

# ENC 1101: Expository and Argumentative Writing

3 Credit Hours

“Writing and reading decrease our sense of isolation. They deepen and widen and expand our sense of life: they feed the soul.” – Anne Lamott, *Bird by Bird*

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

## ABOUT THE COURSE

**Instructor:** Jennifer Coenen, Ph.D.  
[jcoenen@ufl.edu](mailto:jcoenen@ufl.edu), (352) 846-1138  
Office: Tigert Hall 302  
Virtual Office Hours: email to make an appointment

**Course Website:** [elearning.ufl.edu](http://elearning.ufl.edu)

### Course Communications

Use the Canvas Inbox to email your instructor. If there is a technical problem, you can email your instructor at [jcoenen@ufl.edu](mailto:jcoenen@ufl.edu), beginning the subject line with “FLEX”.

Instructor will respond to students’ inquiries within 24 hours on work days and within 48 hours on weekends.

### Required and/or Recommended Textbooks

Kirszner, Laura and Stephen Mandell. *Practical Argument*. 3<sup>rd</sup> ed. Boston, Bedford/St. Martins, 2017. (Hard copy or e-book)

Hacker, Diane, Stephen Bernhardt, and Nancy Sommers. *Writer’s Help*. 2<sup>nd</sup> ed. Boston, Bedford/St. Martins, 2015. (Online Text)

Access through [Writer’s Help 2.0](#). It will ask for the “Instructor Code” to connect with your instructor. The number is 6626675. Your account in Macmillan’s LaunchPad system must be attached to that number, or your instructor will not be able to see your work.

### Additional Resources

[University Writing Studio](#)

[University Writing Program Video Series](#)

## 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 others' 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.

## Course Goals and/or Objectives

By the end of this course, 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

## 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).

## COURSE POLICIES

### Performance Policy

This Flexible Learning course has been developed with the same rigorous standards of content as a campus course. Expectations for your performance as a Flexible Learning student are as high as they would be if you were taking this course in a classroom.

### Participation Policy

Students are required to participate in all course activities and submit all assignments posted on the website.

All Major Writing Assignments (assignments with a word count) must be submitted in order to pass the class.

### Quiz/Exam Policy

There are no exams for this class.

For quizzes, this class uses the textbook publisher's adaptive quizzes (included with the textbook). These are open-book and untimed. They are graded pass/fail but you will have to meet a certain number of correct answers to be considered "passed". There are no limits on the number of times you can take the quizzes. For each module, you must complete the quizzes by the time you submit the Major Writing Assignment.

### Make-up Policy

The only assignments that can be redone once submitted are the **Argument Analysis, Evaluation Argument, Causal Analysis, Writing Self-Analysis, and Proposal**. When your paper is returned graded, you will then have one week to revise and resubmit.

### Assignment Policy

**The course expires 16 weeks after your enrollment.** Complete all modules in the order they are presented on the course website; do not skip modules. **All assignments must be submitted at least 4 days prior to the course expiration date.**

## Course Technology

Students must use the Canvas Inbox for this course. Students are recommended to check their email account DAILY for the duration of the course. Access to and on-going use of a computer with Internet access is required for all students. Competency in the basic use of a computer is required. At times, computers crash and Internet connections fail. It is in your best interest NOT to wait until the last minute to complete assignments.

For help with e-Learning, contact the Help Desk at <http://helpdesk.ufl.edu> or (352) 392-HELP - select option 2.

## Online Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations provided in the course modules (med-term and end-of-term evaluations).

## Course Deadline

Each student is allowed 16 weeks from the time of their enrollment to complete a course. If the time is about to expire, the student will be assigned a failing grade ("E").

## Tuition Refund Policy

A tuition refund will be granted after a Flexible Learning student submits a written request to cancel their course within 30 days of enrollment. Refund requests may be made by email. All requests will receive a written response in the form of a detailed receipt. No refunds are granted after 30 days. If a credit card was used to pay for tuition, the refund will be in the form of credit to that card.

## Dropping a Course

In order to drop a Flexible Learning course, students must send a written request by e-mail, fax, or mail to the Office of Flexible Learning. After 30 days, no refunds are given and the student will receive a W on their transcript.

## How to Request a UF Transcript

The student can view their grades by logging into [MyUFL](#) with their Gatorlink login and by selecting Student Admin. To receive an official transcript, the student must complete a [transcript request form through the Registrar](#). The University of Florida assures the confidentiality of all your educational records in accordance with State University System Rules, State Statutes, and the Family Educational Rights and Privacy Act. Grades are not given over the telephone.

## Grading Policies

For more information about the current UF grading policies for assignments and grade points go to the [UF Grades and Grading Policies web page](#).

Assignment	Total Points	Percent of Grade
Introductory Email	5	.5
Module Quizzes	40	4
LaunchPad Quizzes in <i>Writer's Help 2.0</i>	55	5.5
Argument in Action (4) (900 words)	200	20
Drafts for Review (5)	50	5
Argument Analysis (600 words)	50	5
Evaluation Argument (900 words)	100	10
Causal Analysis (1200 words)	150	15
Writing Self-Assessment (600 words)	50	5
Proposal (1800 words)	250	25
Proposal Prospectus	10	1
Problem Statement	20	2
Solution	20	2
TOTAL	1000	100%

### Introductory Email

This is your first contact with the instructor. Answer the prompt to show your instructor your written communication skills.

### Module Quizzes

Modules 1, 2, 3, and 5 have quizzes based on the readings for that module. You may use your book when taking these quizzes.

### LaunchPad Quizzes in *Writer's Help 2.0*

These adaptive quizzes will be graded as complete/incomplete based on whether or not you meet the benchmark score listed in LaunchPad. They are part of the *Writer's Help 2.0* suite of materials to help you master concepts. To learn more about how these quizzes work and what makes them so useful to you, see [macmillan.force.com/learning-curve](http://macmillan.force.com/learning-curve).

### Argument in Action

These lessons apply the concepts about argument from the readings and lectures to real-world arguments. Students will then write a one-page analysis. These are included in the course word count requirement and MUST be turned in in order to pass the class.

### Drafts for Review

For each Major Writing Assignment, students will submit a draft for review. A tutor from the UF Writing Studio will provide feedback on the draft within 24-48 hours (depending on which day of the week you turn it in). Students will use that feedback to revise in preparation for submitting the final draft.

**Argument Analysis** (600-900 words; 50 points)

This is included in the course word count requirement and **MUST** be turned in in order to pass the class. 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** (900-1200 words; 100 points)

This is included in the course word count requirement and **MUST** be turned in in order to pass the class. In this assignment, students will evaluate a program, facility, or organization and recommend a particular course of action. Attention to essay structure, the use of evidence, and logic will be especially important for this paper.

**Causal Analysis** (1200-1500 words; 150 points)

This is included in the course word count requirement and **MUST** be turned in in order to pass the class. In this paper, students will devise an argument that either traces what caused the problem or projects what potential impact/effect(s) the problem could have. 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; 50 points)

This is included in the course word count requirement and **MUST** be turned in in order to pass the class. 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 Prospectus** (10 points)

This one-page document provides a preview of the problem and your proposed solution in preparation for the Proposal assignment.

**Problem Statement** (20 points)

This document expands on the problem presented in the Prospectus by further explanation and integration of source information, and includes an accompanying annotated bibliography of five scholarly/academic sources.

**Solution** (20 points)

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

**Proposal** (1800-2100 words; 250 points)

This is included in the course word count requirement and MUST be turned in in order to pass the class. 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.

Students will receive a grade and feedback within 7 days after submitting.

### Grading Scale

Score (Points)	Percent	Grade	Grade Points
930-100	93 or above	A	4.00
900-929	90 – 92	A-	3.67
870-899	87 – 89	B+	3.33
830-869	83 – 86	B	3.00
800-829	80 – 82	B-	2.67
770-799	77 – 79	C+	2.33
730-769	73 – 76	C	2.00
700-729	70 – 72	C-	1.67
670-699	67 – 69	D+	1.33
630-669	63 – 66	D	1.00
600-629	60 – 62	D-	0.67
0-599	59 or below	E	0.00

Course grades now have two components: To receive writing credit, a student must receive a grade of “C” or higher and a satisfactory completion of the writing component of the course to satisfy the CLAS 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. The writing requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Assignments that do not meet the required word count will receive a 0 with no chance for a graded revision even though the student must submit the assignment with the correct word count in order to pass the class.

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

## COURSE SCHEDULE

Lesson	Topic	Readings/Lectures	Assignments
1	Fundamentals of Argument	Textbook readings Lecture video Writer's Help readings	Introductory email Module 1 quiz LearningCurve quizzes
2	Fundamentals of Argument	Textbook readings Writer's Help readings Argument in Action 1	Argument in Action 1 LearningCurve quizzes
Lesson	Topic	Readings/Lectures	Assignments
3	Fundamentals of Argument	Textbook readings Writer's Help readings	LearningCurve quizzes Argument Analysis draft Argument Analysis final
4	Evaluative Arguments	Textbook readings Lecture video Writer's Help readings Argument in Action 2	Module 2 quiz Argument in Action 2
5	Evaluative Arguments	Writer's Help readings	Argument in Action 2 (con't) LearningCurve quizzes
6	Evaluative Arguments	Writer's Help readings	Evaluation Argument draft Evaluation Argument final
7	Causal Arguments	Textbook readings Lecture video Writer's Help readings Argument in Action 3	Module 3 quiz Argument in Action 3
8	Causal Arguments		Argument in Action 3 (con't) LearningCurve quizzes
9	Causal Arguments		Causal Argument draft Causal Argument final
10	Self-Reflection	Writer's Help readings Lecture video	
11	Self-Reflection		Writing Self-Assessment draft Writing Self-Assessment final
12	Proposals	Textbook readings Lecture video Argument in Action 4	Argument in Action 4 Proposal Prospectus

13	Proposals	Textbook Readings Lecture video Writer's Help readings	Problem Statement
14	Proposals	Textbook readings Writer's Help readings	LearningCurve quiz Solution
15	Proposals	Writer's Help readings	Module 5 quiz Proposal draft
16	Proposals		Proposal final

## UF POLICIES

### University Policy on Accommodating Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [dso.ufl.edu/drc](http://dso.ufl.edu/drc)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

**The Flexible Learning office should be notified of any special accommodations required by the student when they begin their course.**

### University Policy on Academic Misconduct

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." [The Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

**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 s/he 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 ([dso.ufl.edu](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.**

## GETTING HELP

### Technical Help

For issues with technical difficulties for 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 - select option 2
- Website: [elearning.ufl.edu](http://elearning.ufl.edu)

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

### Questions about Flexible Learning

If you have any questions about the course, please contact the instructor. If you have administrative concerns (e.g., paying for the course, receiving the textbook, etc.), please contact the Flexible Learning Office.

#### UF Flex Learning Office Contact Information

Email: [learn@dce.ufl.edu](mailto:learn@dce.ufl.edu)

Phone: (352) 294-6300

Website: [flexible.dce.ufl.edu](http://flexible.dce.ufl.edu)

### Other Resources

Other resources are available at the [UF Distance Learning website](#) for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please [email the Distance Learning office](#) or visit the [UF Distance Learning website](#) to submit a complaint.

**Disclaimer:** This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.