What We Are Doing Here

English 1020 is the second in the two-course composition series in English. A grade of C- or higher English 1010 is a prerequisite. In this class we will learn how to read deeply, think critically, research effectively, use sources responsibly, and write an argument. Full description of course learning objectives are posted on D2L and my course website.

MT Engage

Boy are you lucky!! This class is an MT Engage course. MT Engage courses require students to participate in a beyond-the-classroom activity and to submit at least one reflection assignment or artifact to an ePortfolio.

As a participant in this class, you will be receiving an email with more information on how to participate in the full MT Engage program. You will also be asked to complete some questions about your experience on the course evaluation form. This program provides students opportunities to apply for scholarships after the sophomore year and senior cash awards. For more information, go to www.mtsu.edu/MTEngage.

Course Theme

One of the ways this course is special, as an MT Engage section, is that we will spend the entire semester focused on a single broad issue: Homelessness. Our readings through the first unit will explore a wide variety of perspectives on this issue. During the second part of the semester, you will choose the angle you would like to pursue for Project Big Picture. You are encouraged to find a way in which your life, major, or personal experience best intersects with this issue; the goal is to help you ENGAGE with the topic in authentic, scholarly, personal ways. With any luck, we can nudge the world a bit this semester.
Supplemental Instruction (SI)

This course is part of MTSU’s Supplemental Instruction (SI) program, designed to enhance your success in this course and at our university. SI is a peer-assisted study program coordinated by a student SI leader embedded in your class, who will lead several interactive study and discussion sessions every week. This is a valuable resource, offered to you free of charge, with the potential to greatly enhance your experience, performance, and grades in this class. For example, students that regularly attend SI sessions (about once per week or more) tend to score, on average, about one-half to a full letter grade higher than students that do not use this resource. Your assigned SI leader is Amberlee Smith, and your currently scheduled SI sessions will be announced by your SI leader during the first week of classes, and are always available at www.mtsu.edu/si. For more information, contact your SI leader at ans8r@mtmail.mtsu.edu, or the SI Program Director, Brian Hinote, at brian.hinote@mtsu.edu. You may also visit the MTSU Supplemental Instruction website anytime at www.mtsu.edu/si for more information, FAQs, etc.

Grading

Your final grade for this course will be based upon your engagement, performance, and growth as a writer. All grades will be expressed in letter form, A–F. Your final grade will be broken down as follows:

20% Writing to Learn Exercises (4% each)

10% Self Reflective Blog

20% Annotated Bibliography

20% Experiential Learning Quest

20% Position Paper

10% Final Presentation

By the way, there is no final grade of A– at MTSU. In order to earn an A for the course, your final grade must be an A. A final grade average of A– will earn a final grade of B+.

Also, there is no final grade of D in composition courses. If your final grade falls below C– (the baseline for passing the course), you will receive either an F or an N. The final grade of N is a “do over.” It requires that you retake the course but without penalty to your GPA.

Text

Specifics

During the next fifteen weeks you will do a sequence of assignments designed to help you grow as a reader, thinker, researcher, and writer. All assignments will be posted on www.katescomp1020.wordpress.com. Here is a brief overview of each:

Writing to Learn Exercises (20%): For the first third of the semester, we will concentrate on learning how to read like scholars. Each week we will focus on a different element of this skill, and each weekend you will have a "Writing to Learn" exercise in which you practice that week’s skill, as follows:

1. Active Reading
2. Rhetorical Situation
3. Content and Form
4. Rhetorical Triangle
5. Logical Fallacies

Self Reflective Blog (10%): Throughout the semester, you will keep a self-reflective blog on D2L. Many of these blogs will be written in class in response to prompts. The purpose of the blog is to help you become more aware of your process, your progress, and yourself as a writer and scholar. You will draw on the content of this blog when you prepare your final presentation.

Annotated Bibliography (20%): During the second unit of the semester, we will concentrate on informational literacy, i.e. research skills. You will select a topic for your Project Big Picture and research the “conversation” on this topic, using the skills you learned in unit one. Then you will compose an annotated bibliography of at least EIGHT high quality sources.

Experiential Learning Quest (20%): As part of your Project Big Picture, you will conduct a learning experience that involves participation, observation, interview, and writing a profile.

Position Paper (20%): The main component of your Project Big Picture will be a position paper (1500-2000 words) in which you argue in favor of a position in response to a research question of your choice related to the course theme. You will choose the genre, audience, and responsible sourcing style for your Position Paper, and you will upload your final draft of this assignment to your D2L eportfolio.

Presentation (10%): On our scheduled final exam day, you will give a 4-6 minute multi-modal self-reflective presentation.

As part of the MT Engage program, students will build an ePortfolio showcasing their learning. Students should be aware that ePortfolios are not to contain proprietary or copyrighted information. Use of this type of information is illegal.
Policies

Attendance: Attendance is mandatory. In order to attend, you must come to class on time and fully prepared and remain fully engaged throughout the class period. Students who come to class unprepared are just wasting our time and will be counted absent. Students who spend class time disengaged (i.e. asleep, texting, checking Facebook, catching Pokemon, etc.) are taking up valuable classroom space and will be counted absent. Students who arrive late will be marked tardy (3 tardies=1 absence), may be locked out and will certainly miss the most important information of the day. Students who must miss class for an actual good reason (illness, University Sponsored activities, military service, childbirth, special guest appearances on American Idol, etc.) should take the initiative and contact the instructor before returning to class so they can come back prepared (see above). Missing more than one week's worth of class is considered excessive and will result in impaired performance and of course profound regret. Missing more than two weeks' worth of class FOR ANY REASON is unacceptable and will result in failure of the course.

Eligibility Requirements: For each major assignment, you will be required to complete a series of preparatory steps in order for the assignment to be eligible for final grading. These will vary according to the type of assignment and will be listed on each assignment description, but will generally include prewriting activities, a formal written proposal to the instructor, in-class workshopping of early drafts, and virtual peer editing of later drafts. You may not submit an assignment to be graded until you have fulfilled all eligibility requirements.

Late Work: As a wise woman once said, “Ain’t nobody got time for that.” We have a lot to do this semester in a limited amount of time. Due dates exist to keep us on track. Turning work in late has its own natural consequences: you will not get feedback promptly, you will not learn what you need to learn for the next step or assignment, you will frustrate your classmates and instructor. Occasionally, real life interruptions make due dates impossible to meet. Should you find that you need an extension, you will need to conference with the instructor.

Academic Integrity: Plagiarism or cheating of any kind is unacceptable and will not be tolerated. Students who plagiarize will fail the course and be reported to the office of the Provost.

What it is Policy: We are here to learn. The college classroom is an adult environment where you are expected to behave professionally and respectfully. You are expected to approach each opportunity eagerly and openly. We have a lot of fun here, we work hard, and this is the type of class that can truly transform you, but only if you let it.

University-wide policies regarding Lottery Scholarship and Accessibility are available at www.katescomp1020.wordpress.com
Tentative Schedule

Readings should be completed on the dates listed. “WIA” refers to Writing in Action. All other readings are available online and listed under “readings and resources” on the Katescomp site.

UNIT ONE: HOW TO READ

1/18  Intro to Class
1/20  What is a blog? What is SI?

1/23  How to Read Like a Writer  WIA ch. 3, “How to Read Like a Writer” by Mike Bunn  http://writingspaces.org/sites/default/files/bunn--how-to-read.pdf
1/25  How can we read more actively?
   Homework:  WTL Exercise 1 (due Sunday by midnight)

1/30  What is the Rhetorical Situation?
2/1   What are the most common types of arguments?
2/3   How can we identify the rhetorical situation? “In Rural America, Homeless Population May Be Bigger Than You Think” by Miles Bryan  http://www.npr.org/2016/02/18/467217588/in-rural-america-homeless-population-may-be-bigger-than-you-think
   Homework:  WTL Exercise 2 (due Sunday by midnight)

2/6   Introduction to ELQ
2/8   Guest Speaker:  Nancy DeGennaro
2/10  Guest Speakers:  Emily West, Amanda Haggard  
   Homework:  Schedule ELQ

2/13  What are some types of rhetorical content and form? (WIA ch. 10d)
2/15  How can we identify content and form?
2/17  Content and Form, continued “The Answer to Homelessness” by John Stoehr  http://www.theamericanconservative.com/articles/the-answer-to-homelessness/
   Homework:  WTL Exercise 3 (due Sunday by midnight)

2/20  What is the Rhetorical Triangle? (WIA ch. 10c)
2/22  How do rhetors use the Rhetorical Triangle?
2/24  How can we identify use of the Rhetorical Triangle? “Room For Improvement” by Scott Carrier  http://www.motherjones.com/politics/2015/02/housing-first-solution-to-homelessness-utah
   Homework:  WTL Exercise 4 (due Sunday by midnight)

2/27  Writing the ELQ Profile
3/1   Workshopping the ELQ Profile
3/3   What are Logical Fallacies? (WIA ch. 10e)  
   Homework:  WTL Exercise 5

SPRING BREAK
UNIT TWO: HOW TO RESEARCH

3/13 ELQ Due; What is “Project Big Picture”?  
3/15 How can I choose a topic for Project Big Picture?  
3/17 How can I use the Library? Research Questions Due (meet in library)  
WIA ch. 12

3/20 How do I put together an Annotated Bibliography?  
3/22 How do I write effective annotations?  
3/24 Annotated Bibliography Workshop

3/27-4/1 Conferences, no class

4/3 What is my rhetorical situation?  
4/5 Ann Bib Due; How will I organize my argument? (WIA ch. 11i)  
4/7 How can I incorporate source material effectively? (WIA ch 15)  
Homework: Proposal and Outline

UNIT THREE: HOW TO WRITE

4/10 How do I cite and document responsibly?  
4/12 Writing Day  
4/14 Draft I Due: Workshop in class  
** Celebration of Student Writing 1-4 **

4/17 Writing Day  
4/19 How can I make my Position Paper better?  
4/21 Draft II Due: Workshop in class

4/24 Auditing the Self-Reflective Blog  
4/26 Preparing the Presentation

Presentations and Position Papers Due on Exam Day