

Current Information:

I. A.) DEPARTMENT NAME: University Writing Program
B.) COURSE NUMBER, and TITLE: ENC2305--Analytical Writing and Thinking
C.) CREDIT HOURS: 3 D.) PREREQUISITES: ENC1102
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 2013 (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 2013 (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)?

X Grade X Corrections _____ Drafts _____ Other

2.) Will a published rubric be used? Yes

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.

A.) For courses with a **General Education** classification, the syllabus should include:

- Statement of the General Education Purpose of the Course with attention to the General Education Classification requested
- List of assigned General Education Student Learning Outcomes
- List of any other relevant Student Learning Outcomes
- List of required and optional texts
- Weekly course schedule with sufficient detail (e.g. topics, assigned readings, other assignments, due dates)

B.) For courses with **Writing Requirement (WR)** classification, the syllabus should 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

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ENC 2305: Analytical Writing and Thinking—Special Topics Seminars

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. The subject matter of the course will be developed in accordance with the instructors' own studies, with wide-ranging themes in areas such as Languages, Political Science, Anthropology, or Biology. By examining humanistic or scientific theories or principles, students will learn how to read deeply and think critically. As such, the students will be introduced to seminal ideas in specific disciplines and will be asked to engage in debates important to our time and our culture.

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

Ruggiero, Vincent Ryan. (2012). *The Art of Thinking*. (10th ed.). New York: Pearson.
Adams, M., Blumenfeld, W., Castaneda, C., Hackman, H., Peters, M., Zuniga, X. (2010). *Readings for Diversity and Social Justice*. (2nd Edition). New York: Routledge.
Style: The Basics of Clarity and Grace by Joseph Williams

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 Introduction (1-21)
 W Reading Critically—How to read with a pen and other reading skills—Read (22-50)
 Annotate “Five Faces of Oppression.”
 F Reading Critically—Bring annotated document to class and share reading techniques—
 Read “A Different Mirror” and “Defining Racism” (67-83 79-83)

Week 2

- M Close Reading Activity—Parse document
 W Academic Writing—Rhetoric (Audience, Purpose, and Technique)—Read *Style*
 “Lesson One and Two” (10-26)
 F Introduction to Definition Paper—What is a definition? (class activity)—Read
 “Sexism,” “Night to His Day,” and “The Conundrum of Difference” (199-213 228-233)

Week 3

- M Discussion—What is the argument? Read “How Homophobia Hurts Everyone” (261
 -276)
 W Discussion— How does the author use evidence? Read “Disability beyond Stigma” (330
 -340) and “The Deaf Community” (342-353)
 F Writing Workshop—Draft thesis and outline Definition Paper

Week 4

- M Peer Review Paper One and *Style* “Lesson Three”
 W Conferences—Read “Classism” and “Sharing the Pie” (379-391)
 F **Paper One Due**—What is critical analysis? Read “White Men and the Denial of Racism”
 (104-110) and “Jews in the US: The Rising Cost of Whiteness” (138-144)

Unit 2: Critical Analysis

Week 5

- M Discussion—Read “Ain’t I a Woman” and “I’m Not Fat, I’m Latina” (241-243)
 “Why I Fight Back” (251-254)
 W Discussion—Read “Biphobia” and “Homophobia” (276-281) and “Why Don’t Gay
 People” (306-309)
 F Discussion—Read “Wheel Power” (356-359) and 367-377

Week 6

- M Summarizing and Paraphrasing
- W Common Writing Concerns—*Style* “Lesson Four”
- F Writing Workshop—Drafting a thesis and outlining

Week 7

- M Peer Review Paper Two
- W Writing Workshop—How to revise effectively: *Style* “Lesson Five”
- F Conferences

Unit 3: Application to Current Topics**Week 8**

- M **Paper Two Due:** Academic Sources—What are academic sources?
- W Academic Sources—Using the library databases
- F Academic Sources— Plagiarism workshop

Week 10

- M Incorporating Academic Sources
- W Citation Workshop—Read “Working for Social Justice” (447-470)
- F Discussion—Read “Developing a Liberatory Consciousness” and “Allies” (470-475)

Week 8

- M Discussion—Read “Next Steps and Action” (483-494)
- W Discussion—Redefining Topics and *Style* “Lesson Six”
- F Developing a Topic—Brainstorming Activity

Week 11

- M Conferences—Bring proposal for paper
- W Outlines—Planning a researched paper
- F Peer Review Outline and *Style* “Lesson Seven”

Week 12

- M Introductions and *Style* “Lesson Eight”

- W Using Evidence—How to incorporate ethos
 F Using Evidence—How to incorporate logos

Week 13

- M Conclusions and *Style* “Lesson Nine”
 W Writing Workshop
 F Peer Review Essay 3

Week 14

- M Writing Workshop and *Style* “Lesson Ten”
 W Conferences
 F **Paper 3 Due**—*Style* “Lesson Eleven”

Week 15

- M Revising, Reinventing, and *Style* “Lesson Twelve”
 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. 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.

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.