ENC 1102 expands upon the writing and rhetorical skills learned in ENC 1101 by placing additional emphasis on argument and researched writing. Through a deeper focus on research, writers will hone their abilities to locate, evaluate, and document sources, and to incorporate them smoothly and responsibly into their own writing. Students will learn about primary and secondary research, employing the research methods that best fit their chosen rhetorical purpose and audience. The course reviews rhetorical concepts covered in ENC 1101 to ensure that students leave first-year writing with a rhetorical understanding and vocabulary that will assist them in other writing contexts. It then takes students through an extended research process.

Through structured invention activities, students generate ideas for their final project early in the term. Ideally students will thoroughly research their primary topic throughout the term, producing thoughtful and engaging researched arguments that respond to research questions that engage students and their chosen audiences.

Course work consists of four major projects (1,000-2,000 words in length).

**Course Outcomes:**

By the end of ENC 1102, students will

- Write to achieve varying purposes and to engage different audiences;
- Understand the structure of closed-form arguments (including claim, reasons, evidence, counter-argument, and underlying assumptions);
- Employ effective persuasive appeals;
- Generate research questions that lead to meaningful inquiry;
- Show knowledge of conventions of academic research, including the ability to locate, evaluate, and document sources and to incorporate sources effectively into their work;
- Further their rhetorical vocabulary for understanding and talking about writing, becoming more adept at understanding and employing rhetorical concepts taught in ENC 1101 and learning new concepts related to research and argumentation.
- Understand the complexities of academic plagiarism.
Major Writing Projects with Unit Learning Outcomes

Instructors should choose three major writing projects along with a research proposal.

Research Proposal

At the end of the unit, students should

- Complete a writing project with the purpose of convincing their reader of the feasibility of their proposed research project;
- Define an area of interest appropriate for extended research;
- Define a problematic, significant and interesting question which will be explored and refined in the research;
- Demonstrate that adequate resources are available for the topic;
- Identify an audience or discipline appropriate for the topic;
- Develop a plan for effectively managing, organizing and conducting a research project.

Writing to Explore

Instructors assign either an exploratory narrative or an annotated bibliography with critical preface. At the end of the unit, students should

- Show a promising start to their capstone extended writing project, engaging with sources related to their research question and illustrating a feasible approach to research;
- Pose a timely research question that is likely to engage a chosen audience;
- Conduct relevant research (taking detailed notes while rhetorically locating, evaluating and analyzing sources);
- Choose sources purposefully and reflectively, rather than randomly;
- Effectively summarize, analyze, and synthesize the ideas of others;
- Read sources with attention to their rhetorical context;
- Employ dialectic thinking using thesis, antithesis, and synthesis;
- Demonstrate engagement with sources and wrestling with ideas to explore the research question;
- Document the evolution of the writer’s thinking by recounting the research process and subsequent analysis;
- Employ editing strategies appropriate to the audience and purpose to cultivate a convincing scholarly ethos.

Understanding Field Research
Instructors assign either an analysis of field research data or an informative essay. At the end of the unit, students should

- Write with a primary rhetorical purpose to inform;
- Respond to the needs of chosen or assigned audience;
- Demonstrate engagement with focused and meaningful research questions;
- Demonstrate rhetorically-effective use of primary research (interview, observation, survey questionnaire, or a combination of the three);
- Cite primary sources correctly in appropriate citation style;
- Effectively incorporate research materials into the document;
- Produce a final draft that shows evidence of a thoughtful writing process, including invention, revision, and proof-reading;
- Use syntax, punctuation, and spelling effectively in service of rhetorical purpose.

**Writing to Persuade**

Instructors assign a classical argument or a proposal to solve a problem. At the end of the unit, students should

- Produce a thoughtful, logically structured, and well-researched argument;
- Show evidence of engagement with a timely topic and research question;
- Use secondary sources that are effective for the chosen audience and rhetorical purpose;
- Document secondary research (both in-text and in Works Cited) correctly according to a specified citation style;
- Use appropriately summary, paraphrase, and direct quotations to support and develop claims;
- Employ rhetorical appeals effectively;
- Produce a final draft that shows evidence of a thoughtful writing process, including invention, revision, and editing;
- Use syntax, punctuation, and spelling effectively in service of rhetorical purpose and to support the writer’s ethos.

Additionally, proposals should

- Employ rhetorical appeals effectively to create presence for the problem;
- Describe the problem in ways that appeal to the interests and values of the audience;
- Write a well-designed argument justifying a workable solution to the problem;
- Address counterargument by discussing alternatives, rationale, and outcomes;
• Employ an effective document design using appropriate layout, clear headings, and visuals;

• Use conventions of the discipline and/or decision-making group your project addresses;

• Employ editing strategies appropriate to the audience and purpose.

Texts:
