## English 1010—Expository Writing (Instructor Alyson M. Lynn / Fall 2024)

**Office:** Peck Hall (PH) 328C

**Office Hours:** MWF 7:00-7:45 am & MW 1:45-3:15

**Phone:** (615) 892-4437 (If necessary, you may text between 6:00 am-5:00 pm.)

**Email:** Alyson.Muenzer@mtsu.edu

English 1010-03 meets MWF (8:00-8:55) in PH 306.

English 1010-07 meets MWF (9:10-10:05) in PH 306.

English 1010-10 meets MWF (10:20-11:15) in PH 306.

English 1010-18 meets MWF (12:40-1:35) in PH 306.

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## Course Description:

As your instructor, I will ensure that the knowledge you gain in English 1010 will benefit you not only when composing 1010 assignments but also when writing for other instructors, when crafting professional letters and emails, and when interacting with others in a variety of social settings. I believe in making our classroom a student-centered environment, one where all writers feel **comfortable** discussing, analyzing, and drafting with their peers and, of course, their instructor. Here in our English 1010 student-centered environment, I will stress “literacy for life” as I assign a variety of expository assignments that encourage you to narrate, inform, evaluate, summarize, connect, analyze, implement primary sources, and reflect.

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**English 1010 is a True Blue course satisfying the Written Communication requirement.**

1. Written Communication (WC) (3 hours)

* For all catalogs 2024-2025 and beyond, this course (ENGL 1010) satisfies the True Blue Core (TBC) curriculum requirement (3 hours) for Written Communication (WC). To learn more about TBC requirements: <https://w1.mtsu.edu/truebluecore/core.php>.
* For all catalogs prior to 2024-2025, this course (ENGL 1010) satisfies one of the general education curriculum requirements for Communication (3 of 9 hours). To learn more about general education requirements for catalogs prior to 2024-2025: <https://w1.mtsu.edu/gen_ed/requirements.php>.
* **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.

**Program and True Blue Core Objectives:**

**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)

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**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.



**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.

**Required Texts and Materials:**

Lunsford, Andrea, et al. *Everyone’s an Author (4th edition)*. Norton, 2023.

Access to D2L

Highlighters (3 assorted colors)

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## Brief Description of Graded Assignments:

**Project 1 (Literacy Narrative**): 200 points

\*Pen an essay that explores your literacy.

**Project 2 (Advertisement Analysis**): 250 points

\*Create a PowerPoint that analyzes rhetorical devices as found in a series of advertisements. Following this, you will both reflect on your findings and create an advertisement of your own. **This is the True Blue Core Assessable Assignment.**

**Project 3: (First Semester Reflection**): 250 points

\*Compose an essay that reflects on your decision to attend MTSU, your first fall semester, and your future goals, while addressing some harrowing college dropout statistics. **This is the MT Engage Signature Assignment.**

**Project 4: (Remix Presentation)**: 100 points

\*Take either Project 1 or Project 3 and transform it into a different genre.

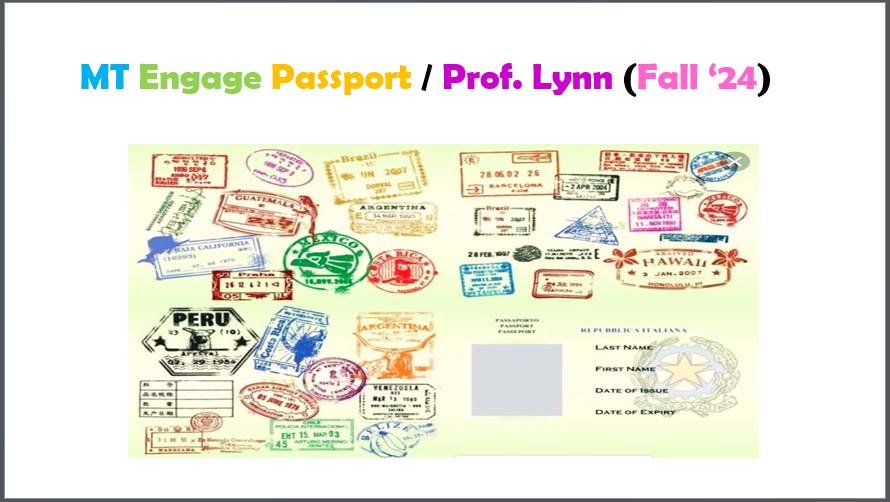
Your remix will be presented to classmates during the final week of class.

***Everyone’s an Author*****Reader** **Responses**: 100 points

\*Read from the text and then answer pointed questions.

**Instructor Lynn’s MT Engage Passport**: 100 points

\*Complete 9 of 10 campus activities and then reflect on each one.



## Awarding a Course Grade:

## A=900-1000 points

## B+=870-899 points

## B=830-869 points

## B-=800-829 points

## C+=770-799 points

## C=730-769 points

## C-=700-729 points

**D—**Passing work, but below the standards of graduation quality—no Gen Ed credit at MTSU

**F—**Failure, necessitating repetition of the course to obtain credit

**FA—**Failure (and stopped attending)

**I—**Incomplete (not used in calculating grade point average)

**W—**Assigned in courses that are dropped during a specified period of time within a term.

**NOTE: In order to earn General Education credit for this course, you must earn a C- or better.** **If students receive a grade below a C-, they will need to retake the course to earn General Education credit.**The grade of I (Incomplete) will only be considered under exceptional circumstances only.



## Grade Descriptions:

**A:** This type of rare essay demonstrates **outstanding, superior** qualities in content, organization, development, audience awareness, format, and the like. There is, for the most part, no evidence of major or minor errors in grammar, mechanics, and punctuation. This type of exceptional, insightful essay will go far above and beyond my expectations.

**B:** This type of essay demonstrates **above average (“pretty good”)** qualities in the above description. It also tackles an interesting topic and has an obvious structure, yet lacks full competency in flow, coherence, and / or development. There is little evidence of errors in grammar, mechanics, and punctuation. This type of essay will exceed my expectations.

**C:** This type of essay demonstrates **average (“decent” & “not too shabby”)** qualities. It has a clear topic, yet lacks originality. A thesis is present although body paragraphs lack necessary supporting details, and while transitions are attempted, they are likely misused. There is limited variety among sentence structures along with a few major errors in grammar, mechanics, and punctuation, as well as a host of minor ones. This type of essay will meet my expectations.

**D:** This type of essay demonstrates **weak** qualities. It has a poorly defined controlling idea, reveals little insight, lacks competency in organization and development, and distracts the reader with numerous errors in grammar, mechanics, and punctuation. This type of essay will fall short of meeting my expectations.

**F:** This type of essay demonstrates **extremely weak** qualities. Not only does it lack a clear focus and reasonable support, but it also utilizes faulty sentence structures and is riddled throughout with major and minor errors in grammar, mechanics, and punctuation. This type of essay will fail to meet my expectations.

**Course Activities:**

**Reading:**

It is said the more students read, the better writers they become. In this course, students will read (1) sample essays by both college students and professional writers as found in *Everyone’s an Author*; (2) writing prompts and helpful guides as found in *Everyone’s an Author*; (3) selections concerning language usage, grammar, mechanics, punctuation, documentation, and format; (4) various detailed handouts authored by yours truly.

**Writing and Revising:**

These activities are the cornerstone of our course, as I’m sure you’ve probably guessed by now.

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## Participating in Workshops:

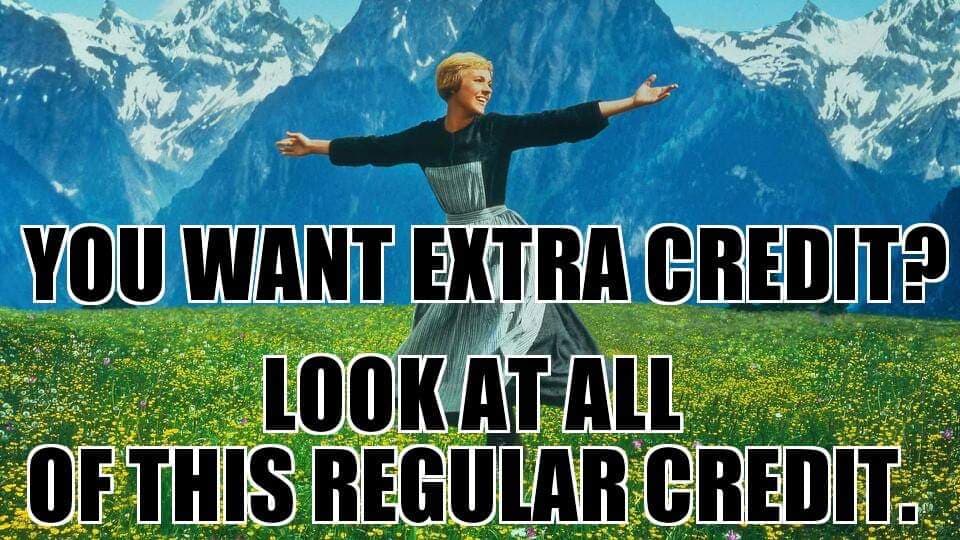
I believe in the power of group work. I also believe that some students take advantage of others, opting to text or gossip when they should be helping their group. I do **not**, however, believe in assigning “busy work” only for the sake of keeping you busy. All workshops will be relevant to what we are learning in class, and all students are expected to work together--as a cohesive unit.

## Attending Peer Draft Sessions:

Several times this semester, students will meet with the same group of peers for the purpose of reading and responding to one another’s work. Before each session begins, I will distribute a peer session handout and we will briefly discuss the questions on each handout before peer draft sessions commence.

**Completing and Submitting Reader Responses (RRs):**

Ten times this semester, you will submit a RR tailored to assigned readings from the course text. To do so, you will use the D2L Dropbox function. I am warning you in advance that once a dropbox closes, I will not re-open it. For each RR, I am looking for roughly 2oo typed words that address the prompts related to your readings; to receive full credit, be sure to provide plenty of relevant details.



**Course Policies and Other Important Information:**

## Attendance:

My MWF students can miss up to 7 periods before their grades are affected. For each additional absence, students will lose 15 points from their final course grade. **Missing more than 12 classes (equal to one full month) will make you ineligible to pass the course—no exceptions.**

Students are expected to keep their instructors as informed as possible regarding their status when they are absent from class and act with good faith and honesty when determining whether or not they should attend class. Students who must miss more than two (2) weeks of regularly scheduled classroom instruction should speak with their professor(s) immediately and also consult with an enrollment coordinator in MT One Stop for guidance to determine if withdrawing is in their best interest. **Non-attendance in class does not relieve students of the responsibility for work covered or assigned in their absence.**

## Late Arrivals:

My policy here is simple: don’t make it a habit. Period. Thank you in advance. ☺

## The Get-out-of-jail-free Late Pass:

All students begin 1010 with a get-out-of-jail-free card (freebie), allowing them an additional class period to submit a late draft free of penalty. Once the card has been redeemed, though, each late draft of each essay assignment will bring down the overall essay grade by 10 points. To illustrate, let’s say a student has already used the late pass and then has to miss class on the day when Draft 1 of Project 3 is due. If said student doesn’t send proof of work via email attachment **time-stamped prior to the ending time of his or her class**, then that student’s final Project 3 grade might be penalized 10 points. **Please note that this applies ONLY to the three major projects; under no circumstances do I allow late Reader Responses.**



## Academic Integrity:

Learning to use source material responsibly will be a focus of this class. In compositions and presentations, student writers must give credit for text, ideas, and images that did not originate with them. The student handbook differentiates between unintentional and intentional plagiarism. Unintentional plagiarism, or misuse of sources, is a “teaching moment”; intentional plagiarism--such as downloading a paper, having someone else (such as a tutor) write the essay, or cutting & pasting with no acknowledgement of the source--is a form of academic misconduct.

## Academic Misconduct:

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 these instances, the faculty member has the authority to assign an appropriate grade for the exercise or exam, or to assign an F in the course, as is proportional to the nature and extent of said academic misconduct. When assigning a grade based on academic misconduct, the faculty member shall ensure that the students are made aware of their appeal rights.

As your instructor, I am encouraged to report all instances of academic misconduct to the Director of Academic Integrity. See the MTSU student handbook for an explanation as well as the possible consequences of engaging in academic misconduct. In our class, sanctions range from a mandatory re-write for partial credit to an F in the course. The Director of Academic Integrity may also impose additional sanctions. To avoid such penalties, always do your own work, and ask for help when using source material. You can get said help in class, during my office hours, at the University Writing Center, from a librarian, or online at Purdue’s Online Writing Lab (OWL).

**I neither support nor encourage the use of ChatGPT and other AI software. You are adults in college; you are expected to complete your *own* work.**

## Inclusive Learning Statement:

Your success in this class is important to me. 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.

**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 website and / or contact the DAC for assistance at 615-898-2783 or dacemail@mtsu.edu. **Please know that I am always available to discuss reasonable accommodations.**

## Lottery Scholarships Statement:

Students that wish to retain Tennessee Education Lottery Scholarship (TELS) eligibility 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, F, or I may negatively impact TELS eligibility. Failure to meet attendance requirements could result in a grade of FA, which counts as an F when determining GPA.

For additional Lottery rules, please refer to your Lottery Statement of Understanding form (http://www.mtsu.edu/financial-aid/forms/LOTFOD.pdf), or contact an MT One Stop Enrollment Counselor (<http://mtsu.edu/one-stop/counselor.php>).

**A graduation cap on a rolled dollar

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## University Writing Center (UWC):

At the UWC, student writers receive valuable one-on-one tutoring, from simple matters such as editing comma splices, to more complex matters such as organizing and the developing essay ideas. I always recommend taking a copy of the essay assignment so that tutors have a better understanding of how they can assist. The UWC is located in James E. Walker Library 362 and you can contact staff via phone at (615) 904-8237 or via their website (www.mtsu.edu/uwc).

A cartoon horse standing next to a typewriter

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**Sources for Counseling and Psychological Services:**

The MTSU Counseling Services office is located in room 326S of the KUC and is a \*free\* service for all students. Located at Miller Center for Education (503 East Bell St. Suite 100) is MTSU’s Center for Counseling & Psychological Services; this service is also free to students (and staff). Also, the *National Suicide Prevention Lifeline* will automatically connect you with a certified local crisis center 24 hours a day, 7 days a week.

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# 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 in KUC 124*,* and is openMonday-Friday, from 8.00 am- 4.30 pm.

## Classroom Behavior:

Please be mindful of disruptive classroom behaviors such as talking while others are talking, wearing ear buds when it’s inappropriate, checking social media, shopping for shoes online, completing work for another class, texting or sending emails, and packing up materials before class is officially dismissed. In our classroom, I like to have as much fun as each class period allows, so hopefully students won’t feel the need to engage in these disruptive behaviors.

# 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.

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## Inclement Weather / Cancellation Policy:

## MTSU does not usually close because of inclement weather, but students will be allowed to use their own discretion when snow and icy conditions exist; they will be given the opportunity to make up the missed classes should they decide not to attend. To determine if classes are cancelled, students should listen to area radio and television stations or access the News and Public Affairs home page at http://www.mtsu.edu/news/ (or click on “Events and News” from the MTSU home page at www.mtsu.edu).

## If I am ill or if I have an emergency, I will notify students via D2L announcement. I will also request the administrative aides place a cancellation sign on the classroom door. I rarely cancel, though.

## Right to Make Changes Statement:

## Please understand that as your instructor, I reserve the right to make changes to the assignment schedule if necessary. I promise, however, that said changes will be fair.

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## Important Dates:

Aug. 26: First Day of Class

Sept. 2: Labor Day

Oct. 12-15: Fall Break

Nov. 27-30: Thanksgiving Break

Dec. 4: Last Day of Class

Dec. 5: Study Day

Dec. 6-12: Final Exams

Dec. 15: Deadline for Final Grades

## English 1010 Syllabus Review Sheet / Prof. Lynn (Fall ‘24) \**Due Aug. 28\**

1. Where is my office located? Which days of the week and at what times can you find me there?
2. What is the title of our required textbook?
3. How many and what kinds of PROJECTS will be completed in 1010? How much is each worth?
4. How many READER RESPONSES will you complete? How long should they be and how will each one be submitted?
5. In just a few sentences, what is my attendance policy?
6. Trying your best to answer *in your own words*, what is the difference between unintentional and intentional plagiarism? What might happen if you are found guilty of the latter?
7. What is the UWC and where is it located? What types of services are provided at the UWC?
8. What are two examples of disruptive classroom behavior?
9. How does an “A” grade differ from a “C” grade?
10. What are some of the advantages of taking an MT Engage course? What is the MT Engage Passport?
11. Ask me any question! 😊

**ENGLISH 1010 ASSIGNMENT SCHEDULE / PROF. LYNN (FALL ’24)**

**Week 1**

**Monday, Aug. 26**

1. Distribute hard copies of course materials.
2. Complete a getting-to-know-you activity.

**Wednesday, Aug. 28**

1. Prior to class, read the syllabus from beginning to end.
2. Prior to class, complete the last page of the syllabus—the “Syllabus Review Sheet.”
3. Prior to class, read “Habits for Success” (*EAA* 50-top of 52).
4. In class, we will discuss course policies & procedures; we will also discuss the “Habits for Success.”

**Friday, Aug. 30**

1. Prior to class, using *Everyone’s an Author* (EAA), read pp. MT-1 - MT-6 / skim “The Need for Rhetoric and Writing,” “Thinking Rhetorically,” and “Engaging Productively with Others” pp. EAA 1-29. *Before completing your first Reader Response, please review tips for summarizing on EAA 80-82.*
2. Compose **Reader Response #1.** For this first RR, type AT LEAST 200 words summarizing the assigned readings. Refrain from merely stringing together quotes; instead, you are to synthesize what you have learned and then explain in your own words. To submit, locate the dropbox via our 1010 course shell as found in D2L. Please remember that I do not re-open RR dropboxes, so it is imperative that you submit your responses **prior** to your class starting time.
3. In class, I will distribute the handout for Project 1: Literacy Narrative.

A close-up of a writing on a paper

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**Week 2**

**Monday, Sept. 2**

LABOR DAY HOLIDAY—NO CLASSES

**Wednesday, Sept. 4**

1. Prior to class, read “’Here’s What Happened’: Writing a Narrative” (*EAA* 195-209 / 216-219).
2. Prior to class, compose **Reader Response #2**. For this second RR, you are to first comment on the *REFLECT* prompt located near the top of page EAA 197. Next, provide an extremely brief overview of the required readings. Following the instructions should easily yield AT LEAST 200 words. Then, be sure to upload to the appropriate D2L dropbox prior to your class starting time.

**Friday, Sept 6**

1. Prior to class, write down brief descriptions of how you view yourselves as readers, writers, and speakers.
2. Prior to class, read “The Look” (*EAA* 229-233).
3. In class, we will read and discuss literacy narratives penned by former students.

**Week 3**

**Monday, Sept. 9**

1. Prior to class, settle on your topic for Project 1: Literacy Narrative. On a sheet of paper, write down the following concerning your Essay 1 topic: (a) Which form of literacy are you going to focus on? (b) What are some reasons behind your topic choice? (c) What are three concrete details you might incorporate?
2. Prior to class, read “Writing Narratives: A Roadmap” (*EAA* 220-224).
3. During class, we will play a game that requires you to meet with several of your classmates in order to discuss your topics.

**Wednesday, Sept. 11**

1. Prior to class, skim: <https://salemcc.instructure.com/courses/1147/assignments/28102>.
2. In class, we will craft visual outlines with effective thesis statements and discuss engaging literacy narrative hooks.

**Friday, Sept. 13**

1. Prior to class, compose Draft 1, Project 1: Literacy Narrative. For this rough draft, aim for 650-800 words. Remember that each draft of each project is required; failure to show me evidence of any draft results in a 10-point penalty on your Project 1 grade.
2. In class, we will complete a Draft 1 workshop handout.

**A typewriter with a typewriter and a piece of paper

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**Week 4**

**Monday, Sept. 16**

1. Prior to class, read “How to Craft Powerful Sentences” (*EAA* 704-722).
2. Prior to class, compose **Reader Response #3**. For this third RR (consisting of at least 200 words), you will do two things: briefly summarize the reading assignment AND revise a few sentences from your current draft of Project 1: Literacy Narrative. BOTH tasks must be completed to receive credit. Be sure you upload to the appropriate D2L dropbox prior to your class starting time.
3. In class, we will continue to workshop Project 1: Literacy Narrative. We will also skim through “Polishing and Editing Your Writing” (*EAA* 723-768).

**Wednesday, Sept. 18**

1. Prior to class, compose Draft 2, Project 1: The Literacy Narrative. At this point in the composition process, you should have 850-1000 words.
2. During class, you will work with two of your classmates for the purpose of Peer Response. Personally, I think Peer Response is more useful if you bring a ***printed*** copy of your draft as opposed to exchanging laptops. If everyone brings a printed copy, I will award 5 points extra credit. Remember, there are printers nearly EVERYWHERE on campus.

**Friday, Sept. 20**

1. WE WON’T BE MEETING IN THE CLASSROOM TODAY. INSTEAD, YOU WILL USE CLASS TIME TO FINISH PROJECT 1: LITERACY NARRATIVE AND TO WORK ON YOUR MT ENGAGE STUDENT PASSPORTS.
2. Compose **Draft 3, Project 1: Literacy Narrative (worth 200 points)**. This draft must be 1,050-1,350 words and it must be uploaded VIA D2L NO LATER THAN 11:59 PM TONIGHT.

A close-up of some leaves

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**Week 5**

**Monday, Sept. 23**

1. Prior to class, complete **Reader Response #4**: write 200 words describing the first four weeks of your first college semester. As you can see, this really isn’t a “Reader” Response; it’s just a response. ☺ Be sure you upload to the appropriate D2L dropbox prior to your class starting time.
2. During class, we will play a game. This will be a nice break between Project 1 and Project 2.

**Wednesday, Sept. 25**

1. Prior to class, make sure you have completed at least TWO of your MT Engage Student Passport activities. You will be required to show me your selfie proof as well as your 100-word (or longer) description.
2. During class, I will introduce Project 2: Advertisement Analysis.

**Friday, Sept. 27**

1. Prior to class, read “’Let’s Take a Closer Look’: Writing Analytically” (*EAA* 234-254).
2. Prior to class, compose **Reader Response #5**, which will be a 200-word overview of the assigned reading. Be sure you upload to the appropriate D2L dropbox prior to your class starting time.
3. During class, we will go over the assigned chapter and look at a few student examples.

**Week 6**

**Monday, Sept. 30**

1. Prior to class, use your phones or laptops to bookmark 2-3 advertisements that you especially like. These can be print ads, commercials, etc.
2. Prior to class, read “Visual Analysis” (*EAA* 260-262).
3. During class, we will discuss the ads you’ve found.

**Wednesday, Oct. 2**

1. Prior to class, continue to use your phones or laptops to bookmark 2-3 advertisements that you especially like. These can be print ads, commercials, etc.
2. During class, we will continue to discuss ads you find interesting, entertaining, upsetting, etc.

**Friday, Oct. 4**

1. Prior to class, settle on an advertisement (or a series, if you prefer) for Project 2: Advertisement Analysis.
2. Prior to class, read “WRITING ANALYTICALLY / A Roadmap” (*EAA* 268-277).
3. Prior to class, compose **Reader Response #6**, which in this case is a 200-word reflection about choosing the advertisement that is perfect for you. How long did it take? Why did you choose it/them? Be sure you upload to the appropriate D2L dropbox prior to your class starting time.
4. During class, we will share our Project 2 topics.

Clouds and sky with clouds

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**Week 7**

**Monday, Oct. 7**

1. Prior to class, read “Advertisements R Us” (*EAA* 281-286).
2. During class, we will begin working on Project 2: Advertisement Analysis, so please bring your laptops and tablets, as you will need PowerPoint to complete the assignment.

**Wednesday, Oct. 9**

1. Prior to class, complete at least one of the required slides for Project 2.
2. During class, I will look over the required slide while you continue to work on additional slides.

**Friday, Oct. 11**

WE WON’T BE MEETING IN THE CLASSROOM TODAY. INSTEAD, YOU WILL USE THIS TIME TO WORK ON YOUR MT ENGAGE STUDENT PASSPORTS OR PROJECT 2: ADVERTISEMENT ANALYSIS.

**Week 8**

**Monday, Oct. 14**

FALL BREAK—NO CLASSES

**Wednesday, Oct. 16**

1. Prior to class, complete at least two additional slides for Project 2: Advertisement Analysis. One of these MUST be the thesis statement slide.
2. Prior to class, compose **Reader Response #7**, a 200-word reflection of your fall break holiday. Be sure to upload your work to the appropriate D2L dropbox prior to your class starting time.
3. In class, we will look at a sampling of Advertisement Analysis PowerPoints.

**Friday, Oct. 20**

1. Prior to class, complete two more PowerPoint slides for Project 2: Advertisement Analysis. Feel free to create additional slides, if you wish. By this point, you should be close to finishing your PowerPoint.
2. In class, we will have an analysis workshop.

A pink typewriter with a bunch of letters on top

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**Week 9**

**Monday, Oct. 21**

1. Prior to class, complete two more slides for Project 2. At this point, you should have a total of SEVEN slides, if not more.
2. In class, you’ll use your laptops to keep working on Project 2.

**Wednesday, Oct. 23**

1. Prior to class, compose **Reader Response #8**, which will be a 200-word overview of your Project 2 progress thus far. What has come easy? What has been a struggle?
2. In class, you’ll use your laptops to keep working on Project 2.

**Friday, Oct. 25**

1. Prior to class, keep working on Project 2:Advertisement Analysis. By this point, you should be nearly finished with, at the very least, rough drafts of all slides.
2. Prior to class, make sure you have completed at least 1 MORE of the required 9 MT Engage Student Passport activities. You will be expected to show me your selfies and descriptions during class.
3. During class, I will look at your Passports while you work with one another to complete an informal Peer Response of each other’s work.

**Week 10**

**Monday, Oct. 28**

1. Complete and upload **Project 2: Advertisement Analysis (worth 200 points)** to theappropriate D2L dropbox prior to your class starting time.
2. During class, we will discuss ways to create our own advertisements based on the chosen ads for Project 2. Remember that Project 2 requires not just a thorough analysis, but an advertisement creation of your very own (in tandem with your selected ads).

**Wednesday, Oct. 30**

1. Prior to class, start working on your own advertisement creation.
2. During class, we will workshop crafting our own advertisements.

**A cat and dog peeking out of a pumpkin

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**Friday, Nov. 1**

WE WON’T BE MEETING IN THE CLASSROOM TODAY. INSTEAD, YOU WILL USE THIS TIME TO WORK ON YOUR MT ENGAGE STUDENT PASSPORTS AND ADVERTISEMENT CREATIONS.

**Week 11**

**Monday, Nov. 4**

1. Prior to class, read “Reflecting on Your Writing” (EAA 117-122), and then compose **Reader Response #9**, which will be a 200-word response to the *Reflect* prompt on the bottom of page 118. This reading and accompanying RR will put you on the right track with Project 3.
2. In class, I will introduce Project 3: First Semester Reflection. This will also be your **MT Engage ePortfolio Signature Assignment.**

**Wednesday, Nov. 6**

1. Prior to class, jot down one page of your fall semester’s “greatest hits,” if you will (for example, making an A on your Calculus exam, rushing a sorority, getting a promotion at work, etc.).
2. Prior to class, list a few songs (title and artist) that best represent your semester so far.
3. In class, we will complete invention strategies for Project 3: First Semester Reflection.

**Friday, Nov. 8**

1. At the time I was making this schedule, I had yet to decide on an assignment, so ASSIGNMENT TO BE ANNOUNCED.
2. In class, we will conduct an important workshop concerning Project 3: First Semester Analysis.

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**Week 12**

**Monday, Nov. 11**

1. Prior to class, compose Draft 1, Project 3: First Semester Reflection. This draft must be at least 600-800 words to receive class credit.
2. Prior to class, be sure to incorporate a working thesis statement near the beginning, preferably at the end of the introduction OR beginning of the conclusion.
3. During class, we will discuss strong essay hooks.

**Wednesday, Nov. 13**

1. Bring Draft 1 back to class for an important workshop.
2. During class, we will work on incorporating the freshman statistics via *College Atlas*.

**Friday, Nov. 15**

WE WON’T BE MEETING IN THE CLASSROOM TODAY. INSTEAD, YOU WILL USE THIS TIME TO WORK ON YOUR MT ENGAGE STUDENT PASSPORTS OR PROJECT 3: FIRST SEMESTER REFLECTION.

**Week 13**

**Monday, Nov. 18**

1. Prior to class, compose Draft 2, Project 3: First Semester Reflection. This draft, which must be at least 900 words, will be used for our very last Peer Response session.
2. During class, you will read and respond to your classmates’ second drafts. As always, be sure to bring a smile and a positive attitude to Peer Response.

**Wednesday, Nov. 20**

1. Bring Draft 2 back to class for an important workshop. PLEASE BRING HIGHLIGHTERS TO CLASS.
2. During class, we will continue working on MLA Documentation (the statistics and the “Surviving College” guide).

**Friday, Nov. 22**

1. Prior to class, finish and submit **Draft 3, Project 3: First Semester Reflection (worth 200 points).**
2. Prior to putting the final touches on your reflection, re-skim the “Polishing and Editing Your Writing” section (*EAA* 723-766). This is a lengthy chapter, so there is NO need to read every single word, here; simply skim in order to identify your problem areas.
3. During class, we will do something fun!

**Week 14**

**Monday, Nov. 25**

1. Prior to class, look over the sample remix projects uploaded to the Project 4 tab in D2L.
2. Prior to class, read “Composing and Remixing across Media” (EAA 788-809). Then, compose **Reader Response #10**, which will be a 200-word overview of the assigned reading. This will also help you reimagine your chosen project in order to present it to your classmates during the final exam. Be sure you upload to the appropriate D2L dropbox prior to your class starting time.
3. During class, I will introduce Project 4: The Remix.

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**Wednesday, Nov. 27**

NO CLASSESS—THANKSGIVING HOLIDAY

**Friday, Nov. 29**

NO CLASSES—THANKSGIVING HOLIDAY

**Week 15**

**Monday, Dec. 2**

1. Prior to class, take stock of your Passport progress, as it is due the following period.
2. During class, you will have time to work on and discuss your Remix Presentation ideas.

**Wednesday, Dec. 4 (LAST DAY OF CLASS)**

1. Prior to class, upload your complete **MT Engage Student Passport (worth 100 points).** Don’t forget to look over the requirements one last time AND be sure to proofread your activity descriptions!
2. During class, you will have one last opportunity to discuss the upcoming Remix Presentation (occurring during Final Exams Week).

**Thursday, Dec. 5**

STUDY DAY—NO CLASSES

**Final Exams**

During your section’s scheduled exam time, **you will “remix” either the Literacy** **Narrative or the First Semester Reflection and then present said remix (worth** **100 points) to your classmates**. You are expected to speak for roughly 3-4 minutes. Ideas include but are not limited to posters, homemade videos, blog posts, mix tapes, poems, stories, artwork, and the like.

English 1010-03 (8:00-8:55) meets on Wednesday, Dec. 11 (7:30-9:30).

English 1010-07 (9:10-10:05) meets Wednesday, Dec. 11 (10:00-12:00).

English 1010-10 (10:20-11:15) meets Monday, Dec. 9 (9:30-11:30).

English 1010-18 (12:40-1:35) meets Monday, Dec. 9 (12:30-2:30).

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