

English 1010: (Re)thinking Education (3 Credit Hours)

Instructor: Eric Detweiler

Office: Humanities 139

Office Hours: 12-2 MWF, 10-11 & 2:30-4:30 T, 10-11 R
or by appointment**Course Description**

This class will serve as an introduction to the fundamentals of written composition and communication through the study of illustrative essays, as well as an introduction to the reading and critical analysis of essays. We will also spend some time covering grammar and mechanics, insofar as they are an integral part of developing proficiency in writing. Those students who do not demonstrate satisfactory performance in the use of grammar and mechanics are required to attend the Writing Clinic. Successful completion of English 1010 is a prerequisite for English 1020. All degree-seeking students must earn at least a C in this course.

Course Purpose

This course should assist you in gaining the ability to communicate, primarily in written format, and meet the criteria set forth in Tennessee State University's Philosophy of General Education: "liberal learning, literacy, tough-minded rationality, receptivity to evolving technologies, appreciation for cultural diversity, and intellectual integrity." A democratic society requires citizens who can read and write critically. This course will focus on writing not only as an isolated set of "skills," but as an interrelated process with reading, thinking, and speaking. The ultimate goal is to foster critical reading and writing practices that will assist students in being active and creative participants in all aspects of cultural discourse and serve as a cornerstone course for the rest of your liberal education at TSU.

Learning Competencies

In order to complete 1010 with a C or better, you must be able to:

1. Demonstrate understanding of and ability to read and respond to the demands of the rhetorical situation (author, audience, and subject) in both oral and written communication;
2. Read critically and analyze (various types of) assigned readings on the basis of structure, pattern, and meaning in order to produce original papers that show development of topic through organization (such as topic sentence, support of the central idea through details, and rhetorical patterns);
3. Invent, write, revise, edit, and rewrite formal essays in response to readings which develop appropriate rhetorical patterns (i.e. narration, example, process, comparison/contrast, classification, cause/effect, definition, argumentation) and other special function(s) (i.e. literary analysis or research) while demonstrating writing skills from process to product;
4. Produce final papers that show growth in principles of good writing—organization (e.g. introduction/body/conclusion or outlining), development (clarifying transitions between sentences and paragraphs), unity (connected ideas)—and which demonstrate an understanding of the substance of the topic;
5. Complete at least one writing assignment that demonstrates a limited use of MLA documentation form and basic research ability;
6. Participate in collaborative work with other students via small group discussions and presentations, workshop-style classes devoted to particular issues (such as paragraph

structure or voice and tone); and produce, accept, and constructively use feedback from writing instructors, other students, and other university writers/instructors to take control of your own writing;

7. Create mechanically sound papers relatively free of errors in grammar and mechanics.

Instructional Methods

In order to attain these competencies, you will perform the following assignments during the course of the semester:

1. In response to assigned readings, write and revise essays that reconstruct and critically analyze the writings of others. You will create both oral and written responses.
2. You will write and revise at least two informal papers (of at least 150 words) which show development of topic through organization (such as topic sentence, support of the central idea through details, and rhetorical patterns) and an understanding of the assigned reading(s). These informal papers can then be revised into formal essays.
3. You will write and revise at least four multi-paragraph formal essays (800-1000 words) based on or responding to readings from the text or supplemental material. Your essays will evidence appropriate response to the rhetorical situation by developing rhetorical patterns (i.e. narration, example, process, comparison/contrast, classification, cause/effect, definition, argumentation) and other special function(s) (i.e. literary analysis or research) while demonstrating writing skills from process to product. Final papers should show growth in principles of good writing, such as organization (i.e. introduction/body/conclusion or outlining), development (clarifying transitions between sentences and paragraphs), and unification (connected, guided ideas), and which demonstrate an understanding of the substance of the topic. *At least one essay will demonstrate a limited use of MLA documentation form.* Look to the course outline and specific assignment sheets for particular requirements and expectations from individual instructors (more exercise in audience awareness).
4. You will be exposed to multiple methods for collaborative work with other students: peer response, small group discussions and presentations, and workshop-style classes devoted to particular issues such as paragraph structure or voice and tone. These will be used, as necessary, to support the writing process for beginning student writers.
5. The required texts will be supplemented with computer-assisted writing, media, outside readings, oral presentations, guest speakers, etc., to complement the strengths of the individual instructor.
6. You are responsible for creating mechanically sound papers relatively free of errors in grammar and mechanics. Attention to style may occur through references to and/or assignments in the handbooks. Additionally, the Writing Center (963-5580, http://www.tnstate.edu/aeao/writing_center.htm) supports students with difficulties in presentation of Standard English. Students may attend the tutorial with or without an instructor's recommendation.
7. You must revise, edit, and rewrite papers in order to show growth in your writing abilities through process and development to final product. Feedback from writing instructors, other students, and other university writers/instructors will help you take control of their own writing. By looking critically at your own writing and the writing of others, you should see improvements in individual style and rhetorical abilities.

8. Planning and executing revisions and copyediting, and gathering work into a portfolio helps students reflect on the changes seen in the progress of composition. By the end of the semester, you will have written approximately 5000 words (including revisions). Individual instructors will choose assessment methods and advise students of these through the course outline.

Textbooks

Bloom, Lynn Z., et al. *Inquiry: Questioning, Reading, and Writing*. 2nd ed. Upper Saddle River, NJ: Pearson Education, 2004. Print.

Callaghan, Patsy, and Ann Dobyns. *A Meeting of Minds: A Brief Rhetoric for Writers and Readers*. 2nd ed. New York: Pearson Education, 2006. Print.

Hult, Christine A., and Thomas N. Huckin. *The New Century Handbook*. 4th ed. New York: Longman, 2007. Print.

Access to physical copies of all assigned readings is *required*.

Tools for Writing

1. Blue or black ink pens and loose-leaf paper for in-class writing
2. A word processor, typewriter, or computer for formal, revised papers
3. A portfolio
4. Textbooks and handbook

Grading Scale

A (Superior): An “A” paper demonstrates probing critical reading, thinking, and/or analysis; it thoroughly evaluates various elements of its subject matter with specific, detailed reasoning and use of evidence; its organization shows a logical arrangement of parts; and all parts are relevant to the thesis. The thesis statement expresses a clear stance/ethos and provides an accurate, concise forecast of topics to be developed. Paragraphs have a sharp focus and include carefully selected evidence. Sentences within paragraphs are linked by tight, logical connections and effective transitions. Any source materials are clearly subordinate to the paper's own purpose, which is elaborated with efficiency and style. Documentation, when needed, conforms to all appropriate conventions. Sentences are varied in structure and imaginative in style; wording is concise; style and tone create a distinctive voice. The final, revised paper is free of all serious errors in grammar and punctuation; there are no misspellings.

B (Strong): A “B” paper shows good critical reading skills and offers convincing reading and evidence; the parts of the essay are logically arranged and relevant to the thesis. The thesis statement takes a clear stand and forecasts the topics to be developed. Paragraphs are unified, and supporting details are sufficient and relevant. Overall, source materials are subordinate to the student's own stand, which is developed clearly and purposefully. Documentation, when needed, conforms to most appropriate conventions. Sentences are linked by logical connections and adequate transitions. Sentences show variety. Wording is, for the most part, concise and appropriate. The final, revised paper contains very infrequent errors in grammar, punctuation, and spelling.

C (Competent): A “C” paper demonstrates an understanding of texts and/or issues, as well as audience and purpose; evaluates reasonably; and cites supporting evidence. The thesis statement does take a clear stand and does forecast the topics to be developed, but may not be as clear or precise as the thesis statement for a “strong” essay. Paragraphs and supporting details relate to the topic, but may do so only generally. Source materials are usually subordinate to the student's own stand, but may at times dominate or overwhelm the student's position. The sentences within the paragraphs are, for the most part, related and contain adequate transitions. (Transitions between paragraphs, however, may be unclear or missing at times.) Sentence style may consist of relatively simple sentence patterns. Word choice is largely appropriate, but may sometimes be problematic—simplistic or repetitive, perhaps. Mistakes in grammar, punctuation, documentation, and spelling may occur with some frequency, but most of these elements of the paper should be correct on the final, revised copy. Paper must answer all parts of the assignment (this is understood for A & B papers as well).

D (Below Average): A “D” paper fails to practice one or more of the principles of critical reading or writing. For instance, it may show an inability to correctly identify the main idea of a text. It may attempt to defend its thesis in illogical or unconvincing ways. The paper may resort excessively to summary. The paper may lack content and repeat ideas or “pad” simply to fill space. The paragraphs may lack topic sentences. Some paragraphs may lack adequate supporting detail or may wander from the main idea. If source materials are used, they may be misread or adopted in a way that verges on plagiarism. Documentation may be faulty. Sentences within paragraphs are only loosely related, and transitions are missing. Sentences may be excessively wordy or vague. Style and word choice are flat, inconsistent, or inappropriate to the audience. The paper displays major or repeated errors in grammar, punctuation, and spelling, even in the final revised copy.

F (Failure): An “F” paper, like a D paper, shows a failure to practice one or more of the principles of critical reading or writing, but an F paper reveals persistent problems, such as the following: the paragraphs lack focus and contain little supporting detail; sentences within the paragraphs are unrelated to the main idea, and transitions are missing; sentences are faulty in structure, or vague, wordy, and irrelevant; word choice is inappropriate, incorrect, or inconsistent; frequent major errors in grammar, punctuation, documentation, and spelling indicate an inability to handle the conventions of written discourse; there are excessive misspellings. A paper that fails entirely to address the assignment topic also merits an “F.”

Course Policies

Attendance

You should attend all class meetings on time. Refer to the undergraduate catalogue:

Students are expected to attend regularly all courses in which they are enrolled for credit and to complete all work required in such courses. Irregular attendance or any substantial number of unexcused absences may weigh adversely in the consideration of grades or any petition for a special academic privilege such as make-up examination. All excuses for absences must be secured through the Office of the Vice President for Student Affairs. In addition, the student should inform each teacher as to the cause for absence. Punctuality in attending classes is expected of all students. Registration and payment of fees are required before classes are attended. “Excessive” absence is defined as no less

than one more than the number of times a class meets per week. It is the student's responsibility to withdraw from a course in which excessive absences have been incurred.

A student with excessive absences may only be readmitted to class by the instructor. (29) In the case of this class, you are allowed six excused absences. Use them thoughtfully. You are responsible for anything you miss in class as a result. *Any more than six absences will result in you failing the class.* If you are less than five minutes late or leave class early, you will be marked for half an absence, and are responsible for making sure you are marked as present. You are responsible for keeping up with your own absences. I reserve the right to consider extenuating circumstances.

Evaluation

Final evaluation will be determined by:

1. Completion of all assigned papers, homework, and class activities.
2. Regular and timely class attendance and participation.
3. Successful organization of portfolio and revision of class assignments as assigned.
4. Attendance at supplemental class activities in University areas, such as the Library, the Writing Center, the Media Center, and Academic Computer Center.

ADA Awareness and Accommodation

The Department of Languages, Literature, and Philosophy, in conjunction with the Office of Disabled Student Services, makes reasonable accommodations for qualified students with medically documented disabilities. If you need accommodation, please contact TSU's Disabled Student Services Office at 963-7400 (phone) or 963-5051 (fax), preferably before the fourth class day.

Academic and Classroom Conduct and Dress

As stated in TSU's undergraduate catalogue, "The instructor has the primary responsibility for control over classroom behavior and maintenance of academic integrity, and can order temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct in violation of the general rules and regulations of the institution" (29). Use of electronics falls within my discretion: neither may be disruptive to the educational process. While in class, do not text, do not answer the phone, do not take notes on your phone, and do not read things on your phone. If you anticipate needing access to your phone for any reason, let me know in advance. Otherwise, using your phone in class will result in you being marked absent and may result in you being dismissed from class. If you wish to use a laptop in class, you must first write a one-page paper explaining how it will help your performance as a student.

Class Specifics

Though every student here possesses a diverse set of assumptions, beliefs, experiences, and goals, one thing we have in common is an investment in education. In this course, we will explore questions and issues surrounding education: Where do your expectations about education come from? What is the role of college education in 2010? What are TSU's specific goals as a university, and how are you affected by those goals?

Coursework

The work you complete this semester will comprise four primary categories: essays, reading responses, class participation, and miscellaneous writing and homework.

Major Essays

You will write four longer papers. Each will focus on an aspect of education:

Paper 1: Literacy Autobiography (800 words)

Paper 2: The Role of Education (800 words)

Paper 3: Representations of Education (1000 words)

Paper 4: TSU, Tennessee, & Education (1000 words)

More detailed information and guidelines will be provided as the deadlines approach. All essays must be submitted in order to pass the course. You may turn in one essay up to a week late with no penalty. Otherwise, all essays must be turned in on time—any additional late papers will receive a zero. You will turn in copies of all four essays in a folder at the end of the semester. You must revise at least one paper, and may revise more if you wish. In the case of revised papers, I will average your original grade and revised grade to come up with your final paper grade. You *must* turn in all original and any revised papers with your final portfolio during the scheduled final in order to receive credit for your papers.

Response Writings

Over the course of the semester, you will complete ten typed, one-page, double-spaced response writings. Prompts for all reading responses will be posted on Desire2Learn.

Class Participation

Throughout the semester, we will have numerous discussions, peer workshops, and other in-class activities. Although I do not require every student to speak every day, your participation is vital to this course's effectiveness and success. There will be opportunities to read and present in class, as well as to participate in group activities. Peer workshops will be a key part of our work this semester. Any notes and comments made as part of peer workshops will factor in to this grade. If class participation slows because people are not reading, I will require everyone to bring additional reading notes to class for a grade.

Presentations

You will give two presentations over the course of the semester: one group presentation based on the prompt for the third paper, and an individual presentation based on your final paper.

Other Homework/In-Class Writing

Any miscellaneous homework, including any in-class writing I collect during the semester, grammar work, etc., falls into this category.

Grading

There is a total of 1000 points possible in this course. These points are broken down as follows:

Essay 1	100
Essay 2	100
Essay 3	150
Essay 4	150
Reading Responses	150
Class Participation	150
Presentations	100
Other Homework	100

Late Work

There will be no opportunities to make up in-class work. If you are absent, you miss any potential class participation, workshop, and/or in-class writing points for the day. As for the four major essays, remember: you may turn in one essay up to one week late without consequence. Other than that, all essays and reading responses are due at the beginning of class on the day marked on the syllabus schedule. *If you don't think you will be able to make a deadline, let me know at least 48 hours in advance.*

Plagiarism

See TSU's undergraduate catalogue:

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. In addition to the other possible disciplinary sanctions which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an 'F' or a zero for the exercise or examination, or assign an 'F' in the course. (29)

Academic dishonesty, including plagiarism, will not be tolerated. Some examples of academic dishonesty include:

- Submitting material you did not write
- Submitting papers written for another class
- Submitting papers drafted by you but revised or edited by someone else
- Failing to properly paraphrase, summarize, quote, or cite sources
- Copying and pasting from sources found on the Internet without properly acknowledging sources.

If I find that an essay or other class assignment has been plagiarized, the student *will* receive a zero for that assignment. A second incident of plagiarism may result in an "F" for the final grade in the course. Further consequences will be considered on a case-by-case basis.

I reserve the right to modify this syllabus at any time during the course.

Daily Schedule
Come prepared and ready to write!

Week 1

- Aug. 31 Welcome, Syllabus
- Sept. 2 Read “Why TSU Struggles” and “TSU Responds” on Desire2Learn
Response Writing 1 Due

Week 2

- Sept. 7 Paper Prompt 1: Literacy Narrative
Response Writing 2 Due
- Sept. 9 Read *A Meeting of Minds* pp. 3-13, 19-26
Response Writing 3 Due

Week 3

- Sept. 14 Read Rose in *Inquiry*, pp. 55-61
Read Liu in *Inquiry*, pp. 73-76
One-page draft of Essay 1 Due
- Sept. 16 Read *A Meeting of Minds*, pp. 32-42
Response Writing 4 Due
Peer Workshop Preview

Week 4

- Sept. 21 Read *A Meeting of Minds*, pp. 42-55
Peer Workshop (2-page draft)
- Sept. 23 Paper 1 Due
Paper 2 Prompt: The Role of Education

Week 5

- Sept. 28 Read “What is it About 20-Somethings?” on Desire2Learn
Response Writing 5 Due
- Sept. 30 Read Tannen’s “Conversational Styles” in *Inquiry*, pp. 203-208
Read Kingston in *Inquiry*, pp. 12-14
Response Writing 6 Due

Week 6

- Oct. 5 Rhetorical Triangle Week
Read Asimov in *Inquiry*, pp. 142-151
Read LeGuin in *Inquiry*, pp. 318-325
Response Writing 7 Due

Oct. 7 Rhetorical Triangle Week
 Read Tannen's "The Roots of Debate" in *Inquiry*, pp. 429-443
 Read Fitzgerald in *Inquiry*, pp. 587-594
 Response Writing 8 Due

Week 7

Oct. 12 *Conference Week*
 Read *A Meeting of Minds* pp. 495-502

Oct. 14 *Conference Week*
 Read *A Meeting of Minds* pp. 89-120

Week 8

Oct. 19 Peer Workshop (2-page draft)

Oct. 21 Paper 2 Due
 Paper 3 Prompt: Representations of Education

Week 9

Oct. 26 Film Screening
 Read *A Meeting of Minds* pp. 277-283 & 287-300

Oct. 28 Finish Film
 Response Writing 9 Due

Week 10

Nov. 2 Mini Presentations

Nov. 4 Peer workshop (2-page draft)

Nov. 5 *Last Day to Withdraw*

Week 11

Nov. 9 Mini Presentations

Nov. 11 Paper 3 Due
 Paper 4 Prompt: TSU & Tennessee Education Practices

Week 12

Nov. 16 Read Selected Links on Desire2Learn
 Response Writing 10 Due

Nov. 18 *Conference Week*
 Prospectus Due in Conference

Week 13

Nov. 23 *Conference Week*
Read *A Meeting of Minds* pp. 234-250 & 255-265

Nov. 25 *Thanksgiving*

Week 14

Nov. 30 Peer Workshop (2-page workshop)
Plagiarism Discussion

Dec. 2 TSU Issue Presentations
Paper 4 Due

Week 15

Dec. 7 TSU Issue Presentations

Dec. 9 Reflection/Evaluation