English 1020: Research and Argumentative Writing

Candie Moonshower / Summer 2024
1020-D03 DISTANCE LEARNING

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NOTE: The BEST way for STUDENTS to reach me and get a speedy response is by D2L e-mail via the Classlist function; I check e-mail numerous times throughout the day, and I respond very quickly! ;)

Office Hours:
By appointment only. If you'd like to come by my office or Zoom with me, e-mail me through D2L, and we can schedule a meeting.

Prerequisites:
A grade of C- or better in English 1010 (or the equivalent)

******NOTE: This is a wholly distance learning class. There are no classroom or ZOOM meetings.*****

ENGL 1020 True Blue Core Course Objectives:
● Conduct secondary research that relies on recursive relationships between reading, writing, and reflection (Composing Processes)
● Practice flexibility and awareness of effective delivery across different audiences, contexts, and genres (Rhetorical Knowledge)
● Locate sources and analyze their relevance and credibility (Genre Conventions)
● Demonstrate rhetorical understanding of source attribution (Information Literacy)
● Interpret and respond to complex ideas in secondary sources (Reading Processes)
● Identify connections between coursework and other academic and external contexts (Integrative Thinking)

Information Literacy (Info Lit) (3 hours)
- For all catalogs 2024-2025 and beyond, this course (ENGL 1020) satisfies the True Blue Core (TBC) curriculum requirement (3 hours) for Information Literacy (Info Lit). To learn more about TBC requirements: https://w1.mtsu.edu/truebluecore/core.php.

- For all catalogs prior to 2024-2025, this course (ENGL 1020) 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 Information Literacy: Students demonstrate competence in information literacy by determining what information they need, where to access it, how to evaluate information they encounter, and how to use information effectively and ethically.

Course Description:

This course is designed to introduce you to strategies you can apply to the texts you will encounter—and be charged with creating—in various contexts throughout your life. To that end, we will focus on reading texts rhetorically, using sources responsibly, and communicating ideas effectively for specific purposes and audiences. This MT Engage course will allow you to connect what you're learning in this class to other courses and writing contexts; participate in a beyond-the-classroom experience; develop writing artifacts you can include in your future e-portfolio; and reflect on your growth as a reader, writer, thinker, and learner.

Required Texts and Materials:

- TEXT: We will be using an online (FREE!) resource titled ENGL 1020: Research & Argumentative Writing, an open-access textbook composed to support Middle Tennessee State University's ENGL 1020: Research & Argumentative Writing course. LINK: https://mtsu.pressbooks.pub/1020mtsu/.
- Printouts/copies of drafts and assigned readings available on D2L as you prefer.
- A good dictionary or access to an online dictionary, such as *Dictionary.com*, to refer to when reading
- A flash drive for saving your work.
- Reliable Internet access—you'll need to log on daily to D2L for course-related materials.

My Expectations for You:

- Recognize that though this course is required, it is a not a detour from your chosen path, but rather an opportunity to explore your interests while acquiring valuable skills that will serve you well both now and in the future;
- Acknowledge that learning requires significant effort, and challenge yourself to do your best;
- Assume responsibility for your role in creating our community of writers, and come prepared to every class meeting having completed assigned readings and with an updated draft of your current project.

What You Can Expect from Me:

- I will view you as novice scholars capable of making worthwhile contributions to important cultural conversations;
- I will provide you with purposeful instruction that will support your learning;
- I will provide you with mentor texts—models—that will help you learn new skills;
- I will challenge you to try your hardest, knowing that you have a fair and supportive, if demanding, reader in me:
- I will be available for consultation, both during posted office hours and by appointment;
- I will remember that my job isn't to "fix" you or your writing, but rather to help you learn to think like a writer, consider your readers, and recognize the resources available to you so that you will leave this class a more knowledgeable, confident writer.

Required Work and Grading:

In order to pass this course and earn three General Education credit hours, you must earn a C- or better on written work. Note that 80% of your grade is on your MAJOR written projects and DisQs.

Project 1: Summary and Response:	100 pts.
Project 2: Multimodal Research Proposal:	100 pts.
Project 3: Annotated Bibliography:	200 pts.
Project 4: Contribute to the Scholarship Research Essay:	200 pts.
Writing to Learn DisQs (20 X 10 points each):	200 pts.
Project Workshops (4 X 25 pts. each):	100 pts.
Final Exam:	100 pts.
Total Points:	1000 pts.

Use this scale to convert points to final letter grades:

900-1000 = A	880-899 = B+	830-879 = B	800-829 = B-
780-799 = C+	730-779 = C	700-729 = C-	0-699 = F

Online Writing to Learn Discussion Questions (DisQs):

Your online discussion work is worth 20% of your grade—and this IS your participation grade. I expect you to take notes daily on your readings and research and to respond thoughtfully to the WTL DisQs as assigned. This work will be composed and posted online, on the Discussions widget, on the class shell on D2L. There are several discussion questions (DisQ) per week, and these discussion questions will be valuable in that they will help us establish rapport with each other and create a dialogue between all of the students and the students and the instructor. The due dates for the DisQs will be posted to the D2L calendar function. These small assignments ensure that you understand the readings and their importance as templates for the work that we do. In many cases, the work you do for your DisQ will transfer to your larger projects. They open when the readings are assigned and close when the corresponding assignments are due, NO EXCEPTIONS—that gives you nearly two days or more for each reading. I won't reopen the DisQs once they are closed—I grade them daily and reopening them causes chaos. Keep up and you'll do great!

Workshops:

Workshops are worth 10% of your final grade—four at 25 points each. Drafts for workshops and any peripheral worksheet materials must be uploaded. I will post the "workshop," and it may involve working with a peer, so you must be on top of your schedule and keep up with your e-mail. Participating in a workshop without a complete draft is unwise: not only will you miss the opportunity to get feedback on your writing, 1) you will get no credit for preparation, and 2) you will get no credit for participation. This will negatively impact your grade!

Late Papers:

Due dates for each major writing assignment are marked on the syllabus. I will accept ONE major graded assignment late, without penalty, provided it is submitted within 48 hours. ALWAYS COMMUNICATE WITH ME. ☺ Major assignments are the first essay, the research proposal, the annotated bibliography, and the final research. DisQs are NOT major assignments and must be submitted on time before the DisQ locks down.

Academic Integrity:

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

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

The use of a third party to submit a student's work is only allowed when accommodations are approved by the Disabled Student Services Office. Students found to be in violation of this policy will be reported to the faculty member and Dean of Student Affairs.

PLEASE NOTE REGARDING AI: If you use AI such as ChatGPT for help with generating ideas, reviewing grammar or minor stylistic issues (for instance, if your first language is not English), then you are expected to provide a brief description (a few sentences) at the end of the assignment that describes how you used ChatGPT—EVEN IN THE DISQs. In other words, what portion of the assignment constitutes your independent work vs. work completed by AI? If you do not provide a description, you will receive a maximum of half-credit on all assignments with AI scores of over 50% (as determined by Turnitin.com).

Participation and Attendance Policies:

Class Participation:
Student participation is required in all interactive aspects of the course. Students must:
- communicate with the instructor as a learning resource;
- check the course news flash and content frequently for announcements and new materials;
- actively participate in DisQs.

Course Ground Rules:
Remember that the following is required for a successful ONLINE experience:
- students must learn how to navigate D2L and keep abreast of course announcements;
- participation is required and communication with other students is expected;
- communication with the instructor is required;
- use the MTSU D2L student email address as opposed to a personal email address;
- address technical problems immediately; and observe course netiquette at all times.

Attendance:
MTSU Administration requires that instructors complete an attendance report for each course each semester. Regular class attendance for an ONLINE class is required and will be monitored by: the D2L system report; participation in the discussion board; and timely submission of course assignments. If several class assignment submissions are missing in a row, your attendance will be reported as "no longer attending."

Decorum and Civility:
- Each student is expected to act like an adult and treat others in a professional manner.
- Please keep personal issues, politics, and negativity out of the DisQs.

Writing Center:
The University Writing Center, located on the third floor of Walker Library, Room 362 (www.mtsu.edu/uwc), is available for students to receive valuable one-on-one assistance with their writing. Conferences are available by appointment or for walk-ins (if the UWC isn't fully booked); don't wait until the last minute to seek their help! Online writing assistance is also available. Please visit the Web site for hours and more information. Seeking assistance at the UWC shows strong commitment.

Lottery Statement:
Do you have a lottery scholarship? To retain 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 your 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 (*http://www.mtsu.edu/financial-aid/forms/LOTFOD.pdf)* or contact your MT OneStop Enrollment Counselor (*http://mtsu.edu/one-stop/counselor.php)*.

Statement on Behalf of 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 and Access Center (DAC) Web site at *http://www.mtsu.edu/dac/* and/or contact the DAC for assistance at 615-898-2783 or *dacemail@mtsu.edu*.

Moonshower / 1020 Daily Schedule / Summer 2024

The instructor reserves the right to make changes to the schedule as necessary.
==See "LINKS BY WEEK" under Content: Syllabus and on the right of the class home page for all necessary links to resources to complete assignments.==

Unit 1: Summary and Response

Week 1 May 20-26	M 5/20	Introduction to Course READ and DO: 1. The Welcome Announcement on the D2L Course Homepage 2. Getting Started on the Content Link 3. The documents on the Content: Course Documents Link: Syllabus, Calendar, Communications Instructions, Grading Standards, Code of Public Conduct, DisQs Rules & Regs 4. ==Exercise 1:== Practice DisQ (under DisQs: Extra Credit DisQ) (Due T 5/21 at 11:59 PM)
	W 5/22	READ and DO: 1. The Annotation and Rhetorical Analysis Handouts under Content 2. Read in the OER: Chapters 16 and 10: https://mtsu.pressbooks.pub/1020mtsu/ 3. Anne Lamott's "Sh*tty First Drafts" (on PDF under Content: Project 1 on D2L). Annotate Lamott's article. 4. ==DisQ 1== on Anne Lamott (Due R 5/23 at 11:59 PM)
	F 5/24	READ and DO: 1. Mike Bunn's "How to Read Like a Writer" (under Content) and annotate. 2. ==DisQ 2== on Mike Bunn (Due Su 5/26 at 11:59 PM)

Week 2 May 27-June 2	M 5/27	READ and DO: 1. OER: Read Chs. 11 and 17: https://mtsu.pressbooks.pub/1020mtsu/ 2. Dennis Baron's "Twitter Revolution" (under Content) and annotate. 3. ==DisQ 3== on Dennis Baron (Due T 5/28 at 11:59 PM)
	W 5/29	READ and DO: 1. Hiltzik's "Don't Believe Facebook" (Link under Content: Project 1 and in DisQ 4) 2. OER: Read Ch. 18: https://mtsu.pressbooks.pub/1020mtsu/ 3. Guidelines for Project 1: Summary and Response 4. Find an article you'd like to read and summarize in the selection I posted in Content: Project 1: Reading Choices (Hit the down arrow on the right if you don't see a list of links to various articles) 5. ==DisQ 4== on Hiltzik (Due R 5/30 at 11:59 PM)
	F 5/31	READ AND DO: 1. ==DisQ 5:== Summarize your article as per my instructions in the DisQ box--Due Su 6/2 at 11:59 PM) 2. Begin preparing your draft of Project 1. Read the following documents in order to prepare: Rhetorical Analysis, Format Outlines for Essay 1, and all the introductions and essays examples. All are under Content: Project 1. Your draft of Essay 1 is due in the Workshop Dropbox by R 6/6 at 11:59 PM.

Week 3
June 3-9   M 6/3   READ AND DO:
1. OER: Read Chs. 48 and 49: https://mtsu.pressbooks.pub/1020mtsu/
2. Have your draft of Project 1 ready for the Workshop Dropbox by R 6/6 at 11:59.

W 6/5   READ AND DO:
1. OER: Read Ch. 46: https://mtsu.pressbooks.pub/1020mtsu/
2. Workshop Worksheet on your Draft: You'll find it in the Workshop Dropbox.
3. UPLOAD Essay 1 Draft and Completed Worksheet in Workshop Dropbox by R 6/6 at 11:59 PM

F 6/7   1. Revise and polish Essay 1. UPLOAD to FINAL Dropbox by Su 6/9 at 11:59 PM

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Unit 2: Join the Conversation

Week 4
June 10-16   M 6/10   READ AND DO:
1. Prepare a list of 10 topics you're interested in exploring. Beneath each topic, write a few possible sub-topics—in essence, narrowing down your big topic into manageable smaller topics. See News Flash for example.
2. TYPE and submit to DisQ 6 by T 6/11 at 11:59 PM. Read Project 2 Guidelines.

W 6/12   READ AND DO:
1. Work on Topics List—Questions/Responses with points. See dropbox for instructions. Review Project 2 Guidelines.
2. Upload to Dropbox by R 6/13 at 11:59 PM.

F 6/14   READ AND DO:
1. OER: Read Chs. 20 and 34: https://mtsu.pressbooks.pub/1020mtsu/
2. Skenazy's "My Free-Range Parenting Manifesto" (Link in Content: Project 2 and DisQ 7)
3. DisQ 7 Due Su 6/16 by 11:59 PM
4. Work on Project 2, your Research Proposal PP.

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Week 5
June 17-23   M 6/17   READ AND DO:
1. Choose a topic and e-mail Miz Moon by Monday night, 6/17.
2. OER: Read Chs. 35 and 45: https://mtsu.pressbooks.pub/1020mtsu/
3. Watch *A Girl Who Demanded School* (15 minutes: Link in Content: Project 2 and DisQ 8)
4. DisQ 8 Due T 6/18 by 11:59 PM
5. Do Initial Research Proposal on Topic. Submit via dropbox by T 6/18 by 11:59 PM.

W 6/19   READ AND DO:
1. OER: Read Chs. 36 and 37: https://mtsu.pressbooks.pub/1020mtsu/
2. Work on Project 2, your Research Proposal PP.

F 6/21   READ AND DO:
1. Watch *College, Inc.* (58 mins: Link in Content: Project 2 and DisQ 9)
2. DisQ 9 due Su 6/23 by 11:59 PM
3. Submit three-four slides of Research Proposal PowerPoint into Dropbox by Su 6/23 by 11:59 PM to show progress.

Week 6
June 24-30   M 6/24   READ AND DO:
*****Continue working on your Research Proposal PP. You should be nearly finished with it by now.****
1. Kim's "The Toxicity of Learning" (link under Project 2 and in DisQ 10)
2. DisQ 10 due T 6/25 by 11:59 PM

W 6/26   READ AND DO:
1. Watch *Quit Social Media*: (14 mins: Link in Content Project 2 and DisQ 11)
2. DisQ 11 Due R 6/27 by 11:59 PM
3. Finish your Research Proposal PP.

F 6/28   READ AND DO:
1. FINISH your Research Proposal PP if you haven't done so already.
2. Do Workshop Worksheet—it is in the FINAL Dropbox.
3. Submit BOTH the Research Proposal PP and worksheet to FINAL Dropbox by Su 6/30 at 11:59 PM

Unit 3: The Annotated Bibliography

Week 7
July 1-7   M 7/1   READ AND DO:
1. Introduction of Annotated Bibliography—see News Flash NOTES
2. Read Ch. 38: https://mtsu.pressbooks.pub/1020mtsu/
3. See NOTES on How to Evaluate a Source in DisQ 12
4. DisQ 12 Due T 7/2 by 11:59

W 7/3   READ AND DO:
1. Read Chs. 48-51 (re: MLA): https://mtsu.pressbooks.pub/1020mtsu/
2. Read ONE of your research articles and cite/annotate/evaluate for your Annotated Bibliography project.
3. Submit this in MLA format through DisQ 13 due R 7/4. I will provide feedback by Friday before you go any further.

F 7/5   READ AND DO:
1. Read THREE of your research articles and cite/annotate for your AnnBib project.
2. DisQ 14—THREE Annotations Sub Due Su 7/7 by 11:59 PM. (I suggest you do one a day on Friday, Saturday, and Sunday.)

Week 8
July 8-14   M 7/8   READ AND DO:
1. DisQ 15—Submit TWO Annotations Due by T 7/8 by 11:59 PM

W 7/10   READ AND DO:
1. DisQ 16—Submit TWO Annotations Due by R 7/11 by 11:59 PM

F 7/12   READ AND DO:
1. DisQ 17—Submit TWO Annotations Due by S 7/14 by 11:59 PM

Week 9
July 15-21   M 7/15   READ AND DO:
                                Prepare your full Annotated Bib project as per my instructions. Submit to Workshop Dropbox along with Workshop Worksheet by T 7/16 by 11:59 PM. The worksheet is in the dropbox. Remember that this is worth 25 workshop points.

                W 7/17   READ AND DO:
                                Submit Completed Annotated Bibliography in the Final AnnBib Dropbox by R 7/18 at 11:59 PM.

                F 7/19   READ AND DO:
                                1. Read guidelines on Project 4 and notes on Introductions.
                                2. Read notes on Hooks, Introductions and Topic Sentences.
                                3. HOOK Extra Credit DisQ is due by T 7/23 at 11:59 PM

Project 4: Contribute to the Scholarship

Week 10
July 22-28   M 7/22   READ AND DO:
                                1.   Finish HOOK Extra Credit DisQ and respond to your peer group (see e-mail).
                                2. Remember that HOOK DisQ Extra Credit is due T 7/23 at 11:59 PM.

                W 7/24   READ AND DO:
                                1. Read guidelines on Project 4 and notes on Introductions.
                                2. Read notes on Hooks, Introductions and Topic Sentences.
                                3. Do DisQ 18. This is due R 7/25 at 11:59 PM.

                F 7/26   READ AND DO:
                                1. Read notes on Quote Sandwiching.
                                2. Read Chs. 59, 60, and 61: https://mtsu.pressbooks.pub/1020mtsu/
                                3. Work on body paragraphs using quote sandwiching techniques.
                                4. DisQ 19 on Quote Sandwiching Due by Su 7/28 at 11:59 PM.

Week 11
July 29-Aug 4
                M 7/29   READ AND DO:
                                1. Read lecture notes on Intros and Conclusions
                                2. DisQ 20 on your Conclusion is Due by T 7/30 at 11:59 PM.
                                3. Read lecture notes on In-Text Citing and Works Citing.

                W 7/31   READ AND DO:
                                1. Read Chs. 50 and 51: https://mtsu.pressbooks.pub/1020mtsu/
                                2. Work on your Final Essay.

                F 8/2   READ AND DO:
                                1. Finish Writing Draft of Project 4
                                2. Do Worksheet
                                3. Submit Final Draft and Worksheet into FINAL Dropbox by Su 8/4 at 11:59 PM

Week 12
Aug. 5-11   M 8/5   ONLINE FINAL EXAM IS OPEN. It will close on W 8/7, at 11:59 PM

                 W 8/7   Online Final Exam CLOSES at 11:59 PM for 1020 Students

                 Su 8/11   Deadline for Final Grades to be Posted to Pipeline

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WE MADE IT! HAVE A SAFE AND WONDERFUL BREAK!