Ways of Seeing" (141-170) <b>Reading:</b> A&B: Chapter 5 Introduce Summary and Analysis project and peer review, rubric
<b>Thursday, February 2</b>	<b>Reading:</b> WR: Wallace "Authority and American Usage" 622-656 <b>Reading:</b> A&B: Chapter 3 Formal Emails, tone exercise

Summary and Analysis of Friere in class  
Book Reps

**Monday February 6 @ 5pm: Email “book rep” your review**

**Tuesday February 7**

**Reading: A&B:** Chapter 21  
Paraphrase/Summary/Quotation

**Wednesday, February 8 @ 5pm Return peer-review as book rep**

**Thursday, February 9**

**Reading: A&B:** Chapter 7 (pg 161-176) & 19  
**Reading: WR:** Anzaldua: “How to Tame a Wild Tongue” (85-100).  
In-text citations  
How to write an annotated bibliography  
Revision techniques

**Friday, February 10 @ 5pm Summary and Analysis due**

**Tuesday February 14**

**Reading: A&B:** Chapter 22 (pg 574-598)  
Annotated Bibliographies

**Thursday February 16**

**Library Day!**  
**Reading: A&B:** Chapter 20  
Finding Sources, Evaluating Sources

**Tuesday, February 21**

Citation practice  
Footnotes versus endnotes

**Thursday, February 23**

**Library Day Part Deux!**  
Research time, Peer Review

**Friday February 24 @ 5pm First 3 Annotated Bibliographies due**

**Tuesday, February 28**

**Reading: A&B:** Chapter 12  
Synthesis

**Thursday, March 1**

**Reading: WR:** Foucault “Panopticon” 318  
Wikis, introduce synthesis assignment

**Friday, March 2 @ 5pm 3 to 4 Annotated Bibliographies due**

<b>March 6 and 8 Spring Break, no class</b>	
<b>Tuesday, March 13</b>	In-Class conferences on papers, Work day, troubleshooting Synthesis assignment
<b>Thursday, March 15</b>	<b>Reading: A&amp;B</b> Chapter 17 Create rubric for Synthesis assignment Introduce Annotated Bib Map project style/word choice activity
<b>Friday, March 16 @ 5pm Synthesis assignment due</b>	
<b>Tuesday, March 20</b>	<b>Reading: A&amp;B</b> Chapter 13 mapping and structure, visualizing organization
<b>Thursday, March 22</b>	<b>Reading: A&amp;B:</b> Chapter 18 <b>Reading: WR:</b> Said, "States" (541-583) Thesis statements Assign groups/topics for Academic Genre presentations, sign up for presentation dates
<b>Friday, March 23 @ 5pm 10 annotated bibliographies due, Annotated bib map due</b>	
<b>Tuesday, March 27</b>	Introduce Research Paper, Exploratory Paper
<b>Thursday March 29</b>	<b>Reading: A&amp;B:</b> Chapter 10 <b>Academic Genre class presentations</b>
<b>Friday March 30@ 5pm exploratory paper due</b>	
<b>Tuesday, April 3</b>	Counter Arguments
<b>Thursday, April 5</b>	<b>Reading:</b> Appiah: "Race, Culture, Identity: Misunderstood Connections" (101-140). Topic sentences, paragraph cohesion, transitions, quote sandwiches <b>Academic Genre class presentations</b>
<b>Tuesday, April 10</b>	Introductions/Conclusions <b>Academic Genre class presentations</b>
<b>Thursday, April 12</b>	Guided study hall, peer review of introductions

**Friday, April 13 @ 5pm** Email draft to partner for peer review, submit abstract to instructors

**Tuesday, April 17**

Draft workshop/revision exercises- bring papers to class

**Final Paper Presentations**

**Thursday, April 19**

**Reading: A&B: Chapter 4**

What should/could your final paper look like

**Final Paper Presentations**

**Friday, April 20 @ 5pm Exploratory paper due**

**Tuesday, April 24**

Polishing your paper

**Final Paper Presentations**

**Friday, April 27 @ 5pm Research Paper due**

# 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. Additionally, each absence beyond three will lower your overall grade by 50 points (half a letter grade).

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. It is your responsibility to keep track of your absences.

## 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 may result in your dismissal from class, resulting in an absence. Papers and drafts are due on Sakai, no later than the due date and time listed. **Late papers will NOT be accepted.** Failure of technology is not an excuse. Submitting the wrong document or a corrupted document will be considered the same as not submitting a document, so please DOUBLE CHECK your submissions prior to the Sakai deadline. If Sakai suffers a system-wide crash, please contact the University Help Desk for documentation of the problem, then you may email your instructors with your assignment and the information from the Help Desk.

Each student may ask for **one** extension per semester **in advance** of the due date, but all requests must be done in person, during office hours or after class. Emailed requests for extensions will NOT be honored.

## MODE OF SUBMISSION

All papers must be in 12-point Times New Roman font and double-spaced, with 0 space after each paragraph. The author's name and page number should be in the top right header of each page. Your final drafts should be polished and presented in a professional manner.

## EMAIL POLICY

Please allow 24 hours for an instructor to reply to an email before sending a follow up. Please keep in mind that if you send a late night email, your instructors might not have a chance to reply before class the next morning. As this is a team taught class, please be sure to CC all instructors on any emails concerning the course, assignments or class policies. Also, please remember, this is a writing class and emails are written communication: proper spelling, address, format and language should be used at all times when communicating with instructors or classmates.

Please keep in mind that instructors are barred from discussing your grades via email by University policy. Please plan to come to office hours to discuss grades, absences, extensions or other matters concerning this class.

## PLAGIARISM

Plagiarism is a serious violation of the Student Honor Code. There will be a **zero tolerance** policy in this class regarding plagiarism. 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.**

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.

Phone calls, texting, IMing, checking Facebook, leaving class repeatedly, doing work for other classes, eating, sleeping, failure to bring drafts to peer-review and disrespectful language are all examples of behavior that may result in dismissal from class or deductions from your participation grade.

Students are permitted to use electronic devices such as laptops or tablet computers in class for the following purposes: utilizing electronic versions of the textbook, taking notes, working on drafts or assignments in workshops or establishing communication with group members during group work. If these devices are used for other purposes during class period, they will be banned. **Cell phones** and other handheld devices should remain in your backpack at all times.

## **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.

## **1102 Assignment Checklist:**

<b>Assignment</b>	<b>Minimum Word Count</b>	<b>Point Value</b>	<b>Complete</b>	<b>Grade</b>
Research Problem	300-500	50		
Summary/Analysis	500-750	100		
Peer-Review of Sum/Analysis		15		
Annotated Bibliography Part 1	400-500	50		
Annotated Bibliography Part 2	400-500	50		
Annotated Bibliography Part 3	400-500	50		
Visual Map of Bibliography		50		
Synthesis Project	500-750	100		
Presentation on Academic Genres		50		
Exploratory/Research prospectus	500-1000	100		
Meta/Reflection Paper	500-750	100		
Research Paper	3000-3500	200		
Peer Review of Research paper		15		
Presentation of Research		30		
Participation		40		
Other:				
Other:				
Other:				