

ENC 3310.A: 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 e-Learning Mail tool.

Credits: 3

Course Deadline: 16 weeks from each student's enrollment date

Course Texts

Lynn Z. Bloom and Edward M. White, *Inquiry: Questioning, Reading, Writing*, 2nd ed.
Joseph M. Williams, *The Basics of Clarity and Grace*, 4th ed.

The Bloom and White book is a collection of essays which address some of the theoretical issues raised in each lesson preceding these essays. The textbook contains six chapters which address different though connected theoretical issues: each chapter will expose one specific issue. Then, the authors of the textbook lead the reader into a discussion of a few rhetorical points to think about as one reads the essays presented in the chapter. Next, come the essays which you will have to read and analyze so as to connect the chapter's lesson points to the actual writing process. I will, in the lessons presented in the study guide, discuss both theoretical and rhetorical aspects of the chapters' lessons. I will oftentimes add to the information presented in the chapters by asking you to consider more rhetorical issues or practices—some that are not addressed in the textbook. You will be responsible for connecting them to the lesson points in the study guide and chapters. These essays are particularly concrete and varied, which is what you should aim for in your papers.

The Williams text, *The Basics of Clarity and Grace*, is a basic style manual. Since some of you have been away from writing for some time, this little refresher may be useful though you should use other style manuals if necessary. Williams gives some information on rhetorical issues that is well worth knowing. Basically, the book will review your freshman composition course for you while helping you develop your papers for this advanced course.

Course Description

ENC 3310: Advanced Exposition is a **three credit course** which satisfies both Gordon Rule (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.

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 get an “E” or a “U” (equivalent to a zero). You will be allowed to rewrite two papers without penalty—only the rewritten paper’s grade will count—but your instructor 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, with scant help.

NOTE: You must attach your original graded paper to your revision or send revision and new draft in one file if you submit, and thus resubmit, papers online.

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 will have some sort of Writing Lab available for students where you can obtain individual help—but not the actual editing of papers—and many of your computers have grammar programs along with their spellchecks. 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. Carelessly written papers will be graded harshly because they are a waste of your time and your instructor’s. If you want to complete the course efficiently, with a good grade, just follow directions, read the textbooks carefully, and edit your papers thoroughly.

Many students have trouble with the word exposition as we use it in this course. Under the title Advanced Exposition, we include narration and various descriptive devices such as definition, comparison/contrast, and analysis. However, we will focus both on expository writing (i.e., writing that explains or informs) and argumentative writing (i.e., writing that seeks to convince). You should note that all argumentative writing has much exposition in it.

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 ornate writing will receive an “E.”

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). Most of the assignments for this course will not require you to develop a topic of any significance, but what you do develop can still be interesting and provide something for the reader. 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.

You should easily make an A or a B in this course. The required papers are not overtly sophisticated. Although some of them will require a little thought and research, others will be written from your own experience. Strangely, however, many students fail to complete the course. They are perhaps hurt or angry or stunned by a low grade on the first paper or two. In most cases, these low grades are the result of failing to follow directions or failing to edit papers - two easily remediable blunders.

If you read the required textbook pages, follow the assignment directions, and edit your paper, you will have no problems. If you understand clearly what you are expected to learn to do, and if you plan in a logical way to do all that is required to finish the course, the result will be satisfaction for all of us. If you are unclear about an assignment - or have some questions about your approach to a paper - contact your instructor. Make use of all available resources to improve your basic English skills if they are weak. Do whatever it takes to ensure you are successful in Advanced Exposition and indeed in all of your writing efforts throughout your career. You will find yourself well paid for your efforts.

I hope you enjoy taking the course - as much as one can enjoy this sort of thing. If you complete the course, you will benefit from it. If you follow directions carefully, you will complete the course easily and with a good grade. I wish you the best of luck.

General Education Composition (C) and Gordon Rule information

From the UF Catalog: “Writing is one of the most important skills students need to communicate effectively during their professional careers and lives. Composition courses focus on methods of writing, conventions of standard written English, reading and comprehension skills, and techniques in production of effective texts for readers in varied situations. "C" designated 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.”

Successful completion of ENC 3310, Advanced Exposition, satisfies the requirements of the State of Florida’s 6000 word Gordon Rule.

Course Goals

After you have completed this course, you should be able to:

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.

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

Overview of the Course

The course contains 10 lessons. In each lesson, you are required to read the reading assignment, objectives, discussion, and written assignment. Then, complete the written assignment and submit it for grading.

Perhaps 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 provide the main thrust and direction of the course, with the textual material being used to amplify, expand, support, and reinforce the presentation in each of the lessons. Then, proceed to the written assignment.

As you progress through the lessons, go back and 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.

Course Outline: Lessons

Lesson 1: Writing about Identity, Writing for a Specific Audience, Exemplification

Lesson 2: Writing about Identity, Constructing a Persona, Using Metaphors

Lesson 3: Knowledge Acquisition and Analysis (1)

Lesson 4: Knowledge Acquisition and Analysis (2)

Lesson 5: Ethics, Definitions (1)

Lesson 6: Ethics, Definitions (2)

Lesson 7: Thinking about Value Systems, Comparison/Contrast

Lesson 8: Thinking about Value Systems, Claims/Evidence

Lesson 9: Reinterpretations, Contexts

Lesson 10: Thinking about the Future, Narration

Technology Requirements

Students must have and regularly check a valid email account for this course. Students are recommended to check their email accounts at least twice per week or more often depending on 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 for example 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, <http://www.mozilla.org/>

Word Processing: OpenOffice, <http://www.openoffice.org>

Acrobat Reader: Adobe Acrobat, <http://www.adobe.com>

NOTE: If you do not have Microsoft Office or other software capable of saving documents in one of the file formats identified above, you can download the OpenOffice software suite free of charge at <http://www.openoffice.org>. OpenOffice is an open-source designed office productivity suite that has comparable components to Microsoft Office. Please reference OpenOffice's comprehensive help files for instructions in its effective use.

Course Procedures

How to Submit Written Assignments

You are required to submit all assignments through the e-Learning course system. When submitting the assignments, please name the attachment using your last name and first initial in addition to the assignment number. For example, a student named John Smith submitting the first essay (assignment 1) would label the Word document attachment "SmithJ1".

You may submit a maximum of one assignment per week to be graded. Feedback on past assignments will help you in preparing future ones. On rare occasions, assignments have become lost for various reasons: you should retain a copy of each assignment before you submit it. Should an assignment be lost, you will be required to resubmit it.

Submitting Assignments Online

Students are required submit written assignments online using e-Learning. When registering for courses, be sure to provide our office with an up-to-date email address.

Note: Uploaded assignments should be in 12 point Times New Roman font and may be submitted in any of the following extensions: DOC, TXT, RTF, PDF, PPT, XLS, or ZIP.

Expectations for Students' Performance

This Flexible Learning course has been developed with the same rigorous standards of content as an 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

Each of the ten essays are worth 10% of your final grade.

Letter grades will be assigned a numeric grade as such:

- A 95
- A- 88
- B+ 85
- B 82
- B- 78
- C+ 75
- C 72
- C- 68
- D+ 65
- D 65
- D- 58
- E 52

The course letter grade will be determined according to the following scale:

A = 90 or above C = 70-73

A- = 87-89	C- = 67-69
B+ = 84-86	D+ = 64-66
B = 80-83	D = 60-63
B- = 77-79	D- = 57-59
C+ = 74-76	E = 56 or below

Grading Criteria

An “A” paper is free of most mechanical, grammatical, and spelling errors. (Papers with more than a few significant errors will usually be graded below A.) The paper handles the topic concretely and in depth; the presentation is professional and the style reflects a proper professional communication standard.

The grade of “A” is given for written work that is excellent in the following respects:
The treatment of subject shows superior intelligence, careful workman-ship, and originality.
The composition is organized so clearly and forcefully that the reader knows at all times what the author’s purpose is and how he intends to accomplish it.

Paragraphs are strongly coherent and are as fully and as emphatically developed as their function within the whole essay demands.

Sentences are constructed to contribute precisely, forcefully, and interestingly to the author’s central purpose.

Individual words are used with exactness, with appropriateness to their context, and with a sure sense of their connotative and denotative power.

Grammar, spelling, punctuation, and the other mechanical elements of writing are correct.

A “B” paper may have some mechanical or grammatical flaws or treat the subject in somewhat less depth or with less concreteness. More specifically, it may be characterized as follows:

Treatment of the subject shows some originality in expression and better- than-average ability to relate ideas intelligently.

The whole composition is clearly organized but lacks the full clarity and tight coherence of “A” work. At the same time, organization is more than mechanical; it is especially appropriate to the author’s subject and purpose.

Paragraphs are unified, coherent, and fairly well developed.

Sentences are generally fluent and sufficiently varied in type and length to make for an easy, natural style.

Words are used with precision and with some attention to their connotative value.

Grammar, spelling, punctuation, and the other mechanical elements of writing are correct.

A “C” paper is just adequate in presentation, or does not treat the subject in adequate depth or with sufficient concreteness, and/or has more serious grammatical and mechanical errors than a “B” paper would have. As such it is characterized as follows:

Treatment of the subject is acceptable, but without distinction.

The whole composition is clearly organized in the sense that the central idea is systematically

divided into subtopics.

Paragraphs are unified and developed, although the development shows little originality. Some coherency is obtained, but paragraphing at this level is usually loose and uneconomical.

Sentences are correct and linked to one another so as to make for an elementary fluency. Generally, however, style is wooden and repetitious.

Word choice is generally correct, but without much evocative power.

Except for a few slips, grammar, punctuation, spelling, and the mechanical elements of writing are correct.

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. Any of the following weaknesses may reduce an otherwise “C” paper to a “D.”

Treatment of the subject is thin and somewhat fuzzy.

While the whole composition has been divided into subtopics, organization is not wholly clear or effective.

Paragraphs are unified, but not fully enough developed or very coherent.

Sentences are awkward, ambiguous, or overly simple in structure.

Word choice is often imprecise and inappropriate.

Grammar, spelling, punctuation, and other mechanical elements of writing are faulty.

An “E” paper has many (seven or eight) serious mechanical and grammatical errors; the coverage may be incomplete. This grade can result from any of the following characteristics:

Treatment of the subject is highly superficial or thoughtless.

The composition is not divided into subtopics indicated by systematic paragraphing, or it is illogically divided.

Paragraphs lack unity or are almost completely undeveloped.

Sentences are obscure and confusing.

Choice of words is inexact or inept.

Grammar, spelling, punctuation, and other mechanical elements of writing are poor.

All written assignments must be accepted before a final grade will be given.

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.**

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

Students enrolled in Flexible Learning courses through the University of Florida are expected to perform with the highest level of academic honesty and integrity. You are responsible for providing proper acknowledgement for any work that is not the product of your own thought, including published and unpublished texts and information taken from Internet sources. Failure to properly cite such material will be regarded as plagiarism.

Plagiarism is the use of another's ideas, data, and statements without acknowledgment and/or extensive use of another's ideas, data, and statements with only minimal acknowledgment, or multiple submissions (submitting the same work for more than one class).

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 this link: [Student Honor Code and Student Conduct Code: Scope and Violations](#)

“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 of the University of Florida, UF-4.047.](#)

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 Program 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

Please click on this link for further information: [DRC-Testing Accommodations](#)

Here is the link to register with the DRC: [DRC-How to Get Started](#)

The Flexible Learning office needs to be notified of any special accommodations required by the student when they begin their course.

Course Deadline and Extension Policy:

Each student's online course expires **16 weeks from the date of enrollment**. Although there is flexibility in completing the coursework, the course should be started as soon as the course materials are received since the 16 week period has already begun. The coursework should be submitted as it is completed. All **final** coursework needs to be completed and submitted for grading at least **2 weeks** prior to the course expiration date. Any "due dates" that may be in E-Learning in Sakai do **not** apply to the student's course expiration date.

Each student is allowed 16 weeks to complete a course. If the time is about to expire, the student will be assigned a failing grade ("E"). If the student has made sufficient academic progress, which is defined as completing at least 50% of the course, the student may petition the instructor for a course extension. After you have contacted your instructor for an extension, each extension request will be administratively evaluated.

Dropping or Withdrawing From a Course:

A tuition refund may be granted after a student submits a written request for withdrawal from a course within 30 days of enrollment. This request must be in writing and may be sent by fax or email. All requests will receive written responses. Refunds will be the amount of tuition, less \$25.00 per course. If a credit card was used to pay for tuition, the refund will be in the form of credit to that card. A refund can be issued on course materials at the time of withdrawal if they are returned within 30 days of sale and are in their original condition. Allow 6 – 8 weeks for refund checks. Please call our office (1-800-327-4218) for up to date refund policies. **No refunds are granted after 30 days.** Students with disabilities who need to drop a course due to disability-related reasons are allowed to petition for additional drops. For more information, contact the [Disability Resource Center](#).

Attention UF Students:

- **To drop a course:** In order to drop a UF Flexible Learning course, UF students must have an Academic Advisor or Department Chair email the UF Flexible Learning office at learn@dce.ufl.edu stating that the student is approved to drop the course. Please use this link for more information: [UF Drop Policies](#)

UF Students wishing to drop a UF Flexible Learning course after drop/add should contact their college advising office to see if they have a free drop remaining. If they have a free drop

remaining, they have 14 weeks from the date of enrollment to drop the course, subject to applicable rules of their college and the university. This action is subject to verification that a grade has not yet been assigned.

- 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 UF Flexible Learning office of this request.

Please use this link for more information: [UF Withdrawal Policies](#)

Medical Withdrawals:

Here is the link to start the Medical Withdrawal Process:

[Dean of Students Office Medical Withdrawal Process](#)

Retroactive Withdrawals:

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

Transfers:

You may transfer from one course to another within 30 days of enrollment. This request must be in writing and sent by fax or e-mail. You will receive a receipt by mail. Any difference in tuition will be collected or refunded. There is a \$50.00 transfer fee. After the transfer has taken place, the original enrollment and expiration dates still apply. The approval and signature of a dean or academic advisor is required for UF students.

Book Buy-Back Policy:

Textbooks and materials, except for ones that use an access code, that are in continued use by UF Flexible Learning and are in good condition may be repurchased at 50% of the original purchase price 30 days from completion of or withdrawal from a course. Contact UF Flexible Learning for more details at 1-800-327-4218.

How to Request a UF Transcript:

There are two ways to order a transcript:

1. The online ordering system by going to this link: [Ordering UF Transcripts](#)
2. If you cannot use the online system, please contact the UF Office of the University Registrar for instructions to mail in a request with a check or money order. They can be contacted by phone Monday-Friday, 8:00 a.m. to 5:00 p.m., at 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.

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
8:00am-5:00pm EST