

# ENC 1102: Argument and Persuasion

3 Credit Hours

*“Let us pick up our books and our pens, they are the most powerful weapons.”*

— Malala Yousafzai, *I am Malala*

*This course expires 16 weeks from the date of your enrollment.*

## ABOUT THE COURSE

### Instructor

- Jennifer Coenen, Ph.D.
- Email: [jcoenen@ufl.edu](mailto:jcoenen@ufl.edu)
- Phone: (352) 846-1138
- Office: Tigert Hall 302
- Virtual Office Hours: email to make an appointment

### Course Website

[elearning.ufl.edu](http://elearning.ufl.edu)

### Course Communications

Use the Canvas Inbox to email your instructor. If there is a technical problem, you can email your instructor at [jcoenen@ufl.edu](mailto:jcoenen@ufl.edu), beginning the subject line with “FLEX”.

Instructor will respond to students’ inquiries within 24 hours on work days and within 48 hours on weekends.

### Required Textbook

Miller-Cochran, Susan, Roy Stamper, and Stacey Cochran. *An Insider’s Guide to Academic Writing*, Boston, Bedford/St. Martins, 2016.

### Recommended Resources

1. LaunchPad Solo for *An Insider’s Guide to Academic Writing* (Online Text). Access through [MacMillan LaunchPad](#). You will be asked to choose your instructor, which isn’t necessary for the class. Just choose the “instructorless course”.
  - **Why get this resource if it’s not required?** It provides all the extra “Insider’s View” videos that are not provided in the textbook along with comprehension quizzes. It also includes Learning Curve quizzes that cover style, grammar, and mechanics concepts. These are adaptive quizzes, which means they help you master concepts rather than assess how much you know. To learn more about how these quizzes work and what makes them so useful to you, see [LearningCurve Table of Contents for Students](#).

2. Lunsford, Andrea. *Writer's Help*. 2<sup>nd</sup> ed. Boston, Bedford/St. Martins, 2015. (Online Text) Access through [MacMillan LaunchPad](#). You will be asked to choose your instructor, which isn't necessary for the class. Just choose the "instructorless course".
  - **Why get this resource if it's not required?** This is a handbook, so it covers numerous writing concepts, not just style, grammar, and mechanics. There are several exercises and Learning Curve quizzes, many more than the first resource.

### Additional Resources

- [University Writing Studio](#)
- [University Writing Program Video Series](#)

### Course Description

ENC 1102 explores the argument and persuasion in the rhetoric of academic research. The class focuses on the essential stylistics of writing clearly and efficiently within the framework of research writing in the disciplines. 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. To ground the students' investigations for the semester, the course will focus on a particular formative theme. 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."

### Course Goals and/or Objectives

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.
- Use critical and reflective thinking to respond to others' writing and ideas.
- Present an effective academic writing style.

### Instructional Methods

In this course you will be expected to read the textbook and other assigned readings, watch the lectures, do the graded activities, do the preparation activities that build up the Major Writing

Assignments (assignments with a word count), and complete the Major Writing Assignments. You cannot pass the class without completing the Major Writing Assignments.

## COURSE POLICIES

### Performance Policy

This Flexible Learning course has been developed with the same rigorous standards of content as a campus course. Expectations for your performance as a Flexible Learning student are as high as they would be if you were taking this course in a classroom.

### Participation Policy

Students are required to participate in all course activities and submit all assignments posted on the website. All Major Writing Assignments (assignments with a word count) must be submitted in order to pass the class.

### Quiz/Exam Policy

There are no exams for this class.

For each module, you must complete the quiz by the time you submit the Major Writing Assignment and you have two attempts for each quiz.

### Make-up Policy

The only assignments that can be redone once submitted are the Literary Analysis, Literature Review, Research Report, or Blog Post. When your assignment is returned graded, you will then have one week to revise and resubmit.

### Assignment Policy

**The course expires 16 weeks after your enrollment.** Complete all modules in the order they are presented on the course website; do not skip modules. **All assignments must be submitted at least 2 weeks prior to the course expiration date.**

### Course Technology

Students must use their Gatorlink email account for this course. Students are recommended to check their email account DAILY for the duration of the course. Access to and on-going use of a computer with Internet access is required for all students. Competency in the basic use of a computer is required. At times, computers crash and Internet connections fail. It is in your best interest NOT to wait until the last minute to complete assignments.

For help with e-Learning, [visit UF Help Desk](#) or call (352) 392-HELP.

### Online Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations provided in the course modules.

## Course Deadline and Extension Policy

Students are allowed **16 weeks, from their date of enrollment, to complete and submit their coursework**. If a student has not submitted at least 50% of his/her coursework and has an extenuating circumstance preventing him/her from submitting the coursework, a failing grade of “E”, “E0” or “E1” will be issued and recorded to the UF Registrar.

If a 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. Each course extension request will be administratively evaluated. 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, Drops and Withdrawals

### Course Cancel

A tuition refund may be granted after a student submits a written request within 30 days of enrollment to [the Flexible Learning Office](#). This request must be done by emailing [the Flexible Learning Office](#) sent a fax (352-392-6950). Refunds will be the amount of tuition, less \$25.00 per course. If a credit card was used, the refund will be credited a back to the card. **No refunds are granted after 30 days.**

### Course Drop

To drop a course, you need to [email the Flexible Learning office](#) with a request to drop 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. An advisor can email [the Flexible Learning Office](#) with the student’s name, the course that they want to drop, and confirmation of permission to do so. 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.

Students with disabilities who need to drop a course due to disability-related reasons are permitted to petition for additional drops. Find more information by contacting the [Disability Resource Center](#).

### 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's Office](#) for review and final approval. Students must also notify [the Flexible Learning](#) of this request.

**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 the Flexible Learning Office](#) a copy of the approval.**

### Medical Withdrawals

For information on the medical withdrawal process, visit [the Dean of Students Office](#).

## Retroactive Withdrawals

For information on the retroactive nonmedical withdrawal process, visit [the Office of the University Registrar](#).

## How to Request a UF Transcript

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

There are two ways to order a transcript:

1. [Order UF Official Transcripts online](#)
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. For more information, read [Official Transcripts FAQs](#).

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).

## GRADING POLICIES

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

### Grading Details

Assignment	Total Points	Percent of Grade
Introductory Email	30	3
Quizzes	100	10
“in Action” activities (3)	75	7.5
Drafts for Review (4)	40	4
Literary Analysis (1000 words)	100	10
Annotated Bibliography	50	5
Literature Review (1200 words)	150	15
Observational Logbook	75	7.5
Research Report (2000 words)	200	20
Research Poster	30	3
Blog post (800 words)	75	7.5
Writing Self-Assessment (1000 words)	75	7.5
TOTAL	1000	100%

### Introductory Email (30 points)

This is your first contact with the instructor. Answer the prompt to show your instructor your written communication skills.

**Module Quizzes** (100 points)

Several modules have quizzes based on the readings for that module. You may use your book when taking these quizzes.

**“in Action” Series Activities** (75 points)

These lessons apply the concepts about discipline-specific research and writing from the readings and lectures to real-world arguments, focusing on the conventions of structure, language, and citations.

**Drafts for Review** (40 points)

For each Major Writing Assignment, students will submit a draft for review. A tutor from the UF Writing Studio will provide feedback on the draft within 24-48 hours (depending on which day of the week you turn it in). Students will use that feedback to revise in preparation for submitting the final draft.

**Literary Analysis** (1000 words; 100 points)

This is included in the course word count requirement and **MUST** be turned in in order to pass the class. In this paper, students will apply close reading and analysis techniques to a text.

**Annotated Bibliography** (50 points)

In preparation for the Literature Review, students will research and collect several sources. This document will list the sources according to 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.

**Literature Review** (1200 words; 150 points)

This is included in the course word count requirement and **MUST** be turned in in order to pass the class. In this assignment, students will synthesize sources to show a connection or gap in the knowledge about a current social science-related topic.

**Observational Logbook** (75 points)

This is included in the course word count requirement and **MUST** be turned in in order to pass the class. For this paper, students will observe their object of study and then record their observations, concluding with reflection and analysis that leads to the project for the Research Report.

**Research Report** (2000-2500 words; 200 points)

This is included in the course word count requirement and **MUST** be turned in in order to pass the class. In this paper, students will document their research in scientific form.

**Research Poster** (30 points)

In this document, students will create a scientific conference poster explaining their project from the Research Report.

**Blog Post** (800 words; 75 points)

This is included in the course word count requirement and **MUST** be turned in in order to pass the class. For this document, students will choose a publication from a predetermined list and write a blog post summarizing and analyzing the publication for a general, non-discipline-specific audience.

**Writing Self-Assessment** (1000 words, 75 points)

This is included in the course word count requirement and **MUST** be turned in in order to pass the class. In this document, students will assess their previous work according to the conventions of each discipline and look forward towards understanding the conventions in their own discipline.

Students will receive a grade and feedback within 7 days after submitting.

**Grading Scale**

Score (Points)	Percent	Grade	Grade Points
930-100	93 or above	A	4.00
900-929	90 – 92	A-	3.67
870-899	87 – 89	B+	3.33
830-869	83 – 86	B	3.00
800-829	80 – 82	B-	2.67
770-799	77 – 79	C+	2.33
730-769	73 – 76	C	2.00
700-729	70 – 72	C-	1.67
670-699	67 – 69	D+	1.33
630-669	63 – 66	D	1.00
600-629	60 – 62	D-	0.67
0-599	59 or below	E	0.00

**General Education Learning Outcomes**

Students must pass this course with a “C” or better to satisfy the CLAS requirement for Composition (C). 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. Course grades now have two components. You must pass this course with a “C” or better to satisfy the CLAS requirement for Composition (C) and to receive the 6,000-word University Writing Requirement credit (E6). To receive the 6,000-word University Writing Requirement credit (E6), papers **must** meet minimum word requirements totaling 6000 words.

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 Assessment Rubric

CRITERIA	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

Module	Topic	Readings/Lectures	Assignments
Start Here	Course Overview	Lecture: Introduction Video	Syllabus Quiz
1	Rhetoric and Argument	Readings: <i>An Insider's Guide to Academic Writing</i> (IGAW) Ch. 2 Optional: Ch. 3 (read if you haven't taken ENC 1101 or if it's been awhile)	Module 1 Quiz
2	Writing in the Disciplines	Readings: <i>IGAW</i> Ch. 1 (p.7-19), Ch. 4 (p.59-62), Ch. 5 (p.89-93 & 96-99)	Introductory Email Module 2 Quiz
3	Introduction to Writing in the Humanities	Readings: <i>IGAW</i> Ch. 6	Module 3 Quiz "Humanities in Action" activity (videos and worksheet)
4	Process for Writing in the Humanities	Readings: <i>IGAW</i> Ch. 4 (p.62-77), Appendix (through p.618) Short story for Literary Analysis paper (see module and assignment for details)	Module 4 Quiz Literary Analysis draft Literary Analysis final
5	Introduction to Writing in the Social Sciences	Readings: <i>IGAW</i> Ch. 7	Module 5 Quiz "Social Sciences in Action" activity (videos and worksheet)
6	Research in the Social Sciences	Readings: <i>IGAW</i> Ch. 4 (p.77-78), Appendix (p.619-622) Lectures: Searching for Scholarly Sources, (Recommended) APA playlist by Purdue OWL (links on Canvas)	Annotated Bibliography
7	Using Sources	Lecture: Synthesis	Literature Review draft Literature Review final
8	Introduction to Writing in the Natural Sciences	Readings: <i>IGAW</i> Ch. 8	Module 8 Quiz "Natural Sciences in Action" activity
9	Observation and Record-keeping in the Natural Sciences	[None]	Observational Logbook
10	Research and Documentation in the Natural Sciences	[None]	Research Report draft Research Report final
11	Presenting Scientific Research	Readings: Overview of Poster Design, Contents of a Research	Research Poster

Module	Topic	Readings/Lectures	Assignments
		Poster, What (Not) to Do, Bad Poster Design (links on Canvas)	
12	Writing for Non-Academic Audiences	Readings: <i>IGAW</i> Ch. 5 (p.94-96 & p.102-107), "The Missing Chapter" (PDF on Canvas)	Blog Post
13	Self-Assessment	[None]	Writing Self-Assessment

## UF POLICIES

### University Policy on Accommodating Students with Disabilities

The Disability Resource Center in the Dean of Students Office provides students and faculty with information and support regarding accommodations for students with disabilities. Staff at the Disability Resource Center will assist any student who registers as having a disability. Official documentation of a disability is required to determine eligibility for appropriate accommodations. The professional employees at the Disability Resource Center serve as full-time advocates for students with disabilities ensuring students have physical and programmatic access to all college programs. One of the services provided by the Disability Resource Center includes Testing Accommodations - for further information visit [UF testing accommodations](#). To register with the Disability Resource Center, go to the [UF Disability Resource Center website](#).

**The Flexible Learning office should be notified of any special accommodations required by the student when they begin their course by emailing the Accommodations Letter to [lessons@dce.ufl.edu](mailto:lessons@dce.ufl.edu).**

### University Policy on Academic Misconduct

#### Academic Honesty

The University of Florida expects students to be honest in all of their university classroom work. Please remember to commit yourself to academic honesty with the pledge:

*"We, the members of the University of Florida Community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."*

#### 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."*

Source: [Regulations of the University of Florida](#), UF-4.041.

*“For a violation or violations of the Honor Code, a student may receive any of the sanctions that can be imposed for Student Conduct Code violations, including but not limited to conduct probation, suspension and expulsion as well as any educational sanctions. In addition, students may receive the following:*

- a. *Assignment grade penalty. The student is assigned a grade penalty on an assignment including but not limited to a zero.*
- b. *Course grade penalty. The student is assigned a grade penalty in the entire course including but not limited to an ‘E’.*”

Source: For more information, please read [Regulations of the University of Florida](#).

**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. 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.**

### 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.**

## GETTING HELP

### Technical Help

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

- Email: [learning-support@ufl.edu](mailto:learning-support@ufl.edu)
- Phone: (352) 392-4357 - select option 2
- Website: <http://helpdesk.ufl.edu/>

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 (e.g., paying for the course, receiving the textbook, etc.), please contact the Flexible Learning Office.

### UF Flex Learning Office Contact Information

**Email:** [learn@dce.ufl.edu](mailto:learn@dce.ufl.edu)

**Phone:** (352) 294-1711

**Toll free:** (800) 327-4218

**Fax:** (352) 392-6950

**Website:** <http://flexible.dce.ufl.edu/>

**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.

**Disclaimer:** This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.