

ENC 1101: Expository and Argumentative Writing

(3 CREDITS. THIS CLASS CONFERS COMPOSITION (C) AND WR 6,000 CREDIT)

Fall 2025

Instructor:

Email:

Office Hours and Location:

Class meeting days/periods:

Section #: 20849x, 12004x, 12005, 20432, 20433, 20436, 26672x, 26673, N/A, 21112, 24342, 24343, 12006, 27585, 27586, 27587, 27588, 27589, 27590, 27591, 27863, 11990, 11993, 11992, 21323, 11991, 11765, 11767, 28172, 11766, 22882

ENC 1101: A course teaching expository and argumentative writing techniques for community engagement and change.

Course Description

This course introduces students to the rhetorical concepts and audience-centered approaches to writing, including composing processes, language conventions and style, and critical analysis and engagement with written texts and other forms of communication.

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.

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.

General Education Student Learning Outcomes

Content: Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline. Students will engage in writing processes that involve drafting, revising, and reflecting.

Communication: Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline. Students will apply rhetorical knowledge to communicate for a range of audiences and purposes.

Critical Thinking: Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems. Students will employ critical thinking to analyze forms of communication.

Student Learning Outcomes will be assessed in several ways. Content knowledge will be assessed primarily through students' performance on the written assignments in which students apply the information and practices described in the instructional materials. The communication outcome will also be assessed through the major writing assignments and students' engagement in public speaking, such as the Proposal Presentation assignment, in which students are required to convey their knowledge and ideas clearly, as well as through collaborative activities both in-class and out-of-class. Critical thinking, a fundamental component of this course, will be assessed by measuring the degree to which papers accurately execute and apply conventions of discipline-focused writing.

General Education Learning Objectives- Composition

This course confers General Education credit for Composition (C). 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. Course content must include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students are expected learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic. (See the [General Education Objectives](#).)

In ENC 1101, these objectives will be met in a variety of ways. Each major writing assignment, such the Causal Analysis, Evaluation, and Proposal assignment constitutes a type of writing that requires a different type of

argumentation, writing style, research approach, and format. Especially important in all the assignments is adapting thesis statements, claims, evidence, and logic for different multimodal genres, such as blogs, reports, proposals, and prospectus. This requires attention to different audiences, purposes, and contexts. For example, the Causal Analysis requires the thesis statement, claims, and evidence to be adapted into a blog for a public community audience, while the Evaluation report requires claims, evidence, and logic to be presented more formally in a report for key stakeholders. Every assignment emphasizes clarity, cohesiveness, conciseness, and stylistic elements essential to writing in academic disciplines.

ENC 1101 Course Learning 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 & Technologies

This course participates in the UF All Access program. You can login at the following website and opt-In to gain access to your UF All Access course materials - <https://www.bsd.ufl.edu/AllAccess> – 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. This option will be available starting one week prior to the start of the semester and ends three weeks after the first day of class. Students *must* purchase the 4th edition of the textbooks.

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 one of the following options: (1) purchase this book through UF All Access, (2) purchase this book from the publisher through the link on the Canvas course, or (3) purchase an access code and enter it through the link on the Canvas course.

Textbook:

Lunsford, Andrea & Michael Brody. *Everyone's An Author*. 4th ed. W.W. Norton & Company, 2020. ISBN: 978-1-324-04534-2

Writing Handbook:

Bullock, Richard, Michal Bordy, and Francine Weinberg. *The Little Seagull Handbook*, 4th ed. New York: W.W. Norton & Co., 2017. Digital.

Note: The digital and new printed versions of *Everyone's an Author* come with *The Little Seagull Handbook*.

- Per UF policy, using Canvas is required in this class.
- The UWP adheres to the [UF Student Computing Requirements](#).
- If offered, synchronous online classes will require access to Zoom using UF Gatorlink accounts.

Materials and Supplies Fees: there are no material or supply fees in this class.

Assignment Descriptions (Total Points Possible: 1000)

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; 100 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; 150 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; 150 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. Specifically, students will identify areas of their writing that need work and describe a plan for improvement.

Proposal & Presentation (Proposal: 1800 words & 200 points; Presentation: 50 points = 250 points)

For the final paper, students will propose a solution to the problem they've been working with all semester. This includes a problem statement 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. Following the proposal, students will create a presentation for their key stakeholder about their problem and solution outlined in the proposal and present it to the class. Alternative options for completing the presentation portion of this assignment can be coordinated upon consulting with the instructor.

Peer Review (4@20 points = 80 points)

Students will participate in peer review for each paper by providing a complete draft and giving useful feedback.

Homework, Quizzes & In-Class Activities (170 points)

Your instructor will assign In-class activities, homework, and/or quizzes throughout the semester. Your instructor will provide details about these activities. These points are determined at the discretion of the instructor and may change throughout the course, and total points may not be fully reflected in the final course outcomes.

Optional Revision

*Students will be offered the opportunity to revise the **Personal Engagement in a Public Conversation, Causal Analysis, or Evaluation of Solutions**. See assignment in Canvas for requirements and deadline.*

Grading & Course Credit Policies

Grading for this course will be rigorous. Do not rely on the instructor for copy-editing, even on drafts. To receive a passing grade, each paper must reach the minimum assigned word count. Please note that assignment word counts represent minimums necessary to achieve assignment goals, not mandatory values. This course follows [UF grades and grading policies](#).

Writing Requirement

Composition Credit: Students must pass this course with a “C” or better to satisfy the UF requirement for Composition (C).

University Writing Requirement: The University Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Course grades have two components. To receive University Writing Requirement (WR) credit, a student must earn a course grade of C or higher **and** assignments must meet minimum word requirements totaling at least 6000 words. Thus, to earn WR credit, **students must complete all writing assignments with word counts**.

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. To confer credit for the University Writing Requirement, this course requires that papers conform to

the following assessment rubric. The General Assessment rubric broadly indicates qualities/features of satisfactory and unsatisfactory work. Satisfactory work includes grades ranging from 74% - 100%.

	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.

More specific rubrics and guidelines applicable to individual assignments will be delivered during the course of the semester. These rubrics will be provided in UF's e-learning system. The specific assessment rubrics for all major writing assignments in this course align with the following criteria.

All **satisfactory** written work must

- demonstrate student agency through authentic interaction with the topic/assignment.
- employ correct, appropriate document design for the assignment.
- incorporate correct, discipline-appropriate use of sources (including citation style) for the assignment.
- employ audience- and discipline-appropriate grammatical and lexical choices.
- demonstrate sentence mechanics and spelling that do not interfere with reader comprehension or writer credibility.

Course Policies

Absences & Late Work

The university policies on absences can be found at

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Attendance is required. The policy of the University Writing Program is that if students miss more than **six periods** during the term, they will fail the entire course. Double periods count as two absences. The UWP exempts from this policy only those absences due to university-sponsored events, such as athletics and band, religious holidays, quarantine, illness, or serious family emergencies.

Campus classes: Students are expected to attend face-to-face classes in person. Instructors may grant permission to attend class via Zoom in certain circumstances. Attending class via Zoom is by **instructor permission only** and instructors have no obligation to grant such requests.

Every activity and due date is provided at the beginning of the semester. For university-sponsored events covered in the UF attendance policy and religious holidays, please plan accordingly. When possible, plan to turn the work in before the deadline. If you must submit work past the due date/time, contact your instructor as soon as possible to work out an acceptable deadline.

- For absences due to quarantine or illness, your instructor may require a signed doctor's note.
- For extended absences due to illness or other circumstances, students should consult with 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

Failure of technology is not an excuse. Students are responsible for making sure their submissions are fully turned in on Canvas and do not contain corrupted files.

Making up missed work due to documented illness or emergency is at the discretion of the instructor on a case-by-case basis.

Plagiarism & Academic Integrity

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 honor 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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the [UF Conduct Code website](#) for more information. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Plagiarism is a serious violation of the Student Honor Code. The Honor Code prohibits and defines plagiarism 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**.

Each student's work will be tested for originality against a wide variety of databases by anti-plagiarism sites to which the University subscribes, and negative reports from such sites may constitute proof of plagiarism. Some (but not all!) examples of plagiarism are copying-and-pasting anything from the Internet without proper quotation, citation, or attributive tags, and using work you have previously submitted without permission from the instructor.

Cheating is defined as using or attempting to use "unauthorized materials or resources in any academic activity for academic advantage or benefit". *Cheating includes use of "entities" to complete work.* "Entity" is defined in the Student Honor Code and Student Conduct Code (<https://policy.ufl.edu/regulation/4-040/>) in Section 2, "Definitions" as:

Entity	This includes but is not limited to generative artificial intelligence, large language models, content generation bots, or other non-human intelligence or digital tools.
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Several items in "Cheating" refer to the use of Entities.

1. Using any materials or resources prepared by another person or **Entity** without the other person or Entity's express Consent or without proper attribution to the other person or Entity.
2. Using any materials or resources, through any medium, which the Faculty has not given express permission to use and that may confer an academic benefit to a Student.
5. Collaborating with another person or **Entity**, through any medium, on any academic activity, when Faculty has expressly prohibited collaboration.
6. Commissioning or seeking to commission another person or **Entity**, with or without compensation, to produce or complete academic work or to impersonate a student in any academic activity.

Instructors may choose if students can use an Entity for class assignments and if so, under what conditions. If you are not sure about the instructor's policy regarding the use of Entities for completing assignments, please ask *before submitting an assignment*.

If you commit academic dishonesty, the instructor will submit the incident to the Dean of Students Office as an Honor Code violation.

Recording Policy

The State of Florida has passed a law regarding the recording of classes by students.

- A Student may record a **class lecture** for three specified purposes as outlined in House Bill 233/Section 1004.097, Florida Statutes:
 1. For the student's own personal educational use;
 2. In connection with a complaint to the University where the recording is made;
 3. As evidence in, or in preparation for, a criminal or civil proceeding.
- Students may audio or video record a class lecture for a class in which the student is enrolled. Students do not need advance permission, or to provide notice, to record.
- A class lecture is defined as an educational presentation delivered by faculty (instructor of record) or guest lecturer, as part of a University of Florida course, intended to inform or teach enrolled students about a particular subject. Lecture is inclusive of faculty-led discussions that are integrated into the educational presentation.

- A class lecture **does not** include lab sessions, student presentations, clinical presentations such as patient history, **academic exercises involving student participation**, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.
- A recording of a class lecture may not be published without the consent of the lecturer.
 - **Publish** is defined as sharing, transmitting, circulating, distributing, or providing access to a Recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section.
 - A recording, or transcript of the recording, is considered to be published if it is posted on or uploaded to, in whole or part, any media platform, including but not limited to social media, book, magazine, newspaper or leaflet.
- A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Working With Others

Participation with classmates is a crucial part of success in this class. Students will be expected to participate in small group discussions and provide constructive feedback about their peers' writing during the peer reviews.

Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will discuss and write about engage controversial topics and opinions. Diversified student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own.

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>.

Writing Studio

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

Campus Resources

Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center – [click here to get started](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

Students in Distress

Students who experience a family or personal emergency (death in the family, unplanned hospitalization, etc.) may contact the Dean of Students Office and request notification letters be sent to their professors. Students are required to provide faculty members with appropriate documentation to support their absence unless, due to the nature of the issue, the information is provided to and verified by the Dean of Students' Office.

Health and Wellness

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
- Field and Fork Pantry: <https://fieldandfork.ufl.edu/>, located near McCarty B, 352-294-2208
- Student Health Care Center: <http://shcc.ufl.edu/>, multiple locations, (352) 392-1161
- Aid-a-Gator: <https://www.sfa.ufl.edu/aidagator/>, S-107 Criser Hall, (352) 392-1275
- Counseling and Wellness Center: Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).
- University Police Department: Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center website](#).
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

Academic Life

- E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
- [CLAS Academic Resources](#): 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

- [Writing Studio](#): Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- *Student Complaints On-Campus*: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)
- *On-Line Students Complaints*: [View the Distance Learning Student Complaint Process.](#)
- Academic Complaints: Office of the Ombuds; Visit the [Complaint Portal webpage](#) for more information.
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the [Student Complaint Procedure webpage](#) for more information.

Course Schedule

[Instructors: all highlighted material on the course schedule below indicates optional readings/quizzes/assignments for students that correspond to the lessons in Modules → Lesson plans on Canvas. Please include them if you plan to use the lesson plans, or erase them if you do not plan to use them.]

Textbook readings are abbreviated as EA (*Everyone's an Author*) and LSH (*The Little Seagull Handbook*). Chapters listed without page numbers require reading the entire chapter. Chapters listed with page numbers indicate only those pages required.

Unit 1: Rhetorical Awareness

Week 1 (Aug 21 – 22)

- Course Introduction

Week 2 (Aug 25 – 29)

- Monday:
 - Week 1 Course Introduction
- Wednesday:
 - Read from *Everyone's an Author* (Hereafter "EA"):
 - "Is everyone an author?" (p.xxix-xxxiv) "The need for rhetoric and writing" (p.1-4)
 - Chapter 1: Thinking Rhetorically (p.5-17)
 - "Join the conversation: Collaborate! Engage! Participate!" (p.29) Chapter 6: Reading Rhetorically (pg. 63-67)
 - Read from *The Little Seagull Handbook* (Hereafter LSH)
 - W-1 Rhetorical Contexts (pg. 2-5)
 - W-3 Reading Strategies (pg. 9-15)
 - Practice finding and analyzing persuasive messages in your community
 - Introduce Personal engagement in a public conversation assignment
- Friday: Read from LSH:
 - W-4a, b, c: Writing Processes, Generating Ideas, Developing a Tentative Thesis, and

Organizing and Drafting (pg. 17-19)

- W-9 Rhetorical Analyses (pg. 63-68)
- Read from EA:
- Chapter 9: Managing the Writing Process (pg. 107-109)

Week 3 (Sept 1 – 5; Holiday: Sept 1)

- Monday 9/01—NO CLASS—University Holiday
- Wednesday: Read from LSH:
 - (S-1) Elements of a Sentence, (S-2) sentence fragments, (pg. 347-355), (S-7) parallel structure (379)
 - Read from EA:
 - Chapter 34 How to Craft Powerful Sentences (pg. 704-719)
 - Chapter 35 “Editing Sentences” (pg. 723- 725)
- Friday: Read from EA:
 - Chapter 3 Rhetorical Situations (pg. 30-37)
 - Chapter 15 "Writing Analytically" (pg. 234-238)
 - Chapter 13 "Arguing a Position" (pg. 154-158)
- **Personal engagement in a public conversation assignment DUE**

Unit 2: Rhetorical Analysis

Week 4 (Sept 8 – 12)

- Monday: Read from LSH:
 - W-8 Arguments (pg. 58-62)
 - LSH: W-2 Academic Contexts (pg.6-8)
 - Introduce Issue Prospectus assignment
 - Read from EA:
 - Chapter 12 Choosing Genres (pg. 147-153)
 - Chapter 21 Starting Your Research (pg. 479-487)
 - Chapter 22 Finding Sources (pg. 488-489)
 - On Canvas, navigate to “Resources” → “Writing and Research” → watch ENC 1101 “Library Research Basics” (21 mins)
- Wednesday: Read from EA
 - Chapter 19 Analyzing and Constructing Arguments (pg. 411-420)
 - Chapter 26 “Annotating a Bibliography” (pp. 528-533)
 - Optional: Complete the Library Resources Worksheet on Canvas: Homepage → Resources → Writing and Research → Research Worksheet
- Friday: Read from LSH:
 - R-1 Doing Research (pg. 116-128)
 - W-6, W-6a, W-6b Design Elements (pg. 40-47)

Week 5 (Sept 15 – 20)

- Monday: Read from EA:
 - Chapter 36 Designing What You Write "Thinking Rhetorically about Design" (pg. 770-787)
 - Chapter 31: APA Style "In-text Documentation" and "Reference List" (pg. 625-627; 632)
 - Optional: take the Inquizitive for Writers: Documenting Sources: APA Style in Assignments
- Wednesday:
 - Optional: take the Inquizitive for Writers: Fused (Run-on) Sentences & Comma Splices in Assignments
- Friday: Read from EA:
 - Rough Draft of Issue Prospectus DUE for Peer Review

Unit 3: Cause & Effect

Week 6 (Sept 22 – 26)

- Monday: Read From EA
 - Chapter 20 "Cause & Effect," (pg. 455-457)
 - Chapter 15 Writing Analytically "Cause and Effect" (pg. 250)
 - **Issue Prospectus assignment DUE**
- Wednesday: Read from EA
 - Chapter 8 Distinguishing Facts from Misinformation (pg. 92-101)
 - Chapter 7 Annotating, Summarizing, Responding (pg. 73-87)
- Friday: Read from LSH:
 - (L1, L2, L4, L6) appropriate, precise, and unnecessary words, and words often confused (pg. 385-388)
- Practice identifying causes and effects
- Introduce Causal Analysis assignment

Week 7 (Sept 29 – Oct 3)

- Monday: Read from EA:
 - Chapter 24 Keeping Track/Managing Information Overload (pg. 515-519)
 - Chapter 25 Evaluating Sources (pg. 520-527)
- Wednesday: Read from LSH
 - R-2 Evaluating Sources (pg. 129-136)
 - (W5, W5 a, b, c, d, and e)- cohesiveness (pg. 27-39)
- Friday:
 - Optional: Find, read, and bring to class three sources that describe the causes of your community problem (Unit 3: Day 5 lesson)

Week 8 (Oct 6 – 10)

- Monday: Read from EA:
 - Chapter 36: Designing What you Write (pg. 769-787)
- Wednesday: Read from EA:
 - Chapter 27 Synthesizing Ideas (pg. 534-539)

- Chapter 28 Quoting, Paraphrasing, Summarizing (pg. 549)
- Chapter 29 Giving Credit, Avoiding Plagiarism (pg. 562-569)
- Friday:
 - Rough Draft of Causal Analysis: Cause and Effects of Community Problems DUE for Peer Review

Unit 4: Evaluation

Week 9 (Oct 13 – 17; Homecoming: Oct 17)

- Monday: Read from EA:
 - Chapter 17 “Two Thumbs Up”: Writing a Review (pg. 334-369)
 - **Causal Analysis DUE**
- Wednesday: Optional: read Evaluative Arguments → Modules → Unit 4: Day 2
 - (P-1) Commas (pg. 426) & (E-5) Editing Commas (pg. 337-341)
 - (L-9, L-10, & L-11) inclusive language and Englishes (pg. 410-424)
- Homecoming -- no class

Week 10 (Oct 20 – 24)

- Monday: Optional: read “Chapter 17: Analyzing Community Problems and Solutions” → Modules → Unit 4: Day 5
- Wednesday: Optional: read “Chapter 36: A Framework for Program Evaluation: A Gateway to Tools” → Modules → Unit 4: Day 6
- Friday:
- Read from LSH:
 - W-10 Reports (pg. 72-76)

Week 11 (Oct 27 – 31)

- Monday: Read from LSH
 - (S-6) pronouns/antecedents (pg. 372-377)
 - Optional: take the Inquizitive for Writers: Pronouns with Unclear Reference; Pronouns that Don't Agree with their Antecedents; Pronouns in the Wrong Case in Assignments
- Wednesday:
 - Drafting workshop: bring in your materials to draft the Evaluation report in class.
- Friday:
 - Rough Draft of Evaluating Solutions Report DUE for Peer Review

Unit 5: Reflection

Week 12 (Nov 3 – 7)

- Monday: Read from EA:
 - Bonus Chapter B: Assembling a Portfolio (pg. B1-B7)
 - **Evaluation assignment DUE**
- Wednesday: Read from LSH:

- W-15 Reflections (pg. 102-104)
- W-4e Taking Stock and Revising (pg. 21)
- W-4f Editing and Proofreading (pg. 24)
- E-1 through E-6 Editing the Errors That Matter (pg. 300-346)
- Friday:
 - Peer Review Personal Reflections in class

Unit 6: Proposal

Week 13 (Nov 10 – 14; Holiday: Tuesday, Nov 11)

- **Monday 11/11 – No classes – University holiday – Veterans Day**
- Wednesday: Read from LSH:
 - W-14 Proposals (pg. 98-100)
 - Read from EA:
 - Chapter 18 "Making a Proposal" (pg. 371-385)
 - **Introduce Proposal assignment**
 - **Writing Self-Assessment DUE**
- Friday: Read from EA:
 - Chapter 20: "Strategies for Supporting an Argument "Problem/Solution" (pg. 470-475)

Week 14 (Nov 17 – 21)

- Monday: Wednesday: Read from LSH:
 - R-3 Synthesizing Ideas (pg. 136-138)
 - APA Style (pg. 201-231)
- Wednesday: Analyze Proposal Samples in class
- Friday: **Proposal Presentations DUE in Class**

Week 15 (Nov 24 – Nov 28)

- No Class: Thanksgiving Holiday

Week 16 (Dec 1 – 3)

- Monday: Proposal Peer Review
- Wednesday: ENC 1101 Jeopardy
 - Class Evaluations
 - **Proposal assignment DUE**
 - **Optional Revision DUE**