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 multimodal 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:**

**Writing Handbook:**

**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/](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 (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

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<tr>
<th>Grade</th>
<th>4.0</th>
<th>3.67</th>
<th>3.33</th>
<th>3.0</th>
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<td>C-</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.

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<thead>
<tr>
<th>CATEGORY</th>
<th>SATISFACTORY (Y)</th>
<th>UNSATISFACTORY (N)</th>
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<tbody>
<tr>
<td>CONTENT</td>
<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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<td>ORGANIZATION AND COHERENCE</td>
<td>Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences.</td>
<td>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.</td>
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<tr>
<td>ARGUMENT AND SUPPORT</td>
<td>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.</td>
<td>Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.</td>
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<tr>
<td>STYLE</td>
<td>Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.</td>
<td>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.</td>
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<tr>
<td>MECHANICS</td>
<td>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.</td>
<td>Papers contain so many mechanical or grammatical errors that they impede the reader’s understanding or severely undermine the writer’s credibility.</td>
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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
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, umatter@ufl.edu, 352-294-2273 (CARE) Dean of Students: https://dso.ufl.edu/, 202 Peabody Hall, (352) 392-1261
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U Matter We Care: [http://umatter.ufl.edu](http://umatter.ufl.edu), [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-294-2273 (CARE)
Dean of Students: [https://dso.ufl.edu/](https://dso.ufl.edu/), 202 Peabody Hall, (352) 392-1261

**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>
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<tbody>
<tr>
<td>Course Orientation</td>
<td>Course info and syllabus, meet the instructor, semester prep and tips</td>
<td>Syllabus</td>
<td>• Course Orientation Quiz</td>
<td>2 days</td>
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<td>Course Orientation page</td>
<td>• Understanding and Avoiding Plagiarism Tutorial</td>
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<td>Course Orientation lecture</td>
<td>• Introduction Email</td>
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<tr>
<td>Unit 1: Rhetorical Awareness</td>
<td>Overview</td>
<td>Unit 1 page</td>
<td>• Unit 1 Quiz</td>
<td>1 day</td>
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<td>Unit 1 introduction video</td>
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<td>Unit 1 readings</td>
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<tr>
<td>Unit 1: Rhetorical Awareness</td>
<td>Writing Process</td>
<td>The Writing Process in Action</td>
<td>• The Writing Process in Action Activity (interactive Playposit lecture/quiz)</td>
<td>2 days</td>
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<tr>
<td>Unit 1: Rhetorical Awareness</td>
<td>Prep Homework</td>
<td>Activity readings</td>
<td>• Prep Homework 1: Rhetorically Reading and Listening: Responding to Op-Eds</td>
<td>2 days</td>
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<td>Activity op-eds</td>
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<tr>
<td>Unit 1: Rhetorical Awareness</td>
<td>Language Lesson: Sentence structure, direct sentences, parallel structure</td>
<td>Language Lesson readings</td>
<td>• Unit 1 Language Lesson InQuizitive Quiz</td>
<td>1 day</td>
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<td>Language Lesson lecture</td>
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<tr>
<td>Unit 1: Rhetorical Awareness</td>
<td>Major Writing Assignment: Personal Engagement in a Public Conversation</td>
<td>“Community” video Major Writing Assignment readings</td>
<td>• Personal Engagement in a Public Conversation (op-ed or audio statement)</td>
<td>3 days</td>
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<tr>
<td>Unit 2: Rhetorical Analysis</td>
<td>Overview</td>
<td>Unit 2 page  Unit 2 introduction video  Unit 2 readings  Lectures: Rethinking Rhetoric and Library Research</td>
<td>• Unit 2 Quiz</td>
<td>1 day</td>
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<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>
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<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>
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<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>
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<tr>
<td>Unit 3: Cause and Effect</td>
<td>Overview</td>
<td>Unit 3 page  Unit 3 introduction video  Unit 3 readings</td>
<td>• Logical Fallacies Quiz</td>
<td>1 day</td>
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<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>
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<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>
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<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>
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<td>Unit 4: Evaluation</td>
<td>Overview</td>
<td>Unit 4 page</td>
<td>Unit 4 Quiz</td>
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<td>Evaluation Argument</td>
<td>Evaluation Argument in Action</td>
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<td>Prep Homework: Evaluating Solutions</td>
<td>Activity readings</td>
<td>• Prep Homework 4: Evaluating Solutions</td>
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<td>Language Lesson: Commas, pronouns, and variations</td>
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<td>Major Writing Assignment instructions</td>
<td>• Draft for Review</td>
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<td>Draft for Review instructions</td>
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<td>Draft for Review</td>
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<td>Unit 5: Writing Self-Assessment</td>
<td>Overview</td>
<td>Unit 5 page</td>
<td>Prep Homework 5: Taking Stock</td>
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<td>Unit 5 introduction video</td>
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<td>2 days</td>
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<td>Language Lesson: Proofreading and editing commas and pronouns</td>
<td>Language Lesson readings</td>
<td>• Unit 5 Language Lesson InQuizitive Quiz</td>
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<td>Major Writing Assignment readings</td>
<td>• Evaluating Writing Self-Assessment</td>
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<td>Unit 6: Proposal</td>
<td>Preparatory Activities</td>
<td>Major Writing Assignments</td>
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<td>Proposals</td>
<td>Proposal in Action</td>
<td>Proposal in Action Activity (interactive Playposit lecture/quiz)</td>
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<td>Prep Homework: Analyzing Stakeholders</td>
<td>Activity readings</td>
<td>Prep Homework 6: Analyzing Stakeholders and Finding Common Ground</td>
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<td>Language Lesson: Voice</td>
<td>Language Lesson readings Language Lesson lecture</td>
<td>Unit 6 Language Lesson InQuizitive Quizzes</td>
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<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 Proposal</td>
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**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](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.**

**Course Deadline and Extension Policy:**
ENC 1101 Syllabus

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 Flexible Learning Office for a course extension before the course expires. Please email learn@dce.ufl.edu with your extension request.

If the student has not submitted at least 50% of their coursework, or the extension is denied, a failing grade of “E”, “E0” or “E1” will be issued and recorded to the UF Registrar.

Course Cancels and Course Drops:

A Course Cancel:
Course cancellations must be completed in ONE.UF within 10 days of enrollment. No refunds are granted after 10 days. It is the student’s responsibility to verify that all cancellation requests have been received by the Flexible Learning office within the allotted time.

To cancel a course sign on to ONE.UF, select “Register/View Schedule” in the Courses & Registration section. Then select the course(s) you wish to cancel and submit.

Course Drop:
To drop a course, you will need to complete your request in ONE.UF within 14 weeks of the date of enrollment. 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.

To drop a course sign on to ONE.UF, select “Register/View Schedule” in the Courses & Registration section. Then select the course(s) you wish to drop, include reason and submit.

*UF Undergraduate Students Only-Once you have done this, you must notify your Academic Advisor that you have submitted a drop request.

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: 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”.

1. Order UF Official Transcripts here
Two ways to order a transcript:

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