ENC 2305: Analytical Writing and Thinking (Race & Storytelling) (section 13D1/092H)

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**Course Description**

The Analytical Writing and Thinking Seminar is designed to advance students’ critical thinking and writing skills beyond first-year composition. To achieve those goals, students will learn advanced analytical techniques and communication strategies that professors in all disciplines expect them to know. The texts and assignments in the course will expose students to challenging ideas.

For this semester, we will examine the idea of race in American society, especially as it relates to official “stories” that shape our notions of the United States as a whole. One of these official narratives suggests that contemporary American society is meritocratic and colorblind. But if this narrative is true, why are we still talking about race? Does this narrative reflect reality, or a social ideal? How do our personal stories interact with this official story? And which stories regarding race, ethnicity, and multiculturalism have staying power (either on a personal or political level), and why?

In this course, you will hone your reasoning skills through engagement with the idea of race in American society, and sharpen your writing skills through multiple drafts of papers with substantial feedback from their peers and your instructor. The culmination of the course will be a portfolio that demonstrates your growth as a thinker and as a writer.

**Outcomes**

By the end of ENC 2305, students will be able to

• Analyze specific influential research, theories, or philosophies

• Recognize writing as an open process that permits writers to use reinvention and

rethinking to revise their work

• Understand the collaborative nature of writing processes by critiquing their own and

others' work

• Demonstrate critical thinking skills

• Incorporate the ideas of published scholars in their own work

• Produce a scholarly writing style, including clear, coherent, efficient, and well-organized

prose as well as logical argumentation

**Required Texts**

- *Habits of the Creative Mind* by Richard E. Miller and Ann Jurecic

- *Style: The Basics of Clarity* *and Grace* by Joseph Williams

**Assignments and Grading**

Students will write and revise several short essays, participate in numerous group-writing exercises, produce a researched application of a theory paper, and prepare final portfolio of their work.

**Assignment overview:**  
Participation: 150

Paper 1: Critical definition of theory or concept (1500 words) 150

Paper 2: Critical analysis of representative text (1500 words) 150

Paper 3: Application of theory or concept to current topic (3000 words) 350

Final Portfolio 200

**Total** 1000

Grading for this course will be rigorous. Successful assignments will illustrate a careful regard for spelling, grammar, and citation guidelines. 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. Submitted assignments short of the minimum word count will receive zero credit.

Please see Canvas for detailed instructions on each assignment.

**Grading Scale**

A 4.0 93-100 930-1000 C 2.0 73-76 730-769

A- 3.67 90-92 900-929 C- 1.67 70-72 700-729

B+ 3.33 87-89 870-899 D+ 1.33 67-69 670-699

B 3.0 83-86 830-869 D 1.0 63-66 630-669

B- 2.67 80-82 800-829 D- 0.67 60-62 600-629

C+ 2.33 77-79 770-799 E 0.00 0-59 0-599

**Course Credit Policies**

**General Education Learning Outcomes**

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 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. The writing requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.

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.

**Grading Rubric**  
Each assignment has its own requirements, but for each paper I will evaluate:

1. content, including originality, argument, development, and support

2. organization, including paragraph structure, overall flow of ideas, transitions

3. mechanics, including grammar, spelling, and style.  
  
A PAPER

An A-paper has a strong thesis and makes a coherent and original argument. It follows the assignment, is well organized, communicates ideas clearly, and there are (almost) no mechanics mistakes.

B PAPER

A B-paper does the same things as an A-paper, but is somewhat lacking in one area: perhaps the structure of the paper could be improved (either on the paragraph level or in the essay as a whole), the writer provided insufficient evidence or analysis, or there are multiple mechanics mistakes. A B-paper could also be well written, but lacking in originality.

C PAPER

The C-paper follows the assignment, but is lacking in two of the areas mentioned above (content, organization, mechanics). Usually, a C-paper also needs to try and move beyond a superficial engagement with the text.

D PAPER

The D-paper either does not follow the assignment, is lacking in all three areas, or both.   
  
E PAPER

The E-paper is reserved for essays that are not turned in, or for work that is plagiarized.

For more information on Grading Policies at UF, see https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

**Course schedule***Readings can be found on course reserves (accessible through Canvas) unless otherwise noted. The course schedule is* ***tentative****. The syllabus on Canvas supersedes the print document.  
HCM = Habits of the Creative Mind*

**Unit 1: Defining**

**Week 1 (Aug 22-28)**

M Introductions, syllabus overview, goals

W Read HCM 15-31

Read “Shitty First Drafts,” Anne Lamott

F In class: Reading Critically— Annotations  
 Read: “Introduction,” Omi & Winant

Read: HCM 34-51

**Week 2 (Aug 29-Sep 4)**

M Read and annotate “Towards a Critical Theory of Race,” Lucius Outlaw (course

reserves)

Bring annotated document to class and share reading techniques

W **Mandatory conferences** (no class)  
F In class: introduction to definition paper/continue discussion “Towards a Critical

Theory”

**Week 3 (Sep 5 - 11)**

M **LABOR DAY - no class**

W Read: ““Is Latina/o Identity a Racial Identity?,” Linda Alcoff (course reserves)

F Writing Workshop (thesis & outline definition paper)  
 Read *Style* lessons one and two

**Week 4 (Sep 12-18)**

M “The Rebirth of Caste,” Michelle Alexander (from *The New Jim Crow*)

W Peer reviews definition paper – bring draft!   
 Read *Style* “Lesson 3”

F **Mandatory conferences (no class)**

**Unit 2: Analyzing**

**Week 5 (Sep 19-25)**

M **DUE: Paper 1 (definition)**  
 In class: What is critical analysis?

Read HCM 54-61 and 72-92

W Read “Our Demise: America vs. Multiculturalism,” Roger Kimball (course reserves)  
F Read “Reinventing America: Call for a New National Identity,”

Elizabeth Martinez (course reserves)

**Week 6 (Sep 26 - Oct 2)**

M Read HCM 99-119

W Read HCM 133-153

F Read *Style “*Lesson Four”

**Week 7 (Oct 3-9)**

M Peer reviews analysis (bring draft)

W Writing Workshop—How to revise effectively:

Read *Style* “Lesson Five”

Read HCM 199-220

F **Conferences - No class**

**Unit 3: Applying**

**Week 8 (Oct 10 - 16)**

M **DUE: Analysis**   
 In class: Finding/using academic sources  
W Read “MFA v. POC,” Junot Diaz

F NO CLASS - Homecoming

**Week 9 (Oct 17 - 23)**

M Incorporating Academic Sources / Plagiarism

W Citation Workshop + Continue discussion Diaz

F Read “Eating the Other,” bell hooks (course reserves)

**Week 10 (Oct 24 - 29)**

M Continue discussion hooks

W *Style* “Lesson Six”

F In class: brainstorming/developing a topic

**Week 11 (Oct 31 - Nov 6)**

M Read “At Least You’re Not Black,” Elaine Kim (course reserves)

W Read “The Case for Race-Blind Affirmative Action,” John Cassidy

“Race-Based Affirmative Action is Still Needed,” Higginbotham

F Read HCM 227-241

**Week 12 (Nov 7 - 13)**

M **Conferences—Bring proposal for paper - No class**

W In class: planning a research paper

F NO CLASS - Veteran’s Day

**Week 13 (Nov 14 - 20)**

M Introductions and *Style* “Lesson Eight”

W Peer reviews research paper

F **Conferences research paper (no class)**

**Week 14 (Nov 21-27)**

M *Style* “Lesson Nine and Ten”

W NO CLASS (Thanksgiving)

F NO CLASS (Thanksgiving)

**Week 15 (Nov 28 - Dec 4)**

M **DUE: Research paper**

W Writing Workshop—Creating a Portfolio

F Reflection: What have you learned?

**Week 16 (Dec 5 - 12)**

M Course evaluations & wrap-up

W **DUE: Portfolio (midnight)**

**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 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 deemed excused according to UF policy, including university-sponsored events, such as athletics and band, illness, and religious holidays. Doctor’s visits do not count as excused absences. Absences related to university-sponsored events must be discussed with the instructor prior to the date that will be missed. Absences, even for extraordinary reasons will result in missing work that cannot be made up; therefore, you can expect absences to have a negative impact on grades (see Canvas – participation for details).

Regular attendance and active participation are crucial. Class participation includes (but is not limited to) contributing to class discussions; preparing for in-class activities; and collaborating and participating in group activities including peer reviews. In general, students are expected to contribute constructively to each class session.

**Tardiness**: If students enter class after it has begun, they are late, which disrupts the entire class. Two instances of tardiness count as one absence.

Requirements for class attendance and make-up exams, assignments, and other work in this class are consistent with university policies that can be found at https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

**Make-Up Work**

Homework and papers will be due by the next class period for a student with a valid excused 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. Cell phone use, either texting or surfing, is not permitted during class.

**In-Class Work**

Papers and drafts are due at the beginning of class or on-line at the assigned deadline. Papers and drafts will be due before the next class period for students with a valid excused absence.

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 .docx) or Rich Text Format (.rtf) 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 feedback on the quality of instruction in this course by completing online evaluations at http://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results.”

**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 or online at http://www.dso.ufl.edu/drc/. That office will provide documentation to the student whom must then provide this documentation to the instructor when requesting accommodation.