

ENC 1102: Argument and Persuasion

3 credits. This class confers Composition (C) and WR 6,000 credit. ENC 1101 is a prerequisite.

Sections:

11681
19964
24112
11669
18015
11657
27867
11692
23149
23865

Spring 2026

Instructor:

Email:

Office Hours:

ENC 1102: A course teaching argumentative and persuasive writing techniques across the disciplines

*NOTE: This course complies with all UF academic policies.
For information on those policies and resources for students, please see [this link](#).*

Course Description

ENC 1102 focuses on the essential stylistics of writing clearly and efficiently within the framework of research writing in the disciplines, the rhetoric of academic research. 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. 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.”

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 students' performance on the written assignments in which students apply the information and practices described in the instructional materials. The communication outcome will also be assessed through the major writing assignments and students' engagement in public speaking, such as the Research Report virtual Poster presentation, in which students are required to 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 accurately execute and apply conventions of discipline-focused writing.

General Education Learning Objectives: Composition

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 the instructor for feedback prior to final submission, and fulfill 6,000 of the university's 24,000-word writing requirement. Course content must include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students are expected learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic. (See the [General Education Objectives](#).)

In ENC 1102, these objectives will be met in a variety of ways. Each major writing assignment, such the Comparative Analysis, Annotated Bibliography & Literature Review, and Research Report, constitutes a type of writing that requires a different writing style, research approach, and format specific to the disciplines of the Humanities, Natural Sciences, and the Social Sciences, respectively. Especially important in all the assignments is adapting thesis statements, claims, evidence, and logic for the different disciplines to meet audience expectations and conventions. For example, the Comparative Analysis requires an explicit, argumentative thesis statement, whereas the Annotated Bibliography and Literature Review require an implied argumentative overview statement. Because understanding the audience and context is so important, the blog post assignment considers public communication of academic writing. Every assignment emphasizes clarity, cohesiveness, conciseness, and stylistic elements essential to writing in academic disciplines.

ENC 1102 Course Learning Outcomes

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.
- Participate in groups with emphasis on listening, critical and reflective thinking, and responding to group members' writing and ideas.
- Present an effective academic writing style.

Required Texts

The Bedford Bookshelf, Bedford/St. Martin's (2023). ISBN 9781318930297

This is a collection of e-textbooks for English composition. For details about getting this textbook through UF All Access, see the Course Orientation page in our Canvas course.

Technology Requirements

Minimum Technology Requirements

The University of Florida expects students entering an online program to acquire computer hardware and software appropriate to their degree program. Most computers meet the following general requirements. Your computer configuration should include:

- Webcam
- Microphone
- Broadband connection to the internet and related equipment (cable/DSL modem)
- Microsoft Office Suite installed (provided by the university)

In addition, you must meet the College of Liberal Arts and Sciences [Student Computer Requirement](#).

Minimum Technical Skills

To complete your tasks for this course, you will need a basic understanding of how to operate a computer and use word processing software.

Grading & Course Credit Policies

Grading for this course will be rigorous. Do not rely on the instructor for copy-editing, even on drafts. To receive a passing grade, each paper must reach the minimum assigned word count. Please note that assignment word counts represent minimums necessary to achieve assignment goals, not mandatory values. This course follows [UF grades and grading policies](#).

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.**

Writing Requirement

Composition Credit: Students must pass this course with a "C" or better to satisfy the UF requirement for Composition (C).

University Writing Requirement: The University Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Course grades have two components. To receive University Writing Requirement (WR) credit (E6), a student must earn a course grade of C or higher **and** assignments must meet minimum word requirements totaling at least 6000 words. Thus, to earn WR-E6 credit, **students must complete all the major writing assignments.**

Assessment Rubric

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.

The General Assessment rubric broadly indicates qualities/features of satisfactory and unsatisfactory work. Satisfactory work includes grades ranging from 74% to 100%.

	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.

Grading Scale

A	4.0	94-100	940-1000	C	2.0	74-76	740-769
A-	3.67	90-93	900-939	C-	1.67	70-73	700-739
B+	3.33	87-89	870-899	D+	1.33	67-69	670-699
B	3.0	84-86	840-869	D	1.0	64-66	640-669
B-	2.67	80-83	800-839	D-	0.67	60-63	600-639
C+	2.33	77-79	770-799	E	0.00	0-59	0-599

Assignment Descriptions (Total Points Possible: 1000)

Comparative Analysis (1000 words; 100 points)

In this assignment, students will compare two literary texts. Through critical analysis, students will explore key similarities and differences in themes, style, and structure, evaluate underlying assumptions, and reflect on broader literary and cultural implications. Students will support their textual interpretation with evidence from the text and interpretations of other scholars.

Literature Review (1000 words; 150 points) with Annotated Bibliography (50 points)

For the Literature Review, students will synthesize up-to-date published scholarly ideas to communicate the current knowledge about a natural science-related topic. For the Annotated Bibliography portion, students will write sources in 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.

Survey Logbook (1000 words; 50 points)

For this paper, students will design and conduct a short social science survey, record their daily progress and reflections over a five-day data collection period, and conclude with an analysis of their findings. This assignment will serve as a foundation for the final Research Report.

Research Report (2000 words; 200 points) & Research Poster Presentation (50 points)

In this paper, students will document their research in proper scientific form. Students will use the information from the research report to design and present a virtual poster presentation in a Zoom recording. Alternative options for completing the presentation portion of this assignment can be coordinated upon consulting with the instructor.

Blog Post (750 words; 100 points)

For this document, students will write a blog post based on a current research publication, communicating the research and its context for a general, non-discipline-specific audience.

Writing Process Reports (4@5 points = 20 points)

Students will use a form to record and report the resources they used to complete each major writing assignment.

Peer Review (4 @10 points = 40 points)

For the Comparative Analysis, Annotated Bibliography and Literature Review, Research Report, and Blog Post, students will review each other's papers to provide helpful feedback for the final draft.

Participation, Homework, & In-class work (150 points)

Students are expected to complete in-class work, homework, and quizzes. Failure to complete these in-class assignments, due to either absences, class disruptions, or distractions during class, will result in point deductions.

Post-Unit Reflections (3 @5 points = 15 points)

After each major paper, these activities ask you to record your process, thoughts, and impressions of research and writing within the disciplines.

Reflection Letter (250-500 words; 75 points)

At the end of the semester, students write a letter prompted by reflective questions.

Course Policies

Submitting Assignments, Due Dates, and Revision Policy

All work is due in Canvas at the assigned date **and** time in the correct place and in the correct file format (most work must be submitted as a Microsoft Word .docx or .doc file or a PDF).

For **final Required Writing Assignments** (those with a word count) turned in within 12 hours past due date/time, there is no penalty on the first offense. Subsequent offenses and work submitted more than 12 hours past due date/time will receive a zero.

Peer review drafts not submitted on time will miss the automatic partnering done at the due date/time, and will receive a zero for the activity. Likewise, you will not get credit for reviews not submitted by the date/time specified in the instructions.

Other activities must be submitted by the due date and time in order to receive credit.

- I. Failure of technology is not an excuse. Make sure you read and meet the [UF Student Computing requirement](#). UF offers Microsoft Office 365 and Google's G Suite to all students and faculty through [GatorCloud](#).
- II. If illness or injury prevents a student from turning in a paper on time, the student should consult with the instructor to turn in the work as soon as is feasible given the situation. Making up missed work due to documented illness or emergency is at the discretion of the Lead Instructor on a case-by-case basis.
- III. Every activity and due date is provided at the beginning of the semester. For university-sponsored events covered in the UF attendance policy and religious holidays, please plan accordingly. When possible, plan to turn the work in before the deadline. If you must submit work past the due date/time, contact the Lead Instructor as soon as possible to work out an acceptable deadline. Please see the [university attendance policies](#).

Plagiarism

Plagiarism is a serious violation of the Student Honor Code. The Honor Code prohibits plagiarism and defines it 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 students are responsible for reading, understanding, and abiding by the entire [Student Honor Code](#).

Protecting Data When Using AI Writing Tools

Content created solely using generative AI must never be presented as original human-created work, and any content optimized or enhanced using generative AI must be disclosed and described in the Writing Process Reports. Failure to disclose use of AI-generated writing, such as ChatGPT or Microsoft Co-Pilot, will be considered plagiarism.

Student Responsibility for Data Privacy When Using Microsoft Copilot

In this course, students will use Microsoft Copilot to support writing, research, and data analysis. While Copilot is a powerful tool, students must use it responsibly and in accordance with the University of Florida's data privacy policies.

UF provides access to Microsoft Copilot through a UF-Microsoft data agreement. When logged in with your GatorLink credentials, your data receives additional protection compared to the publicly available version. Please log in with your UF credentials when using Microsoft CoPilot for assignments to ensure your data is protected. Copilot can be used for general tasks such as writing assistance, brainstorming, and data analysis with non-sensitive, non-restricted data.

Protecting Personal and Sensitive Information

Students are responsible for ensuring that any data they input into Microsoft Copilot is appropriate and does not include protected or sensitive information. This includes, but is not limited to:

- FERPA-protected student records (e.g., grades, UFIDs, class schedules)
- HIPAA-protected health information
- Financial or personal identifiers
- Unpublished research or proprietary data not associated with ENC 1102's data collection efforts about AI use
- Information about other students, faculty, or staff

Accountability and Integrity

Students must:

- Use Copilot as a support tool, not a substitute for original work.
- Verify the accuracy of any AI-generated content.
- Be transparent about Copilot's role in their assignments when required.
- Follow all UF policies related to academic integrity and data protection.

Misuse of Copilot, including the input of restricted data or overreliance on AI-generated content, may result in academic consequences and/or violations of the UF Honor Code.

Working With Others

Participation with classmates is a crucial part of success in this class. Students will be expected to participate in small group forums and provide constructive feedback about their peers' writing during the peer reviews.

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.

Paper Maintenance Responsibilities

Students are responsible for maintaining 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 Microsoft Word (.doc, .docx) document or PDF to Canvas. 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.

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. See the [GatorEvals Students page](#) for guidance on how to give feedback in a professional and respectful manner.

Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [Bluera](#). [Summaries of course evaluation results](#) are available to students.

Writing Studio

The [University Writing Studio](#) is located in Turlington 2215 and is available to all UF students. Free appointments can be made up to twice a week.

Students with Disabilities

The University of Florida complies with the Americans with Disabilities Act. Students requesting accommodation should contact the Students with Disabilities Office, Reid Hall. That office will provide documentation to the student, who must then provide this documentation to the instructor when requesting accommodation. Visit the [Disability Resource Center](#) for more information.

Campus Resources: Health and Wellness

For guidance during distressing situations, please contact U Matter We Care or the Dean of Students Office. They can help students navigate resources and academic procedures for personal, medical, and academic issues.

- [U Matter We Care](#): umatter@ufl.edu, (352) 294-2273 (CARE)
- [Dean of Students](#): 202 Peabody Hall, (352) 392-1261
- [Field and Fork Pantry](#): located near McCarty B, (352) 294-2208
- [Student Health Care Center](#): multiple locations, (352) 392-1161
- [Aid-a-Gator](#): S-107 Criser Hall, (352) 392-1275
- [Counseling and Wellness Center](#): (352) 392-1575 for information on crisis services as well as non-crisis services.
- [Student Health Care Center](#): (352) 392-1161
- [UF Police Department](#): 352-392-1111 (or 9-1-1 for emergencies).
- [UF Health Emergency Room and Trauma Center](#): For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608.
- [GatorWell Health Promotion Services](#): For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the website or call 352-273-4450.

Campus Resources: Academic Life

- E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
- [CLAS Academic Resources](#): 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- *Student Complaints On-Campus*: Visit the [Student Honor Code and Student Conduct Code](#) webpage for more information.
- *On-Line Students Complaints*: [Distance Learning Student Complaint Process](#).
- Academic Complaints: Office of the Ombuds; Visit the [Complaint Portal](#) webpage for more information.
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the [Student Complaint Procedure](#) webpage for more information.

Privacy and Accessibility Policies

For information about the privacy policies of the tools used in this course, see the links below:

- Enghouse Video (Mediasite Streaming Video Player)
 - [Enghouse Video Privacy Policy](#)
 - [Enghouse Video Accessibility Policy](#)
- Instructure (Canvas)
 - [Instructure Privacy Policy](#)
 - [Instructure Accessibility](#)
- PlayPosit
 - [PlayPosit Privacy Policy](#)
 - [PlayPosit Accessibility](#)
- Microsoft 365 Copilot
 - [Copilot Privacy Policy](#)
- YouTube (Google)
 - [YouTube \(Google\) Privacy Policy](#)
 - [YouTube \(Google\) Accessibility](#)
- Zoom
 - [Zoom Privacy Policy](#)
 - [Zoom Accessibility](#)

Course Schedule

This schedule is tentative. See course calendar in Canvas for most up-to-date information.

Date	Readings and work due BEFORE class	Due at midnight
Mon. 1/12	Introduction to course & ice breaker	
Tues. 1/13		
Wed. 1/14	<ul style="list-style-type: none"> Insider's Guide- Chapter 1: An Introduction to Academic Writing pgs. 1-8 Insider's Guide- Chapter 6: Reading and Writing in Academic Disciplines pgs. 102-106 	
Thur. 1/15		
Fri. 1/16	<ul style="list-style-type: none"> Insider's Guide- Chapter 5: Academic Research pgs. 67-72 Insider's Guide- Appendix: Introduction to Documentation Styles pgs. 535-537 	
Mon. 1/19	NO CLASSES – University Holiday	
Tues. 1/20		
Wed. 1/21	<ul style="list-style-type: none"> Op-ed_Anything You Can Do, AI Can Do Better The Dangers of AI in a Foundations Writing Class 	<ul style="list-style-type: none"> AI Self-Check: Design a Spring Break Trip AI Reflection: AI's Role
Thurs. 1/22		
Fri. 1/23	<ul style="list-style-type: none"> Insider's Guide- Chapter 7: Reading and Writing in the Humanities pgs. 122-139 Read and select two texts from the Comparative Analysis assignment sheet 	<ul style="list-style-type: none"> AI Self-Check: Develop Your Use Case to Assess LLMs AI Reflection: Your Role
Mon. 1/26	<ul style="list-style-type: none"> Insider's Guide- Chapter 7: Reading and Writing in the Humanities pgs. 139-161 	
Tues. 1/27		

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Wed. 1/28	<ul style="list-style-type: none"> Reading & Writing About Lit- Chapter 9: Literary Criticism & Literary Theory pgs. 175-188 	
Thurs. 1/29		
Fri. 1/30	<ul style="list-style-type: none"> Reading & Writing about Lit- Chapter 4: Common Writing Assignments, pgs. 76-78 	
Mon. 2/2	<ul style="list-style-type: none"> Insider's Guide- Chapter 5: Academic Research pgs. 73-85 Digging into Literature- Chapter 11: Joining the Critical Conversation pgs. 220-243 	
Tues. 2/3		
Wed. 2/4	<ul style="list-style-type: none"> Conduct Peer Review in Class 	draft due for Peer Review of Comparative Analysis
Thurs. 2/5		
Fri. 2/6		Comparative Analysis Writing Process Report 1
Mon. 2/9	<ul style="list-style-type: none"> Insider's Guide- Chapter 9: Reading and Writing in the Natural Sciences pgs. 214-222 	Post-Unit Reflection 1
Tues. 2/10		
Wed. 2/11	<ul style="list-style-type: none"> Insider's Guide- Chapter 9: Reading & Writing in the Natural Sciences pgs. 227-238 Insider's Guide- Chapter 5: Academic Research, pgs. 67-73 	
Thurs. 2/12		
Fri. 2/13	<ul style="list-style-type: none"> Insider's Guide- Chapter 5: Academic Research pgs. 89-90 	
Mon. 2/16	<ul style="list-style-type: none"> Watch Library Tutorial in Canvas Course 	
Tues. 2/17		
Wed. 2/18	<ul style="list-style-type: none"> Insider's Guide- Chapter 9: Reading and Writing in the Natural Sciences pgs. 225-226 	
Thurs. 2/19		
Fri. 2/20	<ul style="list-style-type: none"> Bedford Researcher- Chapter 4: Reading Critically and Actively pgs. 59-78 	
Mon. 2/23		

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Tues. 2/24		
Wed. 2/25	<ul style="list-style-type: none"> Bedford Researcher- Chapter 5: Assessing and Evaluating Sources pgs. 79-92 	
Thurs. 2/26		
Fri. 2/27	<ul style="list-style-type: none"> Read UNC: Literature Review Read HealthScience Literature Example 	
Mon. 3/2	<ul style="list-style-type: none"> In-class drafting workshop 	
Tues. 3/3		
Wed. 3/4	<ul style="list-style-type: none"> Conduct Peer Review in Class 	Draft due for Literature Review and Annotated Bibliography peer review
Thurs. 3/5		
Fri. 3/6		Literature Review with Annotated Bibliography Writing Process Report 2
Mon. 3/9	<ul style="list-style-type: none"> Insider's Guide- Chapter 8: Reading and Writing in the Social Sciences pgs. 162-170 	Post-Unit Reflection 2
Tues. 3/10		
Wed. 3/11	<ul style="list-style-type: none"> The Bedford Researcher- Chapter 11: When Should I Use Field Research Methods? Pgs. 171-172 	
Thurs. 3/12		
Fri. 3/13	<ul style="list-style-type: none"> The Bedford Researcher- Chapter 11: How Can I Conduct a Survey? Pgs. 179-182 	
Mon. 3/16	NO CLASSES – Spring Break	
Tues. 3/17	NO CLASSES – Spring Break	
Wed. 3/18	NO CLASSES – Spring Break	
Thurs. 3/19	NO CLASSES – Spring Break	
Fri. 3/20	NO CLASSES – Spring Break	

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Mon. 3/23	<ul style="list-style-type: none"> Writing About Data- Chapter 6: Working with Qualitative Data pgs. 121-139 	Survey Logbook
Tues. 3/24		
Wed. 3/25	<ul style="list-style-type: none"> Writing About Data- Chapter 8: Writing the Results Section pgs. 184-195 Writing About Data- Chapter 9: Writing About Methods pgs. 184-195 	
Thurs. 3/26		
Fri. 3/27	<ul style="list-style-type: none"> Writing About Data- Chapter 11- Discussions, Conclusions, and Recommendations pgs. 214-231 	
Mon. 3/30	<ul style="list-style-type: none"> Writing About Data- Chapter 12- Front Matter: Titles, Abstracts, and Executive Summaries pgs. 232-249 	
Tues. 3/31		
Wed. 4/1	<ul style="list-style-type: none"> Conduct Peer Review in Class 	draft due for Peer Review of Research Report
Thurs. 4/2		
Fri. 4/3		Research Report Research Poster Presentation Writing Process Report 3
Mon. 4/6	<ul style="list-style-type: none"> Insider's Guide- Chapter 6: Translating a Scholarly Article for a Public Audience pgs. 116-120 	Post-Unit Reflection 3
Tues. 4/7	<ul style="list-style-type: none"> Define Blog Posts 	
Wed. 4/8	<ul style="list-style-type: none"> Analyze Blog Posts 	
Thurs. 4/9		
Fri. 4/10	<ul style="list-style-type: none"> Audience Analysis 	
Mon. 4/13	<ul style="list-style-type: none"> Draft blogs in class 	
Tues. 4/14		
Wed. 4/15	<ul style="list-style-type: none"> Conduct Peer Review in Class 	draft due for Peer Review of Blog Post
Thurs. 4/16		
Fri. 4/17		

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Mon. 4/20		Peer Review ends at 11:59pm
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Tues. 4/21		Blog Post Writing Process Report 4
Wed. 4/22		Reflective Letter Optional Revision End of Course Survey
Thurs. 4/22	<i>NO CLASSES – Reading Day</i>	
Fri. 4/23	<i>NO CLASSES – Reading Day</i>	

Course Readings & Videos

Course Readings		✓	+	⋮
Unit 1 Course Readings: Academic Research & Writing		✓		⋮
Insider's Guide- Chapter 1: An Introduction to Academic Writing pgs. 1-8		✓		⋮
Insider's Guide- Chapter 6: Reading and Writing in Academic Disciplines pgs. 102-106		✓		⋮
Insider's Guide- Chapter 5: Academic Research pgs. 67-72		✓		⋮
Insider's Guide- Appendix: Introduction to Documentation Styles pgs. 535-537		✓		⋮
Unit 2 Course Readings: Research & Writing in the Humanities		✓		⋮
Insider's Guide- Chapter 7: Reading and Writing in the Humanities pgs. 122-139		✓		⋮
Insider's Guide- Chapter 7: Reading and Writing in the Humanities pgs. 139-161		✓		⋮
Reading & Writing about Lit- Chapter 4: Common Writing Assignments, pgs. 76-78		✓		⋮
Reading & Writing About Lit- Chapter 9: Literary Criticism & Literary Theory pgs. 175-188		✓		⋮
Digging Into Literature- Chapter 11: Joining the Critical Conversation pgs. 220-243		✓		⋮
Insider's Guide- Chapter 5: Academic Research pgs. 73-85		✓		⋮
Insider's Guide- Chapter 6: Reading and Writing in Academic Disciplines pgs. 107-110		✓		⋮
Insider's Guide- Chapter 2: Writing: Process & Reflection pgs. 24-27		✓		⋮
Unit 3 Course Readings: Research & Writing in the Natural Sciences		✓		⋮
Insider's Guide- Chapter 9: Reading and Writing in the Natural Sciences pgs. 214-222		✓		⋮
Insider's Guide- Chapter 9: Reading and Writing in the Natural Sciences pgs. 227-238		✓		⋮
Insider's Guide- Chapter 9: Reading and Writing in the Natural Sciences pgs. 225-226		✓		⋮
UNC: Literature Reviews		✓		⋮
HealthScience-Literature Review Example.pdf		🔄	✓	⋮

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⋮	Unit 4 Course Readings: Research & Writing in the Social Sciences	✓	⋮
⋮	🔗 Insider's Guide- Chapter 8: Reading and Writing in the Social Sciences pgs. 162-170 📄	✓	⋮
⋮	🔗 The Bedford Researcher- Chapter 11: When Should I Use Field Research Methods pgs. 171-172 📄	✓	⋮
⋮	🔗 The Bedford Researcher- Chapter 11: How can I Conduct a Survey? pgs. 179-182 📄	✓	⋮
⋮	🔗 Writing about Data- Chapter 6: Working with Qualitative Data pgs. 121-139 📄	✓	⋮
⋮	🔗 Writing about Data- Chapter 8: Writing the Results Section pgs. 159-180 📄	✓	⋮
⋮	🔗 Writing about Data- Chapter 9: Writing about Methods pgs. 184-195 📄	✓	⋮
⋮	🔗 Writing about Data- Chapter 11: Discussions, Conclusions, and Recommendations pgs. 214-231 📄	✓	⋮
⋮	🔗 Writing about Data- Chapter 12: Front Matter: Titles, Abstracts, and Executive Summaries pgs. 232-249 📄	✓	⋮
⋮	Unit 5 Course Readings	✓	⋮
⋮	🔗 Insider's Guide- Chapter 6: Translating a Scholarly Article for a Public Audience pgs. 116-120 📄	✓	⋮