

ENC 3464: WRITING IN THE SOCIAL SCIENCES/WRITING IN ANTHROPOLOGY



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COURSE DESCRIPTION

Credits: 3; Prereq: ENC 1101 or ENC 1102. ENC 3464 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 3464, 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

- 1.) *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States* by Seth Holmes

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/Field notes/Interview Transcriptions (1200 words; 150 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. All students will complete Annotated Bibliographies but will have the option to supplement them with field notes and interviews. This will be explained further in class.

Research Report (4000-5000 words; 400 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; 150 points)

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

Research Presentation (100 points)

Students learn to construct a professional poster, podcast, or other multi-media presentation and present it at the end of class.

In-class Work and Homework (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. If you miss more than three classes your grade will drop by half a letter grade.** 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. If there is anything I can do to help you succeed in the course please let me know as soon as possible!

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

T: Introduction: Syllabus, Texts, Goals, and Course Organization.

Th: The Scientific Method and the Organization of Research Papers.

Read: *Waste to Energy* by Ahmann (on Canvas)

Week 2

T: Discuss Ahmann, Discuss Ethnographies and Sociocultural Research Papers. Discuss research methods and ways to write about them in related fields.

Read: *Education, Genetic Ancestry, and Blood Pressure in African Americans and Whites* By Non et al. (on Canvas)

Th: Quantitatively-Driven Research Reports. Discuss Non et al. Brainstorm ideas for Research Paper.

Assignment: Use template to 1) propose 2 research questions and 2) list three relative and recent sources you can use. **You must** schedule meeting with librarian at UF Library to locate resources and document your trip. Rough Draft due Tuesday.

Read: "Acknowledgements" and "Appendix" in Holmes.

Unit 2: Research Methods

Week 3

T: In-Class Research Workshop. Present and Workshop Research Ideas. Bring printed copy of template to class with your notes. Group and Peer Review. Dissect Holmes' writing.

Read: "Introduction" in Holmes.

Th: Discuss Holmes. Annotated Bibliographies lecture and assignment, begin drafting in class.

Submit: Research Proposal – paper copy in class, double-spaced, size 12 font.

Week 4

T: **Research Conferences – no class**

Th: **Research Conferences – no class**

HW: Continue working on ABs, bring one printed to class on Tuesday for peer review.

Read: "Chapter Two" and "Chapter Three" (p.45-60) in Holmes.

Week 5

T: Research Ethics & Writing Ethnographic Field Notes. In-class exercise. Annotated Bibliography peer review in class. Draft group interview guide.

Th: Interview transcripts & In-class exercise. Workshopping in class.

HW: Draft interview or survey guide, bring printed to class Tuesday.

Week 6

T: Discuss Introductions in Qualitative Essays & Quantitative Essays – begin drafting in class. Interview/Survey Guide Peer Review in Class.

Th: Synthesis workshop in class, how to bring sources together.

Due: Introduction and Synthesis by Friday at midnight.

Week 7

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

Read: "Chapter Three" (pp. 60-88) in Holmes.

Th: Discuss Holmes, methods, and positionality.

Due: Annotated Bibliographies Pt. 1 by Friday at midnight.

Due: Methods section by Monday at midnight.

Unit 3: Graduate School Applications

Week 8

T: Graduate School Application: Process and Strategy & Personal Statements.

HW: Bring printed resume to class on Thursday.

Th: The Résumé.

HW: Make an appointment with the CRC & Writing Studio.

Week 9 – Spring Break – Go Nuts Y'all!

Week 10

T: No Class – go to the CRC with resume and document visit.

Th: No Class – go to the Writing Studio with your application or cover letter and document visit.

Due: Revised Application Materials on Monday by midnight.

Unit 4: Results and Discussion

Week 11

T: Results Section Overview. Organizing and Presenting the Findings in Ethnographies and Socio-Cultural Research Papers. Data Analysis.

Read: “Chapter Four” in Holmes.

Th: Use of Quotations in Findings. Citation Workshop, begin drafting results in class. Discuss Holmes.

HW: Bring draft of results to class on Tuesday.

Due: Annotated Bibliographies Pt. 2 and Interview and fieldnotes (if required) by Monday at midnight.

Week 12

T: Incorporation of Graphics or Photos into Research Papers.

Peer Review of Results Sections in class. Results workshopping. Nuanced writing.

Read: “Chapter Five” in Holmes.

Th: Discuss Holmes, writing workshop in class.

Read: “Chapter Six” by Holmes

Due: Results section by Friday at midnight.

Week 13

T: Discuss Holmes. Discussion Section Overview. Discussion Section Workshop.

Read: Chapter Seven: Conclusion” by Holmes

Th: Exemplary Conclusions. Draft Conclusions in class. Conduct Discussion Section Peer Review outside of class.

Unit 5: Professional Presentations

Week 14

T: Discuss Abstracts and Presentation Options. Poster Presentations in the Social Sciences. Example Posters and the Presentation Flyer.

Due: Discussion by Wednesday at midnight.

Th: Assign and discuss peer review. In-class workshoping. Professional presentation considerations.

Due: Bring printed Research Paper to class on Tuesday.

Week 15

T: In class conferencing and peer review of full research paper. Bring printed copy to class.

Th: Poster Presentations in class.

Due: Submit Presentation online before class presentation.

Due: Research Paper by Friday at midnight.

Week 16

T: Other Presentations.