

Syllabus, Fall 2020  
Engl 1010 Critical Reading and Expository Writing  
East Tennessee State University, Department of Literature and Language  
Last update: 8/21/2020

**Section: ENGL 1010-941**

**CRN: 82533**

**Instructor and contact information:** Ms. Stephanie Preslar; [preslar@etsu.edu](mailto:preslar@etsu.edu)

**Office Hours:** By appointment on M 11am to 2pm, WF 8am to 12pm, or an agreed upon time

**Originally scheduled meeting times:** M 08:15 – 09:10am

**Weekly "synchronous" meeting time on zoom:** During scheduled class period on M

### Course Texts (required)

*The Norton Reader: An Anthology of Nonfiction, Shorter Fifteenth Edition.* Edited by Goldthwaite and others. 2020. 588 pages. ISBN: 978-0393420531. List price for the paperback is \$62.50. The paperback is recommended, but the \$25 ebook option is suitable for this course, and is available at [digital.wwnorton.com/nortonreader15s](http://digital.wwnorton.com/nortonreader15s).

*The Little Seagull Handbook, Third Edition, Ebook.* Available online for free with purchase of either the paperback or the ebook version of *The Norton Reader*.

### Course Overview

The goals of this course: 1) To develop your ability to read deeply. 2) To develop your ability to write and revise sustained, non-fiction prose for a variety of audiences, in various genres.

The writing component of the course is built around writing and peer review. So, over the course of the semester, you will write five major essays of 3 to 5 pages each. For each of those essays, you will first write a rough draft, and you will review two classmates' rough drafts. Then you will revise your draft to submit for a grade.

The grading policy is built around revision. You drop your lowest of the five essay grades, and in the last weeks of the semester you will further revise your best work for a portfolio which is worth 20% of the final grade. This revision-oriented grading policy gives you a chance to practice and develop your writing skills over the semester, and to use those skills to earn the highest grade that you can earn.

\*Please note that you **MUST** pass this course with a “C” to move on from the course.

### Five Major Writing Assignments, 3-5 Pages (750-1250 words) Each

1. Narrative essay based on experience and observation
2. How to/ Tech writing

3. Review/ Critique (of a movie, book, cd, restaurant, computer game or software or hardware, automobile, etc.)
4. Viewpoint / Op-ed
5. Genre of your Choice (travel writing, sports writing, food writing, profile, memoir; or, students, if you have another genre in mind, propose it)

### **Final Grade Breakdown (100 points = 100%)**

1. Best 4 of 5 major essays (the lowest of the 5 grades is dropped, excluding Fs): 40%
2. Portfolio -- Best work revised: 20%
3. Drafts -- A draft is, by its nature, incomplete; but a good faith effort earns 2 point each draft. Total points: 10%
4. Participation in draft workshops (peer review), 2 points for each workshop. Total points: 10%
5. Reading quizzes: 10%
6. Miscellaneous, ungraded short memos and other writings (including in-class writing practice; topic proposals; revision plans; presentations; grammar, vocab quizzes; etc): 10%

### **Calendar Overview--Eight Modules Built Around Five Essays**

- Week 1 Introductions; writing process; invention
- Week 2-3 **Essay 1:** Narrative
- Week 4-5 **Essay 2:** How-to/ Tech
- Week 6-7 **Essay 3:** Review/ Critique
- Week 8, Oct 12-16 Quoting and paraphrasing
- Week 9-10 **Essay 4:** Viewpoint
- Week 11-12 **Essay 5:** Genre of Your Choice
- Week 13-15 Preparing your portfolio (and Thanksgiving break)

### **Calendar--by Week, with Writing Due Dates**

First drafts are due on Tuesdays. Final drafts due the following Thursdays.

Week 1 Aug 24-28

Introductions: Writing process; peer review process; revision.

Week 2 Aug 31-Sep 4

First draft Essay 1: Narrative **due** -- Peer review

Week 3 Sep 7-11

Final draft Essay 1: Narrative **due**

Week 4 Sep 14-18

First draft Essay 2: How To/ Tech **due** -- Peer review

Week 5 Sep 21-25

Final draft Essay 2: How To/ Tech **due**

Week 6 Sep 28-Oct 2

First draft Essay 3: Review/ Critique **due** -- Peer review

Week 7 Oct 5-9

Final draft Essay 3: Review/ Critique **due**

Week 8 Oct 12-16

Practice quoting and paraphrasing.

Week 9 Oct 19-23

First draft Essay 4: Viewpoint **due** -- Peer review

Week 10 Oct 26-30

Final draft Essay 4: Viewpoint **due**

Week 11 Nov 2-6

First draft Essay 5: Genre of your choice **due** -- Peer review

Week 12 Nov 9-13

Final draft Essay 5: Genre of your choice **due**

Week 13 Nov 16-20

Preparing for portfolio. Student conferences.

Week 14 Nov 23-27 Thanksgiving and Fall Breaks

Week 15 Nov 30-Dec 4 Online

Revision activities.

Final exam week: Portfolio **due** on Tues 11:59pm.

## Two-Week Assignment Sequence Cycle for Each of the Five Major Essays

Each of the five major essays includes a sequence of three assignments:

1. First draft; 2. Peer review on the D2L discussion forum; 3. Final draft.

1. First draft: By **Thursday at 11:59pm** on the week the draft is due, you must open a thread -- in the D2L Peer Review Discussions forum, under the appropriate essay assignment topic. Upload a draft of your essay to that thread. **At the same time**, upload a copy of the same draft to the appropriate "first draft" D2L dropbox. (By uploading it to the dropbox, you provide your instructor with a record that you have met the draft due date.)

A "draft" is a rough, early version of an essay. The draft will not be graded according to the criteria for finished writing, but it will be scored up to two points, depending on how much effort it represents as a first draft.

2. Peer review: The D2L discussion forum software will automatically group you with two classmates (or sometimes with just one classmate, depending on the numbers in the class). You and these classmates together form a peer review group. After you and your classmates have posted your drafts to discussion threads, the next step is for you to read and comment on each other's draft.

To do this, go to your classmates' threads and download their drafts. Then also download the Peer Review Guide which is posted at the Discussion topic. For each of your classmates' drafts: Read the draft carefully, then fill out your responses to the questions in the Peer Review Guide. "Save as," and include yours and your classmates' names in the document filename, when you save it. Post completed peer review sheets to group members' threads by **Sunday at 6:00am**. Your participation in peer review will be scored up to two points.

3. Final draft: The final draft is due on **the following Friday at 11:59pm**. Before you submit it on Friday, you will revise your draft substantially, based on feedback that you have received. The final draft will be graded.

For links to peer review guides, and for complete peer review instructions, see the "Peer Review" forum in "Discussions" under "Communication."

## Course Objectives

This course is designed to help you increase your competence in these skills:

- understanding and analyzing written material and responding to it intelligently and critically
- pursuing complex lines of thought and expressing complex ideas
- understanding and using the writing process
- responding to the needs of different audiences
- integrating the ideas of others into your writing
- recognizing features of various nonfiction genres
- organizing your writing in the conventions of North American academic culture
- assessing your own writing and speaking and being aware of your development as a communicator
- using the grammar, usage, style, and format conventions of Standard American English effectively

## Additional Materials/Resources:

- Access to the internet for email, homework assignments, Zoom, and D2L.
- Readiness to learn!

## Class Meetings:

Class will meet synchronously on Zoom on Mondays this semester. There will be asynchronous activities (usually due in the evenings) for Wednesdays and Fridays each week. Since this was originally an in-person course, you are required to be available during the original class time.

I have set up this class with one weekly synchronous meeting at the recommendation of the department. If need arises for additional synchronous sessions, I will inform you of the new changes and we will meet on either Wednesday or Friday during our class block.

## Policies:

- **Email:** I will communicate with the class through your ETSU email. You should be prepared to check your email once a day. I **will NOT** send you assignments last minute and expect you to have them complete by the next morning. Please communicate with me! I don't know if there's a problem unless you tell me! During Monday – Friday, please give 24 hours to respond to your emails. On the weekends, please allow 48 hours for a response.

- **If you email me, please list your name and class section!** All emails should come from your ETSU email account and include the following information: **Your name, your class section** (ex. ENGL 1010-942), **the content of the email.**

**Ex.**

**Jane Doe**

**ENGL 1010-942**

**Email Content**

- **Class Cancellation:** If class is canceled for any reason, I will send out an email ASAP and post on our D2L homepage. You **will still be responsible** for any material due that for that day unless otherwise stated.
- **D2L:** (*ellearn.etsu.edu*) There is a regular D2L site for this section of composition. I will post the course syllabus, handouts, PowerPoints, readings, and assignment sheets on this site, as needed. Through D2L you will submit drafts of your assignments for peer review and grading. You should check this site for announcements. I may also communicate by sending an email to the whole class through the site. In addition, you can access your classmates' email addresses on the D2L site.
- **Late Assignments:** Papers are due when stated in class, on D2L, and the syllabus. Late papers will receive grade deductions of 10pts (One letter grade) per late day from your final grade on that assignment. If you have an extenuating circumstance that prevents you from turning in a paper on time, you must tell me prior to the assignment due date for a possible extension. Please let me know if you have any problems when turning in assignments.

If you miss a deadline and the dropbox/activity/quiz is closed, then you **MUST** email me explaining the reason why you missed the deadline within 24hours. I will then consider your reasoning on case by case bases on whether to reopen the assignment. If you fail to alert me to the reason, you will automatically **FAIL** the assignment.

Please keep up with deadlines! This class moves extremely fast and getting behind will be stressful.

- **Zoom Etiquette:** Please keep yourself on **MUTE** during class unless asking a question or I have asked you to participate in a discussion. Sounds carry very easily through the Zoom application and background noise can be disruptive. If you have a question during class and do not wish to speak or cannot, please use the Chat function. I will be able to

see these questions and be able to answer them. You may also email me later with questions if you are unable to have them answered during class or need clarification over a topic discussed. I will be happy to answer these!

When we meet via Zoom, please refrain from using other programs or doing things not related to class. If, for whatever reason, you do not have access to the Internet or to various technologies, books, etc., please let me know privately. We can come up with an alternative plan; I am happy to provide assistance so that all students have access to required materials. While I expect everyone to submit their own work, I strongly encourage groups to help each other with technology or other questions. I am happy to help, as well.

When using Zoom during class time or in a meeting, please be aware of your attire. You should be attired appropriately if using your webcam. Please be aware that the class will be able to see you! I will not require you to use have your webcam on during class. I **PREFER** that you do because it is much easier for me to see how the information is being understood if I can see your faces. However, not everyone has access to a webcam or is in a situation where it is feasible to have one running during the length of a class and I acknowledge that.

- **Technology:** Technology can be tricky! It never works when we want it to, and then works perfectly when it isn't an absolute necessity to have. If you run into technology issues, especially during a Zoom session, please do not panic. This is going to be a tricky semester and there **WILL** be tech problems. I am **NOT** going to penalize you for technology issues. Internet access could be spotty due to various reasons for all of us. I am having to teach from my home, and may experience loss of internet or power that would have been rare if I had been able to teach from my office on campus. In the event that I lose connectivity during a Zoom session, please give me five (5) full minutes to reconnect. If after that allotted time slot has passed, and I have not reconnected to the session, you have permission to logout of class for the day. I will either provide a recorded session of the missed class time, an email with the content, reschedule the lecture, or pick up in the next synchronous class session.
- **Food & Drink:** As this is an early morning class, you are welcome to enjoy your drinks and food during our session.

## Plagiarism Policy

**Plagiarism:** Plagiarism is a form of intellectual theft, and it is not tolerated in the Department of Language and Literature. Its consequences are serious. Proven willful plagiarism will result in the failure of the course and may cause dismissal from the University.

The MLA Handbook defines plagiarism as repeating as your own someone else's sentences, more or less verbatim. . . . Other forms of plagiarism include repeating someone else's

particularly apt phrase without appropriate acknowledgment, paraphrasing another person's argument as your own, and presenting another's line of thinking . . . as though it were your own.

Please see ETSU's Academic Misconduct Policy: <http://www.etsu.edu/academicintegrity/>

*While we will cover plagiarism as part of this course, it is ultimately your responsibility to understand what plagiarism is, how to avoid it, and how to properly cite your sources.*

## Diversity Acknowledgment

The language for the following paragraphs, adapted from material developed by the American Society of Engineering Education, is offered with its permission:

*Diversity Statement.* I consider this classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability—and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class.

*Preferred Name/Pronoun Syllabus Statement.* I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Students now have the ability to have a preferred name used on D21 and Goldlink. To make the change, log into Goldlink and check the "Personal Info" tab. Please note that this procedure does not change your name with the university, a procedure that requires evidence of a legal name change.

**ETSU Diversity Statement:** East Tennessee State University recognizes that the pursuit of knowledge and understanding is enriched by an environment in which people of diverse backgrounds learn together and from each other and participate in free and genuine exchange of views. It recognizes that all members of the University community benefit from diversity and that the quality of learning, research, scholarship, and creative activities is enhanced by a campus climate of inclusion, understanding, and appreciation of differences and the full range of human experience. ETSU must prepare students to function successfully in a diverse society. A university diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities.

ETSU aspires to be an institution that celebrates diversity by welcoming all students, faculty, administrators, and staff as respected and valued participants in the University's educational mission. Therefore, ETSU welcomes people of different races, ethnicities, religions, creeds, national origins, genders, sexual orientations, physical abilities, ages, veteran status, and social, economic, or educational backgrounds. ETSU is particularly committed to welcoming groups that have been traditionally underrepresented or excluded. The University also supports and

encourages the promotion of diversity in its curricula, programs, faculty research, scholarship, and creative activities.”

**Sexual Misconduct/Title IX Statement:** East Tennessee State University is committed to fostering a safe learning environment. Sexual misconduct and/or gender-based discrimination of any kind is prohibited. ETSU investigates cases of sexual misconduct (including, but not limited to sexual assault, sexual harassment, dating violence, domestic violence, and stalking) and may take steps to protect the parties involved from harassment, retaliation, or negative impacts from the incident or complaint.

Complaints may be made to ETSU’s Title IX Coordinator at (423) 439-4444. In cases of a student complaint against another student, reports may be made to and the investigation conducted by the Dean of Student Office/Office of Student Affairs under the Tennessee Board of Regent’s Policy P-O80. Contact the Dean of Students Office at (423) 439-4210.

If you wish to speak confidentially about an incident of sexual misconduct, contact the ETSU Counseling Center at (423) 439-3333. After hours calls may be directed to Bucs Press 2 by dialing the same number and then “pressing 2.” ETSU encourages anyone who has experienced sexual misconduct to talk to someone about what happened so they can get the support they need.

**Disabilities:** Students with special needs who seek an accommodation through ETSU’s Disability Services (423-439-8346) will be accommodated as appropriate so they may achieve the learning objectives of the course. If you need an accommodation for a disability, please let me know. I can modify the assignments, in-class activities, and teaching methods to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with Disability Services to help us determine appropriate accommodations. I will treat as private and confidential any information that you provide. If you have an undocumented disability and need accommodations, please feel free to let me know how I can best support you in the course.

**Counseling Center:** The Counseling Center is staffed by psychologists and other mental health professionals, who provide personal counseling, career counseling, psychiatric services, consultation, and educational programs. Counseling services are confidential and free to all ETSU students. Also, the Counseling Center staff teach the course “Solving the Puzzle of Life” (HDAL 2350). CALL 439-3333, or visit our web site: <https://www.etsu.edu/students/counseling/>

**CFAA:** The Center for Academic Achievement (CFAA) is located on the first floor of the Sherrod Library. They are a great resource that I encourage you to utilize. They offer individual, online, and group tutoring in almost every subject you may need help with. Please



remember that they will not do your work for you, and they will not simply proofread assignments.

<https://www.etsu.edu/students/cfaa/learning/default.php>

The Center for Academic Achievement (CFAA) at ETSU offers free support in writing, math, science, communication, study skills, and general education courses as well as many upper-level courses. The CFAA offers by-appointment, drop-in, and online services to help students reach their learning goals. In a friendly, comfortable atmosphere, students at all levels participate in interactive sessions to expand their knowledge, develop their academic skills, increase their confidence, and enhance their success.

Tutors will help you no matter where you are in a course, but students who utilize the center early in the semester and attend tutoring consistently achieve the best outcomes. Appointments are recommended, but not required. Detailed instructions about how to schedule an appointment for tutoring are available on the CFAA's website: [www.etsu.edu/tutoring](http://www.etsu.edu/tutoring). Students are welcome to call (423-439-7111), email ([learning@etsu.edu](mailto:learning@etsu.edu)), or stop by the center (144 Sherrod Library) for assistance.