

ENC 1101: Expository and Argumentative Writing

3 credits. This class confers Composition (C) and WR 6,000 credit. ENC 1101 is a prerequisite.

Sections:

| |
|--------|
| 18013x |
| 27219x |
| 15889x |
| 15811 |
| 23661 |
| 15774 |
| 11643 |
| 24152 |
| 19937 |

Spring 2026

Instructor:

Email:

Office Hours and Location:

Class meeting days/periods:

*NOTE: This course complies with all UF academic policies.
For information on those policies and resources for students, please see [this link](#).*

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

NACE Career Competencies

ENC 1101 supports the development of several **NACE Career Readiness Competencies**, which are valued by employers across industries:

| Competency | Definition | Assignment |
|-------------------------------------|---|---|
| Written Communication | Compose clear, persuasive, and audience-specific texts in multiple genres, including blogs, reports, and proposals. | Op-ed, Prospectus, Causal Analysis, Evaluating Solutions Report, Proposal Essay |
| Critical Thinking / Problem Solving | Analyze complex issues, evaluate solutions, and craft logical, evidence-based arguments. | Prospectus, Causal Analysis, Evaluating Solutions Report, Proposal Essay |

| | | |
|--------------------|---|---|
| Technology | Incorporate multimodal elements and design principles into writing and presentations using digital tools. | Prospectus, Causal Analysis, Evaluating Solutions Report, Proposal Essay |
| Professionalism | Demonstrate responsibility through meeting deadlines, revising work, and maintaining academic integrity | Op-ed, Prospectus, Causal Analysis, Evaluating Solutions Report, Proposal Essay, Peer Reviews |
| Teamwork | Engage in peer review and group discussions to provide constructive feedback and strengthen ideas. | Peer Reviews & in-class group work |
| Oral Communication | Present proposals and articulate arguments effectively in spoken formats for diverse audiences. | Peer Reviews & Proposal Presentation |

Required Texts

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*.

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)

Review your major writing assignments thus far and analyze your progress and development in the course. Identify areas of your writing and analytical thinking that need work and describe a plan for improvement. You will then consider how the writing and analytical thinking skills you've developed in the course can be included on a resume or CV.

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- Participation (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 (E6), 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-E6 credit, **students must complete all the major writing assignments.**

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

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.

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.

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. Please contact the instructor or, when applicable, the Dean of Students Office (<http://umatter.ufl.edu>) as soon as you can to make them aware of the documented illness or emergency.

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/>.

Content created solely using generative AI must never be presented as original human-created work, and any content optimized or enhanced using generative AI must be disclosed and described in the Writing Process Reports or in another manner outlined by the instructor. Failure to disclose use of AI-generated writing, such as ChatGPT or Microsoft Co-Pilot, will be considered plagiarism.

Recording Policy

Class lectures may only be recorded for purposes defined by House Bill 233/Section 1004.097. A class lecture does not include 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.

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 whom must then provide this documentation to the instructor when requesting accommodation. Visit <https://drc.dso.ufl.edu/> for more information.

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

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.

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 (1/12-1/16)

- 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
 - Read from *The Little Seagull Handbook* (Hereafter LSH)
 - W-1 Rhetorical Contexts (pp. 2-3)
 - W-3 Reading Strategies (pp. 9-16)
 - 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 (pp. 17-19)
 - W-9 Rhetorical Analyses (pp. 63-68)
 - Read from EA:
 - Chapter 9: Managing the Writing Process (pp. 103-116)

Week 2 (1/19-1/23):

- Monday 1/20—NO CLASS—University Holiday
- Wednesday: Read from LSH:
 - (S-1) 1) What is a sentence? Who does what? (pp. 460)
 - (S-2) sentence fragments (pp. 466-468)
 - (S-7) parallel structure (pp. 484)
 - Read from EA:
 - Chapter 34 How to Craft Powerful Sentences (pp. 694-712)
 - Chapter 35 "Editing Sentences" (pp. 714-717)
- Friday: Read from EA:
 - Chapter 3 Rhetorical Situations (pp. 30-37)
 - Chapter 15 "Writing Analytically" (pp. 234-254)
 - Chapter 13 "Arguing a Position" (pp. 154-171)
- **Personal engagement in a public conversation assignment DUE**

Unit 2: Rhetorical Analysis

Week 3 (1/26-1/30):

- Monday: Read from LSH:
 - W-8 Arguments (pp. 53-59)
 - LSH: W-2 Academic Contexts (pp. 6-8)
 - Introduce Issue Prospectus assignment
 - Read from EA:
 - Chapter 12 Choosing Genres (pp. 147-153)
 - Chapter 21 Starting Your Research (pp. 479-487)
 - Chapter 22 Finding Sources (pp. 488-497)
 - On Canvas, navigate to “Resources” → “Writing and Research” → watch ENC 1101 “Library Research Basics” (21 mins)
- Wednesday: Read from EA
 - Chapter 18 Analyzing and Constructing Arguments (pp. 411-419)
 - Chapter 26 “Annotating a Bibliography” (pp. 528-533)
 - Chapter 34 Designing What You Write “Thinking Rhetorically about Design” (769-786)
- Friday: Read from LSH:
 - R-1 Doing Research (p. 116)

Week 4 (2/2-2/6):

- Monday: Read from EA:
 - Chapter 31: APA Style “In-text Documentation” and “Reference List” (pp. 627-631)
- Wednesday: Read from LSH:
 - W-6, W-6a, W-6b Design Elements (pp. 40-47)
- Friday: Read from EA:
 - Rough Draft of Issue Prospectus DUE for Peer Review

Unit 3: Cause & Effect

Week 5 (2/9-2/13):

- Monday: Read From EA
 - Chapter 20 “Cause & Effect,” (pp. 456-457)
 - Chapter 15 Writing Analytically “Cause and Effect” (page 250)
 - **Issue Prospectus assignment DUE**
- Wednesday: Read from EA
 - Chapter 8 Distinguishing Facts from Misinformation (pp. 91-102)
 - Chapter 7 Annotating, Summarizing, Responding (pp. 73-84)
- Friday: Read from LSH:
 - (L1, L2, L4, L6) appropriate, precise, and unnecessary words, and words often confused (pp. 488)
- Practice identifying causes and effects
- Introduce Causal Analysis assignment

Week 6 (2/16-2/20)

- Monday: Read from EA:
 - Chapter 24 Keeping Track/Managing Information Overload (pp. 515-519)

- Chapter 25 Evaluating Sources (pp. 520-527)
- Wednesday: Read from LSH
 - R-2 Evaluating Sources (pp. 129-136)
 - (W5, W5c, d, and e)- cohesiveness (pp. 27-38)
- Friday:

Week 7 (2/23-2/27)

- Monday: Read from EA:
 - Chapter 27 Synthesizing Ideas
- Wednesday: Read from EA:
 - Chapter 28 Quoting, Paraphrasing, Summarizing (pp. 548-561)
 - Chapter 29 Giving Credit, Avoiding Plagiarism (pp. 562-569)
 - (W5, W5 a and b) paragraphs- focusing on the main point and developing the main point
- Friday:
 - Rough Draft of Causal Analysis: Cause and Effects of Community Problems DUE for Peer Review

Unit 4: Evaluation

Week 8 (3/2-3/6):

- Monday: Read from EA:
 - Chapter 17 “Two Thumbs Up”: Writing a Review (pp. 334-351)
 - **Causal Analysis DUE**
- Wednesday:
- Friday: Read from LSH:
 - (P-1) Commas & (E-5) Editing Commas (pp. 337-343)
 - (L-9, L-10, & L-11) inclusive language and Englishes (pp. 410-418)
- Introduce Evaluation assignment

Week 9 (3/9-3/13):

- 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 (pp. 72-76)

Week 10 (3/16-3/20):

- SPRING BREAK—NO CLASS!

Week 11 (3/23-3/27):

- Monday: Read from LSH
 - (S-6) pronouns/antecedents (pp. 372-377)
- 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 (3/30-4/3):

- Monday: Read from EA:
 - Chapter 10 Assembling a Portfolio (B-1-B-2)
 - **Evaluation assignment DUE**
- Wednesday: Read from LSH:
 - W-15 Reflections (pp. 102-104)
 - W-4e Taking Stock and Revising (p. 21)
 - W-4f Editing and Proofreading (p. 24)
 - E-1 through E-6 Editing the Errors That Matter (pp. 300-343)
- Friday:
 - Peer Review Personal Reflections in class

Unit 6: Proposal

Week 13 (4/6-4/10):

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

Week 14 (4/13-4/17)

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

Week 15 (4/20-4/24)

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

- Friday: 4/25- Reading Day- No Class