

Current Information:

- I. A.) DEPARTMENT NAME: _____
- B.) COURSE NUMBER, and TITLE: _____
- C.) CREDIT HOURS: _____ D.) PREREQUISITES: _____
- E.) CURRENT CLASSIFICATION
1. General Education Code: B C D H M N P S None
 2. Writing Requirement: E2 E4 E6 None
 3. Math Requirement: M None

Requests:**II. GENERAL EDUCATION**

- A.) Requested Classification: B C D H M N P S
- B.) Effective Date: Fall Spring Summer _____(year)
- Or
- 1-time Approval Fall Spring Summer _____(year)

III. WRITING REQUIREMENT **MATH REQUIREMENT**

- A.) Requested Classification E2 E4 E6
- B.) Effective Date: Fall Spring Summer _____(year)
- Or
- 1-time Approval Fall Spring Summer _____(year)
- C.) Assessment:
- 1.) What type of feedback will be provided to the student (in reference to writing skill)?
_____Grade _____Corrections _____Drafts _____Other
 - 2.) Will a published rubric be used? _____

IV. ATTACH A DETAILED SYLLABUS

V. SYLLABUS CHECKLIST

Courses that offer students General Education and/or Writing Requirement credit must provide clear and explicit information for the students about the classification and requirements.

For courses with a **General Education** classification, the syllabus **must** include:

- Instructor contact information (and TA if applicable)
- Course objectives and/or goals
- Student Learning Outcomes
- Required and optional textbooks
- Methods by which students will be evaluated and their grades determined
- Weekly course schedule with sufficient detail (including topics, assigned readings, assignments, due dates) that the General Education Committee may determine the appropriateness of the General Education classification requested.
- A statement related to class attendance, make-up exams and other work such as: *“Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.”*
- A statement related to accommodations for students with disabilities such as: *“Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.”*
- A statement informing students of the online course evaluation process such as: *“Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.”*
- Information on current UF grading policies for assigning grade points. This may be achieved by including a link to the appropriate undergraduate catalog web page <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

It is **recommended** that syllabi contain the following information:

- Critical dates for exams and other work
- Class demeanor expected by the professor (e.g. tardiness, cell phone usage)
- The university's honesty policy regarding cheating, plagiarism, etc.
Suggested wording: 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 honor 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 (<http://www.dso.ufl.edu/sccr/process/student-conduct-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.
- Phone numbers and contact sites for university counseling services and mental health services: <http://www.counseling.ufl.edu/cwc/Default.aspx>; 392-1575, University Police Department 392-1111 or 9-1-1 for emergencies.

The University's complete Syllabus Policy can be found at:

http://www.aa.ufl.edu/Data/Sites/18/media/policies/syllabi_policy.pdf

For courses with **Writing Requirement (WR)** classification, the syllabus **must** include:

- "The Writing Requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning."
- "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."
- A statement or statements indicating that the instructor will evaluate and provide feedback on the student's written assignments with respect to grammar, punctuation, usage of standard written English, clarity, coherence, and organization
- Assignment word counts, page lengths, submission deadlines and feedback dates

Additionally, the syllabus must clearly show that the course meets the WR to

- Evaluate [2,000/4,000/6,000] written words in assignments during the semester
- Provide all feedback on assignments prior to the last class meeting

Important note: The following types of writing assignments **CANNOT** be used to meet the WR: teamwork, exam essay questions, take-home exams, and informal, ungraded writing assignments.

VI. SUBMISSION AND APPROVALS

Department Contact:

Contact Name: _____

Phone _____ Email _____

College Contact:

College Name: _____

College Contact Name: _____

Phone _____ Email _____

ENC 3464: WRITING IN THE SOCIAL SCIENCES

Instructor:**Phone:** 846-1138**Email:** Instructor@ufl.edu**Office:** 302 Tigert Hall**Office Hours:** TBA and by appointment**On-line Syllabus:** <http://www.writing.ufl.edu/ENC3461Syllabus.doc>

COURSE DESCRIPTION

Credits: 3; Prereq: ENC 1101 or ENC 1102. ENC 3461 meets for 3 periods per week on Monday, Wednesday, and Friday or on Tuesday and Thursday.

Good writing and good social science go hand in hand, so this course stresses the relationship between clear, simple prose and thoughtful social analysis. By conducting original research, students learn to effectively use basic skills, such as sentence and paragraph construction, as well as advanced aspects of synthesis, style, data analysis, and report organization. We will examine various writing strategies appropriate for specific tasks and audiences in the discipline. Reviews of literature, field work, and quantitative research will be put into practice in workshops that emphasize the exchange of ideas and the process of planning, drafting, and revising original research.

OUTCOMES

In ENC 3461, students will learn to

- plan, draft, revise, and edit documents for use in the social sciences
- adapt writing to different audiences, purposes, and contexts
- synthesize and report on the professional literature in the social sciences
- write in a clear, coherent, and direct style appropriate for academic research
- understand and employ the various forms of scholarly writing, including the literature review, the research report, and field notes.
- avoid plagiarism

REQUIRED TEXTS

Publication Manual of the American Psychological Association, 6th Edition, Washington: APA, 2012.

Additional readings, including published scholarly research, will be assigned by the instructor and made available online or via reserved readings at the Library.

Assignment Descriptions (Total Points Possible: 1000)

Proposal (300-600 words; 50 points)

In a short proposal statement, students learn to frame a research question, describe a subject group and methodology, and explain the significance of the issue.

Annotated Bibliography (600-1000 words; 100 points)

In this assignment, students will gain background information on and prepare to write the literature review associated with the proposed research project. The goal of the literature review is to provide the context for the research by finding out what other scholars say on the same subject.

Research Report (4000-6000 words; 500 points)

For the research report, students will choose either a qualitative or quantitative research project, examine the existing literature, collect original data, present findings, and draw conclusions on a real-world subject. This paper is written in parts over the course of the entire semester.

Application Materials (750-1000 words; 100 points)

Students prepare a résumé and a personal statement or letter of application appropriate for graduate school or an internship.

Poster Presentation (100 points)

Students learn to construct a professional poster and to present the poster at a local exhibit or conference.

In-class Work and Homework (900 words; 150 points)

Throughout the term, students will work in class and at home on activities that strengthen specific writing skills. These activities include quizzes, drafts, workshops, peer reviews, and reading responses. For peer reviews, a complete paper must be submitted; missed peer reviews will lower the final grade on the paper by 20%. Field notes and reading responses, which will be graded and marked for content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and mechanics, will total 900 words or more.

GRADING

Grading for this course will be rigorous. Successful assignments will demonstrate understanding and practice of professional writing. Students are expected to follow the conventions of the discipline as specified in the appropriate manuscript form and illustrated in the major scholarly and professional publications in the field. To receive a passing grade in the course, each paper must reach the minimum assigned word count.

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

Note: A grade of C- is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. For further information on UF's Grading Policy, see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#hgrades>

<http://www.isis.ufl.edu/minusgrades.html>

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.

GENERAL EDUCATION OBJECTIVES

This course confers General Education credit for Composition (C). 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 your instructor for feedback before final submission and fulfill 6,000 of the university's 24,000-word writing requirement. Course content should include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students should learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.

In Professional Communication for Engineers, these objectives will be met in a variety of ways. Each major writing assignment, such as email, instructions, and the proposal, constitutes a particular form of writing that requires a different writing style, approach, and format. Especially important in all of the assignments is adapting our rhetoric to different audiences, purposes, and contexts. In some assignments, such as the proposal, students will be asked to define the primary readers on their own by developing an audience analysis. In other assignments, such as the definition, the audience and context will be defined by the assignment, and students will be assessed on how effectively they tailor the work to those readers. Several of the assignments, such as the proposal, require that students develop complex arguments, establishing a claim and providing effective evidence. The claim in the proposal assignment is that a proposed solution will be effective and feasible, and the evidence, drawn from industry and scholarly sources, proves that the solution will work; errors in logic will be ferreted out in peer review sessions. Other assignments, such as the research report, will emphasize clarity and conciseness, stylistic elements that are important in all professional communication.

GENERAL EDUCATION STUDENT LEARNING OUTCOMES

Content: Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline.

Communication: Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline.

Critical Thinking: Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

Student Learning Outcomes will be assessed in several ways. Content knowledge will be assessed primarily through quizzes on the reading materials, which include an exhaustive textbook on technical communication. The communication outcome will be assessed primarily through the major writing assignments, in which students are required to reason well and convey their knowledge and ideas clearly, as well as through collaborative activities both in-class and out-of-class. Critical thinking, a fundamental component of this course, will be assessed by measuring the degree to which papers effectively analyze information and develop reasonable solutions to problems in a manner appropriate to the discipline of engineering.

WRITING REQUIREMENT

This course also confers 6000 words towards the Writing Requirement (WR), which ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. While helping students meet the broad learning outcomes of content, communication, and critical thinking, the instructor will evaluate and provide feedback on students' written assignments with respect to grammar, punctuation, clarity, coherence, and organization

Course grades have two components. To receive Writing Requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

COURSE POLICIES AND PROCEDURES

Attendance and Participation

Writing in the Social Sciences is a skills-based class. Because we develop skills by practicing, attendance and participation is vital--the more we write, the better writers we become. Consequently, frequent absences will affect students' success in the course. Because writing skills are gained by experience, instruction is often based on in-class activities, which are difficult or impossible to replicate outside of class.

Attendance is required. **The policy of the University Writing Program is that if students miss more than six periods during the term, they will fail the entire course.** Double periods count as two absences. The UWP exempts from this policy only those absences involving university-sponsored events, such as athletics and band, and religious holidays. For absences due to illness or injury, your instructor may require a signed doctor's note.

Since this class is based on active learning, unexcused absences will affect your grade because of missed workshops or activities that are graded. Repeated tardiness will also hurt your grade. Arriving more than 15 minutes after class starts will count as an unexcused absence.

Since so much of professional writing is collaborative, participation is a crucial part of the class. Students are expected to work with their peers in a professional manner designed to support the success of the groups.

Academic Honesty

As a University of Florida student, your performance is governed by the UF Student Honor Code, (<https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx>). The Honor Code requires Florida students to neither give nor receive unauthorized aid in completing all assignments. Violations include cheating, plagiarism, bribery, and misrepresentation, all defined in detail at the above site.

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:

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, Student Honor Code, 8, October, 2013)

University of Florida students are responsible for reading, understanding, and abiding by the entire [Student Honor Code](#). The University Writing Program takes plagiarism very seriously, and treats instances of plagiarism as dishonesty and as a failure to comply with the scholarly requirements of this course. You commit plagiarism when you present the ideas or words of someone else as your own.

Important tip: You should never copy and paste something from the Internet without providing the exact location and citation information for the source.

If a student plagiarizes all or any part of any assignment, he or she will be awarded a failing grade on the assignment. Additionally, instructors may impose a course grade penalty and report any incident of academic dishonesty to the Office of the Dean of Students. Each student's work may be tested for its originality against a wide variety of databases by anti-plagiarism sites to which the University subscribes, and negative reports from such sites may constitute proof of plagiarism. Other forms of academic dishonesty will also result in a failing grade on the assignment as a minimum penalty. Examples include cheating on a quiz or citing phony sources or quotations.

Classroom Conduct

Much of this class is discussion-based, so it is vital that we show respect for each other's views. Students are required to set cell phones to vibrate during class. Ringing phones and text messaging is an unprofessional disruption, which may result in your being asked to leave the classroom and being counted absent.

Due Dates, Make-up Policy, and In-Class Work

Papers and drafts are due at the beginning of class or online at the assigned deadline. Late papers will not be accepted without a valid excuse as outlined above. In these cases, students should consult with the instructor to turn in the work as soon as is feasible given the situation. Note that failure of technology is not an excuse.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Readings

Reading assignments typically appear in the syllabus on the date on which they are due. Students should have completed these readings before coming to class that day.

Conferences and Writing Studio

Students are encouraged to use the instructor's office hours if there are questions about progress in the course, work underway, or any other course-related concerns. If there is a conflict with the posted office hours, please contact the instructor to schedule a better time. Having conferences on assignments is often the best way to improve the quality of final drafts. The [Writing Studio](#) also offers one-on-one assistance on writing projects and is available to students of all levels.

Evaluations

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

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.

Schedule of Classes and Assignments

This schedule is subject to change. The on-line syllabus and schedule supersede the paper copy. Unless otherwise indicated, assignments and readings are due the day they are listed on the syllabus, not the following day.

Unit 1: The Rhetoric of Scientific Writing

Week 1

- Introduction: Syllabus, Texts, Goals, and Course Organization.
- The Scientific Style. Chapter 1: "The Practice of Writing."
- The Scientific Method and the Organization of Research Papers. Chapter 4: "Papers Based on Original Research."

Week 2

- Ethnographies and Sociocultural Research Papers. Read "Analytic Ethnography."
- Quantitative Research Reports. Read "Children's Perception of Corporal Punishment."
- **Due: Research Paper Topic Proposal.** Research Methods and Sources. Assignment: Write an annotated bibliography for your research topic, emphasizing recent studies.

Unit 2: Library Research and Research Methods

Week 3

- How to Conduct Library Research.
- Field Trip: Library Scavenger Hunt.
- In-Class Research Workshop.

Week 4

- Discuss Library Research and Manuscript Form.
- **Due: Annotated Bibliography.** Introductions and the Synthesis of Literature.
- Discuss Exemplary Introductions in Quantitative Essays.

Week 5

- Discuss Exemplary Introductions in Qualitative Essays.
- Paragraphs and Coherence
- **Due: Introduction and Synthesis.** Punctuation Review.

Week 6

- Methods Section Overview.
- Quantitative Methods: Surveys and Research Instruments, Sampling and Statistical Analysis.
- Qualitative Methods: Participant Observation, Interview, Field notes.

Week 7

- Fieldtrip: Writing Ethnographic Field Notes.
- **Due: Field Notes**
- Guest Lecture.

Unit 3: Graduate School Applications**Week 8**

- **Due: Methods and Survey or Research Instrument.** Graduate School Application: Process and Strategy.
- The Résumé.
- Personal Statements.

Week 9

- **Due: Application Materials (hard copy in class).**
- Individual Conferences.
- Individual Conferences.

Unit 4: Results and Discussion**Week 10**

- **Due: Revised Application Materials.** Results Section Overview.
- Organizing and Presenting the Findings in Ethnographies and Socio-Cultural Research Papers.
- Use of Quotation in Findings.

Week 11

- Incorporation of Graphics into Research Papers.
- Discuss Exemplary Results.
- Peer Review of Results Sections.

Week 12

- **Due: Results.** Discussion Section Overview.
- Discussion Section Workshop.
- Discuss Exemplary Discussions and Conclusions. Conduct Discussion Section Peer Review outside of class.

Unit 5: Professional Presentations**Week 13**

- **Due: Discussion.** Discuss Abstracts.
- Poster Presentations in the Social Sciences.
- Example Posters and the Presentation Flyer.

Week 14

- **Due: Research Paper.** Business Letters and Letters of Transmittal.
- Discuss Oral and Poster Presentations.
- Poster Presentations Practice and Review.

Week 15

- Poster Presentations Practice and Review.
- **Due: Poster Presentation Conference (Thursday, 6:15 pm-9:15 pm, Location TBA)**
- Discuss Presentations.