

ENC 1102: Argument and Persuasion

3 Credit Hours

This course expires 16 weeks from the date of your enrollment

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Office Hours: email me to make a virtual appointment

Course Description

Credits: 3

Prerequisite: ENC 1101

General Education: Composition, satisfies 6,000 words of Writing Requirement

ENC 1102 focuses on the essential stylistics of writing clearly and efficiently within the framework of research writing in the disciplines, the rhetoric of academic research. Students will learn how to formulate a coherent thesis and defend it logically with evidence drawn from research in specific fields. Students will also learn how to work through the stages of planning, research, organizing, and revising their writing.

ENC 1102 is an introduction to techniques and forms of argument in a broad range of disciplines, including the humanities, social sciences, business, and natural sciences. This course encourages students to investigate the relationship between writing and knowledge and to discover how writing can create, rather than merely transmit, knowledge. Class discussions will reveal the complementary relationship between writing and research and demonstrate how persuasive techniques and genres vary from discipline to discipline. Students will learn how writing effectively and correctly in their fields will help to integrate them as professionals into their “knowledge communities.”

Outcomes

By the end of ENC1102, students will be able to

- Read, locate, and evaluate a variety of information using research methodologies appropriate to disciplines.
- Apply research and use writing to achieve a variety of purposes in a variety of disciplinary contexts.
- Demonstrate accurate and responsible citation, and incorporate primary and secondary materials.
- Participate in groups with emphasis on listening, critical and reflective thinking, and responding to group members’ writing and ideas.
- Present an effective academic writing style.

Required Text

Susan Miller-Cochran, Roy Stamper, and Stacey Cochran. *An Insider’s Guide to Academic Writing: A Rhetoric and Reader*, 3rd ed. (Bedford/St. Martin’s, 2022).

Flexible Learning Policies

For up-to-date Flexible Learning policies, see “FAQs” and “Policies” on the website:
<https://flexible.dce.ufl.edu/>

For questions about the Flexible Learning program, options, and administrative questions, please contact the office at learn@dce.ufl.edu or (352) 294-6300.

Instructional Methods

In this course you will be expected to read the textbook, watch the lectures, do the activities, do the preparation activities that build up the Major Writing Assignments, and complete the Major Writing Assignments. You cannot pass the class without completing the Major Writing Assignments (assignments with a word count).

Assignment Schedule & Descriptions (Total Points Possible: 1000)

Unit	Lesson Topic	Readings & Lectures for the Lesson	Assignments	Suggested Time for Completion
Course Orientation	Course info and syllabus, meet the instructor, semester prep and tips	Syllabus Course Orientation page Course Orientation lecture video	<ul style="list-style-type: none"> Course Orientation Quiz Introduction Email Activity 	2 days
Unit 1: Foundations	Overview	Unit 1 Overview tab		1 day
	Rhetorical Context	Rhetorical Context tab Chapter 1 Chapter 3 Lecture video	<ul style="list-style-type: none"> Rhetorical Context Quiz 	
	Argumentation	Argumentation tab Chapter 4 Lecture video	<ul style="list-style-type: none"> Argumentation Quiz 	1 day
	The Writing Process	The Writing Process tab Chapter 2 Lecture video	<ul style="list-style-type: none"> The Writing Process Quiz Literacy Narrative 	2 days
Unit 2: Academic Research and Writing	Overview	Unit 2 Overview tab		1 day
	Academic Disciplines	Academic Disciplines tab Chapter 1 pp.5-8 Chapter 6 Lecture video	<ul style="list-style-type: none"> Academic Disciplines Quiz 	

	Accessing Scholarly Publications	Accessing Scholarly Publications tab Chapter 5 Library Research Basics lecture How to Identify Academic Sources lecture	<ul style="list-style-type: none"> Evaluating Sources 	2 days
	Citation Styles	Citation Styles tab Appendix pp.535-537 Lecture video		2 days
	Plagiarism Tutorial	Plagiarism Tutorial pages: Introduction, Citing Sources, Writing Skills, and Conclusion	<ul style="list-style-type: none"> Avoiding Accidental Plagiarism Quiz Citing Sources Quiz Writing Skills Quiz 	
Unit 3: Research and Writing in the Humanities	Overview	Unit 3 Overview tab		2 days
	Humanities in Action	Humanities in Action tab Chapter 7 Lecture video	<ul style="list-style-type: none"> Humanities in Action 	
	Researching	Researching tab Chapter 7 Chapter 5 Lecture video	<ul style="list-style-type: none"> Beginning Analysis 	2 days
	Writing	Writing tab Chapter 7 Chapter 2 Lecture video	<ul style="list-style-type: none"> Creating a Working Thesis Statement 	2 days
	Language Conventions	Language Conventions tab Chapter 6 Chapter 7 Lecture video	<ul style="list-style-type: none"> Language Conventions in the Humanities Quiz 	1 day
	Unit Project	Unit Project tab	<ul style="list-style-type: none"> Review of Text Analysis Draft Text Analysis Post-Unit Reflection 1 	5 days
Unit 4: Research and Writing in the Social Sciences	Overview	Unit 4 Overview tab		3 days
	Researching	Researching tab Chapter 8 pp.162-170 & 185-198 Chapter 5 pp.88-91	<ul style="list-style-type: none"> Planning Research Synthesizing in a Literature Review 	

		“Literature Reviews” link Lecture video		
	Social Sciences in Action	Social Sciences in Action tab Chapter 7 Lecture video	<ul style="list-style-type: none"> • Social Sciences in Action 	1 day
	Writing	Writing tab Chapter 8 pp.171-181 & 183-185 “Citing Sources” link Lecture video	<ul style="list-style-type: none"> • Annotated Bibliography Practice • Synthesizing Sources 	4 days
	Language Conventions	Language Conventions tab Chapter 8 pp.182-183 Lecture video	<ul style="list-style-type: none"> • Using Clear and Accurate Language Quiz 	1 day
	Unit Project	Unit Project tab	<ul style="list-style-type: none"> • Review of Literature Review Draft • Literature Review with Annotated Bibliography • Post-Unit Reflection 2 	7 days
Unit 5: Research and Writing in the Natural Sciences (Note: With the 5-day observational experiment required for this unit, the total time for this unit should be around 3 weeks: 1 week for the experiment, 1 week for the lessons, and 1 week	Overview	Unit 5 Overview tab		2 days
	Researching	Researching tab Chapter 9 pp.214-222 Lecture video	<ul style="list-style-type: none"> • Research Proposal 	
	Natural Sciences in Action	Natural Sciences in Action tab Lecture video	<ul style="list-style-type: none"> • Natural Sciences in Action 	1 day
	Writing	Writing tab Chapter 9 pp.223-225, 227-228, 228-238, & 172-181 Chapter 8 pp.172-181 Lecture video	<ul style="list-style-type: none"> • Reporting Scientific Research 	2 days
	Language Conventions	Language Conventions tab Chapter 9 pp.225-226 “Effective Writing” link Lecture video	<ul style="list-style-type: none"> • Writing Effectively in the Sciences Quiz 	1 day

to research and write the Research Report)	Unit Project	Unit Project tab	<ul style="list-style-type: none"> • Observational Logbook • Review of Research Report Draft • Research Report • Post-Unit Reflection 3 	8 days
Unit 6: Public-Facing Writing	Overview	Overview tab		1 day
	Public-Facing Writing	Chapter 5 pp.116-120 "Public-Facing Writing" PDF Lecture video		
	Blog Writing	Lecture video	<ul style="list-style-type: none"> • Blogging Conventions Quiz • Analyzing Research Blogs 	2 days
	Reflection in an Academic Setting	Lecture video		
	Unit Project		<ul style="list-style-type: none"> • Review of Blog Post Draft • Blog Post • Reflection Letter 	4 days

Introduction Email (10 points)

This first activity of the course asks you to write a short introduction to yourself in an email format and send it to your instructor via the Canvas Inbox.

Homework and Prep Activities (11 @20 points = 220 points)

Each unit has activities that provide guidance in practicing skills and preparing for the unit's Required Writing Assignment.

"In Action" Activities (3 @15 points = 45 points)

Each discipline-specific unit has a guided lecture exploring real examples of communicating scholarly research followed by a worksheet.

Quizzes (9 @5 points & Plagiarism Tutorial quizzes total 10 points = 55 points)

Quizzes are open-book and open-note and assess your knowledge on topics such as unit concepts and language usage.

Review of Drafts (4 @15 points = 60 points)

For the Text Analysis, Literature Review with Annotated Bibliography, Research Report, and Blog Post, you will submit a draft for review and use the feedback to improve it for the final submission of the unit's Required Writing Assignment.

Reflection Activities (3 Post-Unit Reflections @5 points = 15 points)

After the Text Analysis, Literature Review, and Research Report, students will complete a short analysis and reflection about what they learned and what they experienced during the unit.

Required Writing Assignments

Text Analysis (1000 words; 100 points)

In this paper, students will critically analyze a particular object of study (a text), supporting their textual interpretation with evidence from the text and interpretations of other scholars.

Literature Review with Annotated Bibliography (1000 words; 150 points)

For the Annotated Bibliography portion, students will write sources in APA style and include a short summary and analysis of the source as it pertains to the student's research question and the other sources. The Annotated Bibliography is a tool to manage the research for the Literature Review, in which students will synthesize sources to show a connection or gap in the knowledge about a current social science-related topic.

Observational Logbook (1000 words, 50 points)

For this paper, students will observe record their observations and speculations over a 5-day science experiment and conclude with reflection and analysis as a basis for the Research Report.

Research Report (2000 words, 200 points)

In this paper, students will document their research in proper scientific form.

Blog Post (750 words; 75 points)

For this document, students will translate a scholarly article for a more general audience through a written Blog Post and audio podcast, summarizing and analyzing the publication for a general, non-discipline-specific audience.

Reflection Letter (250 words; 20 points)

At the end of the semester, students will write a 1-2 page single-spaced letter to their past selves, their future selves, or to future students of the course, reflecting on the course.

Grading & Course Credit Policies

Grading for this course will be rigorous. If an assignment illustrates disregard for spelling, grammar, citation guidelines, or a general carelessness in the writing, the assignment will be failed. 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	94-100	940-1000	C	2.0	74-76	740-769
A-	3.67	90-93	900-939	C-	1.67	70-73	700-739
B+	3.33	87-89	870-899	D+	1.33	67-69	670-699

B	3.0	84-86	840-869	D	1.0	64-66	640-669
B-	2.67	80-83	800-839	D-	0.67	60-63	600-639
C+	2.33	77-79	770-799	E	0.00	0-59	0-599

General Education Learning Outcomes

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 submitted to the instructor for feedback prior to final submission, and fulfill 6,000 of the university's 24,000-word writing requirement.

Earning general education composition credit, students will

- Demonstrate forms of effective writing (focusing on analyses, arguments, and proposals)
- Learn different writing styles, approaches, and formats and successfully adapt writing to different audiences, purposes, and contexts; effectively revise and edit their own writing and the writing of others
- Organize complex arguments in writing, using thesis statements, claims, and evidence
- Employ logic in arguments and analyze their own writing and the writing of others for errors in logic
- Write clearly and concisely consistent with the conventions of standard written English
- Use thesis sentences, claims, evidence, and logic in arguments

The University Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. You must pass this course with a "C" or better to satisfy the General Education requirement for Composition (C) and to receive the 6,000-word University Writing Requirement credit (E6). **A grade of "C-" will not confer credit for the University Writing Requirement or the CLAS Composition (C) requirement.**

Assessment Rubric

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.

	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.

For more information about the current UF grading policies for assignments and grade points go to the [UF Grades and Grading Policies web page](#).

Course Policies

Plagiarism

Plagiarism is a serious violation of the Student Honor Code. The Honor Code prohibits plagiarism and defines it 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:

1. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.
2. 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 students are responsible for reading, understanding, and abiding by the entire Student Honor Code, which can be found at <https://sccr.dso.ufl.edu/students/student-conduct-code/>.

Important Tip: You should never copy and paste something from the Internet without providing the exact location from which it came.

Netiquette

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Please read the [Netiquette Guide for Online Courses](#).

Inappropriate, offensive, or threatening messages will be reported to the Dean of Students Office for misconduct.

Mode of Submission

All papers must be submitted as MS Word (.doc, .docx, .rtf) documents to Canvas. Final drafts should be polished and presented in a professional manner. All papers should be in a readable font such as 11- or 12-point Times New Roman or Calibri font, double-spaced with 1-inch margins and pages numbered unless otherwise instructed.

UF Policies

University Policy on Accommodating Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

The Flexible Learning office should be notified of any special accommodations required by the student when they begin their course.

University Policy on Academic Misconduct

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." [The Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Plagiarism and Academic Dishonesty are not tolerated in this class. All work is screened for plagiarism by Turnitin. If the instructor suspects plagiarism or academic dishonesty s/he will investigate further then adjudicate based on the type, abundance, and seriousness of the offense according to the process laid out by the Dean of Students Office (<https://www.dso.ufl.edu/sccr/process/>). At the very least, a penalty will be applied to the assignment; at worst, the Dean of Students Office will be notified of academic dishonesty and the instructor will recommend that the student fail the class.

Getting Help

Technical Help

For issues with technical difficulties for E-learning in Canvas, please contact the UF Help Desk:

- Location: HUB 132
- Email: helpdesk@ufl.edu
- Phone: (352) 392-HELP - select option 2
- Website: <https://lss.at.ufl.edu/help.shtml>

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Questions about Flexible Learning

If you have any questions about the course, please contact the instructor. If you have administrative concerns, please contact the Flexible Learning Office.

Course Deadline and Extension Policy:

Students are allowed 16 weeks, from their date of enrollment, to complete and submit their coursework.

If the student has made sufficient academic progress, which is defined as completing and submitting at least 50% of the coursework and has an extenuating circumstance, the student may petition the instructor for a course extension before the course expires.

If the student has not submitted at least 50% of their coursework and has an extenuating circumstance preventing them from submitting the coursework, a failing grade of “E”, “E0” or “E1” will be issued and recorded to the UF Registrar.

Instructors are not required to allow extensions. If a student does receive an extension, an incomplete grade of an “I” will be assigned as an interim grade. When the course is completed, the instructor will initiate the change of grade. After that, the “I” grade will be changed to the student’s final course grade on their transcript.

Course Cancels and Course Drops:

A Course Cancel:

The request to cancel a course must be submitted in writing and emailed to learn@dce.ufl.edu within 10 days of enrollment date. It is the student's responsibility to verify that all cancellation requests have been received by the Flexible Learning office within the allotted time. No refunds are granted after 10 days.

Course Drop:

The request to drop a course must be submitted in writing and emailed to learn@dce.ufl.edu within 14 weeks of the date of enrollment. In addition to their own request by email, UF students must have advisor approval to drop a flexible learning course. It is the student's responsibility to verify that all drop requests have been received by the Flexible Learning office within the allotted time. The course grade will appear as "W" on a UF transcript.

Full Term Withdrawals:

All full-term withdrawals must follow University of Florida policies/ procedures. An approved withdrawal form must be submitted to the [Dean of Student Affairs](#). for review and final approval. Students must also notify the Flexible Learning of this request by learn@dce.ufl.edu.

It is the responsibility of the student to notify Flexible Learning of their approved medical or retroactive withdrawal so the students' record is updated. [Email](#) to our office a copy of the approval.

Medical Withdrawals: [Medical Withdrawal Process](#)

Retroactive Withdrawals: [retroactive withdrawal process](#)

UF Official Transcripts:

Flexible Learning *advises* that you review your "unofficial transcript" first to ensure your grade(s) is/are posted, prior to ordering the "official transcript".

Two ways to order a transcript:

1. [Order UF Official Transcripts here](#)
2. If you are unable to order your official transcript online, please contact the [UF Office of the University Registrar](#). In addition, on more information on mailing in a transcript request form by remitting a check or money order.
3. The Registrar's Office hours are Monday-Friday, 8:00 a.m. to 5:00 p.m. and their phone number is 352-392-1374. Persons with hearing impairments can call FRS # 1-800-955-8771 (TDD).

UF Flexible Learning Contact Information:

Email: learn@dce.ufl.edu
 Phone: (352) 294-6300
 Website: [UF Flexible Learning](#)

Office Hours:

Monday-Friday, except Holidays
 8:00am-5:00pm EST

Other Resources

Other resources are available at the [UF Distance Learning website](#) for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please [email the Distance Learning office](#) or visit the [UF Distance Learning website](#) to submit a complaint.

Writing Studio

The University Writing Studio is located in Turlington 2215 (online-only appointments available) and is available to all UF students. Free appointments can be made up to twice a week. See <https://writing.ufl.edu/writing-studio/> to learn more.