

# ***Analytical Writing– DNA as Identity & Property***

*ENC 2305–Sections 093A & 164F*  
*Fall 2017*  
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*Office Hours: Wed. & Thurs.*  
*10:30 am to 12:30 pm*

## ***Course Description***

The Analytical Writing and Thinking Seminar is designed to advance students' critical thinking and writing skills beyond first-year composition. To achieve these goals, students will learn advanced analytical techniques and communication strategies that professors in all disciplines expect them to know. In this course, students will hone their reasoning skills through engagement with a specific topic and sharpen their writing skills through multiple drafts of papers with substantial feedback from their peers and their instructor. Students will engage in class activities to help them develop their writing and thinking skills. They will produce three major essays: an extended definition of a theory or concept, a critical analysis of a representative text, and a thoroughly researched application of theory to a topic under discussion in the course. The culmination of the course will be a revision portfolio and self-assessment that demonstrates the individual student's growth as a thinker and as a writer.

In this section of the course our topics will focus on the rhetoric surrounding DNA. Our readings will help us examine how DNA has become central to our understanding of who we are and we will analyze rhetorical uses of DNA in narratives of identity and ownership. DNA is often described as the quintessential "language of life." This "language" is portrayed as both the "blueprint" of our identity and a material object that we can increasingly manipulate to serve our own purposes. Although it is an inert molecule, DNA is often described as the creative force that brings us into the world as individuals. Our cells also have a history as property, and this history can be in conflict with their role in our narratives of identity. We will read texts that investigate how questions about human identity, physical property, and material utility affect human lives, corporate profits, and genetic and human potential.

## 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
- Incorporate the ideas of published scholars in their own work while citing appropriately
- Produce writing in a scholarly style, including clear, coherent, efficient, and well-organized prose as well as logical argumentation

## 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 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 to organize complex written arguments using thesis statements, claims and evidence, and to analyze writing for errors in logic.

- The 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 writing requirement credit, a student must receive a grade of C or higher for the course AND achieve satisfactory completion of writing that meets the minimum word count required for each assignment, and thereby for the course.

## Required Texts

*Habits of the Creative Mind* by Miller & Jurecic, Bedford / St. Martin's, 2016(ebook ISBN#**9781457651813**) (both "crafted" and "habits" are bundled for the rest of 2305 while the single book "habits" listed for my class -- **9781319152802**)

*The Immortal Life of Henrietta Lacks* by Rebecca Skloot, Random House Crown, 2011. (ISBN# **1400052181**)

*The Gene: An Intimate History* by Siddhartha Mukherjee, Scribner, 2017. (ISBN# **147673352X**)

Additional readings may also be made available via UF library course reserve.

**Optional**—*The Well-Crafted Sentence (A Writer's Guide to Style)* by Nora Bacon, Boston: Bedford / St. Martin's, 2015.

## Assignments

### ***Critical Definition of a Theory or Concept*** (1,500 words minimum / 150 points)

Your definition essay will define a word, term, or concept by explaining your definition of what the word means and supporting that definition with relevant evidence. Your essay should seek to explain your understanding of the term and its use in relation to health care and to persuade your reader to agree with your definition. Your term should be something that matters to you personally and about whose meaning you have an opinion.

### ***Critical Analysis of a Representative Text*** (2,000 words minimum / 200 points)

Your critical analysis essay will analyze a representative text using rhetorical context analysis. To do this you will examine the context in which the text was written by examining some of the following rhetorical factors: the author's motivation for the argument; the expected or intended reader of the text; the author's beliefs, life history, and knowledge; the limitations of the format, conceptual basis, or context; and the structure and development of the text itself.

### ***Well-Researched Application of Theory or Concept to a Current Issue in***

***Genetics & Society*** (2,500 words minimum / 250 points) For this essay you will choose a theoretical perspective consistent with your own positions or a concept that you feel is central to understanding the issue you chose. Your essay should illustrate how we can learn more about this issue if we examine it from within the theoretical or conceptual frame you have chosen.

***Revision Portfolio*** (150 points) The revision portfolio will consist of substantial revision to improve both the content and writing style of all three major essays completed for the course. It will also require that you reflect on your own writing and revision process in a memorandum of self-evaluation.

***Reading Quizzes & Peer Reviews*** (250 points) These in-class activities cannot be made-up as they must be completed during the class session and peer reviews will involve group work. ***Reading Quizzes:*** Reading quizzes will occur throughout the semester during the first 20 minutes of class to check student compliance with reading deadlines. Arrive on time. Complete all readings before class on the day they are listed on the schedule. Quizzes are listed on the course schedule as Q. ***Peer Review:*** No student will be allowed to participate in a peer review session if they haven't brought a printed complete draft of their own work to class on the assigned day.

## ***The Writing Studio***

Should you need tutorial assistance in writing, you can make an appointment with the writing studio to get extra help. Plan to contact them early in the semester to establish a regular session with a writing tutor if needed. They also offer some instructional videos on common grammar issues that you might find helpful.

[www.writing.ufl.edu](http://www.writing.ufl.edu)

## ***Grading***

Evaluation of student work will be thorough and rigorous, holding students to professional standards. Student work will be evaluated on the effectiveness, organization, clarity, and coherence of the writing as well as the grammar, punctuation and usage of standard written English. 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 for earning the university writing requirement credit. To satisfy this requirement, **every** assignment's word count must be met.

Papers are graded for how well they meet all of the requirements of the writing rubric (see link below) and a point value is assigned based on the letter grade it would represent. Specific grades represent the overall quality of the written work according to the values explained in the rubric and in the individual assignment guidelines. Satisfactory grades on the rubric range from A to C.

Final grades will be assigned according to the standard UF scale, which works out to the following point breakdowns.

<b>Grade</b>	<b>Points</b>		
A	930-1000	C	730-769
A-	900-929	C-	700-729
B+	870-899	D+	670-699
B	830-869	D	630-669
B-	800-829	D-	600-629
C+	770-799	E	0-599

### ***General Education Writing Assessment Rubric:***

Here is the link to UF's writing assessment rubric for all general education writing courses. Print the rubric for your reference and refer to it as you draft and revise your papers.

[http://gened.aa.ufl.edu/Data/Sites/10/media/example\\_writing\\_assessment\\_rubric.pdf](http://gened.aa.ufl.edu/Data/Sites/10/media/example_writing_assessment_rubric.pdf)

## ***Attendance Requirement***

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 events, documented illness, 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. Deadline extensions will only be given for documented illness.

**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.

## ***Preparation***

You are expected to prepare for every class by completing all reading and writing assignments on time. Printed drafts for peer review are due at the beginning of class on the day specified and must be complete. If you do not bring a printed copy of your completed essay draft, then you will not be allowed to participate in peer review and you will be dismissed from class and recorded as absent that day. Be prepared for pop quizzes on the readings, class discussions, and group activities. Students are expected to contribute constructively to each class session.

## ***Classroom Behavior***

Please be respectful of others during class discussion. UF has a diverse student body and all students must demonstrate the ability to discuss challenging texts with colleagues whose views differ from their own in respectful and productive ways. Disrespect will result in dismissal and a recorded absence from class. Cell phone or computer use is not permitted during class unless used for a specific class activity. You should turn off the ringer on your phone as well.

## ***Submission Format & Tardy Submission Penalties***

Printed drafts are due for peer review on the assigned date at the start of class. If you do not bring a printed copy of your completed essay draft, then you will not be allowed to participate in peer review and you will be dismissed from class and recorded as absent that day. All final papers are to be submitted at the beginning of

class on the day the paper is due. Late papers will be penalized 10% of their total possible points for each day that they are late and may not be accepted at all. If you have questions about an assignment, please ask them before the deadline during class or bring your paper draft by during office hours for comments. Class activities and quizzes cannot be made-up except in cases of documented illness. If you know you will be missing class for a university-sponsored event or religious observance, you must make arrangements with your instructor for completing the work before the absence.

## ***Retention of Graded Materials***

Students are responsible for maintaining duplicate copies of all work submitted for this course. 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 make available this material.

## ***Academic Honesty***

Plagiarism is a serious violation of the Student Honor Code, which 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 that 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)

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.

## ***Students with Disabilities***

The University of Florida complies with the Americans with Disabilities Act. Students requesting accommodation should contact the Students with Disabilities Office in Peabody 202 or online at <http://www.dso.ufl.edu/drc/>. That office will provide documentation to the student, who must then provide this documentation to the Instructor when requesting accommodations.

# Schedule

## August

- 22 / Tuesday – Introduction to Course / Syllabus Review / Introduction of **Critical Definition of a Theory or Concept** Assignment
- 24 / Thursday – Readings Due (**HCM** "Beginning," "Paying Attention," & "Asking Questions" Chapters)
- 29 / Tuesday – Readings Due (**HCM** "Exploring," "Connecting," & "Reflecting" Chapters) [Q](#)
- 31 / Thursday – Discussion **The Immortal Life of Henrietta Lacks** pages 1-41

## September

- 5 / Tuesday – Discussion **The Immortal Life of Henrietta Lacks** pages 42-143 [Q](#)
- 7 / Thursday – Discussion **The Immortal Life of Henrietta Lacks** pages 144-176
- 12 / Tuesday – Discussion **The Immortal Life of Henrietta Lacks** pages 177-313 [Q](#)
- 14 / Thursday – **Defining Privacy** (Moore) & **Found Your DNA on the Web: Reconciling Privacy and Progress** (Gutmann & Wagner) [Q](#)
- 19 / Tuesday – **Defining 'health' and 'disease'** (Ereshefsky) & **Defining neglected disease** (Broadbent) [Q](#)
- 21 / Thursday – Discuss **Critical Definition of a Theory or Concept** Assignment
- 26 / Tuesday – Definition Essay **Draft Due for Peer Review**
- 28 / Thursday – **Definition Essay Due** / Introduction of Analysis Assignment

## October

- 3 / Tuesday – **Gene: An Intimate History** (pages TBA) [Q](#)
- 5 / Thursday – **Gene: An Intimate History** (pages TBA)
- 10 / Tuesday – **Gene: An Intimate History** (pages TBA) [Q](#)
- 12 / Thursday – **Gene: An Intimate History** (pages TBA)
- 17 / Tuesday – **Gene: An Intimate History** (pages TBA) [Q](#)
- 19 / Thursday – Readings: **Cultural Sutures: medicine and media** (Friedman / pages 244-260 "Dissecting the Doctor Shows," 299-314 "Invisible Invaders," & pages 109-125 "Drive-By Medicine") [Q](#)
- 24 / Tuesday – Discuss **Critical Analysis of a Representative Text** Assignment
- 26 / Thursday – **Draft Due for Peer Review**
- 31 / Tuesday – **Critical Analysis Essay Due** / Introduction of Applied Theory or Concept Assignment

## November

**2 / Thursday** – Readings Due (**HCM** "Arguing" & "Diverging" Chapters)

**7 / Tuesday** – Reading Due: **Medicine as Culture** (Lupton / pages 5-21 "Theoretical perspectives on medicine and society") & **Cultural Sutures: medicine and media** (Friedman / pages 15-35 "The pharmaceutical gaze") **Q**

**9 / Thursday** – Reading Due: **"A value-theoretic approach to childbirth and reproductive engineering"** (Russell) **Q**

**14 / Tuesday** – Discuss **Application of Theory or Concept** Assignment

**16 / Thursday** – **Draft Due for Peer Review**

**21 / Tuesday** – **Essay Due** *Applying a Theory or Concept to your Analysis of a Medical Topic* / Introduce Revision Assignment

**23 / Thursday** – Thanksgiving Holiday – No Classes

**28 / Tuesday** – Discuss Revision / Work in Groups

**30 / Thursday** – Discuss Drafting a Self-Evaluation Memo

## December

**5 / Tuesday** – **Revision Portfolio & Self-Evaluation MEMO Due** / Complete the course review at: <https://evaluations.ufl.edu> / **Self-Evaluation Memo Due**