



**ENC 3310**  
**Expository Writing**  
**85110 001**  
**Fall 2026**

**Instructor Name\***

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**Name:** Stephen Johnson

**University Course Description**

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This is a course that teaches the techniques for writing effective prose, (excluding fiction), in which student essays are extensively criticized, edited, and discussed in individual sessions with the instructor and with peers.

**Course Requisites**

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**Prerequisite(s):**

( ENC 1102 Minimum Grade: C-  
or English Language and Comp Minimum Score: 4  
or English Lit and Comp Minimum Score: 4 )

**Corequisite(s):**

**Course Format**

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This is an in-person class, driven primarily by in-class lessons, discussion, and activities supported and informed by the class readings and assignments.  
Active participation in class is an expected part of the learning environment.

## **Student Learning Outcomes**

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- Identify the conventions of discourse--linguistic, visual, and technological--within a community, and discuss the intended audience(s) and goal(s)
- Compose discourse adapted to community conventions and designed to converse effectively with the target audience of other participants in the discourse community
- Produce a deliverables to include communications circulated within the community, reports on the planning and practice of communication within the community, and rhetorical reflections on the experience of participation in the community and class
- Design deliverables in multiple media that effectively communicate the conventions of professional discourse to an uninitiated audience of new members or the general public

## **Course Objectives**

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- Observe and describe the conventions of language, technology, and medium that are used in various professions, academic fields, and/or community groups, and in the general public sphere
- Analyze the influence of genre and medium on writer, reader, on communication, and examine how social conventions and institutions built upon certain values and practices perpetuate those values and practices
- Evaluate and practice ways to effectively and responsibly participate in the discourse of a given social/professional domain and/or in the public sphere

## **Required Texts and/or Readings and Course Materials**

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All materials will be provided in Canvas or as supplied by the instructor. No additional purchases are required.

- A Rhetorical Approach to Workplace Writing (RAWWr): Selected chapters.
- Bitzer, L. F. (1968). The Rhetorical Situation. *Philosophy and Rhetoric*, 1, 1–14.
- Vatz, R. E. (1973). The Myth of the Rhetorical Situation. *Philosophy & Rhetoric*, 6(3), 154–161.
- Macdonell, D. (1986). Introduction. In *Theories of Discourse: An Introduction* (pp. 1–4). Oxford: Blackwell Publishing.
- Swales, J. M. (2017). Reflections on the Concept of Discourse Community. *Composition Forum*, 37.
- Porter, J. E. (1986). Intertextuality and the Discourse Community. *Rhetoric Review*, 5(1), 34–47.

- Edbauer, J. (2005). Unframing Models of Public Distribution: From Rhetorical Situation to Rhetorical Ecologies. *Rhetoric Society Quarterly*, 35(4), 5–24
- What is Reddit? (n.d.). Retrieved October 23, 2019, from Yeah, I've Reddit: Why and How Reddit is Becoming the World's Most Influential Discourse Community
- Reddit as an Influential Discourse Community. (n.d.). Retrieved October 23, 2019, from Yeah, I've Reddit: Why and How Reddit is Becoming the World's Most Influential Discourse Community
- Dirk, K. (2010). Navigating Genres. In C. Lowe & P. Zemliansky (Eds.), *Writing Spaces: Readings on Writing* (Vol. 1, pp. 249–262).
- Chandler, D. (1997). *An Introduction to Genre Theory*.
- Arola, K. L., Sheppard, J., & Ball, C. E. (2014). What are multimodal projects? In *Writer/Designer: A Guide to Making Multimodal Projects*. Boston: Bedford/St. Martin's.
- Ball, C. E., Sheppard, J., & Arola, K. L. (2018). How Does Rhetoric Work in Multimodal Projects? In *Writer/Designer: A Guide to Making Multimodal Projects* (2nd ed., pp. 34–59). Boston: Bedford/St. Martin's.
- Arola, K. L., Sheppard, J., & Ball, C. E. (2014). Designing Your Project. In *Writer/Designer: A Guide to Making Multimodal Projects*. Boston: Bedford/St. Martin's.

## **Supplementary (Optional) Texts and Materials**

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Emig, Janet. "Writing as a Mode of Learning." In *Cross-Talk in Comp Theory: A Reader*, by Krstin L. Arola and Victor Villanueva. National Council of Teachers of English, 2024.

Glenn, Cheryl, and Krista Ratcliffe, . *Silence and Listening as Rhetorical Arts*. Carbondale: Southern Illinois UP, 2011.

McCluhan, Marshall. "Chapter 1: The Medium is the Message." In *Understanding Media: The Extensions of Man*, by Marshall McLuhan, 1-18. MIT UP, 1964.

National Research Council. *How People Learn: Brain, Mind, Experience, and School: Expanded Edition*. Washington, D.C.: The National Academies Press, 2000.

Ratcliffe, Krista, and Kyle Jensen. *Rhetorical Listening in Action: A Concept-Tactic Approach*. Anderson: Parlour Press Publications, 2022.

## **How to Succeed in this Course**

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This is primarily a writing class, but students are also expected to read carefully, engage in meaningful in-class discussions, and conduct research for major projects. There will be both individual and collaborative work throughout this class. Students will complete three major writing projects (that include several deliverables each), complete reading and homework assigned, participate in class, give presentations, and conduct regular document review.

## **Grading Scale**

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94 – 100% A

90 – 93.9% A-

87 – 89.9% B+

84 – 86.9% B

80 – 83.9% B-

77 – 79.9% C+

74 – 76.9% C

70 – 73.9% C-

67 – 69.9% D+

64 – 66.9% D

60 – 63.9% D-

0 – 59.9% F

## **Grade Categories and Weights**

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- Project 1: 25%

- Project 2: 25%
- Project 3: 30%
- Participation / In-Class Activities: 20%

### **Weights of Assignments**

| <b>Assignment</b>                                                                               | <b>Final Grade %</b> | <b>Description</b>                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Project 1: Identifying the Characteristics of Discourse (Essay)                                 | 25%                  | Students write an essay that defines and provides examples of the characteristics of rhetoric and discourse.                                                                                                               |
| Project 2: Identifying Discourse Conventions and the Role of Genre in Discourse (Essay)         | 25%                  | Students write an essay that defines and provides examples of discourse conventions and genres.                                                                                                                            |
| Project 3: Application of Rhetoric and Discourse Conventions in Multiple Media (Multiple Media) | 30%                  | Students create a project using multiple media that teaches an audience of newcomers the elements of discourse necessary to enter the discourse community students have been working with over the course of the semester. |
| In-class assignments & Participation                                                            | 20%                  |                                                                                                                                                                                                                            |

### **Instructor Feedback Policy & Grade Dissemination**

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All exercises, assignments, discussions, and projects will be graded in Canvas. Grades will be disseminated via Canvas.

### **Course Schedule\***

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"TBD" updates are found in the Canvas Modules

| <b>Date</b> | <b>Topics</b> | <b>Work to be Completed</b> |
|-------------|---------------|-----------------------------|
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|               |                                      |                                                                                                                                                                                                                                                                  |
|               | Project 1: Introduction to Discourse |                                                                                                                                                                                                                                                                  |
| <b>Week 1</b> | Introduction to Rhetoric             | <p>Readings:</p> <p>Introduction to Rhetoric</p> <p>The Rhetorical Situation</p> <p>The Myth of the Rhetorical Situation</p> <p>Exercises:</p> <p>Reading Summary</p> <p>Rhetorical Analysis of Everyday Communication</p> <p>Style Corner—Writing a Summary</p> |
| <b>Week 2</b> | Introduction to Discourse            | <p>Readings:</p> <p>Introduction to Discourse</p> <p>Theories of Discourse: An Introduction</p> <p>Exercises:</p> <p>Reading Summary</p> <p>Identifying and Characterizing Your Discourse Communities</p>                                                        |

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| <b>Week 3</b> | Introduction to Discourse Communities                    | Readings (TBD)<br>Exercises (TBD)<br>Reading:<br>Intertextuality and the Discourse Community<br>Exercises:<br>Reading Summary<br>Style Corner—Integrating Quotations<br>Discussion: Selecting a Discourse Community      |
| <b>Week 4</b> | Applying Discourse and Rhetoric to Discourse Communities | Readings (TBD)<br>Exercises (TBD)<br>Reading:<br>Rhetorical Ecology<br>Exercises:<br>Reading Summary<br>Observe Your Discourse Community<br>Style Corner—Using In-Text Citations<br><b>Due: Draft of Project 1 Essay</b> |

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| <b>Week 5</b> | Developing Final Draft of Project 1                                                          | Reading (TBD)<br>Instructor Feedback<br>Exercises:<br>Self-Review of Draft<br>Appraisal of Draft<br><b>Due: Final Draft of Project 1 Essay</b>                                           |
|               | Project 2: Defining and Identifying Discourse Conventions and the Role of Genre in Discourse |                                                                                                                                                                                          |
| <b>Week 6</b> | Applying Concepts of Discourse Communities                                                   | Reading (TBD)<br>Exercise (TBD)<br>Readings:<br>What is Reddit?<br>Reddit as an Influential Discourse Community<br>Exercises:<br>Reading Summary<br>Reddit Discourse Community Flowchart |
| <b>Week 7</b> | Introducing Genre                                                                            | Reading:<br>Navigating Genres<br>Exercises:<br>Reading Summary<br>Differentiating Between Genres<br>Style Corner—Topic Sentences                                                         |

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| <b>Week 8</b>  | Conventions of Discourse       | Reading (TBD)<br>Reading:<br>Defining Discourse Conventions<br>Exercises:<br>Reading Summary<br>In Depth Observation of Your Discourse Community<br>Style Corner—Active and Passive Voice    |
| <b>Week 9</b>  | Applying Discourse Conventions | Reading:<br>Defining Discourse Conventions<br>Reading (TBD)<br>Exercise (TBD)<br>Exercises:<br>Reading Summary<br>Style Corner—Sentence Construction<br><b>Due: Draft of Project 2 Essay</b> |
| <b>Week 10</b> | Drafting and Revising          | Reading (TBD)<br>Instructor Feedback<br>Exercises:<br>Self-Review of Draft<br>Appraisal of Draft<br><b>Due: Final Draft of Project 2 Essay</b>                                               |

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|                | Project 3: Application of Rhetoric and Discourse conventions in Multiple Media |                                                                                                                                      |
| <b>Week 11</b> | Purpose and Audience                                                           | Reading (TBD)<br>Exercise (TBD)<br>Reading:<br>Rhetoric: Purpose and Audience<br>Exercises:<br>Identifying Your Purpose and Audience |
| <b>Week 12</b> | Introduction to Multimodal Composition                                         | Reading (TBD)<br>Exercise (TBD)<br>Reading:<br>Introduction to Multimodal Projects                                                   |
| <b>Week 13</b> | Rhetoric and Multimodality                                                     | Reading (TBD)<br>Reading:<br>Rhetoric and Multimodality<br>Exercises:<br>Multimodal Rhetorical Analysis                              |
|                |                                                                                | Spring Break                                                                                                                         |

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| <b>Week 14</b> | Designing and Drafting Multimodal Deliverable | Reading (TBD)<br>Reading:<br>Designing a Multimodal Project<br>Exercise:<br>Storyboarding Your Project<br><b>Due: Draft of Project 3</b> |
| <b>Week 15</b> | Revising and Submitting Project 3             | Reading (TBD)<br>Instructor Feedback<br>Exercises:<br>Self-Review of Draft<br>Appraisal of Draft<br><b>Due: Final Draft of Project 3</b> |

*Note: The Schedule is subject to revision*

## USF Core Syllabus Policies

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USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

## Student Recordings

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### Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048).

A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

## **Course Policies: Grades**

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### **Late Work Policy:**

Late and missed work will not earn assignment credit. You'll receive credit for all of the work you do for our class, inside or outside, as long as you follow proper protocol for submission and submit your work on time. You will submit most of your work to Canvas drop boxes.

If you are unable to complete an assignment by the listed due date (or unable to attend a class for the in-class work and participation grade) please contact your instructor as soon as possible to make special arrangements.

### **Grades of "Incomplete":**

The current university policy concerning incomplete grades will be followed in this course. An "I" grade may be awarded to a student only when a small portion of the student's work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the "I" is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. For graduate students, this time limit may not exceed one academic semester. "I" grades not removed by the end of the time limit will be changed to "IF" or "IU," whichever is appropriate.

## **Grades of "Incomplete"**

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semesters, whether or not the student is in residence, and/or graduation, whichever comes first. For graduate students, this time limit may not exceed one academic semester. “I” grades not removed by the end of the time limit will be changed to “IF” or “IU,” whichever is appropriate.

## **Campus Free Expression**

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It is fundamental to the University of South Florida’s mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. “Objective” means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

## **Course Policies: Technology and Media**

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**Technology Requirement:** Students are required to have regular access to a computer, the internet, a word processor, Canvas, USF email, and a printer. There are many technology labs on campus that students can use at no extra cost, so students should have regular access to all required technology via the USF campus resources. The [USF Digital Commons](#) is also available for student use. The Digital commons is an excellent and recently expanded “multimedia production area which provides equipment, instruction, space, and assistance” for students to use design equipment and software.

In the event of a USF service disruption that affects all students, instructors will notify students how to submit assignments.

## **Course Policies: Student Expectations**

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### **Health and Wellness**

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a

referral at [www.usf.edu/sos](http://www.usf.edu/sos) so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

### **Title IX Policy**

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit [www.usf.edu/title-ix](http://www.usf.edu/title-ix).

### **Course Hero / Chegg Policy**

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

### **Professionalism Policy**

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who

habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

### **Turnitin.com**

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>.

### **Netiquette Guidelines**

- Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
- Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
- Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
- Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
- Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

### **Email and Discussion Board Guidelines**

- Use the subject line effectively by using a meaningful line of what your email or discussion is about.
- Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.

- Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

## **End of Semester Student Evaluations**

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

## **Food and Drink Policy (for in-campus sessions only).**

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

## **Learning Support and Campus Offices**

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### **Academic Accommodations**

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[SAS website for the St. Pete campus.](#)

### **Academic Support Services**

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website.](#)

## **Canvas Technical Support**

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing [help@usf.edu](mailto:help@usf.edu).

[USF IT Services](#)

## **Center for Victim Advocacy**

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

## **Counseling Center**

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Counseling Center website for the St. Pete campus.](#)

## **Tutoring**

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email [asctampa@usf.edu](mailto:asctampa@usf.edu).

[Tutoring website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Tutoring website for the St. Pete campus.](#)

## **Writing Studio**

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually

with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: [writingstudio@usf.edu](mailto:writingstudio@usf.edu).

[Writing studio website for the Tampa campus and Sarasota-Manatee Teachout Site.](#)

[Writing studio website for the St. Pete campus.](#)

## **Student Ombuds Office**

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)