

English 1010-H03: Literacy for Life (Section 83284)

Semester: Fall 2019 | Instructor: Dr. Eric Detweiler

Peck Hall 325 | Mondays, Wednesdays, and Fridays | 10:20 – 11:15 a.m.

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Office Hours: Mon. & Wed. 2:15 – 4:15 p.m.,
Fri. 11:15 a.m. – 12:15 p.m., and by appointment

Prerequisites

ACT English score of 18-31, SAT score of 460-710, or the equivalent.

Course Description

English 1010 is the first of MTSU's two first-year writing courses. In general, this course will give you a chance to read and learn about writing, reflect on your writing habits, and develop your writing skills. We'll read and analyze different kinds of texts, practice different kinds of writing, and discuss some of the ways you can use these approaches to writing and reading in other academic, professional, and civic situations.

Course Texts

- Middle Tennessee State University edition of *Everyone's an Author*
- Selected readings available through Desire2Learn or linked to in this syllabus

While we won't refer to *Everyone's an Author* every day, always bring the textbook with you in case something from it comes up.

Learning Objectives

The learning objectives for this course are as follows:

<i>Composing Processes</i>	Conduct primary research; make appropriate decisions about content, form, and presentation.
<i>Reading</i>	Examine literacies across contexts; read and analyze various types of text—print, digital, and audio.
<i>Rhetorical Knowledge</i>	Develop genre awareness and practice genre analysis; complete writing tasks that require understanding of the rhetorical situation.
<i>Integrative Thinking</i>	Reflect on literacy in student lives; develop a writing theory that can transfer to writing situations in other classes and professions.
<i>Information Literacy</i>	Learn about discourse communities; demonstrate understanding of ethical primary research practices.

Grading

We'll be using a portfolio-based grading system called the Learning Record (LR). I'll provide written or spoken feedback on individual assignments, but not numerical or letter grades. Then, at midterm and during finals, you'll turn in written arguments for the grade you deserve based on the body of work you've done in the course, the grading criteria below, and a few other things that we'll discuss during the second day of class. This system is meant to give you the chance to learn, take risks, and make occasional

mistakes without constantly worrying about letter grades constantly. It's meant to give you more ways to succeed in this class and to help keep the focus on writing rather than the difference between a 79.4% and a 79.5% course average. However, it also requires a lot of work and diligence on your part. Here are the grading criteria:

A	Represents outstanding participation in all course activities, <i>perfect or near perfect attendance</i> (typically a maximum of two absences), and <i>all assigned work completed in a timely manner</i> . Also represents <i>very high quality</i> in all work produced for the course. Final argument provides evidence of significant development across all five learning objectives, as well as activity that <i>goes significantly beyond the required coursework</i> in one or more objectives.
B	Represents excellent participation in all course activities, near perfect attendance (typically four absences or fewer), and <i>all assigned work completed in a timely manner</i> . Also represents <i>consistently high quality</i> in coursework. Evidence of marked development across the five learning objectives.
C	Represents good participation in all course activities, a maximum of six absences, and all assigned work completed. Also represents generally good quality overall in coursework. Evidence of some development across the five learning objectives.
F	Represents minimal participation in course activities, poor attendance, serious gaps in assigned work completed, or very low quality in course work. Evidence of development is not available.

The grading scale for this course is as follows. You may argue for any plus or minus grade shown below:

A: 90-100 B+: 87-89 B: 83-86 B-: 80-82	C+: 77-79 C: 73-76 C-: 70-72 D+: 67-69	D: 63-66 D-: 60-62 F: 59 and under N*
*A grade of "N" is for students who are taking English 1010 for the first time and complete the course without meeting the minimum standards for at least a C-level grade. That's why there is no "D" category listed in the Learning Record grading criteria. An "N" requires that you retake the course, but does not affect your GPA.		

Coursework

The work in this course will be made up of two major threads: assignments that are part of the Learning Record and assignments that aren't. For the sake of this syllabus, let's call that second set of assignments "Rhetorical Assignments."

<i>The Learning Record</i>	<i>Rhetorical Assignments</i>
Statement of Goals	D2L Reading Reflections (at least 14 over the course of the semester)
Midterm Self-Evaluation	Source Analysis Presentation
Final Self-Evaluation	Literacy Narrative (2 drafts)
	Genre Analysis (2 drafts)
	Discourse Community Analysis (2 drafts)
	Peer Workshops (3 over the course of the semester)

While I've listed these two sets of coursework separately, they will overlap a lot. You'll receive more detailed descriptions of all assignments and how I'll respond to them as the semester unfolds. The deadlines for these assignments are included in this syllabus's course calendar.

In addition to these major assignments, coursework will include short writing assignments, in-class activities, and other homework. While these assignments will not affect your grade directly, completing them is a necessary part of doing well on the major assignments. In other words, if you don't do the small stuff, you won't be prepared to do well on the big stuff.

Late Work

Because homework contributes to what we do in class the day it's due, I rarely accept it late. As for the major assignments: Deadlines are an important part of the drafting process, but I will give you two two-day extensions—no questions asked—on a Learning Record assignment *or* a draft of one of the rhetorical assignments. If you use the extension on a first draft, you will be responsible for making up the peer workshop for that draft. Everything else must be turned in the day it is due. If you anticipate a problem meeting a deadline, let me know at least 48 hours in advance. No guarantees, but I am much more likely to be flexible if I know you are planning ahead.

Attendance

If you miss class more than six times, you will not pass this course. Any time you are absent, you are responsible for contacting me to find out what you missed. If you arrive after I take roll or leave class early, you'll be marked tardy. Tardiness counts as half an absence. As for the six absences you are allowed, you do not need to provide me with an excuse or explanation. Just be sure you get in touch to find out what you missed. As with late work, if you think you'll have any problem with this attendance policy, let me know in advance. Again, no guarantees, but I am more likely to be flexible if I know you're planning ahead.

Technology

We are fortunate to be in a room equipped with computers. We will use those computers often, and in many cases it will be fine if you use a personal laptop or tablet instead.

As for smartphones and other cell phones, there may be some times when it will make sense for us to use them. In general, though, they aren't a good fit for the sort of work we do in this class. For instance, their screens are too small to engage with readings in the detail-oriented way we will during this course. For that reason, don't plan on using them in class unless we decide otherwise during a particular activity. If you have a particular reason for wanting to make use of your phone in class, let me know.

Email

MTMail will be the official way that I pass on information about this course. I won't send you email every day, but check your MTMail daily to make sure you don't miss important updates from the university, me, or your other teachers. You can find more information on MTMail here: <http://mtsu.edu/email/index.php>.

Plagiarism

Plagiarism is complicated. Here is the academic integrity statement from MTSU's Lower Division office:

“Learning to use source material responsibly will be a focus of this class. In your compositions and presentations, you must give credit for text, ideas, and images that did not originate with you. Your handbook distinguishes between unintentional and intentional plagiarism. Unintentionally failing to attribute researched material, or misuse of sources, is a ‘teaching moment’; intentional plagiarism—such as downloading a paper, having someone else write your essay, or cutting-and-pasting with no acknowledgement of the source—is a form of academic misconduct.

“I am required to report all instances of academic misconduct to the Provost's Office. See the MTSU student handbook for an explanation as well as the possible consequences of engaging in academic misconduct. In this class, sanctions range from a mandatory rewrite for partial credit to an F in the course. The Provost's Office may impose additional sanctions such as probation or suspension. To avoid such penalties, always do your own work, and ask for help when you are using source material. You can get help in class, during my office hours, at the University Writing Center, from a librarian, or online at Purdue's Online Writing Lab (OWL).”

Now here's a strange thing: I copied and pasted that statement from somewhere else. It's not plagiarism because I told you where it's from (even though the statement uses the word “I,” which would suggest that I wrote it myself if it weren't for the fact that I told you I didn't). Here's a stranger thing: part of the “Students with Disabilities” section on the next page is copied and pasted from somewhere else, which you wouldn't have known if I didn't tell you here. In fact, some words are meant to be copied without citation.

So anyway, plagiarism is complicated, and we'll have a few conversations about it over the course of the semester. Here are a couple tips: (1) If you think that you might be using another person's words or ideas without giving enough credit to that person, talk to me about it before the assignment is due. There is no penalty for asking in advance whether or not you're plagiarizing. (2) If it's the night before a deadline and you have no idea what to write, don't panic and just copy and paste someone else's words. It's better to turn in nothing than to turn in something plagiarized, though neither is a good option. Better to talk with me a week before the deadline so that the moment of panic never arrives.

Plagiarized papers will get a failing grade. I reserve the right to offer partial credit if I determine the plagiarism wasn't done on purpose. I'll try to do my part by creating course-specific assignments that are hard to plagiarize. Also, I'll only assign papers that I believe will contribute to your development as a thinker and writer, which is to say I

genuinely think you'll be missing out on important skills and experiences if you do decide to plagiarize instead of writing any of them yourself.

University Writing Center

The University Writing Center is in room 362 of the James E. Walker Library and on the web at www.mtsu.edu/uwc. The UWC offers students valuable one-on-one assistance with their writing. You can make an appointment for a conference by calling (615) 904-8237. Online writing assistance is also available. Visit the UWC website for hours and more information. Seriously: the UWC is great.

Inclement Weather

MTSU does not usually close because of inclement weather, but students are allowed to use their own discretion when snow and icy conditions exist and will be given the opportunity to make up missed classes should they decide not to attend. To determine if classes are cancelled, listen to area radio and television stations or visit <http://www.mtsunews.com/weather/>.

Students with Disabilities

Middle Tennessee State University is committed to campus access in accordance with Title II of the Americans with Disabilities Act and Section 504 of the Vocational Rehabilitation Act of 1973. Any student interested in reasonable accommodations can consult the [Disability & Access Center \(DAC\) website](#) and/or contact the DAC for assistance at (615) 898-2783 or dacemail@mtsu.edu.

If I can provide or assist with any accommodations related specifically to this course, let me know. I would be glad to help.

Title IX Statement

Students who believe they have been harassed, discriminated against, or been the victim of sexual assault, dating violence, domestic violence, or stalking can contact a Title IX/Deputy Coordinator at (615) 898-2185 or (615) 898-2750 for assistance or review MTSU's Title IX website for resources: <http://www.mtsu.edu/titleix/>.

Lottery Statement

Do you have a lottery scholarship? To retain the Tennessee Education Lottery Scholarship eligibility, you must earn a cumulative TELS GPA of 2.75 after 24 and 48 attempted hours and a cumulative TELS GPA of 3.0 thereafter. A grade of C, D, F, FA, or I in this class may negatively impact TELS eligibility.

If you drop this class, withdraw, or if you stop attending this class, you may lose eligibility for your lottery scholarship, and you will not be able to regain eligibility at a later time.

Course Calendar

I intend for us to stick closely to this course calendar. Unforeseen circumstances and delays do arise, so I reserve the right to revise our schedule as necessary, though I will not do so without advance notice and, in most cases, discussion. If at any point during the semester you have concerns about the schedule, feel free to bring them to my attention. This course should be at least as much yours as mine.

We will be doing something important every day in this course. Do not assume any day doesn't matter, and always contact me if you miss class to find out what you missed. Assigned readings are italicized. Writing assignments are italicized and in bold. Both kinds of assignments are due the day they are listed on the calendar. Things that aren't bold or italicized are things we'll be covering in class. "EAA" is short for *Everyone's An Author*. The library has copies of the book on reserve, which you can check out from the Library Reserves Desk for three hours at a time. Keep that in mind, especially if it's going to take you a week or two to get your copy of the book. "D2L" means the reading is available as a file via D2L. As with the textbooks, you are required to bring a copy of each D2L reading to class on the day we discuss it. I'm fine with you bringing an electronic or printed version as long as you're able to mark it up. If there is an asterisk next to a date, that means there's a reading reflection for that day.

One important note: This version of the course calendar includes deadlines for all major writing assignments, but only the first few weeks of reading assignments. I'll fill in the rest of the reading assignments by the end of the second week of classes, after I've gotten a better sense of the pace, personality, and interests of the class. If you're reading this after Sept. 9, make sure to download the updated version of the syllabus and start working from that one.

26-Aug	Introductions and Syllabus Overview
28-Aug	Overview of the Learning Record Discuss Prompts for Statement of Goals & Literacy Narrative <i>EAA, MT-01 – MT-43, MT-55 & MT-56</i>
30-Aug*	<i>EAA, xxv – xxx & 1 – 24</i>
2-Sep	Labor Day – no class
4-Sep*	<i>EAA, 105 – 115 & 159 – 189</i>
6-Sep*	Statement of Goals <i>EAA, 25-39</i>
9-Sep*	Individual Conferences <i>Mike Bunn, "How to Read Like a Writer" (D2L)</i>
11-Sep*	<i>Eudora Welty (D2L)</i> <i>Malcolm X (D2L)</i> <i>Anne Lamott (D2L)</i>
13-Sep*	<i>Elizabeth Wardle, "You Can Learn to Write in General" (D2L)</i>
16-Sep*	<i>Corrine E. Hinton, "So You've Got a Writing Assignment. Now What?" (D2L)</i>
18-Sep*	<i>Ursula K. Le Guin, "Where Do You Get Your Ideas From?" (D2L)</i>
20-Sep*	<i>EAA, 75-97</i>

23-Sep	Literacy Narrative (First Draft) Peer Workshop 1
25-Sep	Record Interviews for Discourse Community Analysis
27-Sep*	<i>Beth L. Hewett, "From Topic to Presentation: Making Choices to Develop Your Writing" (D2L)</i>
30-Sep*	<i>Patricia Roberts-Miller, "Advice on Writing"</i> (Focus on the "Writing the Introduction" section.)
2-Oct	Literacy Narrative (Second Draft)
4-Oct	Work on Midterm Self-Evaluations in Class
7-Oct*	<i>EAA, 379-405</i>
9-Oct*	<i>EAA, 405-418</i>
11-Oct	Work on Midterm Self-Evaluation in Class Midterm Self-Evaluation (due by 11:59 p.m. on Mon., Oct. 14)
14-Oct	Fall Break – no class
16-Oct	Individual Conferences about Midterm Self-Evaluation
18-Oct*	<i>EAA, 40-52</i>
21-Oct*	<i>EAA, 201-224 & 231-245</i>
23-Oct*	<i>Randall McClure, "Googlepedia: Turning Information Behaviors into Research Skills" (D2L)</i>
25-Oct*	<i>EAA, 58-74</i>
28-Oct	<i>"How to Write an Effective Memo"</i> <i>"Effective Memo Example"</i>
30-Oct	<i>EAA, 637-651</i>
1-Nov	Genre Analysis (First Draft) Peer Workshop 2
4-Nov	
6-Nov*	<i>Kyle Stedman, "Annoying Ways People Use Sources" (D2L)</i>
8-Nov*	<i>EAA, 668-686</i>
11-Nov	<i>EAA, 527-534</i>
13-Nov*	<i>EAA, 687-737</i> (You don't need to read this entire section cover to cover. Read selectively based on your interests and needs.)
15-Nov	Genre Analysis (Second Draft)
18-Nov*	<i>Dana Lynn Driscoll, "Introduction to Primary Research: Observations, Surveys, and Interview" (D2L)</i>
20-Nov	
22-Nov	
25-Nov	Discourse Community Analysis (First Draft) Peer Workshop 3
27-Nov	Thanksgiving Break – no class
29-Nov	Thanksgiving Break – no class
2-Dec	Work on Discourse Community Analysis in Class
4-Dec	Discourse Community Analysis (Second Draft)

9-Dec	From 9:30 – 11:30 a.m., bring drafts to Peck 325 to work on them or get feedback.
11-Dec	<i>Final Self-Evaluation (due by 11:59 p.m.)</i>