



ENGL 1010: Expository Writing Syllabus

3 credit hours

INSTRUCTOR INFORMATION

STUDENT HOURS

1 hour regularly each week and by appointment.

COURSE INFORMATION

Welcome to ENGL1010! English 1010 is the first in a two-semester composition sequence that prepares you with questions and rhetorical awareness to approach the many and varied kinds of writing situations you will encounter in college and beyond. In Expository Writing, you will gain grounded, practical experience with the conventions of academic discourse. Together we will investigate how effective writers write, what successful writing looks like, and how specific practices, strategies, and concepts will aid you in becoming a more flexible, adaptive, and skillful communicator. There will be lots of writing! If that scares you – don't worry. If that makes you happy – awesome! We're all in it together.

ENGL 1010 is a part of the True Blue Core and focuses on A1: Written Communication. **Written communication** is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Course Objectives and Gen Ed Student Learning Outcomes

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)

These course objectives are directly aligned with the **True Blue Core Written Communication Student Learning Outcomes**; over the course of the semester students will gain experience with: **the Context of and Purpose for Writing, Content Development, and Genre and Disciplinary Conventions.**

Topics Covered

Topics in the course include, but are not limited to:

Composing Processes

Reading Processes

Genre Conventions

Rhetorical Knowledge

Integrative Thinking

Information Literacy



Figure 1. Semester Timeline illustrates the formative and summative assessments across the semester

Course Projects

Project 1: Personal Literacy

The purpose of this Multimodal Literacy Narrative assignment is to draw students' attention to themselves as literate individuals, writers and rhetors who have made many informed decisions about composition throughout their lives. Through building metacognitive awareness, this project introduces students to each other, to their instructor, and writing at the university level. It also helps them begin to see discourse as constructed and rhetorical, key components of the course and later success as flexible, strategic writers.

Project 2: External Literacy

In this Primary Research project students begin to look outside themselves, bringing their burgeoning rhetorical awareness and literacy understanding to primary research opportunities. Adopting primary research methods as a bridge to conversations about source-use, students draw on their findings to craft a window into someone else's literacy experiences.

Project 3: Networked Literacies

In this Genre Analysis project, students draw on their literacy learning in Projects 1 and 2 to guide their exploration of how literacy functions more broadly, in communities. In particular, they examine genres rhetorically, considering how community literacies are expressed through genre. Genres function like cultural artifacts, demonstrating their needs, values, and expectations through discourse. Students might focus on one genre in particular, or they might examine myriad genres of a particular community, such as that of a particular university community, major, or discipline.

Project 4: Integrated Literacy Reflection

In this Reflective Presentation project, students are asked to thoughtfully and mindfully reflect on their work from across the semester and develop an attendant reflection on Written Communication. In addition to giving students the opportunity to articulate their understandings of course material, the presentational aspect of the project invites students to share their learning with each other, prime their work for ENGL1020's focus on Information Literacy, and integrate lessons learned across their coursework in line with MT Engage.

Course Materials

Required materials for the course include the MTSU Custom Version of Andrea Lunsford's *Everyone's An Author*. This custom book is provided in D2L through Inclusive Access. If you would prefer a print version of the text, you can upgrade your access through the MTSU Bookstore.

Students will also have free access to the ENGL1010 OER text: <https://mtsu.pressbooks.pub/engl1010/>.

ASSESSMENT AND GRADING

MTSU Catalog (<http://catalog.mtsu.edu/>) Discussion of Grades

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 following is a description of the criteria used in assigning final letter grades:

A—Work of distinctly superior quality and quantity accompanied by unusual evidence of achievement

B (B+, B, B-)—Work of good quality and quantity accompanied by evidence of achievement beyond the essentials of a course

C (C+, C, C-)—Work demonstrating fulfillment of the essentials of a course

D (D+, D, D-)—Passing work, but below the standards of graduation quality

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. Students should consult online for specific dates each term here: https://www.mtsu.edu/calendar_academic.php

More information is available at <https://www.mtsu.edu/grades-and-transcripts/index.php>

Assessment Procedure

There are three different types of written work in the course: invention assignments (daily work), writing projects (extended writing assignments for which revision is possible), and revised projects (final, polished versions of writing projects). Students earn grades in the course commensurate with the work they complete in each of the categories of written work.

Feedback

I will provide audio feedback with written transcripts on all formal Writing Projects within one week of their submission. Please let me know in writing if you prefer a different method of feedback.

- Assignments must be submitted to the Dropbox and will not be accepted via email.
- Assignment deadlines are available in the Dropbox, on the calendar, and in D2L checklists.

PARTICIPATION

Class Participation

This is a small, workshop-based class, so come to class. Come to class on time. It will be lonely and weird if you don't attend. However, if you're sick, don't come to class. We want you, but we don't want your germs. It's essential to come to class to be successful in coursework – otherwise, you won't know what's going on.

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 is also a range of resources on campus, including the Writing Center, Counseling Center, and Academic Advising Center.

Email

Please email me at my MTmail account. With rare exceptions, I will respond to all emails within 48 hours. Make sure to have an email buddy who you can email in addition to me if you have questions about missed work or deadlines. Also, visit me during student hours – I'm happy to answer questions about class, give you feedback on drafts, share limited writing wisdom, etc.

Attendance Reporting

MTSU Administration requires that instructors complete an attendance report for each course each semester. There are financial aid implications for non-attendance.

STUDENT RESOURCES

The Margaret H. Ordoubadian University Writing Center

The Margaret H. Ordoubadian University Writing Center is located in LIB 362 and online at www.mtsu.edu/writing-center. Here, students can receive valuable (and FREE!) one-to-one assistance on writing projects for any course. Conferences are available by appointment (615-904-8237). Visit early and often!

Technical Support

[D2L Resources](#) are available to MTSU Online Students. You can also find help for the basic D2L functions used most often directly in your D2L course under the D2L Help for Students module.

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 and/or contact the DAC for assistance at 615-898-2783 or [DAC Email](#)

Tutoring

The Margaret H. Ordoubadian University Writing Center is located in LIB 362 and online at www.mtsu.edu/writing-center. Here, students can receive valuable (and FREE!) one-to-one assistance on writing projects for any course. Conferences are available by appointment (904-8237). Visit early and often!

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.

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 students' safety and welfare. Please refer to [MTSU's Title IX website](#) or contact information and details.