ENC 1101: Expository and Argumentative Writing

Instructor:
Email:
Office:
Office Hours:

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 regular 3rd edition.*]

Bullock, Richard, Michal Bordy, and Francine Weinberg. *The Little Seagull Handbook,* 3rd ed. New York: W.W. Norton & Co., 2017. Ebook.
   Options for purchase: 1) Opt-in to UF All Access
                            2) Follow the link in your Canvas course page to purchase directly from the publisher or to enter a code you have gotten. *DO NOT register access through Norton's website outside of Canvas.*

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

The University Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Course grades now have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course. To earn a C or higher in this course, a student must write a minimum of 6000 words.

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 and Homework (100 points)
Throughout the term, students will work in class and at home on activities that strengthen specific writing skills.

Peer Review (60 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.

Quizzes (80 points)
Students will have at least 5 graded quizzes on the readings and/or writing concepts.

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.

Unit 1: Argument, Rhetoric, and Academic Writing

Week 1
- Course introduction (syllabus, theme)
- *Practical Argument* (Hereafter *"PA"*) Chapter 1: "The Four Pillars of Argument" | *The Little Seagull Handbook* (Hereafter "LSH") W-1 Writing Contexts, W-2 Academic Contexts, & W-7 Arguments
- Introduce Argument Analysis assignment | Plagiarism Tutorial | *PA* Chapter 2: "Thinking and Reading Critically" | *LSH* W-16 Reading Strategies

Week 2
- Syllabus Quiz | *PA* Chapter 4: "Writing a Rhetorical Analysis" | *LSH* W-8 Rhetorical Analyses
- In-Class Analysis | Style: Topic Sentences | W-4a Developing Paragraphs: Focusing on the Main Point & W-4b Strategies for Developing the Main Point
- Peer Review of Argument Analysis | *LSH* W-3d Getting Response, W-3e Revising, & W-3f Editing and Proofreading

Unit 2: Classification—Using Evaluation and Ethical Arguments

Week 3
- **Argument Analysis Due**
- Introduce Evaluation Assignment | *PA* Chapter 14: "Evaluation Arguments" | *LSH* W-3a Generating Ideas & W-3b Developing a Tentative Thesis
- *PA* Chapter 14: "Evaluation and Arguments", continued

Week 4
- Due: Topic and List of Criteria | Evaluation Exercise
- 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 5
- Due: Sentence Outline | *PA* Chapter 5: "Understanding Logic"

- Due: Claim/Thesis, Revised Outline, and Half of the Analysis | Workshop: Essay Logic and Organization | Introductions/Conclusions | *LSH* W-4c Developing Paragraphs: Making Paragraphs Flow, W-4d When to Start a New Paragraph, & W-4e Opening and Closing Paragraphs
- Peer Review of Evaluation Analysis
- **Evaluation Analysis Due**

Unit 3: Discerning Logical Causes and Effects

Week 6
- Introduce Causal Argument Assignment | *PA* Chapter 13: Causal Arguments
- Writing Emails: All About Audience
- Topics Due | Discuss Essay Organization

Week 7
- Discuss Examples of and Types of Evidence in Causal Arguments
- The Use of Facts in Arguments: In-Class Activity
- Workshop on Causal Argument Organization and Sentence Structure | *LSH* S-1 Elements of Sentences, S-2 Editing Sentences, S-7 Parallelism, & S-8 Coordination and Subordination

Week 8
- Style: Language | *LSH* L-1 Appropriate Words, L-2 Precise Words, L-3 Idioms, L-9 Words for Building Common Ground & L-10 Englishes
- Peer Review of Causal Argument (2 days)
- **Causal Argument Due**

Unit 4: Proposing Persuasive Solutions

Week 9
- Introduce Proposal Argument Assignment | *PA* Chapter 15: Proposal Arguments | *LSH* W-12 Proposals
- Introduce Writing Self-Assessment | *LSH* W-13 *Reflections*
- Library Trip (May be rescheduled) | *LSH* R-1 Doing Research, R-2 Evaluating Sources & W-14 Annotated Bibliography

Week 10
- **Writing Self-Assessment Due**
- *PA* Chapter 15: Proposal Arguments, continued
- Discuss Example Proposal
- Workshop: Audience Analysis and Drafting Outline/Prospectus | Prospectus Due

Week 11
- *PA* Chapter 9: Summarizing, Paraphrasing, Quoting, and Synthesizing Sources | *LSH* R-3 Synthesizing Ideas
- Due: Audience Analysis and Sentence Outline | Discuss the Problem Statement and Evaluate Examples
- *PA* Ch. 11 Using Sources Responsibly & Ch. 10 Documenting Sources: MLA | *LSH* R-4 Integrating Sources, Avoiding Plagiarism | Quotation/Summary/Paraphrase Exercise

Week 12
- Due: Problem Statement | Review Proposal Outline | Discuss the Solution Section and Evaluate Examples
- Feasibility and Counter-Arguments

Week 13
- Due: Solution Statement | Discuss Justifications
- Workshopping
- Introductions and Conclusions

Week 14
- Presenting Arguments: Proposal Presentations | *LSH* W-6 Giving Presentations
- Proposal Peer Review
- Conferencing
- Course evaluations

Week 15
- **Proposal Argument Due**
- **Classes end Wed. _____**

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

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 must 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. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.

2. Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.

3. Submitting materials from any source without proper attribution.

4. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author.

See the entire code here: https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-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 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, 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