ENC 2305:

Analytical Writing and Thinking

**TERM** | Fall 2018 **CREDITS** | 3 **SECTION NUMBERS** | 093A,164F

**LOCATION** | CBD 210 **TIME** | Tues: Period 5-6; Thr Period 6

**INSTRUCTOR** | Dr. Angela Walther **EMAIL** | [walther@ufl.edu](mailto:ckelley@ufl.edu)

**OFFICE HOURS** | 302 Tigert Hall TBD

# 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.

In this course, we’ll be writing on and participating in activism/outreach, with a focus on the role that social media plays in current initiatives. Our sequence of assignments will cover the following objectives: critically defining an activism/outreach movement or concept; analyzing a specific movement/outreach initiative according to its action, social media presence, and other published critical analyses; participating in a specific activist/outreach initiative and writing about it with the intent of both forwarding and improving its aims. Along the way, we’ll discuss and research socially-mediated activist movements as frames of reference for how we can participate with and analyze our selected initiatives.

In this course, students will hone their reasoning skills through engagement with our 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 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

# Required Texts

All readings can be accessed on ARES course reserve and linked on Canvas.

**Assignments and Grading**

|  |  |  |  |
| --- | --- | --- | --- |
| Attendance | | Fewer than 3 excused absences | 25 |
| Participation/Discussion posts | | Daily or bi-daily contribution and full attentiveness | 25/50 |
| Essay 1: Critical Definition | | 1000 words | 150 |
| Essay 2: Critical Analysis | | 1500 words | 200 |
| Essay 3: Portfolio | Application of research techniques to activist/outreach group | 2500 words | 300 |
| Advocacy Media Project | 500 words | 150 |
| Presentation | | 500 words | 100 |
| **Total 1000 points** | | | |

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 |  | 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

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.

Writing Studio:

Visit the UWP Writing Studio at Tigert 302 for a 30-minute revision session on any UF-related written work.

## Course Schedule

*The course schedule is* ***tentative****. The syllabus on Canvas supersedes the print document. Readings should be completed by the day on which they are listed. This asterisk – \* – denotes readings as PDFs on Canvas.*

|  |  |  |  |
| --- | --- | --- | --- |
| Unit | Week | Tuesday | Thursday |
| 1  Defining Activism and Social Justice | 1  August 20-24 | No Class | First day of class; introductions to the syllabus and assignments. |
| 1  Defining Activism and Social Justice | 2  August 27-31 | *Permanent Culture Now,* “An Introduction to Activism” linked on Canvas  *Elephant Journal,* “Inspired Voices: 5 Unconventional Forms of Activism” | “Activism, social and political” and “Advocacy”  Analyzing definitions. |
| 1  Defining Activism and Social Justice | 3  September 3-7 | “Five Faces of Oppression”; the Introduction to *Communicating Social Change: Structure, Culture, and Agency*  Thesis statement for a definition essay. | In-class writing of definition essay. |
| 1  Defining Activism and Social Justice | 4  September 10-14 | Peer review of definition essay; | **Definition essay DUE** |
| 2 Analyzing Arguments in Activism and Social Justice | 5  September 17-21 | Sliwinksi, “The Evolution of Activism: From the Streets to Social Media”  Rebecca Solnit’s “The Longest War is One Against Women”  Ethos, Pathos, and Logos | Megan Garber’s “Is #MeToo Too Big?”  Analyzing Audience |
| 2 Analyzing Arguments in Activism and Social Justice | 6  September 24-28 | Identifying Thesis statements:  Holder, “Sex doesn’t sell anymore, activism does”; Garber “When empathy becomes a meme”; YouTube: Pepsi Commercial | Writing Workshop |
| 2  Analyzing Arguments in Activism and Social Justice | 7  October 1-5 | Movie Day: Three Billboards Outside Ebbing Missouri | “Three Billboards—Beyond Ebbing Missouri” |
| 2  Analyzing Arguments in Activism and Social Justice | 8  October 8-12 | Critical Analysis Essay Peer Review | **Critical Analysis Essay DUE** |
| 2  Analyzing Arguments in Activism and Social Justice | 9  October 15-19 | Introduction to Final Media Project | *Engaging Communities,* “Defining Ethnographic Writing” |
| 2  Analyzing Arguments in Activism and Social Justice | 10  October 22-26 | *Engaging Communities,* “1A-1C: Identifying, Connecting, Rhetorical Strategies” | Kozinets, *Netnography*, “Data Collection” |
| 3  Applying the Concepts of Activism and Social Justice | 11  October 29-November2 | Analyzing examples: “Cruising for a Bruisin: Women’s Flat Track Roller Derby” by Natale Peluso | Analyzing examples:  “Anorexia as a Choice: Constructing a New Community of Health and Beauty through Pro-Ana Websites” |
| 3  Applying the Concepts of Activism and Social Justice | 12  November 12-16 | Writing Workshop—identifying academic/nonacademic sources and finding sources via UF Libraries/Databases and online | Writing workshop—citing sources: quoting, paraphrasing, summarizing |
| 3  Applying the Concepts of Activism and Social Justice | 13  November 19-23 | Conferences  *Engaging Communities*: Writing field-notes/participating | Conferences  *Engaging Communities:* Drafting your ethnography |
| 3  Recovering the “Human” in the Humanities | 14  November 26-30 | Pason, “Reclaiming Activism for Students” | Writing Workshop |
| 3  Applying the Concepts of Activism and Social Justice | 15  December 3-7 | Media Project Presentations  **Essay 3: Ethnography/Netnography of Activist/Volunteer Group** | Media Project Presentations |
| 3  Applying the Concepts of Activism and Social Justice | 16  December 10-14 | Course review and warp-up | Final Portfolio Due |

### 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. 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.**

**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](http://www.dso.ufl.edu/judicial/honorcode.php). 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](http://www.dso.ufl.edu/judicial/honorcode.php).  
  
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.

**Technology**

While it is acceptable to take notes on an electronic device, disable your Internet unless otherwise permitted. All other electronic devices are not permitted, except as specifically announced by the instructor beforehand. **Phones must be turned to “silent,” and texting is absolutely not permitted in 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 Rich Text Format (.rtf) documents to E-learning/Canvas and as hard copies. 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. Be sure to staple papers before submitting hard copies.

**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.

**General Education Writing Assessment Rubric**

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| --- | --- | --- |
|  | 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. |