MIDDLE TENNESSEE STATE UNIVERSITY

ENGL 1010-053: LITERACY FOR LIFE

Tues. & Thurs., 11:20 – 12:45 a.m.

3 Credit Hours

INSTRUCTOR INFORMATION

Name: Dr. Eric Detweiler

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Office Phone: 615-898-2585

Virtual Office Hours (via Zoom): 12:45 – 2:45 p.m. on Tues. & Thurs, 10 a.m. – 12 p.m. on Mon., and by appointment

COURSE INFORMATION

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 across academic, professional, and civic situations.

Objectives

Here are the five things we'll focus on developing in in this course:

Composing Processes	Conduct primary research; make appropriate decisions about content, form, and presentation.
Reading	Examine literacies across contexts; read and analyze various types of text—print, digital, and audio.
Rhetorical Knowledge	Develop genre awareness and practice genre analysis; complete writing tasks that require understanding of the rhetorical situation.

Integrative Thinking	Reflect on literacy in student lives; develop a writing theory that can transfer to writing situations in other classes and professions.
Information Literacy	Learn about discourse communities; demonstrate understanding of ethical primary research practices.

Topics Covered

This course will be structured around three major writing assignments. In tandem with those assignments, we'll cover the following three topics:

- Writing about Writing (paired with the Literacy Narrative assignment)
- Writing across Genres (paired with the Genre Analysis assignment)
- Writing in Communities (paired with a Discourse Community Analysis assignment)

Prerequisites and Co-requisites

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

COURSE MATERIALS

Required Textbooks

The required textbook for this course is the MTSU edition of *Everyone's an Author*, which you can purchase through [Phillips Bookstore](). This is a specific edition of the book that includes material not included in other versions and that is organized differently than other versions. For that reason, make sure you're using the MTSU edition. That said, I don't care how you get access to the book: a physical copy, an ebook, a rented copy, etc. As long as you're able to do the reading and take notes on the reading (either in the book itself or in a separate notebook or digital document), you're good.

All other readings will be available via D2L as PDFs or links.

Supplementary Materials

There are no other supplementary materials for this course.

ASSESSMENT AND GRADING

Grading Procedure

This semester is going to be different from most semesters, and I know that will come with challenges. For many of you, you'll be learning to navigate college while also learning to navigate online classes. Because of that, I've tried to make the grading system for the course as straightforward as possible. Your grades on all individual assignments will be pass/fail. That means if you meet the requirements of the assignment, you'll get full credit for it. See the tables below for a breakdown of coursework and how it will correspond to different letter grades. This will be a little different from how grades work in most courses and may take a minute for you to wrap your head around. But my hope is that, in the end, it will make it simpler for you to succeed in the course and keep the focus on actually learning to write instead of hitting specific percentages with each assignment just so you can maintain the GPA you

want. I will update the D2L gradebook regularly, so you can keep track of the work you've completed there.

Grading Scale

More detailed guidelines for all of the assignments listed below are available in the Content section of our D2L course shell.

Assignment	Percentage of Grade
Day-to-Day Work	
Reading Notes (at least 12 of 18 possible)	10%
D2L Discussions (at least 8 of 16 possible)	10%
Peer Workshops (3)	15%
Major Writing Projects	
Literacy Narrative (2 drafts)	15%
Midterm Self-Evaluation	10%
Genre Analysis	10%
Discourse Community Analysis	10%
Revised draft of *either* Genre Analysis or Discourse Community Analysis	10%
Final Self-Evaluation	10%
Total	100%

Letter Grade	Criteria
A	100% of required coursework completed in addition to an extra self-developed individual or collaborative project consisting of roughly 10-15 hours of documented work per person involved. Extra project ideas must be discussed with an approved by me *no later than* Friday, November 13.
B	90% - 100% of required coursework completed.
C	At least 80% of coursework completed.
D	You cannot get a D in ENGL 1010. This is an MTSU policy, not a personal one.
F/N	Less than 80% of coursework completed. If this is your first time taking ENGL 1010, you will get an N, which does not affect your GPA but does require you to retake ENGL 1010. If this is your second time taking ENGL 1010, you will receive an F.

Incomplete Grades

Incomplete grades are given rarely and only in extenuating circumstances. Page 56 of the MTSU Undergraduate Catalog states: "The grade I indicates that the student has not completed

all course requirements because of illness or other uncontrollable circumstances, especially those which occur toward the end of the term. Mere failure to make up work or turn in required work on time does not provide the basis for the grade of "I" unless extenuating circumstances noted above are present for reasons acceptable to the instructor." Please refer to the Undergraduate catalog for the complete Incomplete Grade Policy.

Feedback

- I will provide feedback on all your major writing projects via the D2L dropboxes where you will submit those assignments. I will provide feedback no more than two weeks after you submit the assignment. In most cases, you will receive both an audio recording and a transcript of that recording. If there is any reason why that combination (audio recording and transcript) will not work or be accessible for you, please let me know and I'm happy to work with you to find a form of feedback that will.
- Major writing assignments must be submitted to the corresponding D2L dropbox and will not be accepted via email. If you ever have trouble getting a file uploaded to a D2L dropbox, please let me know and we can figure out a solution.
- All assignment deadlines are listed in the calendar in D2L.

Deadlines and Late Work

I have deadlines in my classes for three main reasons, which I think it's worth taking a moment to explain as a way of helping you understand where I'm coming from as a teacher:

1. Because of my own limitations. If I have every student turning in every assignment at a different time, it gets easy for me to overlook things, which can delay my feedback and cause confusion for you all.
2. Because you all will be learning to write together. As much as we sometimes think of writing as a solitary activity (a lone author sitting in their room typing away at a novel or essay), learning to write is a deeply social experience. We'll discuss this point a lot more in this course. But for now, it means you'll be planning and developing writing projects in conversation with each other, and you'll be providing each other feedback on what you're writing. For that to work, you'll need to be working on writing assignments at roughly the same time as your classmates.
3. Because the writing assignments in this class build on each other. That means you'll apply things you learn from writing earlier assignments while you're working on later assignments. If you try to do everything in the last few weeks of the semester, then you won't be able to build on what you've already learned. It would be like trying to climb a ladder by immediately jumping to the highest step—a difficult if not impossible task.

So there will be deadlines in this class, which you'll be able to see using the D2L calendar. I ask that you stick to those deadlines as much as possible. But because I know that personal emergencies and technological problems pop up, I am more than willing to offer extensions as needed and will not penalize late work. I just ask that, if you anticipate needing an extension on a major writing project or other day-to-day work, you email me in advance of the deadline so that I can plan accordingly. If you don't provide me with advance notice, I may not be able to provide you with a way to make up the work.

PARTICIPATION

Course Ground Rules

The following are expected of all students in this course:

- learn how to navigate D2L, referring to the D2L resources within our course shell for help as needed;
- address technical problems as soon as possible (feel free to email me if you have a technical problem you aren't sure how to address on your own); and
- be respectful to your instructor and peers; refrain from derogatory statements.

Class Participation

Student participation is required in all aspects of the course. Here are the expectations:

- Log in to course a *minimum* of 3 times per week.
- Attend real-time course meetings and/or view recordings of them afterward.
- Communicate with other students via required D2L discussion boards, Zoom meetings, etc. on a regular basis.
- Keep track of the deadlines in the D2L calendar and let me know if you anticipate any problems meeting those deadlines.
- Use the FAQ discussion board when you have questions about course.
- Communicate with me via office hours, email, discussion boards, and/or Zoom meetings.
- Read or watch any announcements posted to the course home page.

Attendance and Real-Time Course Components

This is a remote course, which means that (unlike fully online courses) you are expected to be available for synchronous (real-time) meetings during the course's scheduled meeting times. We will be using Zoom for those meetings. You can find instructions for accessing those meetings in the "Welcome to ENGL 1010" news item on D2L. That news item will also include instructions for attending my office hours, which will take place in a different Zoom meeting room.

That said, I know that this semester is going to come with some major technological and scheduling challenges. For better or for worse, all of us are about to be part of an unprecedented experiment in online learning. Some students will discover their internet bandwidth isn't always sufficient to stream live video. Some will have computers crash in the middle of the semester. Some will get sick or have to care for family members who get sick in ways that interfere with their ability to attend synchronous course meetings. For that reason, I will be recording all our Zoom meetings so that any students who aren't able to attend can watch them after the fact. Specifically, here's how those meetings will go:

- Every **Tuesday** from Aug. 25 – Nov. 24, we will have a roughly 85-minute meeting that will be fairly similar to a regular face-to-face course meeting. I will make relevant announcements and cover upcoming and ongoing assignments, introduce you to key concepts and skills relevant to the course, and facilitate discussions where you all will discuss course readings and the writing you're doing. I expect you to attend those meetings in person or, if you are unable to do so, watch the recording of the meeting

later in the week. That said, I strongly, strongly encourage you to attend if you are able to do so. If you don't attend regularly, it will be much harder for you to succeed in the course. As will most skills, it's very hard to get better at writing without practicing it and discussing it with others. Imagine if you were trying to learn a musical instrument, but instead of practicing that instrument or taking lessons with an experienced player, you just watched videos of other people taking lessons. You could do that for a very long time without getting much better.

- Every **Thursday** from Aug. 25 – Nov. 24, we will have an optional meeting that will last as long as it needs to. These will be much more open-ended. You can bring questions you have about reading and writing assignments, follow up on whatever we covered that Tuesday, or share a draft of a class project you want some feedback on. These Thursday meetings are kind of an experiment. It could be that two people show up or fifteen people show up. Think of it like a collaborative study hall or writing lab. Again, I encourage you to pop in, but unlike the Tuesday meetings, these Thursday meetings are totally optional. I will still post a recording of whatever goes down to D2L afterward.

One last note: Because I will be recording these Zoom meetings and posting the recordings to our D2L shell, you are *not* required to have your video turned on in Zoom. I understand some students may not be comfortable having their faces or personal spaces recorded.

In short, here's the attendance policy for this course: you should spend some time in the course shell at least 3 times a week, and you should either attend each Tuesday's Zoom meeting or watch the recording of the meeting later in the week (D2L will allow me to see which students have viewed each video). If you stop checking in 3 times a week or don't attend/watch Zoom meetings for more than two weeks in a row, or if several class assignment submissions are missing, your attendance will be reported as "no longer attending."

Academic Integrity/Misconduct

Please review MTSU's policy on [Academic Integrity and Misconduct](#).

When it comes to detecting and addressing plagiarism, I refuse to use Turnitin because I have [major problems](#) with its business model and the assumption that students are guilty of plagiarism until proven innocent. You should know that many other instructors do use it, and you should know it's an imperfect tool. I've been teaching for over a decade and am pretty good at noticing when a student is plagiarizing. If I do, I will almost always use it as an opportunity to start a one-on-one conversation about plagiarism rather than automatically failing the student or reporting them to university authorities. If you're ever concerned that you might be plagiarizing in a project you're working on (by not citing sources correctly, etc.), I encourage you to check in with me. I hope this is obvious, but I won't penalize you for accidentally plagiarizing in an early draft of a project that you share with me. If you submit a plagiarized assignment to one of the D2L dropboxes, you will have to redo it to get credit for the assignment. Resources on how to cite work correctly are available in *Everyone's an Author* and through the website of the [University Writing Center](#). You may read more about how to avoid plagiarism from the [Office of the University Provost](#).

Plagiarism includes, but is not limited to:

- submitting someone else's work (papers, themes, reports, drawings, laboratory notes, computer programs, etc.) as if it's your own;
- knowingly assisting another student in obtaining or using materials they attempt to pass off as their own work (this does *not* include collaborating with each other while you're working on a writing project, which I encourage you to do);
- submitting assignments previously used in other courses where you received credit for the work (in other words, you can plagiarize yourself); and
- improperly crediting or not crediting another author's work.

Ultimately, the consequences for plagiarism are my call. If you repeatedly and intentionally plagiarize assignments in this course, possible disciplinary sanctions (including expulsion from the university) may be imposed through the regular institutional procedures for addressing academic misconduct. I have the option of not giving you credit for plagiarized assignments until they're redone or of giving you an F/N for the course. Students guilty of plagiarism may be reported to the Vice Provost for Academic Affairs.

One last point that might sound cheesy: One of the biggest risks of plagiarizing is that you don't learn to become a better writer. Writing skills are one of the main things employers look for in potential employees, and if you plagiarize writing assignments throughout your college career, you won't develop many of those skills and will leave yourself at a major disadvantage when it comes time to create the written materials you have to submit when applying for jobs and while on the job.

Email

If you need to get in touch with me outside of office hours, my MTMail address is the best way to do so: eric.detweiler@mtsu.edu. In most cases, I'll reply to any email I receive before 5 p.m. on a weekday by the end of the day. If it's during the workweek and you email me after 5, I usually reply the next day. I do sometimes reply to emails during the weekend, but don't depend on it. If you have a pressing question or concern and the weekend is coming up, make sure to email me before 5 p.m. on Friday.

Per the Family Educational Rights and Privacy Act (FERPA), all communication related to your grade will happen inside D2L. While I do not typically use my D2L email account, if you ask me a grade-related question via MTMail, I may suggest we continue the conversation using D2L email because it provides a little more privacy. While we're on the topic of FERPA: I cannot and will not communicate with your parents, guardians, or others about your grades or how you're doing in the course. That's because of the privacy protections FERPA grants you as a college student. If there is a parent, guardian, or other person you want to grant access to your grades and other educational records, they will need to register through the Partners in Education program. Once they are enrolled in that program, they can request relevant records through the MT One Stop.

True Blue Pledge

As a member of this diverse community, I am a valuable contributor to its progress and success. I am engaged in the life of this community. I am a recipient and a giver. I am a

listener and a speaker. I am honest in word and deed. I am committed to reason, not violence. I am a learner now and forever. I am a BLUE RAIDER. True Blue!

STUDENT RESOURCES

Technical Support

D2L Resources are available to MTSU Online Students. You can also find help for the basic D2L functions used most often directly in your D2L course under the D2L Help for Students module.

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 DAC Email.

I know that the remote nature of this course as well as the mental and emotional stress of COVID-19 may present additional accessibility challenges that extend beyond what is officially documented by the DAC. If I can assist with any additional accommodations or accessibility needs, please don't hesitate to get in touch. I'm happy to help.

University Writing Center

The University Writing Center is a great resource for both remote and on-campus students. Its physical location is room 362 of the James E. Walker Library, and its online at www.mtsu.edu/uwc. The UWC offers students valuable one-on-one assistance with their writing, and they offer virtual appointments. You can make an appointment for a conference using their website or by calling (615) 904-8237. Whether you feel like you're the best or the worst writer in the class, the UWC is a wonderful resource.

Tutoring

MTSU Online supports multiple Online Student Services.

Grade Appeals

University Policy 313, Student Grade Appeals, provides an avenue for MTSU students to appeal a final course grade in cases in which the student alleges that unethical or unprofessional actions by the instructor and/or grading inequities improperly impacted the final grade.

Title IX

Students who believe they have been harassed, discriminated against or been the victim of sexual assault, dating violence, domestic violence or stalking should 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.

MTSU faculty are concerned about the well-being and development of our students and are legally obligated to share reports of sexual assault, dating violence, domestic violence and stalking with the University's Title IX coordinator to help ensure student's safety and welfare. Please refer to MTSU's Title IX website or contact information and details.

Hope (Lottery) Scholarship Information

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 may not be able to regain eligibility at a later time.

For additional Lottery rules, please refer to your Lottery Statement of Understanding form or contact your MT One Stop Enrollment Counselor.

COURSE CALENDAR

The following schedule notes the topics we'll be covering in our Tuesday course meetings and lays out deadlines for reading and writing assignments. Reading assignments are in *italics* and writing assignments are in **bold**. Readings and drafts of writing assignments are due the day they're listed in the calendar below. See the D2L course calendar, as well as the dropboxes and discussion boards, for the specific time at which a given assignment is due.

I will do my best to keep us in line with this schedule throughout the semester. However, I reserve the right to make changes as needed (in the event of things like natural disasters, personal health issues, etc.). If I ever do make changes to this calendar, I will announce them via a news item on our D2L homepage and update due dates across D2L. If you ever see any discrepancies between this calendar and a deadline listed somewhere else in D2L, please let me know and I'll address it ASAP.

EAA is short for *Everyone's an Author*. All other readings can be found in the Content section of our course's D2L shell as PDFs or links.

Week 1	
Aug. 25	Introductions, Overview of Syllabus, and Discussion of How this Course Will Work
Aug. 27	*Reading:* • *EAA: MT-01 – MT-43, MT-55 & MT-56*
Week 2	
Sep. 1	Discuss Prompt for Literacy Narrative *Readings:* • *Sonya Lara* • *Malcolm X* • *Anne Lamott*
Sep. 3	*Reading:* • *Mike Bunn: "How to Read Like a Writer"*
Week 3	
Sep. 8	Introduction to Rhetoric and Writing, Discuss Prompt for Midterm Self-Evaluation *Reading:* • *EAA: xxv – xxx & 1 – 39 (Thinking Rhetorically, Rhetorical Situations, Reading Rhetorically)* • *Elizabeth Wardle: "You Can Learn to Write in General"*
Sep. 10	Individual Conferences about Literacy Narrative (No Full-Class Meeting) *Readings:* • *EAA: 105 – 115 & 159 – 184 (Writing a Narrative, Literacy Narratives)*

	o Note: If you're feeling comfortable with how to approach a literacy narrative, feel free to skim pages 175 – 184. If additional advice on writing narratives would be helpful, check out pages 185 – 189. You don't have to take notes after page 174. • *Corrine E. Hinton: "So You've Got a Writing Assignment. Now What?"*
Week 4	
Sep. 15	Discuss Revision Strategies and Upcoming Peer Workshop *Reading:* • *EAA: 79 – 97 (Writing Processes)* **Writing Assignment Due:** • **First Draft of Literacy Narrative**
Sep. 17	Peer Workshop for Literacy Narrative Drafts (see D2L peer workshop forums for more detail) *Reading:* • *Beth Hewett: "From Topic to Presentation: Making Choices to Develop Your Writing"*
Week 5	
Sep. 22	Discuss Prompts for Genre Analysis and Discourse Community Analysis *Reading:* • *EAA: 445 – 454 (Starting Your Research)*
Sep. 24	**Writing Assignment Due:** • **Revised Literacy Narrative**
Week 6	
Sep. 29	Discuss Genre *Reading:* • *Kerry Dirk: "Navigating Genres"*
Oct. 1	*Reading:* • *EAA: 201-245 (Writing Analytically)*
Week 7	
Oct. 6	Introduction to Research Strategies and Analytical Writing *Reading:* • *EAA: 455 – 475 (Finding Sources)*
Oct. 8	*Reading:* • *Randall McClure: "Googlepedia: Turning Information Behaviors into Research Skills"*

Week 8	
Oct. 13	Midterm Debrief **Writing Assignment Due:** • **Midterm Self-Evaluation**
Oct. 15	Individual Midterm Conferences (No Full-Class Meeting)
Week 9	
Oct. 20	Discuss Primary Research Strategies for Discourse Community Analysis *Reading:* • *Dana Lynn Driscoll: "Introduction to Primary Research: Observations, Surveys, and Interviews"*
Oct. 22	*Reading:* • *Kyle Stedman: "Annoying Ways People Use Sources"*
Week 10	
Oct. 27	Using, Citing, and Writing with Sources *Reading:* • *EAA: 512 – 534 (Using Sources)*
Oct. 29	Peer Workshop of Genre Analysis **Writing Assignment Due:** • **Genre Analysis**
Week 11	
Nov. 3	Word Choice and Sentence Structure *Reading:* • *EAA: 637 – 651 (Style)*
Nov. 5	Discuss Prompt for Final Self-Evaluation *Reading* • *EAA: 793 – 801 (Assembling a Portfolio)*
Week 12	
Nov. 10	Peer Workshop for Discourse Community Analysis **Writing Assignment Due:** • **Discourse Community Analysis**
Nov. 12	*Reading:* • *EAA: 668-686 (Writing Good Sentences)*
Week 13	
Nov. 17	Editing Your Own Writing *Reading:*

	• *EAA: 687 – 737 (Checking for Common Mistakes)* ○ Note: You do not need to read today's writing assignment word for word. Skim as needed and focus on sections relevant to issues you want to address in your own writing. You also don't need to take notes for this reading.
Nov. 19	Prep for Finishing Revised Writing Projects
Week 14	
Nov. 24	Wrap-Up Discussion, Reminders and Logistics for the Rest of the Semester **Writing Assignment Due:** • **Revised Genre Analysis *or* Discourse Community Analysis**
Finals	
Dec. 4 – Dec. 9	Virtual Conferences in Preparation for Final Self-Evaluation
Dec. 10	**Writing Assignment Due:** • **Final Self-Evaluation (due by 11:59 p.m. CST)**