

ENC 1101: Expository and Argumentative Writing

Lead Instructor and Writing Coaches

For information about your instructor and writing coaches, please refer to the Your Instructor page on Canvas.

Course Description

This course examines the rhetorical and practical elements of writing to solve problems and improve our communities.

Throughout the course you will work to identify a problem, analyze its causes, evaluate solutions, and develop a proposal to solve it. In these units, you will apply your knowledge of rhetoric and persuasion to real-world issues. You will be writing to real audiences with a stake in the issues. You will compose documents with practical applications and in forms that are transferable to college classrooms and on the job.

As you practice your written communication skills, you will also improve your critical thinking through reading, writing, and discussion, attend to basic research skills, including documentation and avoiding plagiarism, learn to use multimodal elements, and examine and practice conventions of style, document design, and language mechanics.

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.

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

Required Texts

Textbook:

Lunsford, Andrea, Michal Brody, Lisa Ede, Beverly Moss, Carole Clark Papper, and Keith Walters. *Everyone's an Author with Readings*, 3rd ed., New York: W.W. Norton & Co., 2021.

Writing Handbook:

Bullock, Richard, Michal Brody, and Francine Weinberg. *The Little Seagull Handbook*, 4th ed. New York: W.W. Norton & Co., 2021. Digital version.

Note: *The Little Seagull Handbook* digital version comes with *Everyone's an Author* when purchased through UF All Access, digitally through Norton, or as a new (not used) hard copy. If you buy a used copy of the textbook, you will need to purchase digital access to *The Little Seagull Handbook*.

This course participates in the UF All Access program. You can login at the following website and opt-In to gain access to your UF All Access course materials - <https://www.bsd.ufl.edu/AllAccess> – 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. This option will be available starting one week prior to the start of the semester and ends three weeks after the first day of class.

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 one of the following options: (1) opt-in to UF All Access, (2) purchase this book from the publisher through the link on the Canvas course, or (3) purchase an access code and enter it through the link on the Canvas course.

Assignment Descriptions (Total Points Possible: 1000)

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 (300 words; 50 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.

Evaluation of Solutions (1500 words; 150 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; 50 points)

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

Proposal (2000 words; 200 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.

"in Action" Playposit Activities (5 @20 points = 100 points)

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

Peer Review (4@15 points = 60 points)

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

Discussion Boards (2@10 points and 5@20 points = 120 points)

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

Quizzes (Course Orientation Quiz, Plagiarism Tutorial, Unit Content Quizzes, and InQuizitive @5points = 140)

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 & Course Credit Policies

Grading for this course will be rigorous. If an assignment illustrates disregard for spelling, grammar, citation guidelines, or a general carelessness in the writing, the assignment will be failed. Do not rely on your instructor for copy-editing, even on drafts.

The writing assignments for this course are designed to meet the minimum requirements of the University Writing Requirement credit. To satisfy this requirement, **every** assignment's word count must be fulfilled. **Submitted assignments short of the minimum word count will receive zero credit.**

General Education Learning Outcomes

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.

Earning general education composition credit, students will

- Demonstrate forms of effective writing (focusing on analyses, arguments, and proposals)
- Learn different writing styles, approaches, and formats and successfully adapt writing to different audiences, purposes, and contexts; effectively revise and edit their own writing and the writing of others
- Organize complex arguments in writing, using thesis statements, claims, and evidence
- Employ logic in arguments and analyze their own writing and the writing of others for errors in logic
- Write clearly and concisely consistent with the conventions of standard written English
- Use thesis sentences, claims, evidence, and logic in arguments

You must pass this course with a “C” or better to satisfy the General Education requirement for Composition (C) and to receive the 6,000-word University Writing Requirement credit (E6). **A grade of “C-” will not** confer credit for the University Writing Requirement or the CLAS Composition (C) requirement.

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

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 (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	Documents make only weak generalizations, providing little or no

	provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	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.

Course Policies

Acceptable Reasons for Late Work

The university policies on absences can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

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 Lead Instructor on a case-by-case basis. Please contact the Lead Instructor or, when applicable, the Dean of Students Office (<http://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, which can be found at <https://sccr.dso.ufl.edu/students/student-conduct-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 at <http://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/results>.

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 <https://writing.ufl.edu/writing-studio/> to learn more.

Students with Disabilities

The University of Florida complies with the Americans with Disabilities Act. Students requesting accommodation should contact the Students with Disabilities Office, Reid Hall. That office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. Visit <https://drc.dso.ufl.edu/> for more information.

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: <http://umatter.ufl.edu>, umatter@ufl.edu, 352-294-2273 (CARE)

Dean of Students: <https://dso.ufl.edu/>, 202 Peabody Hall, (352) 392-1261

Course Schedule

This schedule is only a guide and is subject to change. Refer to the course calendar on Canvas for the most up-to-date information.

Week/Date	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1 8/23-27 Drop/Add	Begin Course Orientation				Due: <ul style="list-style-type: none"> • Course Orientation Quiz • Plagiarism Tutorial • Introductions Discussion Board (DB) • InQuizitive quizzes (IQ)
Week 2 8/30-9/3	Begin Unit 1		Due: <ul style="list-style-type: none"> • Unit 1 Quiz 		Due: <ul style="list-style-type: none"> • Rhetorical Awareness in Action
Week 3 9/6-10	NO CLASSES – UNIVERSITY HOLIDAY (Labor Day)	Due: <ul style="list-style-type: none"> • Unit 1 DB, part 1 		Due: <ul style="list-style-type: none"> • Unit 1 DB, part 2 	Due: <ul style="list-style-type: none"> • Unit 1 Language Lesson (LL)
Week 4 9/13-17	Due: <ul style="list-style-type: none"> • Personal Engagement in a Public Conv. 	Begin Unit 2		Due: <ul style="list-style-type: none"> • Unit 2 Quiz 	Due: <ul style="list-style-type: none"> • Rhetorical Analysis in Action
Week 5 9/20-24	Due: <ul style="list-style-type: none"> • Unit 2 DB, part 1 		Due: <ul style="list-style-type: none"> • Unit 2 DB, part 2 		Due: <ul style="list-style-type: none"> • Unit 2 LL
Week 6 9/27-10/1	Peer Review of Prospectus begins at 8:00am (draft due Sun. 9/26 @11:59pm)	Peer Review of Prospectus ends at 11:59pm	Due: <ul style="list-style-type: none"> • Prospectus 	Begin Unit 3	Due: <ul style="list-style-type: none"> • Unit 3 Quiz
Week 7 10/4-8	Due: <ul style="list-style-type: none"> • Logical Fallacies Quiz • Causal Analysis in Action 		Due: <ul style="list-style-type: none"> • Unit 3 DB, part 1 	Due: <ul style="list-style-type: none"> • Unit 3 DB, part 2 	NO CLASSES – UNIVERSITY HOLIDAY (Homecoming)
Week 8 10/11-15	Due: <ul style="list-style-type: none"> • Unit 3 LL 		Peer Review of Causal Analysis begins at 8:00am (draft due Tues. 10/12 @11:59pm)	Peer Review of Causal Analysis ends at 11:59pm	Due: <ul style="list-style-type: none"> • Causal Analysis

Week 9 10/18-22	Begin Unit 4		Due: ● Unit 4 Quiz		Due: ● Evaluation in Action
Week 10 10/25-29	Due: ● Unit 4 DB, part 1		Due: ● Unit 4 DB, part 2		Due: ● Unit 4 LL
Week 11 11/1-5	Peer Review of Evaluation begins at 8:00am (draft due Sun. 10/31 @11:59pm)	Peer Review of Evaluation ends at 11:59pm	Due: ● Evaluation	Begin Unit 5	
Week 12 11/8-12	Due: ● Unit 5 DB (Taking Stock)		Due: ● Unit 5 LL	NO CLASSES – UNIVERSITY HOLIDAY (Veterans Day)	Due: ● Writing Self-Assessment
Week 13 11/15-19	Begin Unit 6		Due: ● Unit 6 Quiz		Due: ● Proposal in Action
Week 14 11/22-26	Due: ● Unit 6 DB, part 1	Due: ● Unit 6 DB, part 2	NO CLASSES – UNIVERSITY HOLIDAY (Thanksgiving Break)	NO CLASSES – UNIVERSITY HOLIDAY (Thanksgiving Break)	NO CLASSES – UNIVERSITY HOLIDAY (Thanksgiving Break)
Week 15 11/29-12/3	Due: ● Unit 6 LL		Peer Review of Proposal begins at 8:00am (draft due Tues. 11/30 @11:59pm)	Peer Review of Proposal ends at 11:59pm	
Week 16 12/6-10	Due: ● Proposal		Due: ● Optional Revision <i>Last day of classes</i>	NO CLASSES – READING DAYS	NO CLASSES – READING DAYS