

ENC 1101: Expository and Argumentative Writing

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Office:

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Course Description

This course examines the rhetorical and practical elements of writing effective arguments for contemporary academic audiences.

The first part of this course will define argument for an academic audience. To foster our development as academic writers, we will establish a writing culture in which we learn how to analyze both our own and our peers' writing.

In the second part of the course, we will explore various forms of analysis used in academic reasoning. In particular, each student will use a classification analysis to define or evaluate a culture that will be his or her focus for the rest of the course; and we will use a causal analysis to determine what brings about a problem the particular culture faces. 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 be writing to change the world in a very literal way. In a proposal argument, students will describe a significant problem and a reasonable solution. Applying all of the skills developed in the first parts of the course, students will put their 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 theme of writing for social change, 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

Kirszner, Laura and Stephen Mandell. *Practical Argument*. 3rd ed. Boston, Bedford/St. Martins, 2017. Print. [You may use the UF edition or the full edition.]

Bullock, Richard, Michal Bordy, and Francine Weinberg. *The Little Seagull Handbook*, 3rd ed. New York: W.W. Norton & Co., 2017. Ebook. [To purchase or register access, follow the link in your Canvas course. DO NOT register access through Norton's website outside of Canvas. If you have opted-in to UF's All Access, you will automatically have access to the text and your student account will be charged.]

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.**

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

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.**

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.

Assignment Descriptions (Total Points Possible: 1000)

Argument Analysis (900 words; 75 points)

In this paper, students will analyze how a particular essay tries to persuade its readers through the use of argumentative claims and evidence.

Evaluation Argument (1100 words; 125 points)

In this assignment, students will choose a problem (or trend) to investigate and will describe the problem in terms of what it faces or creates, using classification as a descriptive strategy. Attention to essay structure, the use of evidence, and logic will be especially important for this paper.

Causal Analysis (1200 words; 150 points)

In the third paper, students will devise an argument that either traces what caused a problem or projects what potential impact/effect(s) a problem could have on society as a whole. If done successfully, students will have established a convincing line of logical reasoning that also attends to rhetorical subtleties.

Causal Prospectus (25 points)

This 1-2 page document previews your topic and research plan.

Writing Self-Assessment (900 words, not including references; 100 points)

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

“Taking Stock” Activity (10 points)

This activity sorts out your strengths and challenges as part of the reflective process.

Proposal (2000 words; 225 points)

For the final paper, students will consider a contemporary problem and argue (1) that the problem exists, (2) how to solve the problem, (3) that the solution is feasible, and (4) that particular benefits accrue to relevant stakeholders—paying particular attention to rhetorical scope, audience, and logical organization. In preparation for this assignment, students will also develop the following:

Prospectus (10 points)

This one-page document provides a preview of the problem and proposed solution.

Problem Statement (20 points)

This document expands on the problem after researching and integrating source information. It includes an accompanying annotated bibliography of five authoritative sources.

Solution (20 points)

This document expands on the solution presented in the Prospectus by explaining the plan, analyzing the feasibility of the solution, and integrating source information where necessary.

In-Class Work, Participation, and Homework (140 points)

Throughout the term, students will work in class and at home on activities that strengthen specific writing skills. Students’ semester participation (activities, discussion, and any work in the classroom) and overall absences are also included in this section.

Peer Review (100 points)

Students will participate in peer review for each paper by providing a complete draft and giving useful feedback. Each peer review is worth 15 points.

Revision Opportunity

Students can revise one assignment of their choosing during the course of the semester. If a student would like to do a revision, he/she must talk to the instructor within one week after receiving a grade for the assignment.

Schedule of Classes and Assignments

This schedule is only a guide and is subject to change. Unless otherwise indicated, assignments and readings are due the day they are listed on the syllabus, not the following day. Generally, the bullet points are listed in the order they will occur during the week.

Readings and Classwork	
Week One – Unit 1: Argument, Rhetoric, and Academic Writing	
Thursday 8/24/18	<ul style="list-style-type: none"> Course introduction (syllabus, theme) <i>Practical Argument</i> (Hereafter “PA”) Chapter 1: “The Four Pillars of Argument”
Week Two	
Tuesday 8/28/18	<ul style="list-style-type: none"> Introduce Argument Analysis assignment; Plagiarism Tutorial <i>The Little Seagull Handbook</i> (Hereafter “LSH”) W-1 Writing Contexts, W-2 Academic Contexts, & W-7 Arguments
Thursday 8/30/18	<ul style="list-style-type: none"> How to Peer Review; W-3b Developing a Tentative Thesis; Writing Thesis Statements & Criteria; PA Chapter 2: “Reading Critically” (p. 61-67) LSH W-8 Rhetorical Analyses and W-16 Reading Strategies; PA Chapter 4: “Writing a Rhetorical Analysis” (100-112)
Week Three	
Tuesday 9/4/18	<ul style="list-style-type: none"> Peer Review of Argument Analysis LSH W-3d Getting Response, W-3e Revising, & W-3f Editing and Proofreading
Thursday 9/6/18	<ul style="list-style-type: none"> Visual Rhetoric Day; <i>Fantastic Mr. Fox</i>; <i>Psycho</i> shower scene Argument Analysis Due
Week Four – Unit 2: Classification—Using Evaluation and Ethical Arguments	
Tuesday 9/11/18	<ul style="list-style-type: none"> Evaluation Exercise
Thursday 9/13/18	<ul style="list-style-type: none"> Style: Writing Directly, Clearly, and Simply; LSH L-6 Unnecessary Words & S-4d Active and Passive voice Paragraphs, Essay Structure, How to Write a Sentence Outline; LSH W-3c Organizing and Drafting
Week Five	

Tuesday 9/18/18	<ul style="list-style-type: none"> • <i>PA</i> Chapter 5: “Understanding Logic” • Claim/Thesis, Revised Outline due
Thursday 9/20/18	<ul style="list-style-type: none"> • Workshop: Essay Logic and Organization; Introductions/Conclusions • Peer Review of Evaluation Analysis • Evaluation Analysis Due (due Monday 9/24) • <i>LSH</i> W-4c Developing Paragraphs: Making Paragraphs Flow, W-4d When to Start a New Paragraph, & W-4e Opening and Closing Paragraphs
	Week Six – Unit 3: Discerning Logical Causes and Effects
Tuesday 9/25/18	<ul style="list-style-type: none"> • Introduce Causal Argument Assignment • <i>PA</i> Chapter 13: Causal Arguments (468-481)
Thursday 9/27/18	<ul style="list-style-type: none"> • Writing Emails: All About Audience; Discuss Essay Organization • Topics Due
	Week Seven
Tuesday 10/2/18	<ul style="list-style-type: none"> • Discuss Examples of and Types of Evidence in Causal Arguments; The Use of Facts in Arguments: In-Class Activity
Thursday 10/4/18	<ul style="list-style-type: none"> • Workshop on Causal Argument Organization and Sentence Structure; Taking Stock Activity • Taking Stock Activity Due • <i>LSH</i> S-1 Elements of Sentences, S-2 Editing Sentences, S-7 Parallelism, & S-8 Coordination and Subordination
	Week Eight
Tuesday 10/9/18	<ul style="list-style-type: none"> • Style: Language; Peer Review of Causal Argument (2 days) • <i>LSH</i> L-1 Appropriate Words, L-2 Precise Words, L-3 Idioms, L-9 Words for Building Common Ground & L-10 Englishes
Thursday 10/11/18	<ul style="list-style-type: none"> • Peer Review of Causal Argument (2 days) • Causal Argument Due Monday 10/15
	Week Nine – Unit 4: Proposing Persuasive Solutions
Tuesday 10/16/18	<ul style="list-style-type: none"> • Introduce Proposal Argument Assignment; Introduce Writing Self-Assessment • <i>PA</i> Chapter 15: Proposal Arguments; <i>LSH</i> W-12 Proposals, W-13 Reflections
Thursday 10/18/18	<ul style="list-style-type: none"> • Library Visit Day

	<ul style="list-style-type: none"> • <i>LSH</i> R-1 Doing Research, R-2 Evaluating Sources & W-14 Annotated Bibliography
	Week Ten
Tuesday 10/23/18	<ul style="list-style-type: none"> • Discuss Example Proposal • <i>PA</i> Chapter 15: Proposal Arguments
Thursday 10/25/15	<ul style="list-style-type: none"> • Workshop: Audience Analysis and Drafting Outline/Prospectus • Writing Self-Assessment Due
	Week Eleven
Tuesday 10/30/18	<ul style="list-style-type: none"> • Discuss the Problem Statement and Evaluate Examples • Prospectus Due • Due: Audience Analysis • <i>PA</i> Chapter 9: Summarizing, Paraphrasing, Quoting, and Synthesizing Sources; <i>LSH</i> R-3 Synthesizing Ideas
Thursday 11/1/18	<ul style="list-style-type: none"> • Documenting Sources: MLA; Quotation/Summary/Paraphrase Exercise • <i>PA</i> Ch. 11 Using Sources Responsibly & Ch. 10; <i>LSH</i> R-4 Integrating Sources, Avoiding Plagiarism
	Week Twelve
Tuesday 11/6/18	<ul style="list-style-type: none"> • Outlining Workshop; Review Proposal Outline
Thursday 11/8/18	<ul style="list-style-type: none"> • Discuss the Solution Section and Evaluate Examples; Feasibility and Counter-Arguments • Problem Statement Due
	Week Thirteen
Tuesday 11/13/18	<ul style="list-style-type: none"> • Discuss Justifications; Continue Impromptu Speeches
Thursday 11/15/18	<ul style="list-style-type: none"> • Workshopping Introductions and Conclusions; Continue Impromptu Speeches • Solution Statement Due • <i>LSH</i> W-6 Giving Presentations
	Week Fourteen
Tuesday 11/20/18	<ul style="list-style-type: none"> • Presenting Arguments: Proposal Presentation
Thursday 11/22/18	NO CLASS – THANKSGIVING BREAK
	Week Fifteen

Tuesday 11/27/18	<ul style="list-style-type: none"> • Conferencing; Drafting in class • Work on Proposal Argument
Thursday 11/29/18	<ul style="list-style-type: none"> • Proposal Peer Review • Work on Proposal Argument
	Week Sixteen
Tuesday 12/4/18	<ul style="list-style-type: none"> • Course evaluations • Proposal Argument Due

Classroom Policies

Attendance

Attendance is required. The **policy of the University Writing Program** is that if a student misses more than **six periods** during a semester, he or she will fail the entire course. The UWP exempts from this policy **only** those absences involving university-sponsored events, such as athletics and band, and religious holidays. Absences related to university-sponsored events must be discussed with the instructor **prior** to the date that will be missed. Requirements for class attendance and make-up exams, assignments, and other work in this class are consistent with university policies that can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Additionally, while missing more than six periods during a semester results in a failing grade for the course, **the first three unexcused absences do not affect the grade. Any unexcused absence after the first three will affect the class participation grade.**

Please note: If students are absent, it is their responsibility to make themselves aware of all due dates. If absent due to a scheduled event, students are still responsible for turning assignments in on time.

Tardiness: If students enter class after roll has been taken, they are late, which disrupts the entire class. Two instances of tardiness count as one absence.

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, Student Honor Code, 8 July 2011)

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.

Classroom Behavior

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. Disrespectful behavior will result in dismissal, and accordingly absence, from the class.

While it is acceptable to take notes on a laptop, being distracted, or causing distraction, by doing non-class-work is not, and you will be required to shut down your laptop. All other electronic devices are not permitted, except as specifically announced by the instructor beforehand. You should expect to print out and bring in hard copies of the readings, which will be made available through Canvas. Texting in class is extremely rude and is not permitted.

In-Class Work

Papers and drafts are due at the beginning of class or online at the assigned deadline. Late papers will not be accepted. Failure of technology is not an excuse.

Active participation is a crucial part of success in this class. Students will be expected to work in small groups and participate in group discussions, writing workshops, peer reviews, and other in-class activities. Be prepared for unannounced quizzes or activities on the readings or classroom discussion. Students must be present for all in-class activities to receive credit for them. In-class work cannot be made up. Writing workshops require that students provide constructive feedback about their peers' writing.

In general, students are expected to contribute constructively to each class session.

Paper Maintenance Responsibilities

Students are responsible for maintaining duplicate 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) documents to Canvas. Expect hard copies to be required for in-class workshops, peer reviews, instructor conferences, etc. Final drafts should be polished and presented in a professional manner. All papers must be in 12-point Times New Roman font, double-spaced with 1-inch margins and pages numbered. Be sure to staple papers before submitting hard copies.

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 Tigert 302 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, Peabody 202. That office will provide documentation to the student whom must then provide this documentation to the instructor when requesting accommodation.

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

Counseling and Wellness Center: <https://counseling.ufl.edu/>, 3190 Radio Road, (352) 392-1575

Field and Fork Pantry: <https://fieldandfork.ufl.edu/>, located near McCarty B, 352-294-2208

Student Health Care Center: <http://shcc.ufl.edu/>, multiple locations, (352) 392-1161