ENC 1101: Expository and Argumentative Writing

3 Credit Hours

This course expires 16 weeks from the date of your enrollment.

Instructor

Name: Jennifer Coenen, Ph.D.
Contact Information: Canvas Inbox (preferred); jcoenen@ufl.edu; (352) 846-1138
Instructor will respond to students’ inquiries within 48 hours Monday through Friday, excluding university and federal holidays.
Office: Turlington Hall 2215
Virtual Office Hours: email to make an appointment

Course Description

This course examines the rhetorical and practical elements of writing to solve problems and improve our communities.

Throughout the course you will work to identify a problem, analyze its causes, evaluate solutions, and develop a proposal to solve it. In these units, you will apply your knowledge of rhetoric and persuasion to real-world issues. You will be writing to real audiences with a stake in the issues. You will compose documents with practical applications and in forms that are transferable to college classrooms and on the job.

As you practice your written communication skills, you will also improve your critical thinking through reading, writing, and discussion, attend to basic research skills, including documentation and avoiding plagiarism, learn to use multimodal elements, and examine and practice conventions of style, document design, and language mechanics.

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**


**Purchasing and Registering Your Textbooks Through Canvas**

New copies (print and digital) of *Everyone’s an Author with Readings, 3rd ed.* come with access to the digital version of *The Little Seagull Handbook* and InQuizitive (the adaptive quiz program used in this course).

- If you wish to purchase a digital version, you should purchase from Norton directly through the links in Canvas to ensure your grades for the InQuizitive quizzes and Plagiarism Tutorial appear in Canvas.
- If you purchase a printed textbook, it will come with a code that you will register the first time you access a Norton link through Canvas.

For help redeeming an access code, purchasing directly from Norton, or signing up for trial access, please see [this help video](#) from Norton.

**Flexible Learning Policies**

For up-to-date Flexible Learning policies, see “FAQs” and “Policies” on the website: [https://flexible.dce.ufl.edu/](https://flexible.dce.ufl.edu/)

For questions about the Flexible Learning program, options, and administrative questions, please contact the office at learn@dce.ufl.edu or (352) 294-6300.

**Instructional Methods**

In this course you will be expected to read the textbook, watch the lectures, do the activities, do the preparation activities that build up the Major Writing Assignments, and complete the Major Writing Assignments. You cannot pass the class without completing the Major Writing Assignments (assignments with a word count).

**Assignment Descriptions (Total Points Possible: 1000)**

**Major Writing Assignments** (minimum word count; required to pass the course):

- **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 (300 words; 50 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; 125 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; 125 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; 50 points)**
  Looking back at your writing thus far, you will analyze your progress and development in the course thus far. Specifically, students will identify areas of their writing that need work and describe a plan for improvement.

- **Proposal (2000 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 state 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.

**Learning Activities:**

- **Introduction Email (10 points)**
  You will introduce yourself to your instructor in this activity.

- **“in Action” Playposit Activities (5 @20 points = 100 points)**
  You will have 4 lectures using the Playposit tool that include questions you must answer throughout the video. These lectures guide you through examples of rhetorical analysis, causation, evaluation, and proposal in action.

- **Drafts for Review (5@10 points =50 points)**
  For the Major Writing Assignments, students will submit a draft for review. A tutor from the UF Writing Studio will provide feedback on the draft within 48-72. Students will use that feedback to revise in preparation for submitting the final draft.

- **Prep Homework (1@10 points and 5@20 points =110 points)**
  Students will complete exercises to practice the skills and prepare the content for the papers.

- **Quizzes (Course Orientation Quiz, Plagiarism Tutorial, 5 Unit Content Quizzes, and 19 InQuizitive @5points = 130)**
  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.
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

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<tr>
<th>Grade</th>
<th>Lower Boundary</th>
<th>Upper Boundary</th>
<th>Lower Boundary</th>
<th>Upper Boundary</th>
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<tr>
<td>A</td>
<td>4.0</td>
<td>93-100</td>
<td>930-1000</td>
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<tr>
<td>A-</td>
<td>3.67</td>
<td>90-92</td>
<td>900-929</td>
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<tr>
<td>B+</td>
<td>3.33</td>
<td>87-89</td>
<td>870-899</td>
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<tr>
<td>B</td>
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<tr>
<td>B-</td>
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<td>D-</td>
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<td>0-59</td>
<td>0-599</td>
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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.

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>SATISFACTORY (Y)</th>
<th>UNSATISFACTORY (N)</th>
</tr>
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<tbody>
<tr>
<td>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.</td>
<td>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.</td>
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</table>

| 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

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.

Plagiarism and Academic Dishonesty are not tolerated in this class. All work is screened for plagiarism by Turnitin. If the instructor suspects plagiarism or academic dishonesty she will investigate further then adjudicate based on the type, abundance, and seriousness of the offense according to the process laid out by the Dean of Students Office (http://dso.ufl.edu). At the very least, a penalty will be applied to the assignment; at worst, the Dean of Students Office will be notified of academic dishonesty and the instructor will recommend that the student fail the class.

**Netiquette**

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Please read the Netiquette Guide for Online Courses.

Inappropriate, offensive, or threatening messages will be reported to the Dean of Students Office for misconduct.

**Mode of Submission**

All papers must be submitted as MS Word (.doc, .docx, .rtf) documents to Canvas. Final drafts should be polished and presented in a professional manner. All papers should be in a readable font such as 11- or 12-point Times New Roman or Calibri font, double-spaced with 1-inch margins and pages numbered unless otherwise instructed.

**Resources for Assistance**

**Technical Help**

For issues with technical difficulties (such as e-learning in Canvas), please contact the UF Help Desk:
- Location: Hub 132
- Email: helpdesk@ufl.edu
- Phone: (352-392-HELP, option 2)
- Website: elearning.ufl.edu

**Writing Studio**

The University Writing Studio is located in Turlington 2215 (online-only appointments available) 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.

The Flexible Learning office should be notified of any special accommodations required by the student when they begin their course.
**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](http://umatter.ufl.edu), umatter@ufl.edu, 352-294-2273 (CARE)  
Dean of Students: [https://dso.ufl.edu/](https://dso.ufl.edu/), 202 Peabody Hall, (352) 392-1261

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**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.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Lesson Topic</th>
<th>Readings &amp; Lectures for the Lesson</th>
<th>Assignments</th>
<th>Suggested Time for Completion</th>
</tr>
</thead>
</table>
| Course Orientation | Course info and syllabus, meet the instructor, semester prep and tips | Syllabus  
Course Orientation page  
Course Orientation lecture | • Course Orientation Quiz  
• Understanding and Avoiding Plagiarism Tutorial  
• Introduction Email | 2 days |
| Unit 1: Rhetorical Awareness | Overview | Unit 1 page  
Unit 1 introduction video  
Unit 1 readings | • Unit 1 Quiz | 1 day |
| Unit 1: Rhetorical Awareness | Writing Process | The Writing Process in Action | • The Writing Process in Action Activity (interactive Playposit lecture/quiz) | 2 days |
| Unit 1: Rhetorical Awareness | Prep Homework | Activity readings  
Activity op-eds | • Prep Homework 1: Rhetorically Reading and Listening: Responding to Op-Eds | 2 days |
| Unit 1: Rhetorical Awareness | Language Lesson: Sentence structure, direct sentences, parallel structure | Language Lesson readings  
Language Lesson lecture | • Unit 1 Language Lesson InQuizitive Quiz | 1 day |
| Unit 1: Rhetorical Awareness | Major Writing Assignment: Personal Engagement in a Public Conversation | “Community” video  
Major Writing Assignment readings | • Personal Engagement in a Public Conversation (op-ed or audio statement) | 3 days |
<table>
<thead>
<tr>
<th>Unit 2: Rhetorical Analysis</th>
<th>Overview</th>
<th>Unit 2 page Unit 2 introduction video Unit 2 readings Lectures: Rethinking Rhetoric and Library Research</th>
<th>• Unit 2 Quiz</th>
<th>1 day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2: Rhetorical Analysis</td>
<td>Argument Analysis</td>
<td>Argument Analysis in Action</td>
<td>• The Argument Analysis in Action Activity (interactive Playposit lecture/quiz)</td>
<td>2 days</td>
</tr>
<tr>
<td>Unit 2: Rhetorical Analysis</td>
<td>Prep Homework: Rhetorical Analysis</td>
<td>Activity readings Activity video</td>
<td>• Prep Homework 2: Rhetorical Analysis</td>
<td>2 days</td>
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<tr>
<td>Unit 2: Rhetorical Analysis</td>
<td>Language Lesson: Subject-verb agreement, coordination and subordination, comma splices, and run-on sentences</td>
<td>Language Lesson readings Language Lesson lecture</td>
<td>• Unit 2 Language Lesson InQuizitive Quizzes</td>
<td>1 day</td>
</tr>
<tr>
<td>Unit 2: Rhetorical Analysis</td>
<td>Drafting and Finalizing the Prospectus</td>
<td>Major Writing Assignment instructions Major Writing Assignment readings Draft for Review instructions</td>
<td>• Draft for Review • Prospectus</td>
<td>5 days</td>
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<tr>
<th>Unit 3: Cause and Effect</th>
<th>Overview</th>
<th>Unit 3 page Unit 3 introduction video Unit 3 readings</th>
<th>• Logical Fallacies Quiz</th>
<th>1 day</th>
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<tbody>
<tr>
<td>Unit 3: Cause and Effect</td>
<td>Cause and Effect Argument</td>
<td>Causal in Action</td>
<td>• Causal in Action Activity (interactive Playposit lecture/quiz)</td>
<td>2 days</td>
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<tr>
<td>Unit 3: Cause and Effect</td>
<td>Prep Homework: Authoritative Sources</td>
<td>Activity readings Library Research</td>
<td>• Prep Homework 3: Authoritative Sources</td>
<td>3 days</td>
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<tr>
<td>Unit 3: Cause and Effect</td>
<td>Language Lesson: Topic sentences and signal/transition phrases in paragraphs</td>
<td>Language Lesson readings Language Lesson lecture</td>
<td>• Unit 3 Language Lesson InQuizitive Quizzes</td>
<td>1 day</td>
</tr>
<tr>
<td>Unit 3: Cause and Effect</td>
<td>Drafting and Finalizing the Causal Analysis</td>
<td>Major Writing Assignment instructions</td>
<td>• Draft for Review • Causal Analysis</td>
<td>5 days</td>
</tr>
<tr>
<td>Unit 4: Evaluation</td>
<td>Overview</td>
<td>Unit 4 page Unit 4 introduction video Unit 4 readings</td>
<td>• Unit 4 Quiz</td>
<td>1 day</td>
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<tr>
<td>Unit 4: Evaluation</td>
<td>Evaluation Argument</td>
<td>Evaluation Argument in Action</td>
<td>• Evaluation Argument in Action Activity (interactive Playposit lecture/quiz)</td>
<td>2 days</td>
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<tr>
<td>Unit 4: Evaluation</td>
<td>Prep Homework: Evaluating Solutions</td>
<td>Activity readings</td>
<td>• Prep Homework 4: Evaluating Solutions</td>
<td>2 days</td>
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<tr>
<td>Unit 4: Evaluation</td>
<td>Language Lesson: Commas, pronouns, and variations</td>
<td>Language Lesson readings Language Lesson lecture</td>
<td>• Unit 4 Language Lesson InQuizitive Quizzes</td>
<td>1 day</td>
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<tr>
<td>Unit 4: Evaluation</td>
<td>Drafting and Finalizing the Causal Analysis</td>
<td>Major Writing Assignment instructions Major Writing Assignment readings Draft for Review instructions</td>
<td>• Draft for Review • Evaluating Solutions</td>
<td>4 days</td>
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<tr>
<td>Unit 5: Writing Self-Assessment</td>
<td>Overview Prep Homework: Taking Stock</td>
<td>Unit 5 page Unit 5 introduction video Unit 5 readings</td>
<td>• Prep Homework 5: Taking Stock</td>
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<tr>
<td>Unit 5: Writing Self-Assessment</td>
<td>Language Lesson: Proofreading and editing commas and pronouns</td>
<td>Language Lesson readings Language Lesson lecture</td>
<td>• Unit 5 Language Lesson InQuizitive Quiz</td>
<td>1 day</td>
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<tr>
<td>Unit 5: Writing Self-Assessment</td>
<td>Drafting and Finalizing the Writing Self-Assessment</td>
<td>Major Writing Assignment instructions Major Writing Assignment readings Draft for Review instructions</td>
<td>• Draft for Review • Evaluating Writing Self-Assessment</td>
<td>3 days</td>
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<tr>
<td>Unit 6: Proposal</td>
<td>Overview</td>
<td>Unit 6 page Unit 6 introduction video Unit 6 readings</td>
<td>• Unit 6 Quiz</td>
<td>2 days</td>
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### Unit 6: Proposal

<table>
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<tr>
<th>Proposals</th>
<th>Proposal in Action</th>
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<tbody>
<tr>
<td>Proposal in Action Activity (interactive Playposit lecture/quiz)</td>
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<table>
<thead>
<tr>
<th>Prep Homework: Analyzing Stakeholders</th>
<th>Activity readings</th>
<th>2 days</th>
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<tr>
<td>Prep Homework 6: Analyzing Stakeholders and Finding Common Ground</td>
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<tr>
<th>Language Lesson: Voice Language Lesson readings Language Lesson lecture</th>
<th>Unit 6 Language Lesson InQuizitive Quizzes</th>
<th>1 day</th>
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<thead>
<tr>
<th>Drafting and Finalizing the Causal Analysis</th>
<th>Major Writing Assignment instructions Major Writing Assignment readings Draft for Review instructions</th>
<th>6 days</th>
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<tbody>
<tr>
<td>Draft for Review Proposal</td>
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### Course Deadlines and Extension Policy:

Students are allowed **16 weeks, from their date of enrollment**, to complete and submit their coursework. If the student has not submitted at least 50% of their coursework and have an extenuating circumstance preventing them from submitting the coursework, a failing grade of “E”, “E0” or “E1” will be issued and recorded to the UF Registrar.

If the student has made sufficient academic progress, which is defined as completing and submitting at least 50% of the coursework and have an extenuating circumstance, the student may petition the instructor for a course extension before the course expires. Each course extension request will be administratively evaluated. Instructors are not required to allow extensions. If a student does receive an extension, an incomplete grade...
of an “I” will be assigned as an interim grade. When the course is completed, the instructor will initiate the change of grade. After that, the “I” grade will be changed to the student’s final course grade on their transcript.

Course Cancels and Course Drops:

A Course Cancel:
A tuition refund may be granted after a student submits a written request within 30 days of enrollment to the Flexible Learning Office. This request must be in writing by learn@dce.ufl.edu. Refunds will be the amount of tuition, less $25.00 per course. If a credit card was used, the refund will be credited back to the card. At the time of cancel, a refund can be issued for course materials. No refunds are granted after 30 days.

Course Drop:

Dropping a course: To drop a course, you need to email the Flexible Learning office at learn@dce.ufl.edu with a request to drop within 14 weeks of the date of enrollment. In addition to their own request by email, UF students must have advisor approval to drop a flexible learning course. An advisor can email learn@dce.ufl.edu with the student's name, the course that they want to drop, and confirmation of permission to do so. It is the student's responsibility to verify that all drop requests have been received by the Flexible Learning office within the allotted time. The course grade will appear as “W” on a UF transcript.

Full Term Withdrawals:
All full-term withdrawals must follow University of Florida policies/procedures. An approved withdrawal form must be submitted to the Dean of Student Affairs for review and final approval. Students must also notify the Flexible Learning of this request by learn@dce.ufl.edu.

It is the responsibility of the student to notify Flexible Learning of their approved medical or retroactive withdrawal so the students' record is updated. Email to our office a copy of the approval.

Medical Withdrawals:
Here is the link to start the Medical Withdrawal Process.

Retroactive Withdrawals:
Here is the link for retroactive withdrawal information.

UF Official Transcripts:
Flexible Learning advises that you review your “unofficial transcript” first to ensure your grade(s) is/are posted, prior to ordering the “official transcript”.

Two ways to order a transcript:

1. [Order UF Official Transcripts here](#)

2. If you are unable to order your official transcript online, please contact the UF Office of the University Registrar. In addition, on more information on mailing in a transcript request form by remitting a check or money order.

3. The Registrar’s Office hours are Monday-Friday, 8:00 a.m. to 5:00 p.m. and their phone number is 352-392-1374. Persons with hearing impairments can call FRS # 1-800-955-8771 (TDD).

UF Flexible Learning Contact Information:

Email: learn@dce.ufl.edu
Phone: (352) 294-6300
Website: [UF Flexible Learning](#)
Office Hours:
Monday-Friday, except Holidays
8:00am-5:00pm EST