

ENC 1102: Introduction to Argument and Persuasion

Spring 2006

Section 2713

MWF 1:55-2:45 p.m.; Room 114 Rolfs Hall

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Comment Course Code: 022713

Course Description:

ENC 1102: Introduction to Argument and Persuasion focuses on the essential stylistics of writing clearly and efficiently within the framework of **argumentative, academic 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, researching, organizing, and revising your writing.

ENC 1102 will introduce you to techniques and forms of argument in a broad range of disciplines. 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 lectures and 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 will help you integrate in your chosen professional field.

Rationale for coursework:

As students train within their respective disciplines, they should begin to enter the ongoing written “conversations” engaged in by professionals in their fields. To do so they must become familiar with the conventions for research and argumentative writing. ENC1102 helps acquaint students with this process through coursework that leads toward its culminating requirement that each student produce a fully researched and well-documented argumentative paper, typically related to his/her major or disciplinary field. **Developing skills in research and argumentative writing aids students in their progression toward scholarly and professional goals.**

Prerequisite Expectations:

Writing forms an essential foundation for research work. Students cannot effectively enter into disciplinary discourse without the mechanical, syntactical, and stylistic expertise to produce readable, conventionally formatted, and fully-researched scholarly documents. For this reason, ENC 1102 includes writing instruction with the aim of refining basic skills. **Since ENC1102 represents the second of two first-year composition courses, however, students should enter the course with an understanding of and an ability to produce persuasive writing such as that expected at the completion level of ENC1101.**

Course objectives:

ENC 1102 instructors work diversely from rhetorical and analytical foundations to challenge students toward the culminating requirement of a fully researched, well-written, and thoroughly-documented argumentative paper.

As part of this process, ENC1102 coursework includes work in the following areas:

1. Development of broad critical analysis skills including recognition of such elements as audience, purpose, and genre in both scholarly and popular model texts, as well as in student writing.
2. Examination of such issues as underlying assumptions, rhetorical methods, structure and forms of argumentation, persuasive appeals, and common fallacies.
3. Refinement of writing (mechanical, grammatical, and stylistic) while producing, critiquing, and revising original work.
4. Familiarity with library databases and other research sources.
5. Location, evaluation and synthesis of multiple research sources.
6. Knowledge and use of accepted documentation practices.
7. Engagement in “independence” of thought—Development of individual ideas, informed by research. (That is, making the turn away from mimicry.)
8. Sequenced assignments including summary, annotated bibliography, and synthesis leading to incorporation of research and evidence into argument.
9. Practice of revision techniques to strengthen structure and style of written drafts.
10. Production of the research paper. Each student must develop and expand an original argumentative thesis into a well-structured paper that demonstrates familiarity of the research and reflective awareness of the student’s presumptions and responses, and which argues on the chosen subject from an informed, individual perspective.

Course Map:

Every lesson in this course builds toward the next, which is just one of the many reasons why mastery of reading and writing assignments, class attendance, and active participation are essential.

In ENC 1102, we’ll cover the elements of writing clearly and persuasively. We’ll **begin** the term **by learning** persuasive writing principles and then build incrementally toward a full research paper. We’ll start with smaller assignments, learn from them, and incorporate what we’ve learned into the bigger ones. For example, you’ll write a summary of an article; then an annotated bibliography, which will expand into a synthesis of two or three critical sources; and finally a full-scale research paper.

Along the way, you will also learn efficient library research techniques, correct documentation styles, and ways to avoid plagiarism.

We’ll learn from writing and revising the whole way through. By the time the research paper is due, you’ll have been thinking about and working on it for weeks. If you do the work in this class, writing, reading and participating, you’ll be ready for the final research paper.

With hard work in this course, by the time you are assigned an argumentative research paper in your major field of study, you’ll be ready for that, too.

NOTE: There is very little “free writing” in this course. The writing in this course is academic and argumentative. You are writing persuasive, argumentative pieces in which you stake a claim and support it. If you’re making an argument, the position you take cannot be supported by what you feel. Your thoughts, feelings, opinions, and **everything you write in this course should be supported by facts found in textual sources**. Sometimes that text will be something that I provide as the basis for the writing assignment. More often it will be something that you find and cite appropriately. Whatever the case, support your arguments textually, and state your arguments logically based on these facts.

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 writing assignments to receive credit for writing 6,000 words and pass with a “C” or better. 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.

Required Texts:

The Bedford Researcher, 2e, by Mike Palmquist, packaged with *Comment*, ISBN# 0-312-45781-2 (Publisher's Price \$31.00), which is **only available** at Goering's Book Store 1, 1717 NW 1st Ave, Gainesville, FL, 377-3703. **NOTE: This book is backordered; the bookstore expects it between Jan. 10 and 13, but you might want to call first or wait until I get an e-mail from the store before going there.**

Grammar, spelling, and punctuation readings on website (above) and through *Comment*.

Course readings on website (above) and on eReserves through the library.

Students with Physical Disabilities:

The University of Florida complies with the Americans with Disabilities Act. Students requesting accommodation should contact the Students with Disabilities Office, Peabody 202. That office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

Attendance and Participation:

Unlike some of your classes, this course is skills-based. In other words, practice makes all the difference to writing; the more you write, the better you become. Consequently, the effects of this course are cumulative, and frequent absences will affect your progress and success dramatically. Instruction during class is often spontaneous, so it is impossible to offer a recap of what transpired. Learning to write is process- and experience-based. This course is not one for which you can “catch up” on what happened during class. If you fall behind, you will stay behind.

The University Writing Program policy is that if you miss more than six periods, you will fail the entire course. Only absences involving university-sponsored events, such as athletics and band, and religious holidays will be excused.

In my course, **one absence may be unexcused**; in other words, you do not have to tell me why you are taking your unexcused absence. I would appreciate advance notice, whether in person or over e-mail, of when you are planning to use it.

Any additional absences must be excused, or your participation grade will be affected. Except in an emergency, I require advance notice, in person or over e-mail, AND documentation to corroborate your reason(s) in order to grant an excused absence. Clearly it is in your best interests to try to get my approval for excused absences in advance.

Repeated tardiness will also hurt your participation grade. **If you arrive more than 15 minutes after class starts, you will be counted as absent for that period. Also, three tardies = one absence.**

Participation is a crucial part of the class and your grade. You will be expected to work in small groups, participate in group discussions, and complete various other activities. Writing workshops require that you provide constructive feedback about your peers' writing. In general, when you are in class, I will expect that you have something constructive and relevant to contribute.

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.

Classroom Disruptions:

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.

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.registrar.ufl.edu/catalog/policies/students.html>. The Honor Code requires Florida students to neither give nor receive unauthorized aid in completing all assignments. Violations include cheating, plagiarism, bribery, and misrepresentation. Visit <http://www.dso.ufl.edu/judicial/procedures/academicguide.php> for more detail.

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 don't provide the exact location from which it came.

All acts of plagiarism will result in failure of the assignment and may result in failure of the entire course. N.B. Plagiarism can occur even without any intention to deceive if the student fails to know and employ proper documentation techniques.

Unless otherwise indicated by the instructor for class group work, all work must be your own. Nothing written for another course will be accepted.

In Your Writing:

I will not be teaching much grammar, punctuation, or spelling in this course, but I expect you to use it correctly just the same. See the "Information for Students" page on my professional website (above) for what I want you to know. As with anything else, if you need extra help, contact me outside of class; meanwhile, if I see the same problem plaguing a significant number of students, I will address it during class time.

You will do frequent peer reviews in this class, and the number of words that you write in them will count toward the total required for this course. As such, I will expect the same compliance with grammar, punctuation, and spelling rules in your peer reviews as in any other academic writing. I will also expect that in your peer reviews you will offer your classmates grammar, punctuation, and spelling assistance wherever it is necessary. Even more important than that, though, you will offer them constructive criticism of the content of their writing, as that is the focus of this course. Noncompliance will affect your grade.

Readings:

Reading Assignments appear in the syllabus on the date on which they are due. You should have completed these readings **before** coming to class that day.

Our readings this term will focus on the idea of real and imaginary spaces and how to do the work required for this course. There are plenty of other readings available in the textbook that you may use to help you better understand the assigned readings and get ideas for your own writing. I strongly recommend that you use them as needed.

In-class Assignments:

You will do various in-class assignments ranging from group work to unannounced quizzes on the readings. **These assignments by nature cannot be made up if you are absent or late, even if it is excused.**

Late Work:

You are responsible for getting assignments in on their due dates. Papers are due at the beginning of class on the assigned date. For every **day** that your paper is late, I will lower your paper's grade one letter grade, **even if you were absent on the day that it was due.** I will comment less on late papers.

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. **Do not use an AOL or Hotmail account for your class e-mail, as their servers reject as spam all e-mails coming from addresses ending in ufl.edu.** Send an e-mail to s06-2713-request@clas.ufl.edu with a message body of "subscribe" to join the class list – this step is REQUIRED for all of you – and then you can send an e-mail to s06-2713@clas.ufl.edu to communicate with me and everyone else in the class.

Graded Materials:

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.

Grading Scale:

Grading scale for your final course grade:

A:	90-100	C:	70-76
B+:	87-89	D+:	67-69
B:	80-86	D:	60-66
C+:	77-79	E:	0-59

The University of Florida does not use "minus" grades, so you can't receive a B- as your final grade for this course. However, your class work may receive minuses to allow for a more precise evaluation of the quality of your work.

Grades:

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

A You did what the assignment required, **and your work shows originality and creativity.** Work in this range demonstrates that you made an effort to be original or creative in developing content, solving a problem, or developing a style. Since careful editing and proofreading are essential in writing, papers in the A range must be free of excessive typos and grammatical or mechanical errors.

B You did most of what the assignment required. Work in this range needs revision; however, it shows significant potential for becoming the kind of work that ranks in the A range.

C You did some of what the assignment required. Work in this range needs significant revision. The style is unremarkable. The content is often incomplete and the organization is hard to discern.

D You show little understanding of the needs of the assignment.

E An E only results when you turn in late a paper that would have received a higher grade, but you do so just in time to get a little credit for it.

0 You did not do the work, or you turned it in so late that your grade drops below E.

The assignments for this course will each constitute the following percentage of the final grade:

Rhetorical Analysis (2-3 pages)	5
Summary (2-3 pages)	5
Annotated bibliography of 8-10 sources (4-5 pages)	10
Synthesis (3-4 pages)	8
Peer reviews (two at 1-2 pages each)	4
Research paper draft (6-7 pages)	15
Peer reviews (two at 2-3 pages each)	8
Research paper (7-8 pages)	25
Participation (includes quizzes, in-class assignments, attendance, etc.)	<u>20</u>
	100%

NOTE: 250 words = 1 page for purposes of this course

TENTATIVE Schedule

Week 1: Introduction

- 1/9 M **Discussion Topics:** Introduction to course, syllabus
- 1/11 W **Discussion Topics:** Relevance of this course, the idea of spaces
In-class: Introductions
- 1/12 R **Drop/Add ends today**
- 1/13 F **Discussion Topics:** Diagnostic essay, rhetorical triangle, appeals

Week 2: Cyberspace

- 1/16 M **No class: Martin Luther King, Jr. Day**
- 1/18 W **Reading:** Dibbell, Julian. "A Rape in Cyberspace." (linked from website)
Lewis, Michael. "Faking It." *New York Times Magazine*, 7/15/01: 32-44,61-63. (E-Journal Locator)
Parsons, Russ. "A Shared Sadness." *Los Angeles Times*, 8/7/98: 1. (E-Journal Locator)
Pham, Alex. "Boy, You Fight Like a Girl." *Los Angeles Times*, 5/17/01: A1. (E-Journal Locator)
Turkle, Sherry. "Cyberspace and Identity." *Contemporary Sociology*, 28.6 (11/99): 643-648. (JSTOR)
- In-class: Diagnostic Essay**

1/20 F Reading: *The Bedford Researcher* pp.xiii-xxi,113-122

In-class: In the MOO

Week 3: Rhetoric

1/23 M Reading: Daum, Meghan. "Virtual Love." *The New Yorker*, 8/25-9/1/97: 80-89. (E-Reserves)
From *Influence: The Psychology of Persuasion* by Robert B. Cialdini, Ph.D. (E-Reserves)

Discussion Topics: Ethos, audience, logos

1/25 W Reading: "Letter from a Birmingham Jail" (linked from website)

Discussion Topics: Logical strategies, readings, critical reading

1/27 F Due: Logical Fallacy Example

Reading: Logical Fallacies sheet (on website)

In-class: Logical Fallacies Activity

Week 4: Organization

1/30 M Reading: *The Bedford Researcher* pp.145-163,165-169; transitions sheet (on website)

Discussion Topics: Organization, thesis statement strategies, Rhetorical Analysis Assignment

In-class: OWL

2/1 W Reading: *The Bedford Researcher* pp.173-195,241-273

Discussion Topics: When to quote, summarize, or paraphrase; avoiding plagiarism; MLA citation

2/3 F Reading: *The Bedford Researcher* pp.163-165,170-172

In-class: Introductions and Conclusions Activity

Week 5: Skills for Research Writing

2/6 M Due: Gator1 Card Activation: Bring Library Book

Reading: Cohen, Lizabeth. "From Town Center to Shopping Center: The Reconfiguration of Community Marketplaces in Postwar America." *American Historical Review* 101.4 (10/96): 1050-1060,1068-1071,1077-1081. (JSTOR)

Francaviglia, Richard V. *Main Street Revisited: Time, Space, and Image-Building in Small Town America*. Iowa City: U of Iowa P, 1996: 145-167. (online book)

Gruen, Victor, and Larry Smith. "Prologue" from *Shopping Towns USA: The Planning of Shopping*

Centers. New York: Reinhold Publishing, 1960: (15-25). (E-Reserves)
Guterson, David. "Enclosed. Encyclopedic. Endured: One Week at the Mall of America." *Harper's* 287 (8/93): 49. (E-Reserves)
Lewis, George. "Community Through Exclusion and Illusion: The Creation of Social Worlds in an American Shopping Mall." *Journal of Popular Culture* 24.2 (Fall 1990): 121-136. (E-Journal Locator)

In-class: Titles Activity

2/8 W Due: Rhetorical Analysis – 2-3 pages

Reading: *The Bedford Researcher* pp.3-14,124-131; "Scholarly vs. Popular Periodicals" (on website)

Discussion Topics: Choosing a topic, sources, Summary Assignment

In-class: Finding Others' Thesis Statements Activity

2/10 F Due: Library Assignments (on website)

In-class: Library Instruction (MSL 308)

Week 6: Skills for Research Writing (cont.)

2/13 M In-class: Summary of Spaces Readings Activity

2/15 W Due: Critical Source on the Idea of Spaces

In-class: Presentation of Sources

2/17 F Due: Summary – 2-3 pages

Week 7: Skills for Research Writing (cont.)

2/20 M Reading: *The Bedford Researcher* pp.15-41,55-60

Discussion Topics: Annotated Bibliography Assignment

2/22 W Due: Organization Exercises (on website)

Discussion Topics: Organization Exercises

2/24 F Reading: Land and property readings (on website)

Discussion Topics: Readings with special guest Rabia Nafees

Week 8: Synthesis

- 2/27 M Discussion Topics: Synthesis Assignment
- 3/1 W In-class: Synthesis of Spaces Readings Activity
- 3/3 F In-class: Midterm evaluations

Week 9

- 3/6 M Discussion Topics: Common Errors
- 3/8 W Catch-up Day
- 3/10 F Due: Annotated Bibliography of 8-10 Sources – 4-5 pages

Class cancelled

Week 10

- 3/13 M *No class: Spring Break*
- 3/15 W *No class: Spring Break*
- 3/17 F *No class: Spring Break*

Week 11: Research and Revision

- 3/20 M Discussion Topics: Research paper
- 3/22 W Reading: *The Bedford Researcher* pp.196-208
- Discussion Topics: Revision
- 3/24 F Due: Synthesis – 3-4 pages
- Discussion Topics: Peer reviewing, revision workshops

Week 12: Revision

- 3/27 M Due: Two Peer Reviews of Synthesis – 1-2 pages each
- In-class: Peer review group meeting
- 3/29 W Discussion Topics: Conferences
- 3/31 F In-class: Revision Workshops

Week 13

4/3 M **In-class:** Revision Workshops

4/5 W **Class cancelled**

4/7 F **Class cancelled**

Week 14: Revision (cont.)

4/10 M **Due: Research paper draft – 6-7 pages**

In-class: Revision Workshops

4/12 W **In-class:** Revision Workshops

4/14 F **Due: Two Peer Reviews of Research Paper Draft – 2-3 pages each**

Discussion Topics: Revision

In-class: Peer review group meeting

Week 15: Revision (cont.)

4/17 M **In-class:** Revision Workshops

4/19 W **In-class:** Revision Workshops

4/21 F **In-class:** Revision Workshops

Week 16: Revision (cont.)

4/24 M **Due: Research Paper – 7-8 pages**

4/26 W **In-class: Evaluations**

Classes end