

English 3090 – Exposition: History, Theory, and Practice

Instructor: Dr. Alexandra Sladky

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Modality: Online Asynchronous

Prerequisites: (for non-majors): ENGL 1102 or ENGL 1103 with a grade of C or higher.

Term: Summer 2025

CRN: 54254

Office Hours: By appointment virtually, via Webex

Course Catalog Description

Introduces students to studies in analyzing expository genres, studying theories of expository writing, and producing nonfiction texts for specific audiences. Includes global readings from ancient to contemporary times.

Course Overview

This course will have three parts, each of which answers key questions about expository genres and projects, including “born digital” online projects.

Part 1: Analyzing Expository Genres: Rhetorical Tools, the Five Canons, the Artistic Appeals, and the Rhetorical Situation

What is the ancient Greek / Western history of rhetorical practice? What are the key rhetorical concepts most useful for writers? How can these key concepts be used to analyze both essays and popular cultural texts? What makes an expository work effective in different settings and for different audiences? How can these concepts be applied to our own efforts at expository writing?

Part 2: Producing Expository Projects

How do current expository genres use traditional conventions in an online delivery?

How can the delivery of new knowledge be created and shaped by technology?

How can we develop more critical and practical ways to compose digitally as we produce and revise projects?

Part 3: Remixing and Reflecting on Producing Expository Projects

How can you re-present your argument/analysis/findings in new modalities?

What did you learn while composing your expository project? What about when you remixed it?

What lessons/takeaways did you get from engaging in these projects?

Course Learning Outcomes

By the end of this course, students will be able to:

- Engage in writing as a process, including various invention heuristics (brainstorming, for example), gathering evidence, considering audience, drafting, revising, editing, and proofreading.
- Engage in the collaborative, social aspects of written composition, and use these as tools for learning.
- Use language to explore and analyze contemporary multicultural, global, and international questions.
- Demonstrate how to use composition aids, such as handbooks, dictionaries, online aids, and tutors.
- Gather, summarize, synthesize and explain information from various sources.
- Use grammatical, stylistic, and mechanical formats and conventions appropriate for a variety of audiences, but in particular the formal academic audience that makes up the discourse community with which you will also become more familiar in this course.

- Critique your and others' work in written, visual and oral formats.
- Produce coherent, organized, readable compositions for a variety of rhetorical situations.
- Reflect on what contributed to your composition process and evaluate your own work.

We are going to do a lot of writing in this course. My philosophy is that the more you write the more proficient you will become. Every reading, activity, and assignment you are asked to do is specifically chosen to help you become a better writer; there is no busy work in this class. The good news is that the writing and reading skills you acquire can transfer to work outside class. What you learn in this course can help you with writing in your other academic classes, with writing in your chosen career or workplace, and with community work or personal writing tasks. Communicating effectively through writing is an invaluable skill. You will be able to draw on your own experiences and interests throughout the course and I will introduce you to other ideas and approaches to those ideas. In addition, we will use technology to accomplish our writing tasks. These technology skills are also transferable to your other courses and your chosen career.

Required Textbook and Readings

Short readings are required and incorporated into assignments throughout the semester. All readings and links will be provided online in iCollege.

I recommend *Outliers*, by Malcolm Gladwell, if you are looking for an example of expository writing. This book is available both in print and digitally through GSU library: https://galileo-gsu.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma9919411433402952&context=L&vid=01GALI_GSU:GSU_V1&lang=en&search_scope=MyInstitution&adaptor=Local%20Search%20Engine&tab=LibraryCatalog&query=any,contains,outliers%20malcolm%20gladwell

Course Access

All course materials including the syllabus, schedule, assignment handouts and rubrics, and video/audio instruction will be posted on iCollege. Students should be in the habit of checking our course iCollege site and their GSU student email frequently every week during the term. More information about using iCollege can be found in the [Student Quickstart Guide](#) offered by GSU's Center for Teaching and Learning (CETL).

Students must have reliable access to the internet and a device with composing software (such as Microsoft Word or Google Docs) to complete this course successfully. For more information about technology requirements for online learning and campus resources, read [Technology Requirements](#). If you need technology equipment or internet access to complete this course, GSU may have resources to offer as noted in that document. You can fill out a form to check out technology (tablet, wifi hotspot, etc.) if you have that need.

It is important to save and archive all work for your courses. You should have a copy of all major project drafts and final versions saved outside of iCollege. You may find it helpful to use GSU estorage, Google drive, a flash drive, or other means to create a backup of your work.

Community

We are part of a learning community dedicated to supporting a positive environment for all participants. We must treat one another with **respect** at all times. Professional courtesy and sensitivity are especially important relating to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, and nationalities. In our online community, special care must be taken to pay attention to communicate in a positive and supportive way. Disruptive behavior such as disrespecting a member of the class, posting derogatory comments, or consistently missing scheduled collaborative work time does not support community building. If a pattern of disruption occurs, additional steps may be taken, including permanent removal from the course. Keep in

mind that our community extends beyond our iCollege and classroom spaces to course emails and all environments used for our course interactions.

Please see http://codeofconduct.gsu.edu/files/2016/09/Disruptive_Student_September9_2016.pdf for information regarding GSU's Disruptive Student Behavior Policy.

Community of Care and Mental Health Resources

Being a student can be stressful; you often have a lot to manage between classes, personal life, family, and work. In addition, writing and composing are vulnerable acts. As part of our effort to form a supportive community in this class, we should strive to look out for one another. A kind word, an enthusiastic comment about a peer's writing, or simply offering to listen can go a long way toward this goal. If stresses emerge regarding your course work, please speak with me. I will strive to support each of you in your academic life.

As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may impact your ability to attend class, concentrate, complete work, take an exam, or participate in daily activities. Problems with relationships, family worries, loss, housing or food insecurity, or a personal struggle or crisis can also contribute to decreased academic performance. In these cases, please consider taking advantage of the resources the university provides through the Dean of Students' Office or the Counseling and Testing Center. You can reach Counseling at <https://counselingcenter.gsu.edu/> and 404-413-1640 and the Dean of Students Student Advocacy team at <https://deanofstudents.gsu.edu/> and 404-413-1515. Emergency assistance may also be available; you can access information at <https://deanofstudents.gsu.edu/student-assistance/>

Attendance/Punctuality/Participation

Our course is designed as an **asynchronous** online course with no in-person class meetings. Your success will rely on your logging into iCollege and checking your GSU student email regularly to engage with course materials, other students, and me. Our course will include whole-class interactions, small-group work, and self-paced activities.

Participation and engagement are expected and integral to success in the course. I will post a plan for the week on iCollege every **Monday**. Please review the week plan that day in case you have questions or concerns about completing the assigned tasks. Note the cycle of work and deadlines for each week. Deadlines are vital to maintain a productive rhythm in our class and one assignment often builds on another.

Active participation in an online class includes completing assigned readings and activities on your own, regular and meaningful contributions to our class discussion board, and providing peer feedback on daily writing and projects as assigned. Because we are a learning community, **your thoughts and questions** are absolutely vital to the success of our class. We will all work to make our class a place where all feel comfortable sharing their work and ideas, using the technology available to us.

A portion of your final course grade is connected to daily writing and activities structured to help you be successful in the course. This is not "busy work," but is integral to your instruction and learning in our course. This work may take the form of responses to our class discussion board, informal writing posted to an Assignment folder or sent to the instructor or other students, or even creating short video or audio presentations. This work not only helps you succeed on major projects but can make a difference in your final course grade.

If you ever have questions about my expectations, collaborating with others, what you need to hand in, what I have received in iCollege, or about your course grades, please feel free to email your questions or to sign up for an office hour appointment.

Missed and Late Work

All major assignments must be completed to pass the course. **For major papers (excluding the final essay), any assignments submitted after the assigned deadline will lose 5 points per day for up to five days after the deadline. After this point, no papers will be accepted and a zero will be given for the assignment.** It is vital, therefore, that you plan to meet all scheduled work deadlines.

In-class writing (30% of your course grade) is time sensitive; therefore, **no late submissions will be accepted for these assignments.** As noted above, this work assists you with weekly learning, is often scaffolding into a project in a specific way and may be collaborative. It is especially important that you complete this work on time.

I do understand that emergencies can arise and that accommodations may be needed for students who find that, during the term, they are not able to attend class or participate fully in courses (see Student Illness policy above). Please email me as soon as possible to discuss allowances that I can make in the case of a necessary absence.

Communication

All assignment material and course announcements will be posted on our class iCollege site. I may also use my GSU faculty email address to send information to your GSU student email address. You will need to check both our class iCollege site and your campus email several times each week. Remember, **you are responsible** for all information posted for class.

If you would like to contact me directly, please do so via email or sign up for an online office hour slot (in iCollege via WebEx under the Collaborate tab). You may have questions or just want to chat about class – I encourage both! I typically check my email on weekdays during my office hours. This means I may not receive an email you send on Friday night until Monday—plan accordingly. Additionally, while you may have a personal email account that you prefer to use, I will only send and respond to emails in your GSU student email account, per university policy. All correspondence, therefore, will come to yourcampusid@student.gsu.edu from my @gsu.edu faculty email account. Please check this account regularly as any communication outside of iCollege will be sent to this address.

Essay Submission

All coursework must be submitted electronically to our class iCollege site. Emailed papers will not be accepted for grading. All formal papers should follow MLA guidelines. Specific requirements for individual assignments will be posted in the handouts for each one. While it is your responsibility to know proper format and to submit your essays based on class expectations, I am happy to answer questions in advance of any due date.

AI Writing Tools Policy

Throughout this semester, we will actively engage with AI writing tools as part of our course activities. These tools will serve as:

- **Conversation Partners:** To support brainstorming and idea generation.
- **Proofreaders:** To provide feedback on grammar, clarity, and style.
- **Writing Coaches:** To assist in developing and refining your written work.

While we will regularly use AI, you are expected to engage with it thoughtfully, critically, and responsibly. This course will not only incorporate AI into writing tasks but also encourage you to critically reflect on the role and impact of AI on digital communication and world interactions. Proper citation of any AI assistance is mandatory, and Georgia State University (GSU) has established best practices for using AI in academic settings. While AI-

powered language models (LLMs) can assist with generating text and producing human-like language, they should only be used to support your writing and learning.

Guidelines for AI Use

1. Cite AI Use According to MLA Style:

- Whenever you use AI tools, such as ChatGPT, for any assignment in this course (formal or informal), you must include an acknowledgment statement, such as: **“The writing of this paper was informed by Co-Pilot.”**
- Include a screenshot of the prompt you used and the AI-generated output you consulted.

2. Respect Privacy:

- Do not share personal, private, or confidential information with any AI tool.
- This includes your own or others' names, birthdays, email addresses, phone numbers, home addresses, student information, and any GSU faculty, staff, or course details.

3. Use Approved Platforms:

- For AI research or assignments related to GSU courses, use GSU's approved and contracted AI platform, **Co-Pilot** (Logging in with your GSU credentials is required.)
- Learn more about accessing your GSU Co-Pilot AI platform here: [GSU AI with Intention Guide](#).

4. Maintain Academic Integrity:

Do not simply copy/paste AI-generated content and present it as your own work.

- Do not submit AI-revised text as your own without significant and original modification. Submitting unoriginal AI-generated text is considered plagiarism and will result in academic consequences.

Engage in honest discussions about your use of AI and cite it properly in your work.

Plagiarism and Academic Honesty

You should familiarize yourself with Georgia State's [Policy on Academic Honesty](#). This policy refers to every piece of writing you do for class, including drafts, reading responses, discussion posts, and finished essays. If you are ever unsure what may or may not be plagiarism, please do not hesitate to ask me. In fact, I welcome your questions. Any work that is turned in to this class that is plagiarized or violates the university academic honesty policy will receive an automatic 0 for the assignment grade and must be referred to the College of Arts and Sciences for further review and potential disciplinary action.

Georgia State University defines plagiarism as:

“ . . . any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own . . . [It] frequently involves a failure to acknowledge in the text . . . the quotation of paragraphs, sentences, or even phrases written by someone else.” At GSU, “the student is responsible for understanding the legitimate use of sources . . . and the consequences of violating this responsibility.”

In addition, students are required to be honest in their academic work by writing their own papers. Handing in papers you receive from someone else or allowing someone else to heavily edit or write work for you constitutes an academic honesty violation. In addition, using work from previous courses or other current courses (from any course at any school whether high school or college) is also a violation of the academic honesty code.

Course AI Policy

Generative AI tools, such as ChatGPT, are designed to assist in creating and analyzing text, code, video, audio, and other multimedia. Use of these resources in your coursework comes with benefits and risks. In this course, we will use AI in some specified ways. You are permitted to use AI in the following ways, but you **MUST** attribute your use of AI using MLA style citations, and you **MUST** turn in the prompts you use with AI:

- **Never** simply copy and paste an AI's response and try to pass it off as your own. Using generative AI in this way may be considered a breach of academic honesty.
- Use generative AI for early idea and draft development. You are required to turn in the prompt(s) you use, the AI's responses, and all the subsequent drafts so that I can see your work.
- Include citations for any generative AI tools that you use to help with assignments for this course. Cite using MLA style and include an explanation of how AI tool was used and which prompts were given. Include screen shots of prompts that you use with AI.
- When we do assigned activities that use AI, you should indicate which parts of the work are yours and which parts were generated or informed by AI.
- If you aren't sure how to use AI, or aren't sure if the ways that you are using it are appropriate, please don't hesitate to ask. This is new territory and we are all still trying to figure it out. I'm interested in having conversations about these tools to figure out what is the best way to use them in our classroom. While exercising responsible and ethical engagement with AI is a skill you may hone over time, your unique human insights, critical thinking, and creative contributions remain pivotal to your learning experiences.

*Use of Co-Pilot through the university credential login is encouraged.

*Turnitin AI detection will also be enabled for violating academic honesty references.

Incompletes

In order to receive an incomplete, a student must inform the instructor, either in person or in writing, of his/her inability to complete the requirements of the course. A grade of incomplete will only be considered for students who meet the following three conditions:

- passing the course with a C or better
- present a legitimate, non-academic reason to the instructor (documentation is required)
- have only one major assignment left to finish.

Assignment of incompletes and the terms for removal of the "I" will be set at the instructor's discretion in consultation with the Director or Associate Director of Lower Division Studies and in accordance with university policies.

Student Accommodations

Students who wish to request accommodation may do so by contacting the [Access and Accommodations Center](#). Information specific to matters related to Covid can be found on their homepage. Georgia State University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students may only be accommodated upon issuance of a formal Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which an accommodation is sought. The starting point for getting a plan in place is the [Eligibility Verification Form](#). Contact the Access and Accommodations staff for more information.

Please schedule an individual appointment with me so that we may discuss any accommodations you need in our class and together come up with a plan for your success. To respect your privacy, we will not discuss these accommodations in class discussions or in collaborative group settings.

Writing Studio

The Writing Studio's mission is to support you in your writing for our course and beyond, as noted below,

“...to enhance undergraduate and graduate student writing by encouraging all writers to participate in regular conversation about the writing process and their academic work. We believe that talking about ideas and the art of writing with knowledgeable readers creates the ideal learning environment for practicing personal expression, persuasion, and critical thinking, all of which are vital to succeeding in the arts of academic and professional writing and communication. We support a community where writers, readers, and teachers all learn from each other, by responding to each others' texts with engaged conversation.”

This service is free and a valuable resource for all writers, and I strongly encourage you to take advantage of this space. Please note, that you will need to make an appointment for tutoring at www.writingstudio.gsu.edu.

Online Evaluation of Instructors

Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation. Our student evaluation form also offers the opportunity for you to reflect on your own course performance and educational goals.

English Majors and the Graduation Portfolio

The English department at GSU requires an exit portfolio of all students graduating with a degree in English. Ideally, students should work on this every semester, selecting 1-2 papers from each course in the major and revising them, with direction from faculty members. The portfolio includes revised work and a reflective essay about what you've learned.

Each concentration (literature, creative writing, rhetoric/composition, and secondary education) within the major has specific items to place in the portfolio, so be sure to download the packet from the English department website.

The Senior Portfolio is due at the midpoint of the semester you intend to graduate. Please check the university's academic calendar for that date. Please direct questions about your portfolio to the instructor of your senior seminar or to Dr. Mark Noble, Director of Undergraduate Studies.

GRADING SCALE

Superior	Satisfactory	Needs Improvement	Failing
100 to 98 = A+	89 to 88 = B+	79 to 78 = C+	69 to 60 = D
97 to 93 = A	87 to 83 = B	77 to 70 = C	Below 60 = F
92 to 90 = A-	82 to 80 = B-		

Assessment Criteria for A+

An A+ paper must meet and exceed the assessment criteria for the A. There are two circumstances under which a student can earn an A+ on a formal paper or project assignment in these courses. 1) A+ work is writing at a higher academic level (i.e., a paper for a first-year class meeting expectations for a more advanced course) and 2) A+ work addresses audience expectations or writing needs beyond the course; for example, the paper serves a public or community service or is professional and ready for workplace distribution.

GRADING AND ASSIGNMENT BREAKDOWN

Assignment	Weight
Essay 1: Rhetorical Analysis of an Expository Genre (5-8 pgs.)	25%
Essay 2: Expository Project (6-9 pgs.)	25%
Final Project: Remix and Reflection (max. 5 minute video + 3-4 pg reflection)	20%
Participation & Weekly Writing (Quizzes; surveys; discussion posts; reading responses; pre-paper & planning assignments; peer review; etc.)	30%
Total	100%

Weekly/Daily Writing

These assignments are graded as pass/fail (based on completion and effort) and may include in class assignments, discussion posts, group activities, and peer editing. You are expected to provide timely, thoughtful, meaningful contributions to our class conversations and participate in all work assigned by your instructor to receive credit.

This syllabus reflects a plan for the course. Changes to this plan may become necessary as the semester progresses.

Major updates will be provided in writing by your instructor.

Students are responsible for taking note of any changes that may occur.