ENC 1101: Expository and Argumentative Writing Spring 2024

Class Number: 24196
Instructor:
Email: TBA@ufl.edu
Office Hours and Location: TBA
Class meeting days/periods: MWF 6

Course Description

Credits: 3

Prerequisites: None

General Education: Composition, satisfies 6,000 words of the Writing Requirement

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.

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

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) purchase this book through 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.

Textbook:
Lunsford, Andrea & Michael Brody. *Everyone's An Author*. 3rd ed. W.W. Norton & Company, 2020.

Writing Handbook:
Bullock, Richard, Michal Bordy, and Francine Weinberg. *The Little Seagull Handbook,* 3rd ed.
New York: W.W. Norton & Co., 2017. Digital.

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

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 (500 words; 100 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; 150 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; 100 points)
Looking back at your writing thus far, you will analyze your progress and development in the course. Specifically, students will identify areas of their writing that need work and describe a plan for improvement.

Proposal (1800 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 statement 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.

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.

Homework, Quizzes & In-Class Activities (170 points)
Your instructor will assign In-class activities, homework, and/or quizzes throughout the semester. Your instructor will provide details about these activities.

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	94-100	940-1000		C	2.0	74-76	740-769
A-	3.67	90-93	900-939		C-	1.67	70-73	700-739
B+	3.33	87-89	870-899		D+	1.33	67-69	670-699
B	3.0	84-86	840-869		D	1.0	64-66	640-669
B-	2.67	80-83	800-839		D-	0.67	60-63	600-639
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	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas.

	synthesizing sources, and provide an adequate discussion with basic understanding of sources.	Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the satisfactory range, papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

Course Policies

Absences & Late Work

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

Attendance is required. The policy of the University Writing Program is that if students miss more than **six periods** during the term, they will fail the entire course. Double periods count as two absences. The UWP exempts from this policy only those absences due to university-sponsored events, such as athletics and band, religious holidays, quarantine, illness, or serious family emergencies.

Every activity and due date is 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 your instructor as soon as possible to work out an acceptable deadline.

Failure of technology is not an excuse. Students are responsible for making sure their submissions are fully turned in on Canvas and do not contain corrupted files.

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 (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.

Recording Policy

Class lectures may only be recorded for purposes defined by House Bill 233/Section 1004.097. A class lecture does not include academic exercises involving student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

A recording of a class lecture may not be published without the consent of the lecturer. Publish is defined as sharing, transmitting, circulating, distributing, or providing access to a Recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. A recording, or transcript of the recording, is considered to be published if it is posted on or uploaded to, in whole or part, any media platform, including but not limited to social media, book, magazine, newspaper or leaflet. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

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. Papers without other formatting guidelines 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 whom 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.

Textbook readings are abbreviated as EA (*Everyone's an Author*) and LSH (*The Little Seagull Handbook*). Chapters listed without page numbers require reading the entire chapter. Chapters listed with page numbers indicate only those pages required.

Unit 1: Rhetorical Awareness

Week 1:
- Week 1 Course Introduction
- *Everyone's an Author (*Hereafter "EA"):
  - "Is everyone an author?" (p.xxix-xxxivl) "The need for rhetoric and writing" (p.1-4)
  - Chapter 1: Thinking Rhetorically (p.5-17)
  - "Join the conversation: Collaborate! Engage! Participate!" (p.27) Chapter 6: Reading Rhetorically (p.67-78)
- Practice finding and analyzing persuasive messages in your community
- Introduce Personal engagement in a public conversation assignment

Week 2:
- *The Little Seagull Handbook* (Hereafter LSH)
  - W-1 Rhetorical Contexts (p.2-8)
  - W-3 Reading Strategies (p.9-16)
  - W-4a, b, c: Writing Processes, Generating Ideas, Developing a Tentative Thesis, and Organizing and Drafting
  - W-9 Rhetorical Analyses
- Read from EA:
  - Chapter 9: Managing the Writing Process (p.109-123)
- Practice ethical listening
- **Personal engagement in a public conversation assignment DUE**

Unit 2: Rhetorical Analysis

Week 3:
- Mon. 9/5 – No classes – University holiday – Labor Day
- Read from EA:
  - Chapter 3 Rhetorical Situations (p.28-34)
  - Chapter 14 "Writing Analytically," (p. 229-251)
  - Chapter 12 "Arguing a Position" (p. 143-161)
  - Chapter 14 "Writing Analytically" (p. 262-271)
- Read from LSH:
  - W-8 Arguments
  - LSH: W-2 Academic Contexts
- Introduce Issue Prospectus assignment

Week 4:
- Read from EA:
  - Chapter 11 Choosing Genres (p.137-142)
  - Chapter 20 Starting Your Research (p.477-485)

- o Chapter 18 Analyzing and Constructing Arguments (p.411-440)
  - o Chapter 34 Designing What You Write "Thinking Rhetorically about Design" (p.757-759)
  - o Chapter 32 How to Craft Good Sentences through "Simple Sentences: One Main Idea (p.694-696)
- Read from LSH:
  - o R-1 Doing Research
  - o W-6, W-6a, W-6b Design Elements

Week 5:
- Read from EA:
  - o Chapter 34 Designing What You Write "Thinking Rhetorically about Design" (p.757-759)
  - o Chapter 4 Meeting the Expectations of Academic Writing (p.35-49)
  - o Chapter 5 Writing and Rhetoric in the Workplace (p.50-64)
- Read from LSH:
  - o W-6, W-6a, W-6b Design Elements
  - o (S-1) 1) What is a sentence? Who does what? (
  - o (S-2) sentence fragments
  - o (S-7) parallel structure
  - o Chapter 33 Editing Errors That Matter "Editing Sentences" and "Fragments" (p.714-717)
- **Issue Prospectus assignment DUE**

Unit 3: Cause & Effect

Week 6:
- Read From EA
  - o Chapter 14 "Causal Analysis," (p. 246-247) and "If you're analyzing causes" (p.266-267)
  - o Chapter 19 "Strategies for Supporting an Argument," (p. 453-455)
  - o Chapter 8 Distinguishing Facts from Misinformation (p.98-108)
  - o Chapter 7 Annotating, Summarizing, Responding (p.79-97)
  - o Chapter 21 Finding Sources (p.486-505)
- Read from LSH:
  - o (W5, W5 a and b) paragraphs- focusing on the main point and developing the main point
- Practice identifying causes and effects
- Introduce Causal Analysis assignment

Week 7:
- Read from EA:
  - o Chapter 22 Keeping Track/Managing Information Overload (p.515-519)
  - o Chapter 23 Evaluating Sources (p.520-528)
  - o Recommended: Chapter 24 Annotating a Bibliography (p.529-533)
  - o Chapter 35: Writing in Multiple Modes through "Considering Your Rhetorical Situation" (p.776-779) and "Blogs" (p.781-784)
- Read from LSH:
  - o R-2 Evaluating Sources
  - o Recommended: W-16 Annotated Bibliographies

- o   (W5, W5c, d, and e)- cohesiveness
- Fri. 10/7 – No classes – University holiday – Homecoming

Week 8:
- Read from EA:
    - o   Chapter 25 Synthesizing Ideas (p.534-540)
    - o   Chapter 26 Quoting, Paraphrasing, Summarizing (p.541-554)
    - o   Chapter 27 Giving Credit, Avoiding Plagiarism (p.555-562)
    - o   Chapter 29: APA Style "In-text Documentation" (p.621-624) and "Reference List" (p.625-626, then use p.626-644 as reference)
- Read from LSH:
    - o   W-10 Reports
    - o   (L1, L2, L4, L6) appropriate, precise, and unnecessary words, and words often confused
- **Causal Analysis DUE**

Unit 4: Evaluation

Week 9:
- Read from EA:
    - o   Chapter 16 "Two Thumbs Up": Writing a Review (p.328-344; 356-361)
    - o   Chapter 34 Designing What You Write: Choosing Fonts, Adding Headings, and Using Color (p.760-762)
- Read from LSH:
    - o   (P-1) Commas & (E-5) Editing Commas
    - o   (L-9, L-10, & L-11) inclusive language and Englishes
    - o   (S-6) pronouns/antecedents
- Introduce Evaluation assignment
- Explore Solutions

Week 10:
- Spring Break

Week 11:
- **Evaluation assignment DUE**

Unit 5: Reflection

Week 12:
- Read from EA:
    - o   Chapter 37 Assembling a Portfolio "Reflecting on Your Writing" and "A Sample Portfolio Statement" (p.812-814)
- Read from LSH:

- o   W-15 Reflections
- o   W-4e Taking Stock and Revising
- o   W-4f Editing and Proofreading
- o   E-1 through E-6 Editing the Errors That Matter
- Fri. 11/11 – No classes – University holiday – Veterans Day

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Unit 6: Proposal

Week 13:
- Read from EA:
  - o   Chapter 17 "Making a Proposal" (p. 371-382)
- Read from LSH:
  - o   W-14 Proposals
- **Introduce Proposal assignment**
- **Writing Self-Assessment DUE**

Week 14:
- Read from EA:
  - o   Chapter 17 "Making a Proposal" (p. 391-404)
- Introduce Proposal assignment
- Wed. 11/23-Fri.11/25 – No classes – University holidays – Thanksgiving break

Week 15:
- Read from EA:
  - o   Chapter 12 Strategies for Supporting an Argument "Problem/Solution" (p.469-470)
- Read from LSH:
  - o   R-3 Synthesizing Ideas
  - o   APA Style (p.201-231)
- Proposal Writing Workshop
- Proposal Peer Review

Week 16:
- Course Evaluations
- **Proposal assignment DUE**
- **Optional Revision DUE**