

ENC1101 Expository and Argumentative Writing

Course Syllabus

Course Description

This course introduces students to the rhetorical concepts and audience-centered approaches to writing, including composing processes, language conventions and style, and critical analysis and engagement with written texts and other forms of communication.

Improving our world happens when we identify problems, come to deeply understand their complexities, and initiate change. In order to do so, we need to develop our rhetorical literacy of public communication, and we need to develop methods of communicating to public audiences, stakeholders, and decision-makers. This course examines the rhetorical and practical elements of writing effective arguments for contemporary public and academic audiences

Throughout the course, we will establish how rhetoric and argumentation affect change, how to communicate with varied audiences who have different stakes in change, and how to present a well-reasoned, strongly-supported, and clearly-expressed argument for change.

To foster our development as engaged writers, we will establish a writing culture in which we learn how to analyze messages as well as both our own and our peers' writing.

To foster our development as engaged community members, we will establish a culture of reading and listening that applies strategies of rhetorical listening and critical analysis.

Within the course theme, students will explore a problem within their sphere through different forms of argumentation and different genres. Throughout the semester, students will also learn to incorporate multi-modal elements to their written work. In these units, we will apply our knowledge of rhetoric and persuasion to real-world issues revolving around the theme of writing for social change.

In the culminating section of the course, we will write to change the world in a very literal way. In a proposal argument, we will describe a significant problem and a reasonable solution. Applying all of the skills developed in the first parts of the course, we will put our ideas into action in such a way that moves an audience to act, not hypothetically, but in the real world and for a real audience

As we practice our argumentative skills through the semester, we will also improve our critical thinking through reading, writing, and discussion, and will attend to basic research skills, including documentation and avoiding plagiarism. Additionally, we will examine and practice academic conventions of word choice, sentence structure and variation, and paragraph formation.

Texts will include traditional sources such as a writing handbook, textbook, and reader, but we will also examine the arguments in other texts—in popular culture, advertisements, and websites, for example.

General Education Student Learning Outcomes

Content: Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline. Students will engage in writing processes that involve drafting, revising, and reflecting.

Communication: Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline. Students will apply rhetorical knowledge to communicate for a range of audiences and purposes.

Critical Thinking: Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems. Students will employ critical thinking to analyze forms of communication.

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 Proposal Presentation assignment, 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 1101, these objectives will be met in a variety of ways. Each major writing assignment, such as the Causal Analysis, Evaluation, and Proposal assignment constitutes a type of writing that requires a different type of argumentation, writing style, research approach, and format. Especially important in all the assignments is adapting thesis statements, claims, evidence, and logic for different multimodal genres, such as blogs, reports, proposals, and prospectus. This requires attention to different audiences, purposes, and contexts. For example, the Causal Analysis requires the thesis statement, claims, and evidence to be adapted into a blog for a public community audience, while the Evaluation report requires claims, evidence, and logic to be presented more formally in a report for key stakeholders. Every assignment emphasizes clarity, cohesiveness, conciseness, and stylistic elements essential to writing in academic disciplines.

ENC1101 Course Learning OUTCOMES

By the end of ENC 1101, students will be able to

- plan, draft, revise, edit, and proofread forms of argumentative essays
- read, write, and think critically
- adapt writing to different audiences, purposes, and contexts
- use evidence to effectively support argumentative claims or theses
- write an organized, logical argument
- avoid plagiarism
- write coherent, cohesive, and clear paragraphs
- create direct, grammatically-correct sentences
- demonstrate a clear, graceful writing style

COURSE SCHEDULE

Refer to the Course Summary below for the schedule.

COURSE Map

Refer to the [Course Map](#)

for an overview of the modules that shows the alignment between the learning objectives and assignments.

Course Requirements

Required TextbookS

Textbook:

Lunsford, Andrea & Michael Brody. *Everyone's An Author*. 4th ed. W.W. Norton & Company, 2020.

ISBN: 978-1-324-04534-2

Writing Handbook:

Bullock, Richard, Michal Bordy, and Francine Weinberg. *The Little Seagull Handbook*, 4th ed. New York: W.W. Norton & Co., 2022. Digital.

Note: The digital and new printed version of *Everyone's an Author* come with *The Little Seagull Handbook*.

You MUST purchase the textbook and you MUST purchase the 4th edition. This course participates in the [UF All Access program](#). [Log in](#) and opt-in to gain access to your UF All Access course materials. **The opt-in option ends 3 weeks after the semester begins, so be sure to opt-in before this deadline to participate in All Access.** UF All Access will provide you with your required materials digitally at a reduced price, and the charge will be posted to your student account; if you do not opt-in before the deadline, you will have to purchase the textbook independently. Using UF All Access is not required, but due to the digital connection between *The Little Seagull Handbook* and our Canvas course, that text must be purchased digitally through one of the following options:

- **Purchase through UF All Access.**
- **Purchase from the publisher through the link on the Canvas course.**
- **Purchase an access code and enter it through the link on the Canvas course.**

You must purchase the textbook and not participate in a free trial! If you do not opt-in or purchase the book through another means, you will lose access to the textbook and the integrated Inquizitive assignments and you will NOT be able to complete assignments. Be sure you have paid for the textbook and are not simply using a free trial of the textbook.

Prerequisites

There are no prerequisites for this course.

Minimum Technology Requirements

The University of Florida expects students entering an online program to acquire computer hardware and software appropriate to his or her degree program. Most computers are capable of meeting the following general requirements. A student's 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)

Individual colleges may have additional requirements or recommendations, which students should review before starting their program.

Minimum Technical Skills

To complete your tasks in this course, you will need a basic understanding of operating a computer and using word processing software.

Materials/Supply Fees

There is no supply fee for this course.

Zoom

Zoom is an easy-to-use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants.

You can find resources and help using Zoom at the [UF Zoom website](#).

ASSIGNMENT DESCRIPTIONS

Personal Engagement in a Public Conversation (300 words; 50 points)

Write an op-ed or call-in statement to a decision-maker that covers personal testimony or impact about an issue in your community. This assignment can be completed as a document or audio recording (with transcript). This assignment requires at least one authoritative source to support your point (for example, a statistic or a commiserate statement).

Issue Prospectus (500 words; 75 points)

Write a prospectus of the problem that includes the questions you'd like to answer, the importance of finding a solution, your personal interest or stake in the subject matter, and a list of 5 authoritative sources with annotations.

Causal Analysis (1500 words; 100 points)

Using research and logical reasoning, write an analysis of either what caused a problem or projects what potential impact/effect(s) the problem could have the community.

Evaluating Solutions Report (1500 words; 100 points)

Evaluate at least two solutions according to a developed set of reasonable criteria for the context, ending with a brief comparison and possible recommendation for one, the other, or for seeking a new solution.

Writing Self-Assessment (400 words; 80 points)

Students will look back at their writing thus far, and analyze their progress and development in the course. Specifically, students will identify areas of their writing that need work and describe a plan for improvement.

Proposal (2000 words; 200 points) and Proposal Presentation (50 points)

For the final paper, students will propose a solution to the problem they've been working with all semester. This includes a problem state that details what the problem is and justifies its importance, supported by authoritative sources, and a detailed solution that is feasible—paying particular attention to rhetorical scope, audience, and logical organization. Students will then use PPT to present the content of their proposal to their stakeholders in a 5 minute virtual presentation.

“in Action” Playposit Activities (6@5 points = 30 points)

Students will have 4 lectures using the Playposit tool that include questions students must answer throughout the video. These lectures guide students through examples of rhetorical analysis, causation, evaluation, and proposal in action.

Writing Process Reports (6@5 points = 30 points)

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

Peer Review (4@20 points = 80 points)

Students will participate in peer review for each paper by providing a complete draft and giving useful feedback.

Discussion Boards (7@10 points = 70 points)

Students will use small group discussion boards to practice the skills and prepare the content for the papers.

Quizzes (135 points total)

These include: a Course Orientation Quiz (5 points), Plagiarism Tutorial (0 points), 5 Unit Content Quizzes (5 points each), How to Use InQuizitive (10 points), and 19 InQuizitive Quizzes (5 points each). Students will have short quizzes after each unit's readings and introductory lecture to test for comprehension and knowledge application. Some units have additional quizzes about specific concepts as well. Students will also complete certain InQuizitive quizzes to develop their style, grammar, and mechanics skills. InQuizitive quizzes are adaptive, which means they require you to meet a threshold (and they help you along the way); they do not penalize you for not knowing the answer.

Optional Revision

Students will be offered the opportunity to revise the **Personal Engagement in a Public Conversation, Causal Analysis, or Evaluation of Solutions**. See assignment in Canvas for requirements and deadline.

Grading Policy

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](#).

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**.

Grading Scale

Grades will be assigned based on the following:

Grade	Grade Point	Percentage	Points
A	4.0	100%-94%	1000-940
A-	3.67	93%-90%	900-939
B+	3.33	89%-87%	899-870
B	3.0	86%-84%	869-840
B-	2.67	84%-80%	849-800
C+	2.33	79%-77%	799-770
C	2.0	76%-74%	769-740
C-	1.67	73%-70%	739-700
D+	1.33	69%-67%	699-670
D	1.0	66%-64%	669-640
D-	0.67	63%-60%	639-600
E	0.00	59%-0%	599-0

See the current [UF Grading Policies](#) for more information.

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.

	Satisfactory	Unsatisfactory
Content	Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion with a 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 & 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 to guide the reader.
Argument & Support	Documents use persuasive and confident presentation of ideas, strongly supported with evidence.	Documents make only weak generalizations, providing little or no support, as in summaries

	Satisfactory	Unsatisfactory
Style	<p>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.</p> <p>Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.</p>	<p>or narratives that fail to provide critical analysis.</p> <p>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.</p>
Mechanics	<p>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.</p>	<p>Papers contain so many mechanical or grammatical errors that impede the reader's understanding or severely undermine the writer's credibility.</p>

Course Policies

Acceptable Reasons for Late Work

The university policies on absences can be found at catalog.ufl.edu/ugrad/current/regulations/info/attendance.

Every activity and due date are 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.

Failure of technology is not an excuse.

Making up missed work due to documented illness or emergency is at the discretion of the instructor on a case-by-case basis. Please contact the instructor or, when applicable, the Dean of Students Office (umatter.ufl.edu) as soon as you can to make them aware of the documented illness or emergency.

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](#).

Important Tip: You should never copy and paste something from the Internet without providing the exact location from which it came.

Working With Others

Participation with classmates is a crucial part of success in this class. Students will be expected to participate in small group discussions 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 MS Word (.doc, .docx) documents to Canvas. Final drafts should be polished and presented in a professional manner. All papers must be in 12-point Times New Roman or Calibri font, double-spaced with 1-inch margins, and pages numbered unless otherwise instructed.

Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course by completing [online evaluations](#). 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](#).

Writing Studio

The University Writing Studio is located in Turlington 2215 (currently having online-only appointments) and is available to all UF students. Free appointments can be made up to twice a week. See writing.ufl.edu/writing-studio to learn more.

Students in Distress

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

UF Policies

University Policy on Accommodating Students with Disabilities

Students with disabilities requesting accommodations should first register with the [Disability Resource Center](#) (352-392-8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to

the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

University Policy on Academic Conduct

UF students are bound by The Honor Pledge, which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: 'On my honor, I have neither given nor received unauthorized aid in doing this assignment.'"

The [Student Honor Code and Student Conduct Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Netiquette and Communication Courtesy

All class members are expected to follow rules of common courtesy in all email messages, threaded discussions, and chats.

Getting Help

Technical Difficulties

For issues with technical difficulties for Canvas, please contact the UF Help Desk at:

- helpdesk.ufl.edu
- (352) 392-HELP (4357)
- Walk-in: HUB 132

Any requests for make-ups due to technical issues should be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You should e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Health and Wellness

- **U Matter, We Care:** If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit the [U Matter We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

- **Counseling & Wellness Center:** Visit the [UF Counseling & Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [UF Student Health Care Center website](#).
- **University Police Department:** Visit the [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room/Trauma Center:** For immediate medical care in Gainesville, call 352-733-0111, or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [UF Health Shands Emergency Room/Trauma Center website](#).

Academic and Student Support

- **Career Connections Center:** Career assistance and counseling services. 352-392-1601; [UF Career Connections Center website](#).
- **Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources. [UF George A. Smathers Libraries Ask-A-Librarian website](#)
- **Teaching Center:** General study skills and tutoring. 352-392-2010; [UF Teaching Center website](#)
- **Writing Studio:** Help brainstorming, formatting, and writing papers. 352-846-1138; [University Writing Program Writing Studio website](#)

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. Guidance on how to give feedback in a professional and respectful manner is available at the [Providing Constructive Feedback website](#). 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 the [GatorEvals website](#). Summaries of course evaluation results are available to students at the [GatorEvals Public Results website](#). More information about UF's course evaluation system can be found at the [GatorEvals - Faculty Evaluations website](#).

Tips for Success

Taking a course online can be a lot of fun! Here are some tips that will help you get the most of this course while taking full advantage of the online format:

- Schedule "class times" for yourself. It is important to do the coursework on time each week. You will receive a reduction in points for work that is turned in late!
- Read ALL of the material contained on this site. There is a lot of helpful information that can save you time and help you meet the objectives of the course.
- Print out the Course Schedule located in the Course Syllabus and check things off as you go.
- Take full advantage of the online discussion boards. Ask for help or clarification of the material if you need it.
- Do not wait to ask questions! Waiting to ask a question might cause you to miss a due date.
- Do your work well before the due dates. Sometimes things happen. If your computer goes down when you are trying to submit an assignment, you'll need time to troubleshoot the problem.
- To be extra safe, back up your work to an external hard drive, thumb drive, or through a cloud service.

Privacy and Accessibility Policies

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

- Instructure (Canvas)
 - [Instructure Privacy Policy](#)
 - [Instructure Accessibility](#)
- Sonic Foundry (Mediasite Streaming Video Player)
 - [Sonic Foundry Privacy Policy](#)
 - [Sonic Foundry Accessibility](#)
- PlayPosit
 - [PlayPosit Privacy Policy](#)
 - [PlayPosit Accessibility](#)

- Zoom
 - [Zoom Privacy Policy](#)
 - [Zoom Accessibility](#)
- YouTube (Google)
 - [YouTube \(Google\) Privacy Policy](#)
 - [YouTube \(Google\) Accessibility](#)
- Microsoft
 - [Microsoft Privacy Policy](#)
 - [Microsoft Accessibility](#)