ENC 2305:

Analytical Writing and Thinking
“Alternative Facts”

**Instructor**: Caroline Reed
**Class Times & Location**: MWF 4 in CBD 212
**Office Hours**: MWF 1-2pm & by appointment
**Office Location**: 302 Tigert Hall (Writing Center)

# Course Description

This course examines the concept of a “fact” as it is interpreted and disseminated across a variety of disciplines including science, history, art, religion, and politics. Typically, facts are presented as immutable truths about the world, giving them tremendous power within social institutions and over our human experience. Assignments and discussions in this course, however, will challenge students to unpack their assumptions about what facts are, how they are established, and the purposes they serve in society. Key questions include: “What defines a fact?” “Who controls access to facts?” and “Why do facts matter – or do they?”

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. By examining humanistic and scientific theories and principles, students will learn how to read deeply, think critically, and engage in debates important to our time and our culture.

In this course, students will also hone their reasoning skills through engagement with the course theme 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

# Required Texts

Bacon, Nora. (2013). *The Well-Crafted Sentence (A Writer’s Guide to Style).* (2nd Edition).

Boston: Bedford/St. Martin’s.

Miller, Richard E and Ann Jurecic. (2016). *Habits of the Creative Mind*. Boston: Bedford/St.

Martin’s.

# 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.

Classwork/Homework : Reading quizzes and class prep sheets 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**.

**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.

**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 Schedule

**Unit 1: Defining a Theory or Concept**

**Week 1**

M Introduction to Class—Icebreaker and Syllabus review—Read Miller & Jurecic (“Orienting”)

W Reading Critically—How to read with a pen and other reading skills—Read Miller & Jurecic (“Beginning”) **Annotate** “News Use Across Social Media Platforms 2017”

F Reading Critically—Bring annotated document to class and share reading techniques— Read Miller & Jurecic (“Paying Attention”)

**Week 2**

M Close Reading—Read “What Facebook Did to the American Democracy”

W Academic Writing—Rhetoric (Audience, Purpose, and Technique)—Read Bacon (Chapter 1)

F Introduction to Definition Paper—What is a definition?—Read “Trump's Itchy Twitter Thumbs have Redefined Politics”

**Week 3**

M Discussion—What is the argument? Read Miller & Jurecic (“Arguing”)

W Discussion— How does the author use evidence? Read Foucault (“Introduction”) from *The Archaeology of Knowledge*

F Writing Workshop—Draft thesis and outline Definition Paper—Read Bacon (Chapter 2)

**Week 4**

M Peer Review: Paper One

W Conferences

F **Paper One Due**—What is critical analysis? Read Miller & Jurecic (“Asking Questions” & “Exploring”)

**Unit 2: Critical Analysis**

**Week 5**

M Discussion—Read Kuhn (“Introduction”) from *The Structure of Scientific Revolutions*

W Discussion—Read “How the Higgs Boson Might Spell Doom for the Universe”

F Discussion—Read “Mixed Messages about Public Trust in Science” & “The Anti-Vaccine Generation: How Movement Against Shots Got Its Start”

**Week 6**

M Summarizing and Paraphrasing—Read Gramsci (“Selected Readings”)

W Common Writing Concerns—Read Bacon (Chapter 3)

F Writing Workshop—Drafting a thesis and outlining—Read “The Moral Panic over Graffiti in New York City: Political Elites and the Mass Print Media”

**Week 7**

M Peer Review: Paper Two

W Writing Workshop—How to revise effectively—Read Bacon (Chapter 4)

F Conferences

**Unit 3: Application to Current Topics**

**Week 8**

M **Paper Two Due**: Academic Sources—What are academic sources?—Read Said “Introduction” from *Orientalism*

W Academic Sources—Using the library databases. **Library Info Session @ Library West**

F Academic Sources— Plagiarism workshop

**Week 9**

M Incorporating Academic Sources—Read Miller & Jurecic (“Connecting”)

W Citation Workshop

F Discussion—Read Spivak “Can the Subaltern Speak?”

**Week 10**

M Discussion—Read “U.S. Muslims Concerned About Their Place in Society, but Continue to Believe in the American Dream”

W Discussion—Redefining Topics—Read Miller & Jurecic (“Reflecting”)

F Developing a Topic—Brainstorming Activity

**Week 11**

M Conferences—Bring proposal for paper

W Outlines—Planning a researched paper—Read Miller & Jurecic (“Planning and Replanning”)

F Peer Review: Outline

**Week 12**

M Introductions—Read Miller & Jurecic (“Arguing”)

W Using Evidence—How to incorporate ethos

F Using Evidence—How to incorporate logos

**Week 13**

M Conclusions—Read “In America, Does More Education Equal Less Religion?”

W Writing Workshop—Read Bacon (Chapter 9)

F Peer Review: Essay Three

**Week 14**

M Writing Workshop

W Conferences

F **Paper 3 Due**—Read “We Must Rewrite Women's Role in History”

**Week 15**

M Revising, Reinventing—Read Miller & Jurecic (“Diverging”)

W Assembling a Portfolio

F Writing Reflectively

**Week 16**

M Writing Workshop—Polishing for portfolio

W Submit Portfolios

### 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.

**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/Sakai 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.

\***Note**: Details from this syllabus, such as individual reading assignments, may be subject to change with advanced notice from the instructor.