

ENC 1102: Introduction to Argumentation and Persuasion

Instructor: Lisa Hager
Section: 2523
Times: MWF 1 (7:25-8:15)
Classroom: Rolfs 114

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Course Description:

ENC 1102: Introduction to Argument and Persuasion focuses on the essential stylistics of writing clearly and efficiently within the framework of argumentative research writing. You will learn how to formulate a coherent thesis and defend it logically with evidence drawn from research in your various fields. You will also learn how to work through the stages of planning, research, organizing, and revising your writing.

ENC 1102 will introduce you 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. You will learn how writing effectively and correctly in your fields will help to integrate you as professionals into your “knowledge communities.”

Course “Map”:

In ENC 1102, we’ll cover the essential elements of writing clearly and persuasively. We’ll spend roughly the first third of the term focusing on persuasive writing principles, and then build incrementally towards a full research paper, from writing a summary, to an annotated bibliography, which will expand into a synthesis of two or three critical sources, and then a full-scale research paper. Along the way, you will learn efficient library research techniques, correct documentation styles, and ways to avoid plagiarism. While the course does emphasize academic research and writing skills, assignments and discussions in ENC 1102 are designed to demonstrate that writing classes do not exist in a vacuum and that writing is not solely an academic enterprise. The critical thinking skills and efficient writing habits learned in this class will help to ensure your success both at college and in your future careers.

Required Course Texts:

- Laurence Behrens and Leonard Rosen, *Writing and Reading Across the Curriculum*. New York: Longman, 2003. 9th ed.
- Lester Faigley, *The Brief Penguin Handbook*. New York: Pearson Education, 2005. 2nd ed.
- WebCT access. Free service available through UF. Go to: <http://lss.at.ufl.edu/>. Log in using your Gatorlink username and password.

Grades:

<i>Grade Breakdown:</i>		<i>Grading Scale:</i>	
Editorial (2p)	50	A+	97 % and above
Argumentative Critique (2-3p)	50	A	90 % and above
Annotated bibliography of 10 sources (5p)	100	B+	87 % and above
Synthesis (4p)	150	B	80 % and above
Research paper draft (5p)	100	C+	77 % and above
Research paper (7-8p)	250	C	70 % and above
Research proposals/presentations	100	D+	67 % and above
Quizzes	100	D	60 % and above
Class Participation	100	E	0 % and above
	1000		

Explanation of Letter Grades:

Here is the meaning behind the grades I assign to your papers (you should use the statements to determine how you might work toward a higher grade):

- A** You did what the assignment asked for at a high quality level, and your work shows originality and creativity. Work in this range shows all the qualities listed below for a B, but it also demonstrates that you took extra steps to be original or creative in developing content. Since careful editing and proofreading are essential in writing, papers in the A range must be free of typos and grammatical or mechanical errors.
- B** You did what the assignment asked of you at a high quality level. Work in this range needs revision; however, it is complete in content, is organized well, and shows special attention to style.
- C** You did what the assignment asked of you. Work in this range needs significant revision, but it is complete in content and the organization is logical. The style is straightforward but unremarkable.
- D** You did what the assignment asked of you at a poor quality level. Work in this range needs significant revision. The content is often incomplete and the organization is hard to discern. Attention to style is often nonexistent or chaotic.
- E** An E is usually reserved for people who do not do the work or do not come to class. However, if your work is shoddy and shows little understanding of the needs of the assignment, you will receive a failing grade.

Class Assignments and Policies:

Major Assignments:

Research Paper The research paper is the culmination of ENC 1102. As the culmination of the course, you will incorporate your skills of argumentation, summary, analysis, and synthesis that you have refined all semester. In your research paper, you will make a clear, specific, narrow argument about an arguable topic of your choosing in a field of your choice.

The argument must be logos-based and supported with evidence in the form of facts, statistics, and/or quotations from experts in the field. Every claim must be supported with evidence. Remember that you are writing to persuade a skeptical audience (that is, your audience won't take claims on faith), so you must prove your argument is valid with support from recent, credible, relevant sources. Assume that your audience is well-educated but unfamiliar with your particular field.

Length = 7-8 pages

Synthesis Paper The synthesis is an opportunity for you to think about multiple sources in relation to your own argument about the topic (abstract-thinking skills you will use in the research paper). Your synthesis will be an argumentative one, not an explanatory or informative one.

Length = 4 pages

Format:

All work is due at the beginning of class on the day it is due. All major essays should be typed on only one side of 8 ½" x 11" white paper, stapled, and be in 12 pt. Times New Roman font. On days when drafts are due (workshop days), you must bring two copies of your paper to class. These copies should be clean, typed papers (the same format as the final draft) and already well edited by you. **I will not accept any papers that are not in this format.**

Quizzes:

If I think that the class is not doing the reading assignments, I will begin giving quizzes at the beginning of every class. If you are reading the texts as we progress through the semester, you should do fine. The quizzes will be pop-quizzes and will hence occur without warning.

Attendance:

Because class attendance is critical to your understanding of class material, you are allowed only **three** unexcused absences over the course of the semester. After three unexcused absences, your final grade average will be dropped three points for every day missed.

An absence due to illness or family crisis may be excused if properly documented to my satisfaction. In addition, if you participate in a university-sponsored event (music, theater, field trip, or athletics), you must provide me with documentation from an appropriate authority. Whether or not an absence is excused, you are responsible for contacting a classmate or me to find out what material you missed and any work that was assigned. If work is due in class on the day of the absences, the work is due in my mailbox by 4pm that day.

One or two tardies (arriving late in class or departing class early) will be excused if the reasons are acceptable and if there is valid documentation. Otherwise, tardiness is unacceptable because it is disruptive, and, beyond any excused tardies, class participation grade and overall grade will be affected (3 tardies = 1 absence). If you are more than 10 minutes late, you will be marked absent. Being tardy three times will equal an absence. Save your absences for when you're really ill.

Preparation

You are expected to be prepared for every class, including completing all reading and writing assignments on time. Failure to be prepared for or to contribute to discussion will lower your participation grade. Papers and drafts are due at the beginning of class. Late papers, including all drafts, will be penalized 1 letter grade for every calendar day the paper is late.

You must be present for the quizzes and in-class writings to receive credit for them; you cannot make them up.

Class Participation:

In addition to attending class, you are also expected to contribute to and participate in class discussions. Learning is not a solitary process, but one that necessarily involves others and I thus consider class participation a very important part of achieving this class's goals.

Because of the discussion nature of the class, I require that you turn your cell phones and pagers off. If you forget to turn it off and your phone rings, do not answer it. If you have a personal emergency and must keep your phone on one day, please discuss it with me before class.

Classroom Dynamics:

Because class participation relies heavily on individuals feeling comfortable expressing their opinions, you must always show respect for the diversity of opinions expressed in this class. You must also demonstrate respect for gender, racial, class, sexual orientation, and ethnic differences among your colleagues and instructor.

E-mail:

As I frequently send timely e-mails related to this course, you must be able to check your e-mail at least once per day to stay informed. If you are concerned that you may have missed or lost any important class e-mails, you can access an archive of all e-mails sent through the WebCT interface.

University Writing Program and University Policies

Accommodations for Students with Disabilities:

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.

Academic Honesty:

As a University of Florida student, your performance is governed by the UF Honor Code, available in its full form at http://www.reg.ufl.edu/01-02-catalog/student_life/. The Honor Code requires Florida students to neither give nor receive unauthorized aid in completing all assignments. Violations include cheating, plagiarism, bribery, multiple submissions, and misrepresentation, all defined in detail at <http://www.dso.ufl.edu/judicial/honestybrochure.htm>.

Plagiarism:

Plagiarism is a serious violation of the student academic honor code. You commit plagiarism when you present the ideas or words of someone else as your own. You commit plagiarism if you use (without crediting the source):

- Any part of another person's essay, speech, or ideas.
- Any part of an article in a magazine, journal, newspaper; any part of a book, encyclopedia, CD-ROM, online WWW page, etc.
- Any idea from another person or writer, even if you express that idea in your own words.

Important tip: There should never be a time when you copy and paste something from the Internet and do not provide the exact location from which it came.

All acts of willful plagiarism will result in failure of the assignment and will likely result in failure of the entire course.

Documenting Your Work:

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 re-submission of papers or a review of graded papers, it is the student's responsibility to have and make available this material.

General Education Learning Outcomes:

You must pass this course with a grade of C or better to receive 6,000-word Gordon Rule credit (E6). You must turn in all papers to receive credit for writing 6,000 words. A grade of D or better satisfies the University's General Education Composition (C) requirement. You must pass with a grade of C or better if this course is to satisfy the CLAS requirement of a second course in Composition (C). If you are not in CLAS, check the catalog or with your advisor to see if your college has other writing requirements.

Overview of Assignments:

These assignments are due in class on the dates indicated. There will be additional assignments and materials not indicated on this sheet (I will announce them in class), and **both this schedule and individual assignments are subject to change**. All readings are in *Writing and Reading Across the Curriculum* unless otherwise noted.

Week 1: The Basics of Argumentation

M, Jan. 8 – Course Introduction

W, Jan. 10 – Course Introduction

F, Jan. 12 – “Logos, Ethos, and Pathos” (131-6) and “The Rhetorical Situation” (*Penguin* 5-13)

Week 2: Active Reading

M, Jan. 15 – **NO CLASS (MLK Holiday)**

W, Jan. 17 – “Critical Reading” (45-56), “The Genocidal Killer in the Mirror” (362-363), “Disobedience as a Psychological and Moral Problem,” (356-361) and “The Stanford Prison Experiment” (344-355); Diagnostic essay (in class)

F, Jan. 19 – “The Perils of Obedience” (313-325) and “Just Do What the Pilot Tells You” (364-367)

Week 3: Critical Writing

M, Jan. 22 – Selected Editorials; “Planning and Drafting” (*Penguin* 27-42) and “Write to Be Inclusive” (405-410)

W, Jan. 24 – Research Topic Options; “Writing with Power” (*Penguin* 379-386) and “Write for Diverse Audiences” (411-416)

F, Jan. 26 – **Draft of Editorial Due**; Peer Review

Week 4: Beginning the Research Paper

M, Jan. 29 – **Final Draft of Editorial Due; Research Proposals Due;** “Preliminary Research” (185-92)

W, Jan. 31 – Conferences

F, Feb. 1 – Conferences

Week 5: Research Approaches and Methods

M, Feb. 5 – Summary and Paraphrase (3-32) and *Penguin* 233-5; “Too Much of a Good Thing” (484-7)

W, Feb. 7 – “The Research Question” (185-6); Review of library basics (in class)

F, Feb. 9 – Library session (Meet at Library West, Room 211)

Week 6: Argumentative Critique

M, Feb. 12 – “Analysis” (165-184), “Caloric Imbalance and Public Health Policy” (473-479), and “Fat and Happy: In Defense of Fat Acceptance” (492-496); “Write Concisely” (*Penguin* 386-91)

W, Feb. 14 – “Citing Sources” (214-234) and “Avoiding Plagiarism When Using Sources” (*Penguin* 227-35)

F, Feb. 16 – **No Class**

Week 7: The Bibliography

M, Feb. 19 – **Draft of Argumentative Critique Due;** Peer Review

W, Feb. 21 – **Final Draft of Argumentative Critique Due;** “The Working Bibliography” (208-213) and “Focused Research” (193-207)

F, Feb. 23 – “Find the Right Words” (*Penguin* 398-404) and “Evaluating Sources” (216-226)

Week 8: Synthesis

M, Feb. 26 – **Draft of Annotated Bibliography Due**; Peer Review

W, Feb. 28 – “Explanatory Synthesis” (89-96) and “Argumentative Synthesis” (129-131; 145-164)

F, Mar. 2 – “The Abu Ghraib Prison Scandal: Sources of Sadism” (302-4), “Wake Forest University Address” (WebCT), and “Colonel of Truth” (WebCT)

Week 9: Using Sources Effectively

M, Mar. 5 – “Quotation” and “Avoiding Plagiarism (33-44) and “Composing Paragraphs” (*Penguin* 43-56)

W, Mar. 7 – *Supersize Me*

F, Mar. 9 – **Final Draft of Annotated Bibliography Due**; *Supersize Me*

Week 10

M, Mar. 12 – **NO CLASS (Spring Break)**

W, Mar. 14 – **NO CLASS (Spring Break)**

F, Mar. 16 – **NO CLASS (Spring Break)**

Week 11: Synthesis

M, Mar. 19 – “Writing Introductions” (66-71) and “Composing Paragraphs” (*Penguin* 56-60)

W, Mar. 21 – “Rewriting, Editing, and Proofreading” (*Penguin* 60-70)

F, Mar. 23 – **Draft of Synthesis Due**; Peer Review

Week 12: Thesis Statements

M, Mar. 26 – “Writing to Persuade” (*Penguin* 120-8) and “Writing a Thesis” (72-88)

W, Mar. 28 – **Research Paper Thesis Statement Workshop**

F, Mar. 30 – **Final Draft of Synthesis Due; Research Paper Thesis Statement Workshop contd.**

Week 13: Organizing the Research Paper

M, Apr. 2 – **Research Paper Introduction and Outline Draft Due**; Peer Review

W, Apr. 4 – “Writing Conclusions” (81-8)

F, Apr. 6 – **Research Paper Draft Due**; Peer Review

Week 14: Conferences

M, Apr. 9 – Conferences

W, Apr. 11 – Conferences

F, Apr. 13 – **NO CLASS (Instructor at Conference)**

Week 15: Presentations and Review

M, Apr. 16 – Research Presentations

W, Apr. 18 – Research Presentations

F, Apr. 20 – Review of common problems with research papers

Week 16

M, Apr. 23 – **Research Paper Due**; Evaluations

***If you do not turn in your paper on Monday, you will lose one letter grade for each day it is late (including Saturday and Sunday)**