

# ENC 1101: Expository and Argumentative Writing

**SECTION:** 4G61 (17748)

**INSTRUCTOR:** Patrick Scanlon

**EMAIL:** PSCANLON@UFL.EDU

**CLASS MEETING DAYS/TIMES:** WEB/VARIOUS IN-PERSON

**OFFICE HOURS:** TBA

**OFFICE LOCATION:** ZOOM/TURLINGTON HALL 2215

## 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 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.

## ENC 1101 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

## 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*. 4th ed. W.W. Norton & Company, 2020.**

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*.

## 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; 70 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; 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)**

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 & Presentation (Proposal: 1800 words & 200 points; Presentation: 50 points = 250 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. Following the proposal, students will create a presentation for their key stakeholder about their problem and solution outlined in the proposal and record the presentation on Zoom.

**"in Action" Playposit Activities (7 @ 5 points = 35 points)**

You will have five lectures using the Playposit tool that include questions you must answer throughout the video. These lectures guide you through explanations of argument, 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)**

1 Course Orientation Quiz, 1 Plagiarism Tutorial, 5 Unit Content Quizzes, and 20 InQuizitive Quizzes. 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. 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

|    |      |        |          |    |      |       |         |
|----|------|--------|----------|----|------|-------|---------|
| 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 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 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

### 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 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/>.

Content created solely using generative AI must never be presented as original human-created work, and any content optimized or enhanced using generative AI must be disclosed and described in the Writing Process Reports or in another manner outlined by the instructor. Failure to disclose use of AI-generated writing, such as Grammarly, Quillbot, ChatGPT or Microsoft Co-Pilot, will be considered plagiarism.

### 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 <https://my-ufl.bluera.com/>. 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://my-ufl.bluera.com/results>.

### Writing Studio

The University Writing Studio is located in Turlington 2215 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](mailto: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.

| Date      | Due at 11:59pm |  |
|-----------|----------------|--|
| Mon. 6/30 | Drop/Add       |  |

|             |  |   |
|-------------|--|---|
|             | <b>Begin Course Orientation</b><br><b>Begin Unit 1</b> |   |
| Tues. 7/1   |  |   |
| Wed. 7/2    |  | Course Orientation Quiz<br>Introduction Discussion Part 1<br>Rhetorically Reading and Listening Discussion Part 1<br>Understanding and Avoiding Plagiarism Tutorial<br>Unit 1 Quiz<br>The Writing Process in Action |
| Thurs. 7/3  |  | Rhetorically Reading and Listening Discussion Part 2<br>Unit 1 Language Lesson (with 1 InQuizitive quiz)<br>Introduction Discussion Part 2<br>Writing with Technology in Action                                     |
| Thurs. 7/4  | UNIVERSITY HOLIDAY                                     | NO CLASS  |
| Fri. 7/5    |  | <b>Personal Engagement in a Public Conversation</b><br><b>Writing Process Report 1</b>  |
| Mon. 7/7    |  |   |
| Tues. 7/8   | <b>Begin Unit 2</b>                                    | Unit 2 Quiz<br>Argument Analysis in Action<br>Rhetorical Analysis Discussion Part 1   |
| Wed. 7/9    |  | Rhetorical Analysis Discussion Part 2<br>Unit 2 Language Lesson (with 5 InQuizitive quizzes)<br>Draft due for Peer Review of Prospectus   |
| Thurs. 7/10 | Peer review begins at 8:00am                           | Peer review ends at 11:59pm   |
| Fri. 7/11   |  | <b>Prospectus</b><br><b>Writing Process Report 2</b>  |



|             |  |   |
|-------------|--|---|
| Mon. 7/14   | <b>Begin Unit 3</b>                            | Logical Fallacies Quiz<br><br>Causal in Action<br><br>I've Got 99 Problems Discussion Part 1  |
| Tues. 7/15  |  | I've Got 99 Problems Discussion Part 2<br><br>Unit 3 Language Lesson (with 3 InQuizitive quizzes)   |
| Wed. 7/16   | Peer review begins at 8:00am                   | Draft due for Peer Review of Causal Analysis  |
| Thurs. 7/17 |  | Peer review ends at 11:59pm   |
| Fri. 7/18   |  | <b>Causal Analysis</b><br><br><b>Writing Process Report 3</b>   |
| Mon. 7/21   | <b>Begin Unit 4</b>                            | Unit 4 Quiz<br><br>Evaluation Practice: Argument in Action<br><br>In an Ideal World Discussion Part 1   |
| Tues. 7/22  |  | In an Ideal World Discussion Part 2<br><br>Unit 4 Language Lesson (with 5 InQuizitive quizzes)  |
| Wed. 7/23   | Peer review begins at 8:00am                   | Draft due for Peer Review of Evaluation   |
| Thurs. 7/24 |  | Peer review ends at 11:59pm   |
| Fri. 7/25   |  | <b>Evaluation</b><br><br><b>Writing Process Report 4</b>  |
| Mon. 7/28   | <b>Begin Unit 5</b><br><br><b>Begin Unit 6</b> | (Unit 5) Taking Stock Activity Discussion Part 1<br><br>(Unit 6) Unit 6 Quiz<br><br>(Unit 6) Proposal in Action   |
| Tues. 7/29  |  | (Unit 5) Unit 5 Language Lesson (with 1 InQuizitive quiz)<br><br>(Unit 5) Taking Stock Activity Discussion Part 2<br><br>(Unit 6) Identifying Stakeholders Discussion, part 1 |
| Wed. 7/30   |  |   |
| Thurs. 7/31 |  |   |

|            |                              |  |
|------------|------------------------------|--|
| Fri. 8/1   |                              | <b>Writing Self-Assessment</b><br><b>Writing Process Report 5</b>  |
| Mon. 8/4   |                              | Identifying Stakeholders Discussion, part 2<br>Unit 6 Language Lesson (with 4 InQuizitive quizzes)         |
| Tues. 8/5  | Peer review begins at 8:00am | Draft due for Peer Review of Proposal  |
| Wed. 8/6   |                              | Peer review ends at 11:59pm  |
| Thurs. 8/7 |                              |  |
| Fri. 8/8   |                              | <b>Proposal &amp; Proposal Presentation</b><br><b>Writing Process Report 6</b><br><i>Optional Revision</i> |