

ENC 1101: EXPOSITORY AND ARGUMENTATIVE WRITING

Instructor:**Phone:** 846-1138**Email:** Instructor@ufl.edu**Office:** 302 Tigert Hall**Office Hours:** period and by appointment**On-line Syllabus:** <http://www.writing.ufl.edu/ENC1101Syllabus.docx>

COURSE DESCRIPTION

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

The first part of this course (Unit 1) 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 (Units 2 and 3), 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 (Unit 4), 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.

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 READINGS

John D. Ramage, John C. Bean, and June Johnson. *Writing Arguments* [with readings]. 9th brief edition. New York: Longman, 2014.

Hacker, Diane, Stephen Bernhardt, and Nancy Sommers. *Writer's Help*. 1st ed. Boston, Bedford/St. Martins, 2013. (Online Text).

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.

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). You must turn in all papers totaling 6,000 words to receive credit for writing 6,000 words.

PLEASE NOTE: a grade of "C-" **will not** confer credit for the University Writing Requirement or the CLAS Composition (C) requirement.

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.

Assessment Rubric

	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 (600-900 words; 50 total 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 (900-1200 words; 100 points total)

In this assignment, students will choose a problem (or trend) to investigate throughout the semester 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 (1200-1500 words; 200 points total)

In the third paper, students will devise an argument that either traces what caused the problem or projects what potential impact/effect(s) the 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.

Writing Self-Assessment (600-900 words, not including references; 100 points total)

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.

Proposal (1800-2100 words; 400 points total)

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-Class Work and Homework (900 Words; 150 total points)

Throughout the term, students will work in class and at home on activities that strengthen specific writing skills. These activities include quizzes, drafts, workshops, peer reviews, and reading responses. For peer reviews, a completed paper must be submitted; missed peer reviews will lower the final grade on the paper by 20%. The reading responses, assigned during class, will total 900 words or more.

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.

Unit 1: Argument, Rhetoric, and Academic Writing

Week 1

- The Course and Syllabus || The Theme || HW: In-class Writing: Diagnostic Essay
- Writing Style

Week 2

- Introduce Argument Analysis assignment || *Writing Arguments*(Hereafter “WA”) Chapter 3: “The Core of an Argument”
- Using Logic in Academic Arguments || WA Chapter 4: “The Logical Structure of Arguments

- In-Class Analysis

Week 3

- Style: Writing Directly, Clearly, and Simply || WA. Chapter 8: “Analyzing Arguments Rhetorically”
- Peer Review of Argument Analysis

Unit 2: Classification—Using Evaluation and Ethical Arguments

Week 4

- **Argument Analysis Due** // Introduce Evaluation Assignment
- WA Chapter 13: “Evaluation and Ethical Arguments”
- Due: Topic and List of Criteria || Evaluation Exercise

Week 5

- How to Write a Sentence Outline
- Style: Topic Sentences, Paragraphs, Essay Structure
- Due: Sentence Outline || Reading TBA

Week 6

- WA Chapter 5: “Using Evidence Effectively”
- Due: Claim/Thesis, Revised Outline, and Half of the Analysis || Workshop: Essay Logic and Organization || Introductions/Conclusions
- Peer Review of Evaluation Analysis

Unit 3: Discerning Logical Causes and Effects

Week 7

- **Evaluation Analysis Due**
- Introduce Causal Argument Assignment || WA Chapter 12: Causal Arguments || Reading TBA
- Topics Due. || Discuss Essay Organization

Week 8

- Discuss Examples of and Types of Evidence in Causal Arguments
- The Use of Evidence in Arguments: In-Class Activity

Week 9

- Workshop on Causal Argument Organization and Sentence Structure
- Style: Cohesion and Coherence
- Peer Review of Causal Argument

Unit 4: Proposing Persuasive Solutions

Week 10

- **Causal Argument Due** || Introduce Proposal Argument Assignment
- WA Chapter 14: Proposal Arguments
- Proposal Topic Due || Discuss Example Proposal

Week 11

- Return Papers and Assign Writing Self-Assessment || WA Chapter 6: "Moving Your Audience" || Workshop: Audience Analysis and Drafting Outline
- Conferences || Due: Audience Analysis and Sentence Outline
- WA, Chapter 15/16: Using Sources || Manuscript Form

Week 12

- **Writing Self-Assessment Due** || Finding Academic Sources for Academic Work || Library Scavenger Hunt
- Quotation/Summary/Paraphrase Exercise || Avoiding Plagiarism
- Discuss the Problem Statement and Evaluate Examples

Week 13

- Due: Problem Statement (600 words) || Review Proposal Outline || Discuss the Solution Section and Evaluate Examples
- Writing Effective E-mail Messages: All about Audience
- Presenting Arguments Proposal Presentations

Week 14

- Due: Description and Explanation of the Solution (600 words)

Week 15

- Feasibility and Counter-Arguments || WA Chapter 7 "Responding to Objections and Alternative Views" || Introductions and Conclusions
- Conferences
- Conferences

Week 16

- Proposal Peer Review
- **Proposal Argument Due** || Course Evaluation

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 fall or spring semester, he or she will fail the entire course. Missing class on a double period counts as **two** absences. 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.

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 called, 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.

In-Class Work

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

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) or Rich Text Format (.rtf) documents to E-learning/Sakai and as hard copies. 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. Unstapled papers will not be accepted.

Writing Center

The University Writing Center is located in Tigert 302 and is available to all UF students.

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.