

ENC 2305: Analytical Writing and Thinking

There's No Place (Like Home)

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Office Hours: T 8th period (3-3:50), R 6th period (12:50-1:40), or by appointment

Course Description

Analytical Writing and Thinking 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. The subject matter of the course will be developed in accordance with the instructors' own studies, with wide-ranging themes in areas such as languages, political science, anthropology, or biology. By examining humanistic or scientific theories or principles, students will learn how to read deeply and think critically. As such, the students will be introduced to seminal ideas in specific disciplines and will be asked to engage in debates important to our time and our culture.

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. The culmination of the course will be a portfolio that demonstrates the individual student's 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

Course Theme

To ground your investigations for the semester, the course will focus on a particular formative theme. The theme of this section is **places and spaces** – a topic that invites analysis through many disciplinary perspectives (anthropology, sociology, psychology, literature, political science, history, and many more).

We'll explore how we define certain places, how places are imbued with a variety of pasts, and how we create and use spaces. We often take the settings of our life for granted, but when we take time to dig a

"Where you come from is gone,
where you thought you were going
to was never there, and where you
are is no good unless you can get
away from it. Where is there a
place for you to be? No place....
Nothing outside you can give you
any place.... In yourself right now is
all the place you've got."

— Flannery O'Connor
(in *Wise Blood*, 1952)

little deeper, we develop a better understanding of ourselves, our history, and our relationships with the world around us. In this class, we will consider what forces sculpt our understanding, knowledge about, relationship to, and behavior in a particular place.

In this course, we will engage with a variety of texts that are (1) theoretical and give us new vocabulary and new perspectives to think about places and (2) fictional and non-fictional accounts that will expand our understanding of the role places play in our lives.

Some advice for a satisfying and successful course experience:

First of all, **question** everything. Second, **work** towards answers to your questions through reading, writing, and conversing (and **don't be afraid** to do it!). And of course, do the readings and prep work, don't put off writing ("Shitty First Drafts" and all that!), and participate in discussions.

Required Texts

- Miller, Richard, and Ann Jurecic. *Habits of the Creative Mind*. Bedford/St. Martin's, 2016.
- Casagrande, June. *It was the Best of Sentences, It was the Worst of Sentences*, 2010.
- Other required readings available either freely online, via UF Library's Course Reserves system (ARES), or posted as PDFs on our Canvas e-learning site

Assignments and Grading

More detailed descriptions of all assignments can be found on e-Learning throughout the semester.

Points	Words	
100	1500-1700	Critical Definition In this assignment, students will develop a carefully crafted definition of a concept related to the course theme drawing on how the concept has been used and defined (or misused and misdefined, an analysis of its use, and the student's own analysis and critique.
100	1500-1700	Critical Analysis In this assignment, students will analyze a particular "text". Students will identify an argument, explicit or implicit, that the text makes and provide an analysis of that text based on theoretical concepts and their own ideas.
300	3000-3200	Place-ography Students will employ the skills of primary and secondary research and critical reading and thinking about a particular place then analyze and negotiate an understanding of its sense of place through analysis of the research.
100		Final Portfolio Students will turn in a final portfolio that showcases their work over the course of the semester. You want to include your best work, but also to show your intellectual and personal growth in the course, including things from early in the semester in order to demonstrate what you've learned. You will include a letter to the reader in which you reflect on your experience and explain your personal portfolio.
75		Peer Review Workshops (3 @ 25 points each) As part of the process, students will have a guided peer review for each of the three major papers. Students will provide feedback on each others' ideas and writing.
100		Discussions Students must contribute to whole-class and small-group discussions about the readings and course topics. Satisfactory participation in discussions includes asking questions at least 25% of

		the time, willingness to answer questions at least 50% of the time, and engaging with other students.
75		Prep Sheets Students will complete a prep sheet as they do the assigned readings. These are due at the beginning of class.
100		“Outer Space” activities Students will keep a blog or social media account for which they complete at least 10 activities asking them to explore different ways to write and think about places and spaces.
50		Style lesson activities Each style lesson includes a graded activity to practice and work towards mastering the style concept.
1000	6000	TOTAL

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.

Grading Scale

A	4.0	93-100	930-1000
A-	3.67	90-92	900-929
B+	3.33	87-89	870-899
B	3.0	83-86	830-869
B-	2.67	80-82	800-829
C+	2.33	77-79	770-799

C	2.0	73-76	730-769
C-	1.67	70-72	700-729
D+	1.33	67-69	670-699
D	1.0	63-66	630-669
D-	0.67	60-62	600-629
E	0.00	0-59	0-599

Course Credit Policy

Course grades 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.

General Education Writing Assessment Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	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.	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 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.

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, s/he 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. 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.

Late Work

Students are responsible for submitting assignments by their due dates and times as listed on e-Learning. Late assignments may only be accepted if you have discussed with the instructor why you are unable to submit at the assigned time, and if the instructor agrees, you must provide a revised due date/time for approval. Late submissions will not be accepted especially in cases that inconvenience or impact other students or planned class activity.

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.

I expect you to behave as respectful adults. Please turn off cell phones and other noise-making devices. Use of laptops, tablets, or phones to do work is acceptable, but avoid focusing on those devices when your attention belongs elsewhere, and do not use them to do unrelated activities during class.

In-Class Work

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.

Paper Formatting

All papers will be submitted as MS Word (.doc, .docx) documents to Canvas. File names will be the student's last name + assignment code (in parentheses after the assignment name on the assignment instructions on Canvas) [like *SmithDef.docx*]. 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. Your name and the assignment name should be at the top of your document (left or right justified). Each paper should have a title centered at the top of the document.

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.

Students in Distress

The University of Florida has a number of resources available to help students experiencing difficulties in their lives (whether related to school or not). In an emergency, call 911. Non-emergency safety concerns should be addressed to UFPD (352-392-1111). The Dean of Students Office can consult with students about ways to handle difficulties, especially when they affect the students' education (352-392-1261). The Counseling and Wellness Center are also available for consultations and referrals (352-392-1575). Do not hesitate to seek help!

