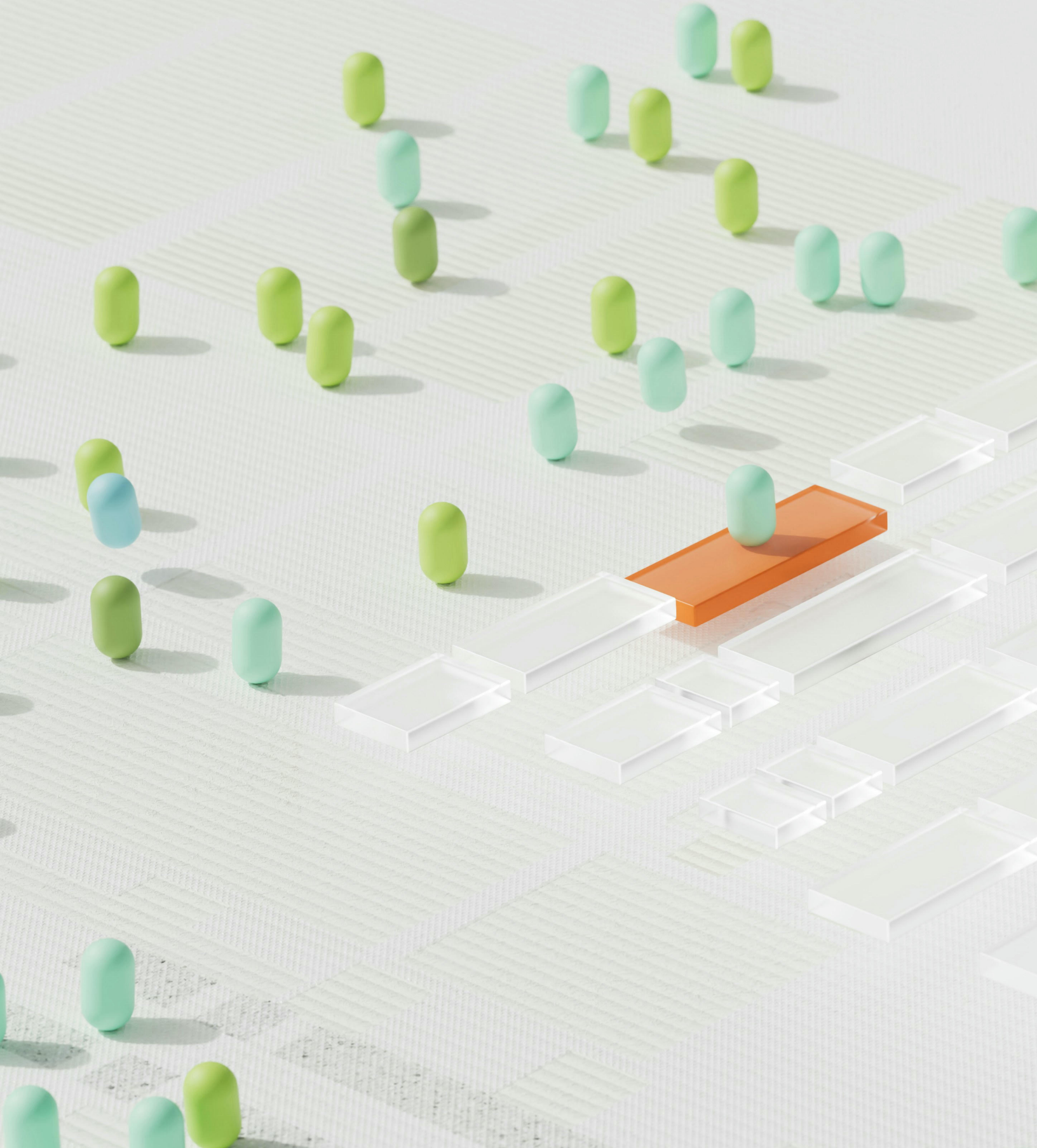
QUEST 1 | ENC1602

The Rhetoric of AI



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Name
The Rhetoric of AI

Number
ENC1602

Attributes
- Quest 1
- Humanities
- WR 2,000

Term
Fall 2025

Time and Location
MWF | Period 3 | FLI 105

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Details

Just as the internet revolutionized the economy, so AI is reshaping potential in every sector from finance and automobiles to art and sales. At the heart of AI capabilities and dreams rest human talents, among which number understanding, interpreting, imagining, making smart decisions, and conversing. On this last front, companies large and small, from blue chips to startups, are creating platforms and solutions that drive human-machine interaction by and through conversations. In this course, we will explore whether AI can be programmed not only to mimic personality qua identity but also to effectively influence situations toward optimal events.

Catalog Description

Examination of rhetoric surrounding and deployed by AI. Explores how identity attaches to persuasion and whether they can be programmed. Designed to equip students with knowledge of AI reliance on the humanities disciplines of rhetoric, philosophy, and technical writing through Western Canon texts. For students who wish to learn enterprise-grade platforms, pursue certifications for career-readiness, undertake projects to professionalize writing, and develop professional workplace competencies.

Course Description

For every, “Okay, Google” or “Hey, Siri” to help us with tasks, there is the potential for “Help me understand something” and “Help me through something.” Thus, while we have the ability to give AI commands, conversational AI has the power to influence, persuade, and help us grow, all of which have equally interesting and alarming possibilities. In this course, we will examine this while testing our assumptions. By relying on multidisciplinary knowledge from anthropology, art, linguistics, philosophy, professional writing, psychology, rhetoric, and technical writing—including selections from the Western canon—to develop interdisciplinary skills in creative thinking, critical thinking, collaboration, presentations, public speaking, and research, our work in AI will necessarily bridge the humanities with the technical. To that end, we will begin with the history and theories of rhetoric and AI. Then, we will survey the landscape of AI developers and developments.

Quest 1 Essential Question
How can we unlock the ability of AI to convince others?

Content

Required Materials

The Art of Rhetoric
Aristotle
Oxford University Press
ISBN: 9780198724254
Physical Copy Required

Tractatus Logico-Philosophicus
Ludwig Wittgenstein (1922)
Project Gutenberg (Free)

Solaris
Stanisław Lem (1961)
HarperCollins
ISBN: 9780156027601
Physical Copy Required

Recommended Material

The Chicago Manual of Style, 17th Edition
The University of Chicago Press
Editorial Staff (2017)
Chicago University Press
ISBN: 9780226287058
Digital Version free via UF Libraries

Required Readings

As a humanities course, we are to read from the Western Canon, from which the following selections best fit our purposes (on rhetoric, understanding, and identity, respectively):

- *The Art of Rhetoric* by Aristotle
- *Tractatus Logico-Philosophicus* by Wittgenstein
- *Solaris* by Stanisław Lem

Since writing for AI requires multi-disciplinary skills and competencies, interdisciplinary readings on rhetoric, AI, and critical thinking will be assigned from the Stanford Encyclopedia of Philosophy, including the following entries:

- Artificial Intelligence
- Aristotle's Rhetoric
- Critical Thinking
- Wittgenstein

Supplemental Readings

Additional sources from the news and media outlets of AI companies will help us compare and contrast their self-promotion with our readings, topics, and discussions. Throughout the term, you will be encouraged to find and share articles on our discussion board related to the course topics.

Credits

General Education Program

Students take Quest 1 courses to satisfy 3 credits of the general education requirement in the Humanities. This Quest course also fulfills 2,000 words of the count toward the writing requirement.

Tracking
- Quest 1
- Humanities (H)
- Writing Requirement (WR) 2,000 words

Grade Requirements

This course accomplishes the Quest 1 and General Education objectives of the subject areas listed above. A minimum grade of C is required for all Quest and General Education credits. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.

Student Learning Outcomes

General Education Program

This course will realize the following General Education Program student learning outcomes by and through the following activities, assessments, deliverables, discussions, experiences, lectures, and readings.

SLO	Fulfilment
Content Students demonstrate competence in the terminology, concepts, methodologies and theories used within the subject area.	**Method** Students will study the concepts, history, key themes, principles, terminologies, theories, modes, and methodologies of rhetoric, AI, and identity throughout the course. **Vehicles** Discussions, Lectures, and Readings on Rhetoric, AI, and Identity **Assessments** Quizzes
Critical Thinking Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the subject area.	**Method** Students will discuss, deconstruct, identify, analyze, deploy the distinctive elements that rest at the interdisciplinary intersection of rhetoric, AI, and identity. **Vehicles** Readings, Lectures, Philosophical Discussions, Deliverables, Experiences, Evidentiary Paragraph Writing **Assessments** Rhetorical Analysis, Analytical Essay #1, Analytical Essay #2, Enterprise Design Thinking Certification
Communication Students clearly and effectively communicate knowledge, ideas, and reasoning in written or oral forms appropriate to the subject area.	**Method** Students will draft, revise, peer edit, deliver, and present content according to best practices. In addition, students will develop, deploy, revise, and effectively collaborate on solutions as individuals on teams. **Vehicles** Activities, Deliverables, Presentations, Experiences **Assessments** Analytical Essay #1, Analytical Essay #2, Self-Reflection Essay, Position Statement, Rhetorical Analysis, Experiential Learning Opportunity and related Presentation

Subject Area Student Learning Outcomes

This course will realize the following Subject Area Student Learning Outcomes for Humanities (H) in concert with Quest 1 Objectives and Student Learning Outcomes by and through the following activities, assessments, deliverables, discussions, experiences, lectures, and readings.

SLO	Fulfilment
Content Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course.	**Outcome** Students will be able to identify, describe, and explain the histories and theories of rhetoric, AI, and identity. **Vehicles** Discussions, Lectures, and Readings on Rhetoric, AI, and Identity **Assessments** Quizzes
Critical Thinking Analyze and evaluate essential questions about the human condition, using established practices appropriate for the arts and humanities disciplines incorporated into the course.	**Outcome** Students will further develop critical thinking capacities in problem solving, hypothetical thinking, making decisions, reasoning, ecological thinking, lateral thinking, and creative thinking. **Vehicles** Readings, Lectures, Philosophical Discussions, Deliverables, Experiences, Evidentiary Paragraph Writing **Assessments** Rhetorical Analysis, Analytical Essay #1, Analytical Essay #2, Enterprise Design Thinking Certification
Communication Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course.	**Outcome** Students will work together to develop and deliver presentations, deploy solutions, and peer-revise through writing as a process-based work, all of which requires effective in-person and digital communication. **Vehicles** Activities, Deliverables, Presentations, Experiences **Assessments** Analytical Essay #1, Analytical Essay #2, Self-Reflection Essay, Position Statement, Rhetorical Analysis, Experiential Learning Opportunity and related Presentation
Connection — Quest 1 Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond.	**Outcome** Students will reflect on their education and experiences to identify what they learned, consider what they might have done differently, and imagine how they might advise future students to prepare for the course. **Vehicle** Deliverable **Assessment** Self-Reflection Essay

Writing Requirement

Students who successfully complete the course will compose at least 2,000 words across deliverables toward the UF writing requirement.

Writing Requirement (WR) Courses

- The WR ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.
- The instructor will evaluate and provide feedback before the end of the course on all of the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization.
- WR course grades have two components. To receive WR credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

Writing Assessment Rubric

Aspect	Satisfactory (A to C)	Unsatisfactory (C- to E)
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-Specific Objectives

Upon completion of this course, a student should be able to establish ideal rhetorical parameters for any technical text, compose content thereunder, and evaluate compliance thereto, not only generally but also particularly in an AI-related space.

Goals	Means	Outcomes
• To learn rhetorical situations, ecologies, and modes of persuasion • To integrate theory into work • To analyze texts using theory • To understand the landscape of AI platforms, products, and services • To learn the standards, practices, and conventions of professional and technical communication • To use and compare enterprise software solutions • To develop communication and project management skills • To practice group leadership, participation, and presentations	• Discussions, lectures, readings, and quizzes on rhetoric, philosophy, identity, and artificial intelligence • Evaluating companies • Readings on technical writing • Evaluating platforms, products, and services for deliverables, and quizzes • Crafting multimodal persuasive solutions • Group involvement and communication • Group meetings and presentations • Project life-cycle administration	By the end of this course, students can: • Identify, analyze, and optimize rhetorical situations, rhetorical ecologies, and persuasive modes • Compose effective technical documents, including code, proposals, reports, and presentations for target audiences and purposes • Evaluate the rhetorical positioning of technical texts • Relate philosophy to projects, thereby translating theory to reality • Critically assess AI-generated content and evaluate same against prompts for testing and refinement • Apply theory to the design and development of content for AI agents • Create and calibrate multimodal persuasive artifacts that effectively communicate complex information to intended audiences • Collaborate in teams to complete projects, thereby demonstrating effective communication, project management, and leadership skills • Deliver clear and compelling oral presentations, thereby demonstrating effective use of visual aids and audience engagement strategies • Implement project management strategies to successfully complete projects using enterprise-grade platforms

Assessments

Grading Scale

Please review the UF grade and grading policies.

Grade	Percentage
A	94 – 100%
A-	90 – 93%
B+	87 – 89%
B	84 – 86%
B-	80 – 83%
C+	77 – 79%
C	74–76%
C-	70–73%
D+	67–69%
D	64–66%
D-	60–63%
E	<60

Point and Word Totals

Please note that these are word count minimums.

Assignment	Points	Words
Analytical Essay #1	150	1,000 (WR)
Analytical Essay #2	150	500 (WR)
Experiential Learning Opportunity	500	
Self-Reflection Essay	200	500
Quizzes	80	
Position Statement	50	250
Rhetorical Analysis	100	500 (WR)
Google Technical Writing Review	50	250 (WR)
IBM Certifications	50	
Totals	**Points** 1,330	**Words** 3,000 **(WR) Words** 2,250

Major Assignments

Analytical Essay #1

Writing about Writing
Individual Assignment. Document. 1,000 Words, Minimum. 150 Points. Standard Rubric.

Description
While companies like OpenAI, Numenta, Cohere, and Dataiku (among others) offer AI platforms, products, and services, they also offer positions, papers, blogs, and social media feeds. Select one AI company and evaluate their content channels for intelligibility, rhetorical savvy, style, and structure. How are they positioning themselves? What differentiates them? What research have they written or had published? Is there any research written about them? Are there any news articles?

Analytical Essay #2

Writing about Experience
Individual Assignment. Document. 500 Words, Minimum. 150 Points. Standard Rubric.

Description
Many websites today use chatbots to interact with customers. Find a site, interact with its bot, and non-deliberately uncover points where the interaction breaks. What happened? Why do you think it happened? What could have been done differently? What did it do right? How would you describe its identity and personality?

Self-Reflection Essay

Writing about Experience
Individual Assignment. Document. 500 Words, Minimum. 200 Points. P/F Rubric.

Description
Compose a letter to a future student in this course. What did you learn? What would you do differently? What would you recommend a student do to prepare? Use IBM's natural language processing AI tools to evaluate your content. Revise based on emotional analysis.

Experiential Learning Opportunity: Program an Assistant

Team Experience, Showcase, Course Capstone Project
Group Assignment. Application Build and Presentation. 500 Points. P/F Rubric: Team Grade. (3 hours)

Description
Secure the IBM Team Essentials for AI Course Certification. Then, program an AI Assistant according to the team-developed position statement produced during the certification and our understanding of rhetoric and identity. Present your bot to the class as a demonstration of its coherence with the position statement.

Learning Objectives

Goals	Means	Outcomes
• To Learn How to Program a Chatbot • To Apply Rhetorical Lessons in a Dynamic Medium • To Develop Collaborative Skills	• Program Intents and Events in an AI Assistant • Develop Audience-Focused Solutions • Manage Project with Fellow Students as Colleagues	By the end of this assignment, students will have collaboratively programmed a bot that persuades an ideal audience to perform various possible calls to action.

Bot Rubric
Group Assignment. 400 Points. P/F Rubric: Team Grade. 2/3 pass ratings are required for credit.

Aspect	Pass (P)	Fail (F)
Content	The Intents and Entities programmed cohere with the position statement.	The Intents and Entities programmed deviate significantly from or do not approach the position statement.
Expression	The Assistant responds in such a way that it signals a personality, identity, tone.	The Assistant responds impersonally and flat.
Experience	The Assistant delights the end-user.	The Assistant fatigues the end-user.

Presentation Rubric
Group Assignment. 100 Points. P/F Rubric: Team Grade. 1/2 pass ratings are required for credit.

Aspect	Pass (P)	Fail (F)
Development	Each member of the team effectively develops at least 1 slide.	Several team members do not develop at least 1 slide.
Delivery	Each member of the team captivatingly delivers at least 1 slide to the class during a professional demonstration.	Several team members fail to deliver at least 1 slide to the class during or the demonstration itself is unprofessional.

Minor Assignments

Quizzes

Writing about Rhetoric and AI
Individual Assignment. Canvas Quizzes. 50 Points Divided. Point-Based Grading.

Description
Readings and related content addressed through lectures will be evaluated throughout the term.

Position Statement

Team Experience, Writing about Rhetoric
Group Assignment. Document. 250 Words, Minimum. 50 Points. P/F Rubric: Team Grade.

Description
Prerequisite: Team Essentials for AI Course Certification. Describe the Assistant your team will program. Beyond giving your bot an identity, perspective, voice, and more, you will articulate its rhetorical situation, ecology, and implementation benefits.

Assessment Rubric
1/2 pass ratings are required for full credit.

Aspect	Pass (P)	Fail (F)
Content	The project is reasonable and can be realized. The statement addresses the rhetorical situation, ecology, and benefits meaningfully.	The project is unreasonable and/or cannot be realized. The statement does not address its situation, ecology, or benefits meaningfully.
Expression	The project is articulated clearly, coherently, and with logical organization.	The statement contains egregious errors in grammar, syntax, or punctuation or the clarity, coherence, and organization suffers thereby or for other complications.

Rhetorical Analysis

Writing about Rhetoric
Individual Assignment. Slide Deck. 500 Words, Minimum. 100 Points. P/F Rubric.

Description
How do Google, IBM, Microsoft, and Amazon rhetorically position their AI platforms, products, and services? Compare and contrast.

Review Google Technical Writing Lessons

Writing about Experience
Individual Assignment. Document. 250 Words, Minimum. 50 Points. P/F Rubric.

Description
Write reflection on what information was truly informative. Address what you found helpful and what you wish you would have known earlier.

IBM Certifications

To prepare you for building AI applications as a team, secure these two certifications that you can add to your LinkedIn profile and résumé.

Enterprise Design Thinking
Experience
Individual Assignment. 25 Points. P/F Rubric. (2 Hours)

Description
From IBM: “Explore how to apply design thinking in your own company and what it means for you and your team. The Practitioner Course will give you a baseline of Enterprise Design Thinking skills: collaboration, synthesis, design research, prototyping, and storytelling.”

Team Essentials for AI Course Certification
Team Experience
Individual Assignment. 25 Points. P/F Rubric. (2 Hours)

Description
From IBM: “Explore what it means to design artificial intelligence systems as a team, guided by a clear intent and a focus on people. This course will give you the framework and tools you need to recognize responsible AI design, align your team, and work with data sources to start building an AI solution today.””

Modules

Module	Weeks	Theme	Central Questions	Knowledge Development	Skill Development

1	1–7	**Theory**
		In this unit, we will examine texts and society to help us eventually program qualities for our bot.
			• What is rhetoric?
			  ‣ What is its history?
			  ‣ How is it used today?
			• What is AI?
			  ‣ What is its history?
			  ‣ How is it used today?
			• What is an identity?
			  ‣ How are identities determined?
			  ‣ How are identities formed?
			  ‣ How do identities change?
			  ‣ What governs identities?
			  ‣ How are connections made?
			• How are (dis)connections effected?
			  ‣ What are flows and what flows?
			  ‣ What are experiences?
			  ‣ How do emotions shape identities?
			• What is information?
				• Analytical Philosophy (Identity)
				• Anthropology (Behavior, Information, Markedness, Semiotics)
				• Continental Philosophy (Machinic Thinking, Flows)
				• History (Rhetoric and AI)
				• Psychology (Affect, Emotions)
				• Rhetoric (Ecology, Situations, Modes of Persuasion)
				• Writing (Technical Writing)
					• Design Thinking
					• Technical Writing
					• Research

2	9–11	**Exploration** In this unit, we will explore the AI landscape, its solutions, and evaluate how they are positioned and work.	• How do businesses develop, use, promote, and deploy AI solutions? • What social media strategies do they employ? • How do AI chatbots work and break?	• Business (Marketing, Social Media) • Engineering (Failure Analysis) • Professional Writing (Analysis, Argumentation, Deconstruction, Evidence, Formatting, Research, Structure, Style) • Rhetorical Analysis	• Critical Thinking • Professional Writing • Research

Module	Weeks	Theme	Central Questions	Knowledge Development	Skill Development
3	12–15	**Application** In this unit, students apply knowledge and theory to collaboratively develop an AI bot.	• What properties and attributes of identity can be programmed into a chatbot? • What persuasive power could one deploy to optimal ends? • What problems could it solve? • How could the process and effort to answer these questions be captured and delivered professionally as presentations accompanied by a slide deck?	• Anthropology (Behavior, Markedness, Semiotics) • Art (AI-Generated), • Linguistics (Semantics) • Philosophy (Aesthetics) • Psychology (Affect, Emotions) • Rhetoric (Oratory, Ecology, Modes, Visual) • Structuralism (Identity)	• Creative Thinking • Leadership • Presentation Design • Problem Solving • Project Management • Public Speaking • Technical Writing

Weekly Course Schedule

Week	Course Topics and Activities	AI Topics and Uses	AI Hours	Minor Assignments	Major Assessments
Module 1					
1	**Lecture and Discussions** • Introduction to Course • The Rhetoric of AI	**Discussion** - Rhetoric of and about AI Today	1 hour	• Google Technical Writing Evaluation	
2	**Lecture and Discussions** • Narratology and Genres **Readings** • *Solaris*. Chapters 1-4. (≈64 pages).	**Discussion** • AI and Narratives **UF NaviGator** • Introduction to Platform • Examine AI and *Solaris*	2 hours	• Quiz 1 • Reading Quiz 1	
3	**Lecture and Discussions** • Identity, Rhetoric, and Anthropology **Readings** • *Solaris*. Chapters 4–8. (≈64 pages).	**Discussions** • AI and Identity (Fiction and Reality) • AI vs. The Other AI (Alien Intelligence) **UF NaviGator** • Examine Anthropology and *Solaris*	2 hours	• Quiz 2 • Reading Quiz 2	
4	**Lecture and Discussions** • Interaction, Connections, and Causality **Readings** • *Solaris*. Chapters 8–12. (≈64 pages). **Activities** • Explore Interactions and Connections on Campus	**Discussion** • AI and Connections across Society Today **UF NaviGator** • Learn Prompt Design and Engineering **Thinking Models** • Prompt for Theory, Explain and Apply	3 hours	• Quiz 3 • Reading Quiz 3	
5	**Lecture and Discussions** • The Nature of Information **Readings**	**Discussion** • (mis-/dis-)Information and AI **UF NaviGator**	2 hours	• Quiz 4 • Reading Quiz 4	

Week	Course Topics and Activities	AI Topics and Uses	AI Hours	Minor Assignments	Major Assessments
	• *Solaris*. Chapters 13–14. (≈32 pages).	• AI Image Generation			
6	**Lecture and Discussions** • Rhetorical Ecologies **Readings** • *The Art of Rhetoric*. Book 1. (≈50 pages).	**Discussion** • AI and Rhetorical Situations **Activity** • Hold Conversations with Conversational AIs	2 hours	• Quiz 5 • Reading Quiz 5	
7	**Lecture and Discussions** • Corporate Authors and Research Methods **Readings** • *The Art of Rhetoric*. Book 2. (≈50 pages).	**Activity** • Find AI Blogs and Media **Google NotebookLM** • Review Blogs and White Papers about AI • Create AI Podcast and Study Guide	2 hours	• Quiz 6 • Reading Quiz 6	
8	**Lecture and Discussions** • Explore Enterprise Design Thinking Tools **Readings** • *The Art of Rhetoric*. Book 3. (≈50 pages).	**Discussion** • AI Policies and Rhetoric **Activity** • Find AI Productivity, Thinking, and Perspective Prompts • Test in Groups	2 hours	• Quiz 7 • Reading Quiz 7 • Rhetorical Analysis	
Module 2					
9	**Lecture and Discussions** • Evidentiary Paragraphs **Readings** • *Tractatus Logico-Philosophicus*. 1-4.1212. (≈20 pages). **Activities** • Group Practice for Essay 1	**UF NaviGator** • AI and the *Tractatus* • AI and Evidentiary Paragraphs • Group Prompting	2 hours	• Quiz 8	
10	Term Break				

Week	Course Topics and Activities	AI Topics and Uses	AI Hours	Minor Assignments	Major Assessments
11	**Lecture and Discussions** • Markup Languages • Structure and Argumentation **Activities** • Conduct Research for Essay 1 • Consider AI Platforms	**UF NaviGator** • Learning to Code **Activities** • Try and Evaluate AI Research Platforms • Read about AI from External Communications	4 hours		• Analytical Essay 1
12	**Lecture and Discussions** • Critical Thinking **Activities** • Conduct Research for Essay 2	**Discussion** • Chatbots across Sectors **Activity** • Find and Test Chatbots for Limitations	2 hours		• Analytical Essay 2
Module 3					
13	**Activities** • Creation of Groups and Group Project Management Files	**Activity** • Consider and Draft Parameters for AI Chatbot • Craft Content for AI Assistant	3 hours	• Position Statement • IBM Team Essentials for AI Course Certification	
14	**Activities** • Teamwork on Experiential Learning Opportunity: Program an Assistant	**Activity** • Revise and Code Content for AI Chatbot	2 hours		
15	**Activities** • Teams Demonstrate Assistants to Class	**Activity** • Present Group Chatbots • Review Group Chatbots	2 hours	• Self-Reflection Essay	• Program an Assistant • Presentation to Class
			31/42 = 73%		

Policies

Course Statements

AI or Large Language Models
Required and Restricted. Assignments will have parameters detailing when and how to appropriately consult AI as a resource during the writing process. However, at least 2,000 words will need to be composed per student without AI.

Attendance
Required. Absences are excused according to UF policy for university-sponsored reasons (e.g., athletics and band, illness, and religious holidays). Excused absences related to university-sponsored events must be discussed with the instructor prior to each event. At 6 unexcused absences, the grade ceiling will be lowered to B+. Course failure is caused by 9 unexcused absences. Make-up work for excused absences should be discussed with the instructor.

Tardiness
If you miss more than 15 minutes of class, you will be marked absent for the day, unexcused. While highly unlikely, if inauspicious circumstances delay my arrival by more than 15 minutes, in-class activities (not assignments, for which the due dates would remain in effect) for that day should be considered both canceled and rescheduled.

Participation and Preparation
Come prepared. On average, you will need to devote at least 3 hours per week for attendance and participation and 6 hours per week towards writing, reading, and research.

Important Dates, Changes, and Readings
Please review the course calendar on Canvas weekly. Deadlines are subject to change relative to our overall progress. Changes will be announced in class and on Canvas. Please consult the modules page in Canvas for required and recommended readings.

Composition Process and Storage
All work must be composed and stored on a cloud-based service. This course will promote writing as a process, which requires drafts and revisions. Moreover, all students will be tasked with peer-editing responsibilities in class.

Grading
Assignments must be submitted as indicated on Canvas. Coursework will be graded by how closely it meets rubric criteria.

Late Work
Late work will be accepted within a weekend window without penalty. Afterward, work be subject to a grade ceiling of B+. Quizzes must be completed within a 1-week window for credit. Late work for excused absences should be discussed with the instructor and will not be subject to penalties.

Laptops, Cellphones, and Other Electronic Devices
Laptops are welcome in class for note taking and peer editing (not entertainment or social media). Cellphones should always be silent and only used for necessary log in processes. However, please let the instructor know if you are expecting an urgent call or text. Students who misuse their electronics will first be asked to terminate their activities and, second, dismissed for the day, unexcused.

Disruption
Students have the right to a comfortable learning environment where the open and honest exchange of ideas may freely occur. Each student is expected to do his or her part to ensure that the classroom (and anywhere else the class may meet) remains conducive to learning, which includes respectful and courteous treatment of all. The professor will take immediate action when inappropriate behavior occurs.

Nondiscrimination
The University is committed to nondiscrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status.

General Disclaimer
Owing to weather and other conditions, the instructor may adjust the schedule as necessary and will notify students via Canvas.

University Statements

UF Course Evaluation Process
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals. Summaries of course evaluation results are available to students.

University Honesty Policy
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.

Recording
Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. Th only allowable purposes are (1) for personal education use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and deliver by an instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentation such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session. Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide 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. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. 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.

Students Requiring Accommodation
Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. 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.

U Matter, We Care
If you or someone you know is in distress, please contact umatter@ufl.edu, 352–392–1575, or visit the U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

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
Visi the 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.

E-Learning Technical Support
Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu. See its website.

Career Connections Center
Reitz Union Suite 1300, 352-392-1601. See its website. Career assistance and counseling services.

Library Support
Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.

Teaching Center
1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. See its website. General study skills and tutoring.

The Writing Studio
The Writing Studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the Writing Studio website for one-on-one consultations and workshops.

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.