

# ENC 1101: Expository and Argumentative Writing

Instructor: Angela Walther, PhD

Email: [walther@ufl.edu](mailto:walther@ufl.edu) or Canvas inbox; instructor will respond to student inquiries within 48 hours Monday through Friday, excluding university and federal holidays.

Office: Turlington 2215

Office Hours: by appointment virtually; please email me to set up a time to meet

## Course Description

**Credits: 3**

**Prerequisites: None**

**General Education: Composition, satisfies 6,000 words of Writing Requirement**

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.

## 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

Textbook:

**Lunsford, Andrea & Michael Brody. *Everyone's An Author*. 3<sup>rd</sup> 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*.

You **MUST** purchase the textbook. This course participates in the [UF All Access program](#). [Log in](#) and opt-in to gain access to your UF All Access course materials. **The opt-in option ends 3 weeks after the semester begins, so be sure to opt-in before this deadline to participate in All Access.** 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; if you do not opt-in before the deadline, you will have to purchase the textbook independently. 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 through one of the following options:

- **Purchase through UF All Access.**
- **Purchase from the publisher through the link on the Canvas course.**
- **Purchase an access code and enter it through the link on the Canvas course.**

**You must purchase the textbook and not participate in a free trial!** If you do not opt-in or purchase the book through another means, you will lose access to the textbook and the integrated Inquizitive assignments and you will NOT be able to complete assignments. Be sure you have paid for the textbook and are not simply using a free trial of the textbook.

## Flexible Learning Policies

For up-to-date Flexible Learning policies, see "FAQs" and "Policies" on the website: <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](mailto: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 (500 words; 75 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; 65 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 (1800 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

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

### 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.

### 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.**

### 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 <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>.

## 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](mailto:helpdesk@ufl.edu)

Phone: (352-392-HELP, option 2) Website: [elearning.ufl.edu](http://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>, [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-294-2273 (CARE) Dean of Students: <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.*

Unit	Lesson Topic	Readings & Lectures for the Lesson	Assignments	Suggested Time for Completion
Course Orientation	Course info and syllabus, meet the instructor, semester prep and tips	Syllabus Course Orientation page Course Orientation lecture	<ul style="list-style-type: none"> <li>Course Orientation Quiz</li> <li>Understanding and Avoiding Plagiarism Tutorial</li> <li>Introduction Email</li> </ul>	2 days
Unit 1: Rhetorical Awareness	Overview	Unit 1 page Unit 1 introduction video Unit 1 readings	<ul style="list-style-type: none"> <li>Unit 1 Quiz</li> </ul>	1 day
Unit 1: Rhetorical Awareness	Writing Process	The Writing Process in Action	<ul style="list-style-type: none"> <li>The Writing Process in Action Activity (interactive Playposit lecture/quiz)</li> </ul>	2 days
Unit 1: Rhetorical Awareness	Prep Homework	Activity readings Activity op-eds	<ul style="list-style-type: none"> <li>Prep Homework 1: Rhetorically Reading and Listening: Responding to Op-Eds</li> </ul>	2 days
Unit 1: Rhetorical Awareness	Language Lesson: Sentence structure, direct sentences, parallel structure	Language Lesson readings Language Lesson lecture	<ul style="list-style-type: none"> <li>Unit 1 Language Lesson InQuizitive Quiz</li> </ul>	1 day
Unit 1: Rhetorical Awareness	Major Writing Assignment: Personal Engagement in a Public Conversation	“Community” video Major Writing Assignment readings	<ul style="list-style-type: none"> <li>Personal Engagement in a Public Conversation (op-ed or audio statement)</li> </ul>	3 days



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Unit 2: Rhetorical Analysis	Overview	Unit 2 page Unit 2 introduction video Unit 2 readings Lectures: Rethinking Rhetoric and Library Research	<ul style="list-style-type: none"> <li>Unit 2 Quiz</li> </ul>	1 day
Unit 2: Rhetorical Analysis	Argument Analysis	Argument Analysis in Action	<ul style="list-style-type: none"> <li>The Argument Analysis in Action Activity (interactive Playposit lecture/quiz)</li> </ul>	2 days
Unit 2: Rhetorical Analysis	Prep Homework: Rhetorical Analysis	Activity readings Activity video	<ul style="list-style-type: none"> <li>Prep Homework 2: Rhetorical Analysis</li> </ul>	2 days
Unit 2: Rhetorical Analysis	Language Lesson: Subject-verb agreement, coordination and subordination, comma splices, and run-on sentences	Language Lesson readings Language Lesson lecture	<ul style="list-style-type: none"> <li>Unit 2 Language Lesson InQuizitive Quizzes</li> </ul>	1 day
Unit 2: Rhetorical Analysis	Drafting and Finalizing the Prospectus	Major Writing Assignment instructions Major Writing Assignment readings Draft for Review instructions	<ul style="list-style-type: none"> <li>Draft for Review</li> <li>Prospectus</li> </ul>	5 days
Unit 3: Cause and Effect	Overview	Unit 3 page Unit 3 introduction video Unit 3 readings	<ul style="list-style-type: none"> <li>Logical Fallacies Quiz</li> </ul>	1 day
Unit 3: Cause and Effect	Cause and Effect Argument	Causal in Action	<ul style="list-style-type: none"> <li>Causal in Action Activity (interactive Playposit lecture/quiz)</li> </ul>	2 days
Unit 3: Cause and Effect	Prep Homework: Authoritative Sources	Activity readings Library Research	<ul style="list-style-type: none"> <li>Prep Homework 3: Authoritative Sources</li> </ul>	3 days
Unit 3: Cause and Effect	Language Lesson: Topic sentences and signal/transition phrases in paragraphs	Language Lesson readings Language Lesson lecture	<ul style="list-style-type: none"> <li>Unit 3 Language Lesson InQuizitive Quizzes</li> </ul>	1 day
Unit 3: Cause and Effect	Drafting and Finalizing the Causal Analysis	Major Writing Assignment instructions	<ul style="list-style-type: none"> <li>Draft for Review</li> <li>Causal Analysis</li> </ul>	5 days

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		Major Writing Assignment readings Draft for Review instructions		
Unit 4: Evaluation	Overview	Unit 4 page Unit 4 introduction video Unit 4 readings	<ul style="list-style-type: none"> <li>• Unit 4 Quiz</li> </ul>	1 day
Unit 4: Evaluation	Evaluation Argument	Evaluation Argument in Action	<ul style="list-style-type: none"> <li>• Evaluation Argument in Action Activity (interactive Playposit lecture/quiz)</li> </ul>	2 days
Unit 4: Evaluation	Prep Homework: Evaluating Solutions	Activity readings	<ul style="list-style-type: none"> <li>• Prep Homework 4: Evaluating Solutions</li> </ul>	2 days
Unit 4: Evaluation	Language Lesson: Commas, pronouns, and variations	Language Lesson readings Language Lesson lecture	<ul style="list-style-type: none"> <li>• Unit 4 Language Lesson InQuizitive Quizzes</li> </ul>	1 day
Unit 4: Evaluation	Drafting and Finalizing the Causal Analysis	Major Writing Assignment instructions Major Writing Assignment readings Draft for Review instructions	<ul style="list-style-type: none"> <li>• Draft for Review</li> <li>• Evaluating Solutions</li> </ul>	4 days
Unit 5: Writing Self-Assessment	Overview Prep Homework: Taking Stock	Unit 5 page Unit 5 introduction video Unit 5 readings	<ul style="list-style-type: none"> <li>• Prep Homework 5: Taking Stock</li> </ul>	2 days
Unit 5: Writing Self-Assessment	Language Lesson: Proofreading and editing commas and pronouns	Language Lesson readings Language Lesson lecture	<ul style="list-style-type: none"> <li>• Unit 5 Language Lesson InQuizitive Quiz</li> </ul>	1 day
Unit 5: Writing Self-Assessment	Drafting and Finalizing the Writing Self-Assessment	Major Writing Assignment instructions Major Writing Assignment readings Draft for Review instructions	<ul style="list-style-type: none"> <li>• Draft for Review</li> <li>• Evaluating Writing Self-Assessment</li> </ul>	3 days
Unit 6: Proposal	Overview	Unit 6 page Unit 6 introduction video Unit 6 readings	<ul style="list-style-type: none"> <li>• Unit 6 Quiz</li> </ul>	2 days

Unit 6: Proposal	Proposals	Proposal in Action	<ul style="list-style-type: none"> <li>Proposal in Action Activity (interactive Playposit lecture/quiz)</li> </ul>	2 days
Unit 6: Proposal	Prep Homework: Analyzing Stakeholders	Activity readings	<ul style="list-style-type: none"> <li>Prep Homework 6: Analyzing Stakeholders and Finding Common Ground</li> </ul>	2 days
Unit 6: Proposal	Language Lesson: Voice	Language Lesson readings Language Lesson lecture	<ul style="list-style-type: none"> <li>Unit 6 Language Lesson InQuizitive Quizzes</li> </ul>	1 day
Unit 6: Proposal	Drafting and Finalizing the Causal Analysis	Major Writing Assignment instructions Major Writing Assignment readings Draft for Review instructions	<ul style="list-style-type: none"> <li>Draft for Review</li> <li>Proposal</li> </ul>	6 days

## Flexible Learning Policies

### Disability Accommodations:

The Disability Resource Center in the Dean of Students Office provides students and faculty with information and support regarding accommodations for students with disabilities. Staff at the Disability Resource Center will assist any student who registers as having a disability. Official documentation of a disability is required to determine eligibility for appropriate accommodations. The professional employees at the Disability Resource Center serve as full-time advocates for students with disabilities ensuring students have physical and programmatic access to all college programs. One of the services provided by the Disability Resource Center includes:

- Testing Accommodations:  
[disability.ufl.edu/students/accommodated-testing-request](http://disability.ufl.edu/students/accommodated-testing-request)

Students with disabilities who need to drop a course due to disability-related reasons are permitted to petition for additional drops. Find more information by contacting the [Disability Resource Center \(DRC\)](#).

**The Flexible Learning Office needs to be notified of any special accommodations required by the student when they begin their course by emailing the Accommodations Letter to [learn@dce.ufl.edu](mailto:learn@dce.ufl.edu).**

### Course Deadline and Extension Policy:

Students are allowed 16 weeks, from their date of enrollment, to complete and submit their coursework.

If the student has made sufficient academic progress, which is defined as completing and submitting at least 50% of the coursework and has an extenuating circumstance, the student may petition the instructor for a course extension before the course expires.

If the student has not submitted at least 50% of their coursework and has 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.

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:**

The request to cancel a course must be submitted in writing and emailed to [learn@dce.ufl.edu](mailto:learn@dce.ufl.edu) within 10 days of enrollment date. It is the student's responsibility to verify that all cancellation requests have been received by the Flexible Learning office within the allotted time. No refunds are granted after 10 days.

#### **Course Drop:**

The request to drop a course must be submitted in writing and emailed to [learn@dce.ufl.edu](mailto:learn@dce.ufl.edu) 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. 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](mailto: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:** [Medical Withdrawal Process](#)

**Retroactive Withdrawals:** [Retroactive Withdrawal Process](#)

#### **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](mailto:learn@dce.ufl.edu)  
Phone: (352) 294-6300  
Website: [UF Flexible Learning](#)

**Office Hours:**

Monday-Friday, except Holidays  
8:00am-5:00pm EST

