

 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Undergraduate Programs		UUPC Approval <u>4/21/25</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department English College Arts and Letters (To obtain a course number, contact erudolph@fau.edu)		
Prefix ENC Number 2135	(L = Lab Course; C = Combined Lecture/Lab; add if appropriate) Lab Code	Type of Course <div style="border: 1px solid red; padding: 2px;">Lecture</div>	Course Title Research and the Writing Process
Credits (See Definition of a Credit Hour) 3	Grading (Select One Option) Regular <input checked="" type="radio"/> Sat/UnSat <input type="radio"/>	Course Description (Syllabus must be attached; see Template and Guidelines) This course is designed to enable students to develop independent research skills through access to FAU's library system as well as through access to a variety of internet resources. Emphasis will be on the student's development of the first draft of a research paper. This paper will serve to demonstrate the student's understanding of the investigative process and of the demands of this mode of analytic discourse that is focused, substantive, aptly organized, and attentive to a given audience. Instructional content includes but is not limited to the demands of research writing and documentation.	
Effective Date (TERM & YEAR) Fall 2026	Prerequisites, with minimum grade* ENC 1101 (Minimum Grade of C)		
		Corequisites	Registration Controls (Major, College, Level)
*Default minimum passing grade is D-. Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course			
WAC/Gordon Rule Course <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines .		Intellectual Foundations Program (General Education) Requirement (Select One Option) Communication - Group B General Education criteria must be indicated in the syllabus and approval attached to the proposal. See Intellectual Foundations Guidelines .	
Minimum qualifications to teach course Credentialing in English			
Faculty Contact/Email/Phone Wendy Hinshaw/whinshaw@fau.edu/7-3830		List/Attach comments from departments affected by new course Proposal of course currently approved at FSU	
Approved by Department Chair <u>Oliver Buckton</u> College Curriculum Chair <u>Robin Larson</u> College Dean <u>[Signature]</u> UUPC Chair <u>Korey Sorge</u> Undergraduate Studies Dean <u>Dan Meeroff</u> UFS President _____ Provost _____			Date 3/25/2025 <u>04/07/2025</u> 4/9/2025 <u>4/21/25</u> <u>4/21/25</u> _____ _____

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

ENC 2135: Research and the Writing Process

Section: [Number]

Class time and location: [days, time, and location]

Method of Delivery: On campus

Term: Fall 2026

Instructor: [Name]

Office: [Location / Online meeting room information if applicable]

Office Hours: [Days], [Times: 1 hour per week for each section taught] and by appointment

Email: [Instructor email]

COURSE DESCRIPTION

This course is designed to enable students to develop independent research skills through access to FAU's library system as well as through access to a variety of internet resources. Emphasis will be on the student's development of the first draft of a research paper. This paper will serve to demonstrate the student's understanding of the investigative process and of the demands of this mode of analytic discourse that is focused, substantive, aptly organized, and attentive to a given audience. Instructional content includes but is not limited to the demands of research writing and documentation.

ENC 2135 is a Writing Across the Curriculum (WAC) course that fulfills the required (Group B) course in Communication in the General Education Core Curriculum at Florida Atlantic University. Students must complete ENC 1101 and ENC 1102 or their equivalent with a "C" or higher in each course to fulfill the Communication requirement.

Students who complete the Communication requirement will be able to:

1. Demonstrate effective written and oral communication skills by exhibiting the control of rhetorical elements that include clarity, coherence, comprehensiveness and mechanical correctness;
2. Analyze, interpret and evaluate information to formulate critical conclusions and arguments;
3. Identify and apply standards of academic integrity.

PREREQUISITES/COREQUISITES

Prerequisite(s): One of the following:

- ENC 1101 (Minimum Grade of C)

REQUIRED TEXTBOOKS AND MATERIALS

- *A Writer's Resource: A Handbook for Writing and Research*, 7th ed., by Elaine P. Maimon and Kathleen Blake Yancey, McGraw-Hill, 2020 (E-book ISBN: 9781266679445)
- Research databases available through the FAU Library
- Other texts (PDFs and weblinks) available through Canvas

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

By the end of the course, students will be able to:

1. Write appropriate research questions, abstracts, and papers
2. Demonstrate understanding of disciplinary research methods and documentation
3. Demonstrate proficiency in sound reasoning through the use of appropriate claims, evidence, and conclusions
4. Show proficiency in paraphrasing, summarizing, citing, and arguing their own ideas as well as the ideas of others
5. Organize information in a format appropriate to a given discipline
6. Demonstrate ownership of the elements of language through appropriate word choice, fluency, sentence structure and grammar

Faculty Rights and Responsibilities

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct [University Regulation 4.007](#).

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 203 (954-236-1222); or in Jupiter, SR 110 (561-799-8585)—and follow all SAS procedures.

Writing Across the Curriculum Designated Course

College Writing I & II and Courses that Substitute for College Writing II (ENC 1102)

This course meets the University-wide Writing Across the Curriculum (WAC) criteria, which expect you to improve your writing over the course of the term. The University's WAC program promotes the teaching of writing across all levels and all disciplines. Writing-to-learn activities have proven effective in developing critical thinking skills, learning discipline-specific content, and understanding and building competence in the modes of inquiry and writing for various disciplines and professions. For more information, visit www.fau.edu/wac.

If this class is selected to participate in the university-wide WAC assessment program, you will be required to access the online assessment server, complete the consent form and survey, and submit electronically a first and final draft of a near-end-of-term paper.

COURSE EVALUATION METHOD

Project 1: Rhetorical Analysis of Field Artifacts (900-1000 words)

Students will analyze two artifacts from their field of study: 1) a text-based artifact (e.g., a scholarly article, book chapter, or professional publication) and 2) a non-text-based artifact (e.g., an image, video, or podcast). However, rather than analyzing only the texts' explicit statements, students will be considering how features of the artifacts may function in a rhetorical manner. In other words, students will be looking at how each artifact constructs meaning by framing a multifaceted response to a particular rhetorical situation. Students will compare and contrast these two artifacts in order to make an argument about how each satisfies its genre conventions and

accomplishes particular rhetorical purposes, and about the genre conventions they are able to discern as relevant to their field of study.

Note: Project 1 will be submitted, workshopped, and revised over the course of 3 drafts. Draft 1 will be workshopped through an in-class peer review workshop. Draft 2 will be workshopped through a take-home peer review assignment. Draft 3 will be the final submission to the instructor. Students will receive specific peer feedback on Drafts 1 and 2, as well as global feedback from the instructor on Draft 2. Students are always invited to meet with the instructor outside of class for individual feedback on their assignments at any time.

Rhetorical Analysis will be evaluated for thesis/argument that identifies specific genre conventions, close examination of rhetorical features, reasonable claims, and a sustained focus. Complete assignment materials, including prompts and rubrics, will be provided in Canvas. Students will also track and reflect on patterns of error in their writing that they identify in the drafting process. Students will evaluate their progress in these patterns of error upon submission of final draft.

Project 2: Annotated Bibliography and Investigative Field Essay

Students will first identify a contemporary topic or issue within their field of study, prospective academic major, or professional community and then form a research question that helps them better understand the topic/issue they have chosen. This topic and research question should guide students throughout Project 2. Students will work to better understand the complexity of the issue through research and write a researched essay that highlights, possibly, elements of the issue that are misunderstood or should be understood in a new way.

- **Annotated Bibliography (1000-1200 words)**

To explore their research question, students will conduct research (consulting scholarly, popular, and professional publications and possibly collecting data through interviews and first-hand observations). Students will compose an annotated bibliography of the research they plan on using in the Investigative Field Essay.

Annotated Bibliography will be evaluated for correct selection and citation of 6 potential secondary sources, 3 of which must be scholarly.

- **Investigative Field Essay (1500-1800 words)**

Students will compose a researched essay about a topic/issue they have chosen. This research essay should help readers understand the complexity of the issue, perhaps by highlighting things about the topic that are misunderstood (and misunderstood by whom) or should be understood in a new/different way. That said, this is not a compare/contrast essay, nor an essay that takes a position on an issue in the field: the purpose of the essay is to identify and explain a particular gap or opening in a research conversation in this field, helping readers to understand the issue's importance and complexity. For the essay, students must include a minimum of six (6) sources. Three (3) of those sources must be scholarly, peer-reviewed (that is, vetted by authorities in the field) sources of any type. The other three (3) are the student's choice of primary, popular, and/or additional scholarly sources.

Investigative Field Essay will be evaluated for thesis/argument that identifies a specific gap or opening in research conversation, effective investigation of a key research question, accurate and fair use of sources, and thoughtful analysis that stays on task, operates logically, and moves the reader toward understanding. Complete assignment materials, including prompts and rubrics, will be provided in Canvas.

Note: Project 2 will be submitted, workshopped, and revised over the course of 3 drafts. Draft 1 will be workshopped through an in-class peer review workshop. Draft 2 will be workshopped through a take-home peer review assignment. Draft 3 will be the final submission to the

instructor. Students will receive specific peer feedback on Drafts 1 and 2, as well as global feedback from the instructor on Draft 2. Students are always invited to meet with the instructor outside of class for individual feedback on their assignments at any time.

Students will also track and reflect on patterns of error in their writing that they identify in the drafting process. Students will evaluate their progress in these patterns of error upon submission of final draft.

Project 3: Research Investigation and Contribution to the Field (4000 words)

Students will write a 4000-word research paper that builds on their previous investigation in Project 2, requiring them to engage deeply with scholarly sources and contribute to academic discourse within their chosen field of study. They will refine their research question, analyze current scholarship, and present an argument that offers new insights, challenges misconceptions, or highlights underexplored aspects of their topic.

- To complete this project, students will incorporate **at least 10 credible sources**, primarily from peer-reviewed journals and academic publications, and structure their paper with a clear introduction, literature review, argument, and conclusion. They will also complete key milestones, including a research proposal, a rough draft, a peer review workshop, and a final polished submission. Additionally, students will explore potential undergraduate research journals within their discipline, preparing them for future academic publishing opportunities. Complete assignment materials, including prompts and rubrics, will be provided in Canvas.

Research Investigation Essay will be evaluated for thesis/argument that provides a unique contribution or perspective, ethical and thorough engagement with relevant research conversation, effective investigation of a key research question, accurate and fair use of sources, and thoughtful analysis that stays on task, operates logically, and moves the reader toward understanding. Complete assignment materials, including prompts and rubrics, will be provided in Canvas.

Note: Project 3 will be submitted, workshopped, and revised over the course of 3 drafts. Draft 1 will be workshopped through an in-class peer review workshop. Draft 2 will be workshopped through a take-home peer review assignment. Draft 3 will be the final submission to the instructor. Students will receive specific peer feedback on Drafts 1 and 2, as well as global feedback from the instructor on Draft 2. Students are always invited to meet with the instructor outside of class for individual feedback on their assignments at any time.

Students will also track and reflect on patterns of error in their writing that they identify in the drafting process. Students will evaluate their progress in these patterns of error upon submission of final draft.

Additional Graded Activities/Assignments

[Individual instructors determine the number of minor assignments and their grade point distribution out of the 15 course-grade points reserved for this component of course.]

EVALUATION

Assignment	Weight
Project 1: Rhetorical Analysis of Field Artifacts	20%
Project 1: Annotated Bibliography	10%
Project 2: Investigative Field Essay	30%
Project 3: Research Investigation/Contribution to Field	25%

Additional Activities/Assignments	15%
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COURSE POLICIES

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

According to the Undergraduate Catalog, academic irregularities can, on the first occurrence, result in a grade of “F” for the course and a notation on a student’s record, and, on the second occurrence, can result in expulsion from the University. Among these is plagiarism.

Plagiarism is a form of theft. It means presenting the work of someone else as though it were your own, that is, without properly acknowledging the source. Sources include published material, the unpublished work of other students, and AI-generated material. If you do not acknowledge the source, you show an intention to deceive.

Plagiarism is an extremely serious matter. If your instructor suspects that you have plagiarized all or part of any of your work, they have the right to submit that work to Turnitin or SourceCheck, our plagiarism detection services.

Students must abide by the University policy on plagiarism. Students who plagiarize work may fail this course and will have a notation of academic irregularity placed on their transcripts.

Artificial Intelligence Preamble

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work.

FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. [\[Policy 12.16 Artificial Intelligence\]](#)

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student’s responsibility to comply with the instructor’s expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the [Florida Atlantic Code of Academic Integrity, Regulation 4.001](#).

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit <https://fau.edu/ai/citation>

AI Language Specific To This Course

To include one of the following in your syllabus, select the text you would like to use and then copy/paste it into the blank component that follows.

- **AI Encouraged:** The use of AI to assist in work assigned in this specific course is encouraged for various purposes. The instructor hereby permits the use of AI to assist in work assigned for this course, unless the instructor expressly indicates AI is not permitted on a particular assignment. Use must be properly documented and cited per instructor guidelines (<https://fau.edu/ai/citation>).
- **AI Flexible:** The use of AI to assist in work assigned in this specific course is permitted only for specific assignments as indicated by the instructor. Use must be properly documented and cited per instructor guidelines (<https://fau.edu/ai/citation>).
- **AI Prohibited:** The use of AI to assist in any work assigned in this specific course is prohibited.

Attendance Policy Statement

Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Our collective experience as teachers of writing suggests that students who miss significant amounts of class are unable to produce passing work and are at a high risk to fail the class. That fact reflects both the rigorous pace of this course and the fact that what students learn in this class, they learn in the classroom through group work, discussion, and writing activities (work that cannot be made up).

Your Final Course grade will be lowered by 1 percentage point for every absence after two. More than two weeks of unexcused absences (6 absences in a class with 3 meetings per week; 4 absences in a class with 2 meetings per week) means that you must meet with your Instructor for a conference to discuss your course progress. Without this meeting, **more than two weeks' worth of unexcused absences may result in an F in the course.**

NOTE! Do not let problems snowball! If you are experiencing major illness, absences due to University duties, or other large-scale issues, contact the instructor immediately to formulate a resolution. If you wish to drop a class, you must take action and formally drop it – it does not happen automatically. I cannot drop you from the class, nor can I give you a W as a grade.

Religious Accommodation Policy Statement

In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work

assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at www.fau.edu/regulations.

Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

Time Commitment Per Credit Hour

For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

Course Grade Scale

When calculating your final grade, letters will be counted as follows:

Grade	Range	Grade	Range
A	100—94	C	< 77—73
A-	< 94—90	C-	< 73—70
B+	< 90—87	D+	< 70—67
B	< 87—83	D	< 67—63
B-	< 83—80	D-	< 63—60
C+	< 80—77	F	< 60—0

Incomplete assignments earn no grade points.

To satisfy the General Education Core curriculum requirements for English Composition, students must earn at least a C in this course

Grade Appeal Process

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[University Regulation 4.002](#) of the University Regulations contains information on the grade appeals process

Policy on Make-up Tests, Late work, and Incompletes

All work is due on or by the scheduled due dates. Due dates exist to help you stay on track and avoid being overwhelmed by multiple assignments. The extension of deadlines in the case of extreme circumstances will be determined at the instructor's discretion. Peer Reviews and in-class activities cannot be made up.

One-third of a letter grade (ex. "B" to "B-") will be deducted for each day an assignment is late. Peer Review and In-Class assignments may not be made up.

Incompletes are rarely granted in ENC 1101, 1102, or any WAC-designated class, and are only available under extraordinary circumstances. Failure to complete all assigned work is not a sufficient reason for an Incomplete.

Special Course Requirements:

Statement on Critical Thinking

One of the objectives of this course is to facilitate critical thinking and debate around topics, theories, and concepts where disagreement is not only anticipated, but encouraged. The ability to think critically, express your ideas clearly, and respond to the professor and other students civilly are the keystones of the academic experience. In this course, the professor will provide instruction in an objective manner and will remain open to a wide variety of viewpoints, so long as those viewpoints are evidence-based and presented in a respectful way. During class, the professor may take positions and make statements for the sole purpose of accomplishing an academic objective or enhancing the learning environment. Additionally, the adoption of class materials for this course does not imply an endorsement of the full content of those materials or the positions of the authors of those materials. Often the professor will provide materials as a point of departure for critical thinking and debate. Students should keep in mind that the ideas presented or discussed during class may not necessarily reflect the professor's personal beliefs or opinions on the subject matter.

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Writing Program Values

The FAU Writing Program values inclusion and mutual respect. We support practices such as elective gender pronoun use and self-identification related to gender, (dis)ability, religion, culture, ethnicity, and sexual orientation. Our classes enact this culture of respect, recognizing that we come from many places and perspectives and that university classes are meant to support learning, change, and growth.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few –

offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Student Support Services and Online Resources

- [Center for Learning and Student Success \(CLASS\)](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [FAU Libraries](#)
- [Math Learning Center](#)
- [Office of Information Technology Helpdesk](#)
- [Office of International Programs and Study Abroad](#)
- [Office of Undergraduate Research and Inquiry \(OURI\)](#)
- [Science Learning Center](#)
- [Speaking Center](#)
- [Student Accessibility Services](#)
- [Student Athlete Success Center \(SASC\)](#)
- [Testing and Certification](#)
- [Test Preparation](#)
- [University Academic Advising Services](#)
- [University Center for Excellence in Writing \(UCEW\)](#)
- [Writing Across the Curriculum \(WAC\)](#)

Additional Support for You

Accessibility

Please let me know how I can help you access our course materials or make our assignments more accessible or understandable to you. See information above about the Disability Policy and Student Accessibility Services at FAU.

University Center for Excellence in Writing (UCEW)

The University Center for Excellence in Writing supports and promotes writing for all members of the FAU community -- undergraduate and graduate students, staff, faculty and visiting scholars. The center's consultants are informed and sensitive readers who help writers become more reflective readers and more self-sufficient crafters of their written work. Consultants help students at any point in the writing process (i.e., brainstorming, drafting, revising) and with papers for courses, senior or master theses, dissertations, job applications, applications for graduate school, articles for publication, grant proposals and other documents. We provide writing aid rather than an editing service. Consequently, consultants may not get to all of a paper's issues, but writers will come away with a fresh perspective on their work as well as documents in which one or more aspects are improved.

Visit UCEW in GS 215, Call (561) 297-3498 to make an appointment, or make an appointment online: <https://fau.mywconline.net/>

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COURSE CALENDAR

This class activity calendar is subject to change. Students are responsible for keeping up with changes as announced by the instructor and the sharing of updated versions of this document via Canvas.

Week 1:

- Welcome to the course, syllabus overview, accessing course texts and Canvas website;

- Overview of prompt for Project 1.
- Explain prompt for Project 1. Defining “artifact” for this assignment and the concept of “rhetorical analysis.” Discuss the assigned reading and key terms: *genre, conventions, context, author, audience, purpose, rhetorical appeals (ethos, pathos, logos), exigence, medium, and constraints*. Practice using those terms to analyze a variety of artifacts.
 - Reading on “Rhetorical Situations and Choices”
 - Reading in *AWR* pp. 1-7.
- Introduction to FAU Library website, accessing research databases
- Review previous discussions of key terms by focusing specifically on the concept of “genre.”

Week 2:

- Review artifacts
- Discuss assigned reading(s) and activity on genre conventions.
 - Reading on “Rhetorical Situations and Genres”
- Invention activity for Project 1. Identify field-specific issues and generate a list of potential artifacts (at least three of each type--text-based and non-text-based). Curate lists to select one of each type to analyze and articulate why the choices best suit the assignment:
 - Reading in *AWR* Chap. 4 on reading and writing critically, pp. 29-35.
 - Reading: [“Backpacks vs. Briefcases”](#) by Laura Bolin Carroll
- Discuss assigned reading(s) and activity on genre conventions.
 - Reading on “Framework for Reading Any Text Rhetorically”
 - Analytical activity to identify particular features (*AWR* pp. 4-5, p. 35, and pp. 127-129) of the artifacts selected and the function of those features. Introduction to the “logical fallacies” listed in *AWR* pp. 124-127 and activity on identifying how those fallacies are implemented in text-based and non-text-based genres.
- **Due: First draft of Project 1**
 - In-class peer review workshop
 - Writing statements on past experiences with peer review or peer workshops. How to make peer workshops more effective. Modeling and practicing effective kinds of feedback for peer review.

Week 3:

- Analyzing purpose, audience, rhetorical appeals, analyzing non-text-based artifacts, or another rhetorical concept.
 - Reading on “Rhetorical Analyses”
- Activity on moving from summary to analysis and providing evidence and examples to support claims.
 - **Due: Second draft of Project 1**
- Peer-review workshop. Last opportunity to get feedback on the second draft.
 - **Due: Third draft of Project 1**
- Reflect on the process of composing Project 2 and record insights in a print genre of choice (e.g., an informal journal entry, an open letter, an annotated conceptual map, etc.). Share reflections and discuss responses.

Week 4:

- Overview of prompt for Project 2
- Explain prompt for Project 2. Invention activity to establish a focus for the investigative field essay. Practice with preliminary research to develop a working research question. The activity will

culminate in a research proposal.

- Reading: [“Introduction to Primary Research”](#) by Dana Lynn Driscoll
- Reading in *AWR* pp. 40-45
- Reading: “Exploring Topics and Creating a Research Proposal”
- Discussion of primary research—ethics, timeline, and purpose of primary research. Activity to practice selecting people to interview and generating effective interview questions for data collection.
 - Reading on “Getting Started with Sources”
 - Begin reaching out to potential interviewees; start developing research questions.

Week 5:

- Discussion of secondary research. Complete library modules on identifying source types, how to find appropriate sources using the library’s resources, etc.
 - Begin searching for sources you could use for Project 2.
- Activity that models how to read academic sources using the strategies outlined in the reading and additional practice using those strategies.
 - Reading: Library module for [reading scholarly articles](#) and on [distinguishing scholarly from popular sources](#). Conduct a search for a peer-reviewed source related to your topic. Preview that source critically
- Discuss the purpose and expectations for documenting sources generally, including documentation styles for particular academic disciplines. Practice locating sources and citing them through parenthetical notation format.
 - Reading on “Organizing Your Sources” and “Evaluating a Source”
- Review expectations for the annotated bibliography assignment and practice writing annotations.
 - Reading “Researched Arguments”
 - Reading University of Southern California’s summary of [“Create a Research Space”](#) by John Swales.

Week 6:

- Review sample introductions or abstracts; analyze samples to determine what rhetorical moves happen in typical research introductions.
 - Reading: *AWR* pp. 24-28 (the nuances of academic discourse)
 - **Due: Annotated Bibliography**
- Screening and discussing video, [“Scholarship as Conversation.”](#) How research can be grouped or clustered based on different perspectives, interpretations, and rebuttals. Activity on placing sources in conversation with one another.
 - Reading: [“Annoying Ways People Use Sources”](#) by Kyle Stedman
- Make a plan for the essay based on placing sources in conversation. The value of arrangement and examples of different types of writing plans (outlines, concept maps, webs, bubble plots, etc.). Creating a plan (in whatever format) for the essay.
 - Read: *AWR* pp. 46-48 and pp. 61-68 (outlining and elements of coherence & organization)

Week 7:

- **Due: First draft of Project 2**
 - In-class peer review workshop
- Activity on supporting claims with evidence. How to integrate sources through quoting, paraphrasing, and summarizing.
 - Reading: [“Responding, Really Responding to Other Students’ Writing”](#) by Richard Straub

- Reading: “Integrating Sources into Your Writing.”

Week 8:

- Writing statements on past experiences with peer review or peer workshops. How to make peer workshops more effective. Modeling and practicing effective kinds of feedback for peer review.
 - **Due: Second draft of Project 2**
- Peer-review workshop. This workshop is the only opportunity to get feedback on the second draft.
 - **Due: Third draft of Project 2**
- Reflect on the process of composing Project 2 and record insights in a print genre of choice (e.g., an informal journal entry, an open letter, an annotated conceptual map, etc.). Share reflections and discuss responses.

Week 9:

- Overview of prompt for Project 3
- Explain prompt for Project 3. Invention activity to establish a focus for research investigation and contribution to the field. Practice with preliminary research to develop a working research question. The activity will culminate in a research proposal.

Week 10:

- Discuss research strategies
- Review research databases in FAU Library relevant to your field
 - **Due: First draft of Project 3** (This draft will take the form of a research essay proposal)
 - Peer-review workshop with “mini-conferences.”

Week 11:

- Continued research
 - In-class review of sources
 - Review/compare sources, identify research conversations
- Review assignment criteria and expectations for Research Presentations

Week 12:

- Continued research
 - **Due: Second draft of Project 3**
 - Peer-review workshop with “mini-conferences.”
- Preparation for Research Presentations

Week 13:

- Continued research
- Continued preparation for research presentations

Week 14:

- Begin research presentations

Week 15:

- Complete research presentations
 - **Due: Third draft of Project 3**

From: [Regis Fox](#)
To: [Robin Larson](#)
Subject: FW: WAC approval of ENC 2135 Writing and the Research Process
Date: Wednesday, April 2, 2025 11:37:09 AM

FYI

Regis M. Fox, Ph. D (she/her)
Associate Professor of English
Director of Undergraduate Studies
Florida Atlantic University
Resistance Reimagined: Black Women's Critical Thought as Survival (2017)

From: Wendy Hinshaw <WHINSHAW@fau.edu>
Date: Wednesday, April 2, 2025 at 10:49 AM
To: Regis Fox <mannr@fau.edu>
Cc: Oliver Buckton <obuckton@fau.edu>
Subject: FW: WAC approval of ENC 2135 Writing and the Research Process

Hi Regis, Can you please include the below email with the other materials for ENC 2135?
This is to show that the course has been approved for WAC.

Thanks,
W

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Dr. Wendy Wolters Hinshaw
Director of Writing Programs
Associate Professor, Department of English
Florida Atlantic University
whinshaw@fau.edu
561.297.3838
she/her/hers

From: Julianne Zvolensky <jzvolensky@fau.edu>
Date: Tuesday, April 1, 2025 at 11:09 AM
To: Wendy Hinshaw <WHINSHAW@fau.edu>
Cc: Sipai Klein <kleins@fau.edu>, Maria Jennings <mjenning@fau.edu>, Oliver Buckton <obuckton@fau.edu>
Subject: WAC approval of ENC 2135 Writing and the Research Process

Hello Prof. Hinshaw,

The syllabus that you submitted for ENC 2135 Writing and the Research Process for WAC review as an ENC 1102 replacement course has been approved for WAC designation.

Please make a note that while this version of the course will share the same call number as the existing Honors College course, the HC version of the course does *not* currently carry a WAC designation. All the departments involved should make a note to double-check the course attributes for this course each time it is offered to make sure it is correctly marked in the Banner course schedule.

Best,
Julianne

Julianne Zvolensky

Assistant Director, Writing Across Curriculum

Senior Instructor, Department of English

Florida Atlantic University

jzvolensky@fau.edu

she/her/hers

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