

## ENC 3310: Advanced Exposition

Instructor: Anwesha Chattopadhyay

Class Timings: Online simultaneous MWF during period 6 (12:50 p.m. ET to 1:40 p.m. ET) on Zoom

Zoom Link: <https://ufl.zoom.us/j/99963234589>

Office Hours: In addition to [in-class office hours](#), I will be available on Tuesdays from 12PM-2PM. Please email me by midnight on Monday if you wish to drop by.

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### Course Description:

This is an advanced composition course on the methods of exposition: definition, classification, comparison and contrast, analysis, illustration and identification (WR). Expository essays traditionally have three parts: introduction (with thesis statement), body (factual evidence), and conclusion.

The theme for this class is “Writing About Corporations”. Multinational corporations, and the individuals who spearhead them, are critical to our understanding of American literature and culture in the post-internet era (often called the fourth industrial revolution). How do corporations work? Do they have rights and responsibilities? Are corporations “people”? Your essays may engage with these questions and more in a fact-based and research-supported manner.

This class is fully online and will take place synchronously on Zoom on Mondays, Wednesdays, and Fridays during period 6 (12:50 p.m. ET to 1:40 p.m. ET). **The first class period of each week will be a traditional class for which all students are required to be present.** The next two days will be **in-class office hours**, during which I will meet with students one-on-one in 15-minute intervals to discuss the progress of their writing. This includes deciding on subject matter, crafting a thesis statement, finding relevant sources, battling writer’s block etc. All students are **required to meet with me at least 3 times**

**during the course of the semester.** Please use the [online sign-up sheet](#) to sign up for meetings.

You must write 6000 words to gain full credit for this course. The grading for this class will be contract based (<https://teaching.unl.edu/resources/alternative-grading/contract-grading/>). All students will automatically receive a B upon completing the requisite assignments, abiding by the UF Honor Code, and meeting the minimum word count for each assignment. However, there are five “grade booster” assignments. **Completing each grade booster will bump up the grade by one level** (i.e., if a student only chooses one grade booster, they will get a B+; if they choose two grade boosters they will get an A-; and if they choose to do three grade boosters, they will get an A).

### Mandatory Assignments required to obtain a B:

1. 300-word Weekly Expository Essay (12\*300 words = 3600 words).  
Frequent, volunteer or work in any one local Gainesville non-profit or business (e.g., cafe/food bank/ bookstore) every week. If you’re taking this class while located outside Gainesville, then you may write about the local institutions in the place where you are located. Then write a 300-word expository essay about the history, function, and your interaction with that institution. You may write multiple essays about the same institution (as long as each essay explores a different aspect of the institution) or write about a new institution every week. **You may skip any two weeks of your choice.**
2. Comparative Analysis essay (1000 words)  
Ask any two popular US-based LLMs to perform a SWOT (strengths, weaknesses, opportunities, and threats) analysis of any aspect of a real corporation that you are very familiar with. Play with the settings, then test the output for accuracy. Compare and contrast the two LLMs in an expository essay supported by screenshots, scholarly sources (APA or MLA), and other factual evidence.
3. Group Proposal (500 words per person\*4 = 2000 words)  
In groups of 3-4 people, as upper management of a fictional corporation from an English-language book/ film/ television show, address the board of directors/stakeholders, propose its expansion into a territory that it has not yet entered **OR** investment into /acquisition of/merger with a smaller business or product that is not yet in its portfolio **OR** why it shouldn’t invest in a business or expand into a territory that it is currently considering. This will require you to do a deep dive into both the corporation and the new product or business or territory. Create a reasonable budget and timeline. Present your proposal to the class.
4. Proposal Analysis (900 words)  
Listen to and analyze the group proposals of your peers. Take notes and ask at least one question. Then write a 900-word analysis of the feasibility of their proposals.

You may choose to write about any one proposal or several proposals, as long as you write at least 900 words total.

## Grade Boosters:

**Grade Booster 1:** Handwrite any three weekly essays. You may write on paper with pen, or experiment with different tactile media (such as writing on a piece of cardboard or writing on fabric with a permanent marker/paintbrush/pencil). Your document may also discuss the medium and instrument that you have used and why you chose them. Scan the handwritten document (there are many phone-based scanner apps. For example, the “Notes” app on your iPhone can scan handwriting) and upload it on Canvas.

**Grade Booster 2:** Share any three of your weekly essays with the class. Verbally explain the process of choosing the subject matter and writing the essays. Answer any questions that the class may have.

**Grade Booster 3:** Review any three assignments of a peer and submit any three of your assignments for peer review. Provide all four types of feedback mentioned in John Hattie and Helen Timperley’s seminal essay “The Power of Feedback” (<https://www.jstor.org/stable/4624888>).

**Grade Booster 4:** Cite one relevant physical book from the UF libraries or your local library in any one of your assignments. Bring the book to class and talk about it and read short relevant passages from it in a “show-and-tell” verbal exposition class.

**Grade Booster 5:** Miss no more than one day of class.

## Readings:

There are no required textbooks for the class. There are short free/open access multimodal texts that must be perused before the first class of the week. They will discuss the process of expository writing or be examples of exposition. Links to the same will be provided in the schedule.



### Learning Outcomes:

1. Ability to write expository essays with and without the assistance of Generative AI and other digital writing tools.
2. Ability to work with and give constructive feedback to peers.
3. Ability to discuss and reflect on one's own writing process.
4. Ability to conduct research using online and offline tools.

### Schedule:

Subject to change on the basis of class needs. Please check emails and announcements.

Week	Topic	Readings	Assignments
1 (8/21-8/22)	Introduction	<a href="https://owl.purdue.edu/owl/general_writing/academic_writing/essay_writing/expository_essays.html">https://owl.purdue.edu/owl/general_writing/academic_writing/essay_writing/expository_essays.html</a> <a href="https://teaching.unl.edu/resources/alternative-grading/contract-grading/">https://teaching.unl.edu/resources/alternative-grading/contract-grading/</a>	None
2(8/25-8/29)	Industry 4.0	<a href="https://www.ibm.com/think/topics/industry-4-0">https://www.ibm.com/think/topics/industry-4-0</a>	Weekly Essay
3(9/2-9/5)	Defining Corporations	<a href="https://www.investopedia.com/terms/c/corporation.asp">https://www.investopedia.com/terms/c/corporation.asp</a>	Weekly Essay
4(9/8-9/12)	AI Function	<a href="https://poloclub.github.io/transformer-explainer/">https://poloclub.github.io/transformer-explainer/</a>	Weekly Essay

		<a href="https://studio.code.org/courses/oceans/units/1/lessons/1/levels/2">https://studio.code.org/courses/oceans/units/1/lessons/1/levels/2</a> [To be played in class]	
5(9/15-9/19)	AI Pitfalls	<a href="https://www.youtube.com/watch?v=TWpg1RmzAbc">https://www.youtube.com/watch?v=TWpg1RmzAbc</a>	Weekly Essay, Optional Peer Review 1
6(9/22-9/26)	Medium and Message	<a href="https://web.mit.edu/allanmc/www/mcluhan.mediummessage.pdf">https://web.mit.edu/allanmc/www/mcluhan.mediummessage.pdf</a>	Weekly Essay
7(9/29-10/3)	Writing about AI	<a href="https://refusinggenai.wordpress.com/">https://refusinggenai.wordpress.com/</a> <a href="https://doi.org/10.3389/frai.2024.1349668">https://doi.org/10.3389/frai.2024.1349668</a>	Weekly Essay
8(10/6-10/10)	Research Methods	<a href="https://www.connectedpapers.com/">https://www.connectedpapers.com/</a>	Comparative analysis essay
9(10/13-10/16)	Techno-optimism	*No class on 10/17 due to homecoming  <a href="https://www.youtube.com/playlist?list=PLF-HhhjMki5n3PF6xpvR7-wH_-P-FpLqk">https://www.youtube.com/playlist?list=PLF-HhhjMki5n3PF6xpvR7-wH_-P-FpLqk</a>	Weekly Essay, Optional Peer Review 2
10(10/20-10/24)	Exposition in other media	<a href="https://www.backstage.com/magazine/article/what-is-exposition-75602/">https://www.backstage.com/magazine/article/what-is-exposition-75602/</a>	Weekly Essay
11(10/27-10/31)	Verbal Rhetoric	Grade Booster Presentations	Weekly Essay
12(11/3-11/7)	Verbal Rhetoric	Group Proposals	Weekly Essay; Group Proposal (500 words per person)
13(11/10 – 11/14)	Verbal Rhetoric	Group Proposals	Weekly Essay
14(11/17-11/21)	Verbal Rhetoric	Group Proposals/Grade Booster Presentations	Weekly Essay; Optional Peer Review 3
15 (12/1-12/3)	Wrap-Up	11/24-11/28 are holidays	Proposal Analysis, All Pending Grade Boosters

		Group Proposals/Grade Booster Presentations	
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## Course Policies:

1. You **must** complete all mandatory assignments and meet the minimum word counts to receive credit for this course. The “Grade Boosters” are not mandatory.
2. **Attendance:** There will be a lowered course grade if you miss more than **three** of the first classes of the week or (or equivalent) or do not meet me at least three times during office hours. Students should contact me within 48 hours of missing a class for a legitimate reason. I reserve the right to ask for documentation (e.g., a doctor’s note). Use your allotted absences wisely (for e.g. illness, religious holiday, family emergency, university athletic or academic event) as you would for any job.

UF Attendance Policy: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

### 3. Being tardy 3 times = 1 absence

4. All online discussions will need to adhere to the same professionalism and civility necessary in an in-class environment. Students are free to disagree with classmates so long as that disagreement is constructive and polite. Some examples of proper netiquette follow.
  - Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
  - Be careful what you put in writing. Even if you are writing an email message to one person, assume that anyone could read it. Though you may send an email to a single person, it is very easy to forward a message to hundreds or thousands of people.
  - Spelling, grammar, and punctuation matter. Online courses demand the same standard of academic communication as face-to-face courses.
  - Never use profanity in any area of an online course. Transcripts of online course communications are savable.
  - When responding to messages, use "Reply to All" only when you really intend to reply to all.
  - Avoid sarcasm and use humor with care. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your comments may be lost, and your message may be misinterpreted.

5. **UF's policy on Sexual Harassment:** The University of Florida is committed to providing a safe educational, working, and residential environment that is free from sexual harassment or misconduct directed towards any and all members of the community: <https://titleix.ufl.edu/about/title-ix-rights/>
6. **Paper Format & Submission:** Assignments must submitted through Canvas.
7. **Late Papers/Assignments:** **There will be a 2% overall grade deduction for each day that an assignment is late, except in emergency conditions.** I reserve the right to grant an extension if you email me in advance of the due date; but the extension is not guaranteed. All mandatory assignments **must** be submitted to receive credit for this course.

**Grading scheme for late assignments:**

Letter Grade	GPA	%		Letter Grade	GPA	%
A	4.0	93-100		C	2.0	73-76.9
A-	3.67	90-92.9		C-	1.67	70-72.9
B+	3.33	87-89.9		D+	1.33	67-69.9
B	3.0	83-86.9		D	1.0	63-66.9
B-	2.67	80-82.9		D-	0.67	60-62.9
C+	2.33	77-79.9		E	0.00	0-59.9

8. **Paper Maintenance Responsibilities:** Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
9. **Academic Honesty and Definition of Plagiarism:** UF students are bound by The Honor Pledge: "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 **Honor Code** (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. A Student must not represent as the Student's own work all or any portion of the work of another. **Plagiarism** includes but is not limited to:

- a. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.

b. Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.

c. Submitting materials from any source without proper attribution. **This includes Generative AI; if AI is used at any stage of the writing process, it must be acknowledged and properly attributed.** AI is prone to hallucinations and bias, so always check your work and adequately proofread. **This class engages with Generative AI, but it also aims to teach students how to think and write without AI.** Hence work must be nuanced and show evidence of critical thinking.

d. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author. **DO NOT ask AI to write the paper for you.**

10. Students with **disabilities** who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>), which will provide appropriate documentation to give your instructor early in the semester.
11. **Students who are in distress** or who are in need of counseling or urgent help: please contact <https://umatter.ufl.edu/> or 352-392-1575 so that a team member can reach out to you. UF's Counseling and Wellness Center offers additional support: 352-392-1575, or contact them online: <https://counseling.ufl.edu/>
12. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
13. **Grade Appeals:** In 1000- and 2000-level courses, students may appeal a final grade by filling out a form available from Carla Blount, Program Assistant, in the Department office (4008 TUR). Please contact Ms. Blount at [cblount@ufl.edu](mailto:cblount@ufl.edu) Grade appeals may result in a higher, unchanged, or lower final grade.
14. **Course Evaluations:** Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations. Toward the end of the semester, you will receive email messages requesting that you do this online: <https://my-ufl.bluera.com>
15. **Policy on environmental sustainability:** All readings for this course are freely available online. If you do not elect to keep your print books, consider sharing them with others after the semester ends. (For example, you could donate them to the Alachua County [Friends of the Library](#) annual book sale.)