# A note on the syllabus

This is a dialogic syllabus, one in which I both articulate my interests for the course and invite you to share your own. You’ll first see my requests (Part I: My Turn), and then you’ll see places to request amendments and to let your colleagues know what you’ll need of them during the semester (Part II: Your Turn). This syllabus is meant to be invitational, to provide space for collaboration, experimentation, and active questioning – all components central to effective research and composing practice.

# Part I: My Turn

# What you’re getting into (Course Description)

Welcome to ENGL1010! English 1010 is the first in a two-semester first-year composition sequence that prepares you with questions and rhetorical awareness to approach the many and varied kinds of writing situations you will encounter in the future. In Expository Writing you will gain grounded, practical experience with the conventions of academic discourse. Together we will investigate how effective writers write in and beyond college, what successful writing looks like, and how specific practices, strategies, and concepts will aid you in becoming a more flexible, adaptive, and skillful communicator at MTSU and beyond.

# Alternative Assessment (Grading)

This course uses an alternative approach to assessment. Your semester grade will be based on the amount of work you complete, and on your ability to meet deadlines and fulfill expectations rather than my impression of the quality of your writing. All writing will be graded for completion only. Your colleagues and I *will* offer revision recommendations and invite you to put forward the substantial time and effort it takes to improve your writing. Further, your writing products must meet the course objectives and the requirements put forth. If you do not meet the requirements of a project, you will be asked to revise the work until it does meet the requirements. However, the relative quality of our writing will not be graded on an A-F scale, and your grade will be solely dependent on the amount of work you choose to do. To be honest, I won’t be thinking of your work in terms of A-F either. I’ll be looking for what I think is interesting and successful, and how you can further grow as a writer to make your writing even more interesting and successful.

I choose to grade this way for lots of reasons – rhetorical, theoretical, practical –but mostly because an emphasis on the time, effort, thinking, and engagement you dedicate to this class, rather than an emphasis on quality, helps you to focus on your learning and development as a writer rather than on guessing who I want you to be as a writer. It also invites you to take greater risks as a writer – this risk-taking is the most important thing you can do to develop as a researcher and writer. Further, this goal displaces the responsibility for defining the rhetorical situation of each writing project. Instead of relying on me to articulate the exigence for each writing project and the associated writing conventions you’ll need to address, you will be in charge of your personal writing goals for each writing project and you’ll have to think through why and how to approach each genre. This is reflective of the necessary skills of independence and problem-solving necessary for writing in the workplace and for the public more broadly.

# Grading Details (How to Get Credit)

Invention Work = 1 point per assignment; Writing Projects = 1 point per assignment; Revised Projects = 1 point per assignment

To earn points as noted above, assignments must be complete. There will be no partial credit. Both invention work and formal projects are due as stated on the calendar unless you need an extension and request one in advance. Extensions will always be granted for Writing Projects (only), but you must ask me in advance. Revisions noted here for the purposes of grading refer to projects that have been successfully completed and then reworked dependent on my feedback as well as that of your classmates. Projects that do not meet requirements and need to be revised for that reason are not included in these grade calculations. There are 13 invention work opportunities.

A = completion of all formal writing projects, completion of 90% or more invention work (10 + assignments), and significant revision of 1 writing project

B = completion of all formal writing projects, completion of 80% or more invention work (10 + assignments), and significant revision of 1 writing project

C = completion of all formal writing projects, completion of 70% or more invention work (9 + assignments)

Failure to complete work will result in a failing grade in the course. But there is no need to fail! Just do the work, and talk to me if you get in a jam. Per university policy, students who receive less than a C- in a first-year writing class will need to retake the class to earn True Blue Core credit.

# Course Objectives (Our Learning Goals)

The TBC outcome for Written Communication: Students communicate effectively through writing in terms of context and purpose, content development, genre and disciplinary conventions, sources and evidence, and syntax and mechanics.

In ENGL1010, students will:

**Examine** multimodal literacies across contexts, cultures, and communities, including academic disciplines and public audiences (Reading processes)

**Reflect** on literacy in student lives and across learning experiences (Integrative Thinking) **Compose** writing tasks that demonstrate understanding of the rhetorical situation (Rhetorical Knowledge);

**Revise** writing assignments based on iterative feedback and make appropriate decisions about content, form, and presentation (Composing Processes)

**Demonstrate** understanding of ethical primary research practices (Genre Conventions)

**Practice** genre analysis of various types of text—print, digital, and audio (Information Literacy)

# Writing Projects (Our Focus)

Writing will be submitted in shared dropboxes, and you’ll be asked to respond to each other’s writing. This sharing of writing will be central to the course (and will make it great!). However, if you write something you would truly prefer to only share with me, that is okay too, and there will be designated dropboxes for such opportunities.

**Invention Projects**: “prewriting work.” Informal writing (such as drafts for formal projects, writing process memos, zines, doodles, audio-essays, and reading responses) will inform the development of formal composition projects. You will be asked to write something to share with your colleagues every week. These invention opportunities are meant to challenge you, invite you to compose in ways and media you may not have before, and to experiment. If they don’t turn out the way you want, it doesn’t matter! Taking risks is the point.

**Multimodal Literacy Narrative Project**: reflect on your own literacy development. For this project, you will write a literacy narrative that connects a literacy event in your past with your literacy present.

**Literacy Interview and Discourse Analysis Project**: examine the literacy development of others; this may extend beyond alphabetic literacy. For this project, you will interview a fellow MTSU student, record the interview, and analyze the transcript to craft a literacy portrait.

**Genre in the Community Project**: Select a genre in your community that is interesting or important to you. Analyze the genre such that you’re familiar with its exigency, conventions, and deviations. Then compose a genre analysis project and develop an exemplary version of this genre to demonstrate your understanding. This is an MTEngage Project.

**Reflection Presentation Project**:  The final Ignite reflection asks you to examine your progress as a writer over the semester, and it will take the form of a highly stylized powerpoint presentation, titled Ignite. This form features 20 slides that automatically advance at 15-second intervals. You have the option to pre-record your presentation or deliver it to the class. All presentations will be shared on the last day of class. The reflection should address your progress over the semester, questions about writing you’ve answered, questions about writing that you still have, and your developing theory of writing.

**MT Engage E-portfolio**: Since this is an MT Engage course, you will be asked to develop a semester portfolio that contains the work you’ve developed. Your portfolio will include an introductory reflection as well as the materials that are most representative of your work this semester.

Each of the projects will be described fully in separate prompts that will be available through D2L.

**Revision:** All projects may be revised. Students planning to earn an A or B must revise their projects. Please keep in mind that revision must entail a *thorough* rethinking and rewriting process. To receive credit for revision, students must do the following: 1) incorporate recommended global revisions; 2) use track changes to demonstrate revision choices; 3) write a paragraph reflection describing revision choices and their impact; and 4) turn in the revised project by exam day.

# Inclusive Learning Statement

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we’ll develop strategies to meet both your needs and the requirements of the course.

I encourage you to visit the Disability and Access Center to determine how you could improve your learning as well. If you need official accommodations, you have a right to have these met. There are also a range of resources on campus, including the Writing Center, Counseling Center, and Academic Advising Center.

# Respect For Diversity

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

# What I Need From You This Semester

1. Be present in class;
2. Have an open mind;
3. Be respectful of yourself, your colleagues, and me;
4. Read everything thoughtfully;
5. Play the “believing game”;
6. Take chances;
7. Experiment with ideas, your writing, modes of composition;
8. Make this class and our discussion board a safe space;
9. (Respectfully) Challenge me.

# Communication

To communicate, we will use our mtmail accounts, rather than our D2L accounts. You can also set up an appointment to meet with me via Zoom. With rare exceptions, I will respond to all email within 24 hours.

# Course Text

All of our texts will be digital. Our primary text is [*The Muse: Misunderstandings and Their Remedies*](https://mtsu.pressbooks.pub/engl1010/)*.* If you prefer to have a print version, that is available online and via our university bookstore.

# Part II (Your Turn)

Please refer to the first part of the syllabus to answer the following questions.

# What You’re Getting Into (Course Description)

In a perfect world, what sentence would you add to this course description? What would you delete? Is anything confusing or need clarification?

# Assessment (Grading)

What are your first impressions of this approach? Have you ever been graded in this way? How has has your writing been assessed so far? What was its impact?

# Grading Details (How to Get Credit)

Any requests for clarification or ammendation?

# Course Objectives (Our Learning Goals)

Rate the importance of each course objective to you on a scale from 1-5 (1 being least important, 5 being most importance). What personal goals would you add to this list of things you’d like to learn, practice, or accomplish this semester?

# Writing Projects (Our Focus)

Please put an emoji response next to each project based on your response to this initial description.

Invention Projects:

Multimodal Literacy Narrative Project

Literacy Interview and Discourse Analysis Project:

Genre in the Community Project:

Reflection Presentation Project:

MT Engage E-portfolio:

Below, please draw/paste a picture or meme do demonstrate how you feel about this proposed work overall:

# Revision

What previous experiences have you had with revision? Did you like revision? Did you find it useful? What’s the difference between proofreading, editing, and revision?

# Communication

In order to have a successful semester, what do you need from your classmates?

# How Can I help?

In an email to me, please share answers to the following:

1. What do I need to know about you?
2. What is your plan to meet your goal for this class?
3. How can I help you be successful in this class?
4. What might be a challenge for you in this class?
5. Anything else I need to know?

#  University Policies

# MT Engage Designated Course

Connect, Reflect, Engage! In this MT Engage course, you will be an active learner who participates in a beyond-the-classroom experience and makes connections across learning opportunities. You will complete reflections that help you make sense of your learning and its value to your educational and career goals. To support a developing sense of yourself as a learner, upload at least one assignment from this course involving reflection to your OneDrive and create a folder named MT Engage so you can easily locate all the work from your MT Engage classes. Then, look back on this collection of your work later to assess your growth and identify the knowledge, skills, and abilities you have developed during your time at MTSU.

# MT Engage ePortfolio Statement

As part of the MT Engage program, students will build an ePortfolio presentation showcasing their ability to make connections across and reflect on various learning experiences. Students should be aware that ePortfolios are not to contain confidential personal information, and that a student’s unauthorized storage or use of copyrighted works or proprietary information in an ePortfolio is prohibited. ePortfolio privacy: ePortfolios are private until the public link is shared (this access continues until the box is unchecked). ePortfolios are not internet searchable until they are posted to a host webpage.

# Accommodations for 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 www.mtsu.edu/dac and/or contact the DAC for assistance at 615-898-2783 or dacemail@mtsu.edu.

# Writing Center

The Margaret H. Ordoubadian University Writing Center is located in LIB 362 and online at [www.mtsu.edu/writing-center](https://www.mtsu.edu/writing-center/). Here, students can receive valuable (and FREE!) one-to-one assistance in person or online on writing projects for any course. Please make your appointment by stopping by LIB 362, calling 615-904-8237, or visiting the UWC website.  Visit early and often!

# Tennessee Hope Scholarship Renewal Criteria

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.

For additional Lottery rules, please refer to your [Lottery Statement of Understanding form](https://www.mtsu.edu/financial-aid/forms/LOTFOD.pdf) or contact the [MT One Stop](https://www.mtsu.edu/one-stop/counselor.php).

# MTSU Veterans and Military Family Center

The goal of our Veterans and Military Family Center is to assist current military, veterans, and family members move from military to college, then from college to a successful career. The center is located KUC 124, and is open Monday-Friday: 8.00 am- 4.30 pm

# ****Statement on 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. http://www.mtsu.edu/titleix/

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 site for contact information and details. http://www.mtsu.edu/titleix/. If you are experiencing sexual assault, domestic violence, and/or stalking, I hope you will feel comfortable contacting me and letting me help you get connected to campus resources. If you prefer to reach out to these resources directly, you may contact these supports and services:

* MTSU Campus Police: 615-898-2424
* Murfreesboro Police: 615-893-1311
* MTSU Counseling Services: 615-898-2670
* After-hours mobile crisis: 800-704-2651 or go to the nearest emergency room
* MTSU Student Health: 615-898-2988