

ENC 3310: Advanced Exposition Course Syllabus

Instructor: Trena Houp

Email: If you have any questions about the course or its assignments, email the instructor, Trena Houp, at trena@ufl.edu or via the Inbox in Canvas.

COURSE TEXTS

Robert A. Schwegler, *Patterns of Exposition*
Joseph M. Williams, *The Basics of Clarity and Grace*

COURSE DESCRIPTION

ENC 3310: Advanced Exposition is a **three credit course** which satisfies both writing (6000 words) and composition requirements. Since this course is online, you are expected to be a competent user of computers, particularly Windows based applications. You are also expected to have a working knowledge of the e-Learning course system. All assignments should be submitted via e-Learning in Canvas. There are no exams for this course.

Advanced Exposition is an upper-division writing course designed to perfect writing skills developed in lower-level composition courses and to prepare students for the sustained writing required in graduate and professional schools. You should understand that grammatical competence will be assumed, as will be a certain level of maturity. Although the greatest emphasis in the course will be on clarity and elegance (without ostentation) in writing, the actual basics of good writing will be required. Quite simply, unedited papers—those that are filled with careless grammatical and mechanical errors—will receive a failing grade. You will be allowed to rewrite two papers without penalty—only the rewritten paper's grade will count—but I will not edit your papers. If your papers are too badly written, they will not be read completely and you will have to do the revision on your own.

Much of the course will discuss stylistic and rhetorical principles. You will need to reawaken your basic writing skills on your own, if they have been long unused. The Williams text, one of the required textbooks for the course, has sections on style and grammar, but many good handbooks are available if you need help with mechanics. Most schools also have some sort of Writing Lab available for students where you can obtain individual help, but not the actual editing of papers. You should use all of the help available to you, including having someone look over your papers after you think you have found every error. If you want to complete the course efficiently, with a good grade, just follow directions, read the textbooks carefully, and edit your papers thoroughly.

Advanced Exposition covers modes of expository writing. Emphasizing analytical writing, this course addresses modes of informing, defining, describing, narrating, and identifying. As used in

this course, description and narration are not considered parallel modes of discourse to exposition but rather techniques of exposition, since they are major tools used for effective expository writing. Description intends to draw a picture for the reader, narration tells how and when something happened, etc. We cannot have good expository or argumentative writing without good descriptive detail and often the best way to explain something is through narration, involving the audience in a series of events which illuminate the central idea.

Good writing in this class is clear, unified, well organized, concrete (containing adequate detail and development), concise (no needless detail or excess verbiage), and correct (conforming to accepted standards of grammar and mechanics). We can add two more characteristics to this basic list, characteristics which students often fail to realize fully. Your writing should be restrained and varied along with the other characteristics. You should write naturally, without excess, without trying to impress by a flow of artificial and overwritten prose. Rain, for example, does not have to be the life-giving force that flows into plants and flowers, bringing forth the beautiful buds of spring—it is simply rain. It can be light rain (gentle rain is probably a cliché), it can be a heavy rain (but it cannot be raining “cats and dogs” and it cannot be a “deluge” nor do “the heavens open”). You can show us the damage caused by the heavy rain—but restrain your writing style. It must sound natural—like a real person speaking to another real person. Exaggerated and clichéd writing will receive a failing grade.

Your writing should not all sound the same. This course is certainly not a creative writing course but there is still room for some stylistic variations—the occasional vivid image or unusual comparison (metaphor) or cleverly chosen word (a pun perhaps). It is easier, perhaps, to come up with a fresh view of some small topic close to you than for some of those overdone topics such as abortion or the death penalty. You can create interest simply by relating something you know well in a particularly vivid way, the way you would describe to your closest friends some great or startling event that happened to you. If you have an interest in the topic, you can probably get your reader to share that interest - especially if your paper sounds like you and you write with vivid detail, in a bright way, without “gushing” or sounding naive.

Some of the required papers will require thought and research, while others will be written from your own experience. If you are unclear about an assignment - or have some questions about your approach to a paper - contact your instructor.

COURSE OBJECTIVES

By completing this course successfully, you will:

- Increase your knowledge and skill in composing various types of exposition and your confidence in written communication skills.
- Think and write about contemporary issues.
- Employ various writing techniques in developing essays.
- Write in a concrete, correct, and varied way.
- Produce essays written to increase reader interest and structure sentences, paragraphs, and documents for maximum impact.
- Improve grammar, mechanics, and style.

- Refine writing style for clarity, concision, coherence, cohesion, and emphasis
- Critique and revise your own documents to insure they fulfill their purposes.

COURSE OUTLINE

The course contains seven lessons. In each lesson, you are required to complete the assigned reading. Then, complete the written assignment and submit it for grading.

The best procedure for handling the course material is to begin each lesson by reading the discussions and then completing the reading assignment in the textbooks. The discussion will explain the overall direction of the course, while the textual material will amplify, expand, support, and reinforce each lesson. Then, proceed to the written assignment.

As you progress through the lessons, review what you have covered, which will give you a better grasp of how your assignments fit together. Also, take an occasional glance at future lessons. This looking ahead will also help you keep your perspective on what the course is all about.

Lessons

Lesson 1: Ways of Writing

Lesson 2: Writing to Illustrate Ideas by Using Examples

Lesson 3: Writing to Compare and Contrast

Lesson 4: Writing to Define

Lesson 5: Writing to Describe

Lesson 6: Writing a Narrative

Lesson 7: Writing to Inform

TECHNOLOGY REQUIREMENTS

Students must have and regularly check a valid email account for this course. When registering for courses, be sure to provide the office with an up-to-date email address. Students should check their email accounts at least twice per week or more often depending on their progress in the course. By signing up for an online course, students certify that they have reliable access to a computer and the internet. In order to take these courses, students need to have a web browser, a word processing program, a program for reading Acrobat documents, and other programs such as Windows or real Media to view/hear multimedia content. If a student does not already have these programs, many options are available including these free options:

- Multi-platform Web Browser: Mozilla Firefox, mozilla.org
- Word Processing: OpenOffice, openoffice.org
- Acrobat Reader: Adobe Acrobat, adobe.com

COURSE PROCEDURES

How to Submit Written Assignments Online

You are required to submit all assignments through the e-Learning in Canvas system. When submitting the assignments, please name the attachment using your last name, first initial, and assignment number (example: "SmithJ2"). You may submit a maximum of one assignment per week to be graded. Feedback on past assignments will help you prepare for future ones. On rare occasions, assignments have become lost for various reasons so you should retain a copy of each assignment before you submit it. Should an assignment be lost, you will be required to resubmit it.

Assignments should be in 12-point Times New Roman font and may be submitted in any of the following extensions: doc, docx, or rtf.

Expectations for Students' Performance

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

GRADING STANDARDS

Your course grade will be determined as follows:

Lesson 1: Ways of Writing 10% (100 points)

Lesson 2: Writing to Illustrate Ideas by Using Examples 15% (150 points)

Lesson 3: Writing to Compare and Contrast 15% (150 points)

Lesson 4: Writing to Define 15% (150 points)

Lesson 5: Writing to Describe 15% (150 points)

Lesson 6: Writing a Narrative 15% (150 points)

Lesson 7: Writing to Inform 15 % (150 points)

Your final course grade will be determined according to the following scale:

A = 90 or above

A- = 87-89

B+ = 84-86

B = 80-83

B- = 77-79

C+ = 74-76

C = 70-73

C- = 67-69

D+ = 64-66

D = 60-63

D- = 57-59

E = 56 or below

Rounding up for final grades is not an absolute.

The University of Florida assures the confidentiality of all your educational records in accordance with State University System Rules, State Statutes, and the Family Educational Rights and Privacy Act. **Grades are not given out over the phone.**

Grading Criteria

Written assignments will be evaluated generally on four criteria: content, structure, grammar and mechanics, and style. Each assignment should reflect that the student completed and understood the reading assignment and that the assignment reflects care and consideration in the writing.

An “A” paper is free of most mechanical, grammatical, and spelling errors. The paper handles the topic concretely and in depth and is well- organized and well-argued; the presentation is professional and the style reflects a proper professional communication standard. Work in this range shows students did what the assignment asked for at a high quality level, with care and precision, and their work shows originality and creativity. Do not expect this course to be an easy A.

A “B” paper may have some mechanical or grammatical flaws or treat the subject in somewhat less depth or with less concreteness. Work in this range is competent, thoughtful, and considered, as well as reasonably well-argued and well-organized, but needs some revision. To be in the “B” range, an essay must be complete in content, be well organized, and show special attention to style.

A “C” paper is just adequate in presentation, does not treat the subject in adequate depth or with sufficient concreteness, and/or has more serious grammatical and mechanical errors. Work in this range meets the basic requirements of the assignment, but has serious problems with clarity, organization, and argumentation as well as demonstrates that the student only has a generalized comprehension of the material. Work in this range needs significant revision. Diction may be imprecise or unclear. The style is straightforward but unremarkable.

A “D” paper is most likely flawed grammatically and stylistically and does not handle the topic adequately; there may be insufficient detail, poor organization and heading use, and general vagueness and awkwardness. Work in this range needs significant revision. The content is often incomplete and/or the organization is hard to discern. Support is irrelevant, overgeneralized, lacks validity, and/or is absent. Ideas/texts are oversimplified. Work in this range may have no thesis statement, or may stray significantly from the thesis throughout the essay. Attention to style is often nonexistent or uneven.

An “E” paper has many (more than seven) serious mechanical and grammatical errors; the coverage may be incomplete. Work in this range shows little understanding of the needs of the assignment or demonstrates that the student put little effort in completing it. A failing grade will also be given for plagiarized work.

All assignments must be submitted and graded before a final grade will be issued.

ONLINE STUDENT CONDUCT

Students are expected to abide by the University of Florida's code of student conduct, including the rules applicable to online courses and student conduct in general.

Academic Honesty

The University of Florida expects students to be honest in all of their university classroom work. Please remember to commit yourself to academic honesty with the pledge:

“We, the members of the University of Florida Community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

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.”
Source: Regulations of the University of Florida, UF-4.041. For more information, please go to regulations.ufl.edu

“For a violation or violations of the Honor Code, a student may receive any of the sanctions that can be imposed for Student Conduct Code violations, including but not limited to conduct probation, suspension and expulsion as well as any educational sanctions. In addition, students may receive the following:

- (a) Assignment grade penalty. The student is assigned a grade penalty on an assignment including but not limited to a zero.
- (b) Course grade penalty. The student is assigned a grade penalty in the entire course including but not limited to an ‘E’.”

Source: regulations.ufl.edu

Disability Accommodations:

The Disability Resource Center in the Dean of Students Office provides students and faculty with information and support regarding accommodations for students with disabilities. Staff at the Disability Resource Center will assist any student who registers as having a disability. Official documentation of a disability is required to determine eligibility for appropriate accommodations. The professional employees at the Disability Resource Center serve as full-time advocates for students with disabilities ensuring students have physical and programmatic access to all college programs. One of the services provided by the Disability Resource Center includes:

- Testing Accommodations - for further information visit [UF testing accommodations](#)

[Register here with the UF Disability Resource Center](#)

The Flexible Learning Office needs to be notified of any special accommodations required by the student when they begin their course by emailing the Accommodations Letter to lessons@dce.ufl.edu.

Course Deadline and Extension Policy:

Students are allowed *16 weeks, from their date of enrollment*, to complete and submit their coursework. If the student has not submitted at least 50% of their coursework and have an extenuating circumstance preventing them from submitting the coursework, a failing grade of “E”, “E0” or “E1” will be issued and recorded to the UF Registrar.

If the student has made sufficient academic progress, which is defined as completing and submitting at least 50% of the coursework and have an extenuating circumstance, the student may petition the instructor for a course extension before the course expires. Each course extension request will be administratively evaluated. Instructors are not required to allow extensions. If a student does receive an extension, an incomplete grade of an “I” will be assigned as an interim grade. When the course is completed, the instructor will initiate the change of grade. After that, the “I” grade will be changed to the student’s final course grade on their transcript.

Course Cancels and Course Drops:

A Course Cancel:

A tuition refund may be granted after a student submits a written request within 30 days of enrollment to the Flexible Learning Office. This request must be in writing by learn@dce.ufl.edu

or sent by fax, 352-392-6950. Refunds will be the amount of tuition, less \$25.00 per course. If a credit card was used, the refund will be credited a back to the card. **No refunds are granted after 30 days.**

Course Drop:

Dropping a course: To drop a course, you need to email the Flexible Learning office at learn@dce.ufl.edu with a request to drop within 14 weeks of the date of enrollment. In addition to their own request by email, *UF* students must have advisor approval to drop a flexible learning course. An advisor can email learn@dce.ufl.edu with the student’s name, the course that they want to drop, and confirmation of permission to do so. It is the student's responsibility to verify that all drop requests have been received by the Flexible Learning office within the allotted time. The course grade will appear as "W" on a UF transcript.

Students with disabilities who need to drop a course due to disability-related reasons are permitted to petition for additional drops. Find more information by contacting the [Disability Resource Center](#).

Full Term Withdrawals:

All full-term withdrawals must follow University of Florida policies/ procedures. An approved withdrawal form must be submitted to the [Dean of Student's Office](#) for review and final approval. Students must also notify the Flexible Learning of this request by learn@dce.ufl.edu.

It is the responsibility of the student to notify Flexible Learning of their approved medical or retroactive withdrawal so the students' record is updated. [Email](#) to our office a copy of the approval.

Medical Withdrawals:

[Here is the link to start the Medical Withdrawal Process:](#)

Retroactive Withdrawals:

[Here is the link for retroactive withdrawal information:](#)

The student needs to notify the Flexible Learning Office of their approved medical or retroactive withdrawal so that we can update their record in our office by emailing a copy of the approval to learn@dce.ufl.edu.

UF Official Transcripts:

Flexible Learning *advises* that you review your “unofficial transcript” first to ensure your grade(s) is/are posted, prior to ordering the “official transcript”.

Two ways to order a transcript:

1. [Order UF Official Transcripts here](#)
2. If you are unable to order your official transcript online, please contact the [UF Office of the University Registrar](#). In addition on more information on mailing in a transcript request form by remitting a check or money order. [Official Transcripts FAQs](#).
3. The Registrar's Office hours are Monday-Friday, 8:00 a.m. to 5:00 p.m. and their phone number is 352-392-1374. Persons with hearing impairments can call FRS # 1-800-955-8771 (TDD).

Please check your “unofficial transcript” first, before ordering your “official transcript”, to make certain that your grade has been posted.

If you have any questions during the course, please contact me, Trena Houp, via email at trena@ufl.edu or via the Inbox in Canvas. I normally respond within 48 hours. If you have administrative concerns (i.e., about payment or the textbook), please contact the Flexible Learning office.

UF Flexible Learning Contact Information:

Email: learn@dce.ufl.edu
Phone: (352) 392-1711
Toll free: (800) 327-4218
Fax: (352) 392-6950
Website: [UF Flexible Learning](#)

Office Hours:

Monday-Friday, except Holidays
8:00am-5:00pm EST