**ENGL 1310: College Writing I**

**The Rhetoric of Storytelling**

Dr. LeeAnn Derdeyn

Fall 2023

FRLD 214

T/TR 10:30-11:50

LeeAnn.Derdeyn@unt.edu

Student Success [Office Hrs. Zoom Mtg.](https://unt.zoom.us/j/87273443649)

<https://unt.zoom.us/j/87273443649>

**Mon / Thur 7:00 – 8:30 p.m.**

**You can email for an appt, or schedule for a different time**



Welcome to English 1310 | Introduction to Writing. If you are wondering why this class matters, I hope the quote here makes it clear. Not only do employers want to hire people who can write, being able to write can help you advance your career

* If you can't write well, you can't share your amazing ideas.
* People who write well also read well, which means you'll be the first to understand what's important. That makes you a leader.
* People assume that someone who can't write well isn't smart. You might think grammar and punctuation errors are a minor issue, but the people around you will notice.
* If you can write well, you can use your skill to influence others. Why else do you think your professors encourage you to write all those compelling essays? It prepares you for the competitive job market.
* Good writing gets you noticed. If you're the strongest writer in your company, your co-workers will ask you to check their work before handing it to their supervisors, and your supervisors will notice. When the company needs someone to write sales emails, you'll get chosen because you write with clarity and accuracy. More responsibility does a lot for your career.
* Our human oral and written language is a species trait unique to humans. We become more fully human when we use language well.

Students who complete this course will be able to:

• **Assess and explain** their own writing habits  
• **Hone and develop** reading, thinking, and writing skills through practice, repetition, and careful attention to style and strategy   
• **Identify and describe** events from their own experience that give insight into larger cultural issues  
• **Observe and examine** details that make other people, objects, or places unique within specific cultural or social

groups  
• **Analyze and evaluate** specific concepts or texts that have significance within larger cultural conversations  
• **Cultivate** effective writing processes through repetition, practice, and revision  
• **Collaborate** with others openly and tactfully

• **Compare** and **rate** their contributions as a team member to peer review and other team-based assignments

• **Make persuasive and intellectually supported observations and arguments about aspects of Placemaking**

**Course theme: Placemaking (Space into Place)**—this semester we will take a themed approach to our writing work as we explore the theme of space and place together and think about intentional Placemaking. We all move through spaces every day, some of them with which we are familiar and which become places. So what’s the difference between the two? Well, spaces are simply locations and sites while places are spaces which we’ve imbued with meaning, hopefully intentionally and thoughtfully *so*. In our writing this semester we’ll think about our own relationships to space and place and how the places we occupy shape who we are. We’ll also study some of the tenets of Intentional Placemaking while thinking about how others’ relationships with space and place determine how they identify themselves.

**Required Texts**

The Composition of Everyday Life, Brief 6th Ed., Mauk/Metz, Cengage (2017)

Essay PDFs available on Canvas under FILE

**A Note Re: Our Inclusive Classroom**

Your success in this class is important to me. Growth is sometimes uncomfortable because it involves openness and risk-taking. If you need support or don’t feel welcome in any way, please let me know as soon as possible. Together, we’ll develop strategies to meet both your needs and the requirements of the course.

**Assessment & Assignments (see p. 13+ for assignment descriptions)**

**Reading quizzes: 100 points or 10%**

**Discussion Board Posts: 50 points or 5%**

**Class citizenship (Participation and Attendance): 100 points or 10%**

**Peer Reviews and Classwork: 100 points or 10%**

**Drafts: 100 points or 10%**

**Unit One—Writing Community: 150 points or 15%**

Assignment: Ethnography of Place Essay (including interview, draft, peer reviews, revision, and reflection)

**Unit Two— Writing Analysis: 200 points or 20%**

Assignment: Analytical Research Essay (including beginning research, draft, peer reviews, revision, and reflection)

**Unit Three— Re/Mix: 100 points or 10%**

Assignment: Group Reflection Project (including group work, 2-D or 3-D artifact, and class presentation)

**Unit Four— Self-Reflection: 100 points or 10%**

Assignment: Semester Self-Reflection (including Self-Assessment Essay and 5 min condensed video presentation)

**Criteria for Writing Assignments**

In accordance with the UNT Writing Program’s coordination, I will assess each writing assignment based on the following criteria:

*Purpose and Insight* (20%): The writing explains insights that the writer has gained through careful consideration of their own memories and their readings in the course, as well as their research into professional conceptions of Placemaking. This insight is clearly articulated in the activity, along with the writer's purpose. The writing is clear and focused, and the writer coherently represents the complexity of the idea they are writing about.

Rhetorical Tools and Writing Strategies (20%): The writing employs appropriate writing strategies and   
rhetorical tools. The writer makes effective choices about which writing strategies, and which rhetorical tools to use. Writing strategies and rhetorical tools reflect an understanding of class readings and discussions.

Evidence (20%): The essay uses specific evidence to support its major claims, including quotations. The writing employs details carefully in order to represent important ideas.

*Organization and Arrangement* (20%): The writing is clearly arranged with a coherent structure and in a way that allows audiences to understand its main point, as well as the supporting examples, memories, or passages that contribute to the main point. The writer uses signs and cues like assertive topic sentences, strong transitions, and more to emphasize important ideas and concepts.

*Conventions and Correctness* (20%): The writing is generally free or nearly free of errors; is on time and meets all expected conventions of length, style, and language. It is appropriately professional and respectful in tone.

**Class Citizenship**

In order to establish a respectable ethos as a serious scholar, and as a caring, thoughtful member of our discourse community in ENGL 1310, in this course you will practice contributing frequently to class discussion (either in the form of comment, discussions, or purposeful questions); exhibiting regular class attendance; arriving promptly to class; avoiding disrupting the class by leaving the room often or excessively; and complying with all course requirements. This category can reward students who take their roles as members of this class seriously, regardless of ability to speak, write, or test at the “A” level. Come to class having completed the homework/assignments, ready to contribute ideas and questions, primed to support your classmates, and poised to assert your presence as a member of our discourse community. These are all standard responsibilities as a student, so why not earn these points?

Please note: if you are an introvert but have consistent attendance and show me in other ways that you are reading and ready if called on, I will try to draw you out, but rarely use Citizenship points to weight your grade downward. However, note how heavily weighted ethos, professionalization, and in-class participation will be in this course. Specifically, here is how I allocate class citizenship points:

**Point Distribution Rubric**

90-100 points: **frequently** makes thoughtful and relevant contributions to discussion; displays curiosity and asks questions to increase understanding; displays humility and a willingness to learn; exhibits active learning and is attentive; is intellectually careful, and strives for accuracy; seeks and provides explanations, searches for deeper meaning; enacts open-mindedness; shows intellectual courage, and embraces struggle and difficulty; and responds respectfully to others’ comments.

80-89 points: **sometimes** contributes to discussion; asks some questions to increase understanding; displays humility and a willingness to learn; exhibits active learning and attentiveness; is intellectually careful, and strives for accuracy; seeks and provides explanations and searches for deeper meaning; enacts open-mindedness; shows intellectual courage, and embraces struggle and difficulty; and responds respectfully to others’ comments.

70-79 points: **rarely** contributes to discussion or ask questions; displays humility and a willingness to learn; exhibits active learning and attentiveness; exhibits intellectually care, and strives for accuracy; shows intellectual courage; embraces struggle and difficulty; is closed minded and fails to respond respectfully to others’ comments.

Below 70 points: you are not bringing your best self this semester which is depriving you and our community.

**Course Policies**

*Attendance*

UNT policy 6.039 on student attendance states that no student will be excused for more than 20% of a course for absences. However, it is the UNT FYW policy that no student missing more than 20% of classroom instruction in a first-year writing course should be able to pass the course. **For my courses, you may have three discretional absences** (if able, you should let me know you are sick and plan to have a peer taking in-depth notes, but illness is not an excused absence. Additionally, not using your absences is optimal for content mastery. Absence #4 will drop your grade an entire letter grade, and absence #5 automatically fails you. If you have a serious life event (accident, extended illness, death in family, etc.), I will connect you with the Dean of Students at UNT Denton who will reccommend how your attendance is handled and notify all of your professors on your behalf. If you have accommodations that will cause you to exceed the absences, we should address this upfront and determine whether you can be successful in this course. Writing courses are by nature participatory, collaborative, and discussion-based. Thus, if you miss more than four (05) classes (2.5 weeks of the course), **you will not pass the course**.

Note that absences for the following reasons are authorized as excusable by the university (policy 06.039): (1) religious holy day, including travel for that purpose; (2) active military service, including travel for that purpose; (3) participation in an official university function; (4) illness or other extenuating circumstances; (5) pregnancy and parenting under Title IX; and (6) when the University is officially closed by the President. **Please arrange any planned absences with me ahead of time in order to avoid penalization.**

*Due Dates and Late Work*

This class is process-based. We will be using your written assignments for peer reviews, group reviews, class revisions, etc. If you do not have timely submissions, you will not be able to complete or receive subsequent process work. Additionally, UNT policy for all ENGL 1310 courses requires that all process work must be completed prior to handing in final work, and each assignment must be completed with at least a “D” grade in order to pass this course, regardless of numerical average. **Therefore, late work is highly discouraged.** However, while I provide a due date and time for all assignments, I understand that things come up. Accordingly, **I will be employing a “late policy” this semester**.

* Late work will be accepted with a 10% off per calendar day late up to 48 hrs. No credit will be given for late work after that point; however.
* Students must have completed all assigned scaffolded work to move forward on linked assignments. In other words, all drafts must be handed in before the final assignment is handed in, even if you are past the 48-hr mark and receiving a 0 on the assignment.
* I cannot comment on or grade subsequent assignments from any students until all previous assignments have been completed. Please meet with me as soon as possible if you miss a deadline for an assignment.

Late policies do not apply to in-class activities such as reading quizzes for which no late work is accepted. Professors have additional discretion in extenuating circumstances.

*Feedback/Grading*

My responsibility as your instructor is to challenge you, to help you understand the course material, and to help you grow and learn as a student. I will provide substantive feedback on your written work which I expect you to put into practice and failure to do so will be penalized.

Early in the semester, I will not hold you accountable for grammar rules to which you may not have been exposed or with which you may not have had practice given your background. However, as I teach you grammar, or give you comments or critiques in writing assignments, you will be expected to use those and graded on them. If your grammar gets in the way of comprehension of your ideas, you’ll need to seek out help improving your grammar and style via free appointments with the Frisco Landing Writing Tutor at UNT (M 1-5, TH 1:30-5:30) or the Denton [Writing Center](https://writingcenter.unt.edu/) (they have online sessions!). They are here to help!

*Email Submissions*

All assignments and work to be graded should be submitted through Canvas. I won’t be accepting work submitted by email unless you have discussed the matter with me ahead of time and I have agreed to accept your work this way.

*Electronic Devices*

Because this is a discussion-based course that requires your attention and active participation, electronic devices should only be used for note-taking, referencing your e-books, writing assignments, etc. You should not be working on other courses’ assignments, completing personal tasks, or on any sort of social media.

Annotating in your texts is a skill you should learn during our time together, so mark up your books (Kami is a free program I recommend)! Notetaking in class by hand—proven by scientific research to be the most effective means of retaining information—is encouraged, and **you may use** **1 pg of notes (pre-printed or hand-written) for reading quizzes.**

While your phones should stay tucked away, if you are waiting for an urgent call, please let me know ahead of time and I will excuse you from this policy for the day. I’ll then ask you to please place your phone on vibrate in your pocket or on your chair, and to leave the room to take the call you’re anticipating or to respond to a text without disrupting the class. This should be an extremely rare occurrence.

*Classroom Disruptions*

Speaking of disrupting the class…frequent trips to the bathroom or the hallway or…*wherever*, tardiness, etc., is unacceptable and will result in loss of class citizenship grade points, and possibly missed class quizzes. I also reserve the right to mark any student absent who fails to engage with our class session due to tardiness or “campus walkabouts” during our time together. If you must, go to the bathroom (you needn’t ask me for permission)! Snacks or drinks should be pre-purchased and are not a classroom activity. We’d all appreciate it if you came in and out quietly, without slamming the door, etc., upon your return. You should also ensure you return to class in a timely manner.

\*Additionally, UNT at Frisco has a Food Pantry for anyone experiencing food insecurity or who simply needs a little help making ends meet. You can ask me or the front desk worker to show you where the pantry is, or email [Danielle.Freehling@unt.edu](mailto:Danielle.Freehling@unt.edu) to schedule a pantry pickup.

*Assignment Formatting*

For all written work, please utilize correct MLA style formatting, including headers, Times New Roman 12 point font, one inch (1”) margins, double-spacing, paragraph indents, and Works Cited.

Good news! There is a FREE MLA style guide available to you via Purdue University [HERE](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html), as well as your textbook and the UNT Library website.

*Communication Expectations*

Means of Communication: Our primary tool for communication this semester will be via official UNT email, and during virtual Student Success drop-in hours, Zoom. Please do not message through Canvas though I will send group communications in that venue.

*Check Your UNT Email*

You are each responsible for checking your UNT email accounts, along with your course Canvas pages!!! Please ensure you log in daily beginning and end of day, if not more often, so as not to miss any pertinent communications!

*Online Communication Tips*

If you’re nervous about emailing me or any of your other professors, here’s a link to some tips that will help you craft a professional email: <https://clear.unt.edu/online-communication-tips>.

*Response Time*

If you email me, I am generally fairly responsive at some point prior to 11 p.m., though this is not guaranteed. I teach multiple courses and am scheduled to attend multiple meetings per week which impede my ability to be plugged in to email at all times. If you have not heard from me within 24 hrs., you should reach out again; it’s likely your email did not go through or is still sitting in your drafts.

*Be Resourceful*

Please do your best to be resourceful and to only email me when absolutely necessary. The good news: the answers to your questions are often right here in the syllabus. Please ensure you consult this document thoroughly before you reach out with logistical questions. Your next resource is “Phone A Friend”: I encourage you to create a GroupMe and consult your peers from your class if you have questions about the schedule, assignments, etc. Together, you will often be able to sort through any questions you have.

*My Policy on Recording Class and Copyright*

My lectures and speech are protected by state common law and federal copyright law. They are my own original expression. You are authorized to take one set of notes in class for your own personal use and no other use.

**\*\*\*I do not authorize you to record me or my lectures in any capacity, to provide your notes to anyone else, or to make any commercial use of them without express prior permission from me in writing**. Class recordings are reserved for use only by students in this class who have accommodations for educational purposes. The recordings should not be shared outside the class in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

Students with official accommodations on file with the university to receive prior notes and/or to record my lecture are also bound by these *non-dissemination policies* as well.

*Accommodations*

UNT’s academic accommodations exist to support and ensure academic success for students with a disability or ongoing medical condition. Please provide me with any Office of Disability Accommodation-approved documentation you have so I can support these efforts. I encourage you to talk with me about how I might be able to facilitate genuine needs that go beyond ODA without being unfair to your peers. I will always do my best with the limited power I have to make your life easier whenever I can!

Academic Integrity Standards and Consequences

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

The decision of the instructor will be reported to the Office of Academic Integrity, which is responsible for maintaining student conduct records. The incident may result in an official disciplinary record for the student(s). Note: Unless specifically instructed in writing, use of ChatGPT, Bing Chat or BAI, or any AI platform to compose any portion of this coursework is plagiarism, as is having another human complete any work for you that is meant to be your own individual work.

The use of generative AI writing tools (such as ChatGPT, GrammarlyGO, GPT-3, GPT-4, BERT, or others) is allowed in this class within very limited specific contexts and only if such use is properly acknowledged. Assignments for the course have been designed to help you develop as a writer, and some of them may call on you to practice writing with the help of such tools. As your instructor, I will assume that any use of these tools will be only within the contexts the assignment allows in writing. You must acknowledge the use of AI in your assignment in an "Acknowledgement of AI Use" statement that:

* Specifies which technology was used and on what date (ChatGPT, GPT-3, etc)
* Includes explicit descriptions of how the information was generated
* Identifies the prompts used
* Explains how the output was used in your work

Examples of such Acknowledgments of AI Use can be found on [Monash University's website](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.monash.edu%2Fstudent-academic-success%2Fbuild-digital-capabilities%2Fcreate-online%2Facknowledging-the-use-of-generative-artificial-intelligence&data=05%7C01%7CLeeAnn.Derdeyn%40unt.edu%7Cc5cca5be172b48e8036308db9a6d5cb6%7C70de199207c6480fa318a1afcba03983%7C0%7C0%7C638273566758031077%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=9Nhhnsres%2FXZISBY1l4a79BBqOFRkO6HzHwfMxyoEX0%3D&reserved=0). The use of AI outside of contexts where the instructor specifies its use, or failure to acknowledge any use of AI technologies in your work will be considered an academic integrity violation and addressed according to [UNT’s Academic Integrity policies](https://policy.unt.edu/sites/default/files/06.003%20Student%20Academic%20Integrity.pdf). You are the author of your work for the course and authorship means you take responsibility for your words and claims, regardless of which tools you use. \*Statement composed by Annette Vee, under CC-BY-NC (Creative Commons By-Noncommercial license).

Academic integrity violations can include copying a passage from a source verbatim or changing it slightly, paraphrasing using the author’s key terms rather than your own words, but they can also include improper or misleading citations. Please note that all source material must be acknowledged, even if the material is paraphrased. Be careful to always acknowledge the work of other writers, and take the time to work out your thoughts and arguments without copying the work of others.

**UNT Policies**

### *Technical Assistance*

UNT is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, I will provide an appropriate accommodation based on the situation. You should report any problems to me as soon as you’re able and contact the UNT Student Help Desk. If you cannot access Canvas, you should email work to me immediately prior to the deadline. Failure to provide proof of timely work will result in penalties.

**UIT Frisco Help Desk**:

**Email**: [UntFriscoHelpdesk@unt.edu](mailto:UntFriscoHelpdesk@unt.edu)

**Phone**: 972-668-8111

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328) (<https://community.canvaslms.com/docs/DOC-10554-4212710328)>

## *Academic Support & Student Services*

### Student Support Services

#### Mental Health: UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

* [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (https://studentaffairs.unt.edu/student-health-and-wellness-center)
* [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
* [UNT Care Team](https://studentaffairs.unt.edu/care) (https://studentaffairs.unt.edu/care)
* [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
* [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)>

#### Chosen Names: A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let me know! Below is a list of resources for updating your chosen name at UNT.

* [UNT Records](https://registrar.unt.edu/transcripts-and-records/update-your-personal-information)
* [UNT ID Card](https://sfs.unt.edu/idcards)
* [UNT Email Address](https://sso.unt.edu/idp/profile/SAML2/Redirect/SSO;jsessionid=E4DCA43DF85E3B74B3E496CAB99D8FC6?execution=e1s1)
* [Legal Name](https://studentaffairs.unt.edu/student-legal-services)

*\*UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

#### Pronouns: Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don’t assume someone’s name, we should also ask and not assume someone’s pronouns.

You can [add your pronouns to your Canvas account](https://community.canvaslms.com/docs/DOC-18406-42121184808) so that they follow your name when posting to discussion boards, submitting assignments, etc. For instance, you’ll see me appear with my name and pronouns as, “Ashley Reis (she/her/hers).

Below is a list of additional resources regarding pronouns and their usage:

* [What are pronouns and why are they important?](https://www.mypronouns.org/what-and-why)
* [How do I use pronouns?](https://www.mypronouns.org/how)
* [How do I share my pronouns?](https://www.mypronouns.org/sharing)
* [How do I ask for another person’s pronouns?](https://www.mypronouns.org/asking)
* [How do I correct myself or others when the wrong pronoun is used?](https://www.mypronouns.org/mistakes)

#### Additional Student Support Services

* [Registrar](file:///C:\Users\jdl0126\AppData\Local\Temp\OneNote\16.0\NT\0\Registrar) (https://registrar.unt.edu/registration)
* [Financial Aid](https://financialaid.unt.edu/) (https://financialaid.unt.edu/)
* [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (https://studentaffairs.unt.edu/student-legal-services)
* [Career Center](https://studentaffairs.unt.edu/career-center) (https://studentaffairs.unt.edu/career-center)
* [Multicultural Center](https://edo.unt.edu/multicultural-center) (https://edo.unt.edu/multicultural-center)
* [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
* [Pride Alliance](https://edo.unt.edu/pridealliance) (https://edo.unt.edu/pridealliance)

### Academic Support Services

* [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (https://clear.unt.edu/canvas/student-resources)
* [Academic Success Center](https://success.unt.edu/asc) (https://success.unt.edu/asc)
* [UNT Libraries](https://library.unt.edu/) (https://library.unt.edu/)
* [Writing Lab](http://writingcenter.unt.edu/) (<http://writingcenter.unt.edu/)>

*Americans with Disabilities Act Accommodation Statement*

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation will not be retroactive and should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website at

<https://studentaffairs.unt.edu/office-disability-access>. You may also contact ODA by phone at (940) 565-4323.

If you need temporary accommodations for illness or extended situations, below is the link for the SOS (Seeking Options And Solutions) team at Student Services:

<https://cm.maxient.com/reportingform.php?UnivofNorthTexas&layout_id=23>

You can also go to the Dean of Student Services page:

<https://studentaffairs.unt.edu/dean-of-students>, then scroll down to the “Quick Link” for “SOS.”

*Sexual Assault Prevention*

**Survivor Advocacy**  
UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment, sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore  
prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT’s Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim’s compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or  
by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

*Emergency Notification & Procedures*

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials. II. Optional Statements.

*Acceptable Student Behavior*

Student behavior should support the instructor’s ability to conduct a class as well as other students' opportunity to learn. If your behavior does not bolster our ethical learning environment for any reason, I will notify you verbally or in writing and may direct you to leave the classroom. Additionally, I may refer you to the Dean of Students to consider whether your conduct violates the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found on the UNT Policy Page.

**Reading and Assignment Schedule**

\*\*schedule is subject to change at instructor’s discretion\*\*

Things to Remember:

1. All assignments (readings, essays, DBs, etc.) should be completed by 5 minutes prior to class time on the day indicated unless otherwise specificied;
2. No need to complete the “Activities” in CEL readings for homework!

***Week One: Introductions (Dr. Reis)***

*8.22: Introductions and Syllabus Review*

*8.24: Quiz: Course Policies*

*In-class writing 1 (assessment)*

*Introduce Assignment One—Essay One*

***Week Two (Dr. Reis)***

*8.29: Read for today: CEL, Chapter 1*

*In-class writing 2 (finding a place)*

*In-class: Writing an effective introduction*

*8.31: In-class activity: reading space*

***Week Three (Dr. Reis)***

*9.5: Read for today: CEL, Chapter 2 (pages 25-51)*

*In-class writing 3 (thesis work)*

*In-class: Writing a thesis statement*

*9.7: Read for today: “*[*Why Mow?; The Case Against Lawns*](https://www.nytimes.com/1989/05/28/magazine/why-mow-the-case-against-lawns.html)*” by Michael Pollan*

***Week Four (Dr. Reis)***

*9.12: Read for today: CEL, Chapter 2 (review pages 51-54)*

*In-class writing 4 (details)*

*In-class: Writing supporting paragraphs/”Show, don’t tell”*

*9.15: Read for today: “*[*The Temple of Liberty as Fort Knox: The Securitization of Democratic Space in the U.S. Capitol*](https://bearworks.missouristate.edu/cgi/viewcontent.cgi?article=1096&context=ejopa)*” by Alisa Rosenthal and Lauren C. Bell*

***Week Five (Dr. Reis)***

*9.19: Read for today: CEL, Chapter 18*

*In-class writing 5 (significance)*

*In-class: Writing a strong conclusion*

*9:21: Read in class: “*[*Poem 134: Ode to Dirt*](https://www.loc.gov/programs/poetry-and-literature/poet-laureate/poet-laureate-projects/poetry-180/all-poems/item/poetry-180-134/ode-to-dirt/)*” by Sharon Olds*

**Week Six (Dr. Derdeyn start)**

9.26: Read for today: CEL, Chapter 3

Read for today: “The Better Bet-- *Criteria* Essay” in Canvas files

Read for today: “[Th e Art, Spiritual Pursuit, and Culture of BBQ: Exploring the Roots of Barbecue Mythology](https://texashighways.com/eat-drink/art-spiritual-pursuit-culture-of-bbq/)”

In class: Review new course policies, assess current progress, discuss project

9.28: Write for today: Upload topic and potential interviewee related to topic to Canvas assignment

Read for today: “What is Placemaking.” ]<https://www.pps.org/article/what-is-placemaking>

Also, open and read these 4 underlined hyperlinks to pages: what placemaking means to them, “Lighter, Quicker, Cheaper,” 11 Principles of Placemaking, Power of 10

Read for today: CEL Ch 14 “Conducting Interviews” pp. 430-433

In class: Reading Quiz (15 min) CEL Ch 3, Better Bet, BBQ, Placemaking, Ch 14 (3 pg interview selection)

In class: Discuss readings, Approve topics and interviewee (resubmit), Quick Library review for essays/ articles

9.29: Schedule and complete interview by end of today.

Locate authoritative scholarly article, take focused notes, your own summary (not abstract), and locate two quotes with citations that you intend to use in your essay.

**Look Ahead**: By Tuesday 10.3, five (05) minutes before class: Write 2 pg quasi-transcript of interview including your

questions, summarized interviewee responses, including two complete cited quotes from interviewee that you intend to use in your essay. Post in Interview/Article DB

By Tuesday 10.3, five (05) minutes before class: post scholarly article notes, summary and two quotes with

explanation of how they will support your argument.

By Friday, 10.7 11:59 p.m., complete Draft for Assignment One Placemaking Ethnography—to Turn-It-In

Canvas assignment

**Week Seven**

10.3: Write for today: 2 pg quasi-transcript of interview including your questions, summarized interviewee responses,

including two complete cited quotes from interviewee that you intend to use in your essay. Post in Interview/Article DB five (05) minutes before class

Write for today: post scholarly article notes, summary and two quotes with explanation of how they will support

your argument.—Post to Interview/Article DB five (05) minutes before class

Read for today: CEL, Chapter 4 (pages 93-112)

In class: Mini-Writing Lesson, Review how to peer review, Complete DB peer responses

10.5: Write for today: Work on U#1 Ethnography Placemaking draft

Read for today: “[The Other Southland: Missions, Monuments, and Memory in Tovaangar](https://boomcalifornia.org/2021/07/26/the-other-southland-missions-monuments-and-memory-in-tovaangar/)” by Catherine S. Ramírez

Review for today: Pollan’s “Lawns” from Wk 3

In class: Reading Quiz (10 min)- CEL Ch 4, Southland, Lawns

In class: Discuss readings, Discuss Peer reviews, Mini Writing Lessons

10.6: Complete Draft for Assignment One Ethnography—to Turn-It-In Canvas assignment by 11:59 p.m.

**Look Ahead:** By Tues 10.10, five (05) min before class, complete Peermark Peer review

**Week Eight**

10.10: Write for today: Complete Turn-It-In Peermark Peer Review

Read for today: CEL, Chapter 4 (112-119) and Chapter 19

Read for today: “[Can our own ingenuity upend natural laws? Reflections on the health of my heart and the making of Hoover Dam](https://www.hcn.org/issues/47.7/can-our-own-ingenuity-upend-natural-laws)” by Kati Standefer

Review for today: “Temple of Liberty” WK 3

In class: Reading Quiz (10 min) CEL Ch 4 & 19, Heart Health/Hoover Dam, Temple of Liberty

In class: Discuss readings,Mini Writing Lessons

10.12: Write for today: Use peer reviews & professor comments to revise your draft. Final due Friday 10.14 by

11:59 p.m. (45-60 min)

Read for today: CEL, Chapter 6 (pages 153-167)

In class: Mini Writing Lessons, Dig through library website/scholarly article as basis for U2 Essay

10.13 Complete U1 Ethnographic Placemaking Essay; submit to Canvas Turn-It-In assignment by 11:59 p.m. (60-120

min)

**Look Ahead:** by Tuesday five (05) min before class, locate authoritative scholarly article as basis for U2 Placemaking Analysis Essay, take focused notes, add your own summary (not abstract), and locate two quotes with citations that you intend to use in your essay. Submit to assignment.

**Week Nine**

10.17: Write for today: select authoritative scholarly article as basis for U2 Placemaking Analysis Essay, take

focused notes, add your own summary (not abstract), and locate two quotes with citations that you intend to use in your essay. Submit to assignment.

Read for today: CEL, Chapter 6 (pages 169-187)

Read for today: “[Showcase Theater. Corona, CA](https://boomcalifornia.org/2021/01/28/showcase-theater-corona-ca/).” by Chris Greenspon

In class: Reading quiz (10 min) CEL Ch 6, Showcase Theater

In class: Reading discussion, Mini Writing Lessons, Practice BET thesis (20 min)

## 10.19: Write for today: U2 Placemaking Intro and BET thesis, include two quotes with citations and justification for

## how they fit your abcs

Read for today: “What is an Ecocity?,” “Four Pillars,” and “Ecocity Standards.” Ecocity Builders. ] <https://ecocitybuilders.org/>

Read for today: [Moore, Jennie. “Using the International Ecocity Standards to Achieve the UN Sustainable Development Goals.”](https://ecocitiesemerging.org/using-the-international-ecocity-standards-to-achieve-the-un-sustainable-development-goals/)

In class: Mini Writing Lessons, Group review of Intros, Peermark peer reviews

10.20: Write for today: Find 1-2 additional outside academic sources that provide an alternative or counterpoint to

the main source you are analyzing. Choose a quote that you will use.

Write for today: Begin draft of your essay (60-120 min)

**Look Ahead:** Complete U#2 draft due Thur, Peer Reviews due by Friday

**Week Ten**

10.24: Write for today: Work on U#2 Placemaking Analysis essay (60-120 min)

Read for today: CEL, Chapter 8 (pages 260-262)

Read for today: “[Naked in the Desert](https://www.hcn.org/issues/49.2/naked-in-the-desert)” by Kati Standefer

In class: Reading Quiz -All 3 Eco City, CEL Ch. 8, Naked (15 min)

In class: Reading discussion, Minii Writing Lessons

10.26: Write for today: complete draft of U#2 due to Canvas Turn-It-In assignment (60-120 min)

In class: Mini Writing Lessons, Group Review, Peermark Peer reviews --complete by Friday

10.27: Write for today: U1 Ethnographic Placemaking Essay Self-reflection/revision process 2 pg essay due to

Canvas 11:59 p.m.

Write for today: Complete by 11:59 p.m. U2 Draft Peermark Peer reviews begun in class

**Look Ahead:** Final U2 Placemaking Analysis Essay due Friday 11.3 by 11:59 p.m.

**Week Eleven**

10.31: Write for today: Use Peer Reviews and professor feedback to begin revisions on U2 Placemaking Analysis

Essay (60-120 min)

Read for today: CEL Ch 5 ("Beyond the Essay: Conceptual Map,” p. 151 (both pages), CEL Ch 12. “Beyond the Essay: Exploring Other Media” (on Re/Mix) bottom of p. 389), Ch 13 “Beyond the Essay: Visual Essay/Collage/Poster” p. 425 (both pages)

Read for today: ["The Kitchen Is Closed" by Gabrielle Hamilton](https://www.nytimes.com/2020/04/23/magazine/closing-prune-restaurant-covid.html)

In class: Reading Quiz Ch 5, 12, 13, Kitchen (10 min)

In class: Reading Discussion, Mini Writing Lessons, Discuss U3 Group Re/Mix & Reflection project, look at

Derdeyn possible projects, pre-assign groups

11.2: Write for today: Use Peer Reviews and professor feedback to continue revisions on U2 Placemaking Analysis

Essay (60-120 min)

Read for today: CEL Chapter 19

In class: Meet in The Spark, Tour of The Spark (30 min)

In class: Group Work: a) Narrow Placemaking topic/site/group to be covered in U3 Re/Mix, b) brainstorm and

select artifact, c) assign roles, d) set finite project map with group and individual commitments (don’t forget to specifically address “complete before Thanksgiving/work over Thanksgiving” options)

11.3: Write for today: Final U2 Placemaking Analysis Essay due Friday 11.3 by 11:59 p.m.

Complete Derdeyn mid-semester 5 min survey (this is middle of my time with you)

**Look Ahead:**  Due Tuesday: Submit U3 Stages: write-up of group’s proposed U3 subject, artifact, roles & project

Mapping timeline to Canvas DB assignment (don’t forget to specifically address “complete before

Thanksgiving/work over Thanksgiving” options)

**Week Twelve**

11.7: Write for today: Submit U3 Stages: write-up of group’s proposed U3 subject, artifact, roles & project mapping

timeline to Canvas DB assignment (don’t forget to specifically address “complete before Thanksgiving/work

over Thanksgiving” options)

Read for today: CEL Ch 17, Organizing Ideas (pp. 518-529)

In class: Group review of Project submissions. When approved, resubmit any changes, Groups begin project

11.9: Write for today: U3 Stages Individual Peer review on Canvas (coordinate so that each group member reviews

a different group)

Read for today: ["As Cases Soar, ‘Dementia Villages’ Look Like the Future of Home Care"by Joann Plokova](https://www.nytimes.com/2023/07/03/realestate/dementia-villages-senior-living.html)

In class: Reading Quiz Ch 19, 17, Dementia Villages (10 min)

In class: Reading Discussion, Mini Writing Lessons, Group Project work

11.10: Get together as a group today to work on U3 Placemaking Re/Mix

**Look Ahead:**  Group work on U3 Project all week.

U2 Placemaking Analysis Self-Reflection Essay due Friday 11.17 by 11.59 p.m.

**Week Thirteen**

11.14: Do for today: Get together as a group today to work on U3 Placemaking Re/Mix several of the next few

days.

In class: Mini Writing Lessons, Group Project work

11.16: Do for today: Get together as a group today to work on U3 Placemaking Re/Mix several of the next few

days.

In class: Mini Writing Lessons, Group Project work

11.17: U2 Placemaking Analysis Self-Reflection Essay due Friday 11.17 by 11.59 p.m.

**Look Ahead: Make Group Arrangements to complete U3 Placemaking Re/Mix by TUES**

**11.28 after Thanksgiving & Group Written Component by Fri 12/01 by 11:59 p.m.**

**Thanksgiving Week**

11:21: No Class

11:23: No Class

**Look Ahead: Make Group Arrangements to complete U3 Placemaking Re/Mix by TUES 11.28 after Thanksgiving**

**and written component by Fri 12.01**

**Week Fourteen**

11.28: Write for today: Work on u4 Semester Placemaking Self-Reflection Essay (60 min)

In-class U3 Placemaking Re/Mix Group Presentations, Mini Writing Lessons

11.30: Write for today: Work on U4 Semester Placemaking Self-Reflection Essay (60 min)

In-class: U3 Placemaking Re/Mix Group, Mini Writing Lessons: Sentence Fragments InQ

12.01 Write for today: Complete & submit all U3 Placemaking Re/Mix Written Components to Canvas DB

**Look Ahead:** Due Mon before class:Response to two groups’ written components and to the team effort & citizenship

across the semester

Due Mon before class: Complete and submit U4 Placemaking Semester Condensed Self-Reflection Video

**Week Fifteen**

12.5: Do for today: Complete and submit U4 Placemaking Semester Condensed Self-Reflection Video

Write for today: Response to two groups’ written components and to the team effort & citizenship across the

semester

In class: Mini Writing Lessons, U4 Semester Self-Reflection Essay (45 min)

12.7: Writing for today: U4 Semester Self-Reflection Essay Due to Canvas Assignments before class

In class: Semester Wrap

In class: Semester SPOT Evaluations

FAREWELL

**Finals Week**

No ENGL 1310 final

**Addendum: Assignment Descriptions**

**ASSIGNMENT ONE**

ENGL 1310 Essay One—An Ethnography of Placemaking

Due by Friday, 10.14 at 11:59 p.m.

Unit 1 – Writing Community:

**Ethnographic Placemaking Observation Essay**:

You will develop an **ethnographic observation essay** related to our Space/Place/Placemaking theme that explains the issues, practices, or values that are important to a specific community related to Placemaking. You will choose an individual non-family stakeholder to interview. Building on skills from the textbook and class instruction, you will use vivid description, narration, dialogue and sensory details to support your claims and help readers better understand the community you have observed.

In our class this semester, we are learning about space and place and how the ways humans have designed spaces that turn them into places (Placemaking). For your first essay in this class, you’ll need to write an ethnography of place. What does this mean, exactly? Well, you’ll need to make an argument re: why a place is meaningful to a particular cultural group.

For example, think about why a particular house of worship matters so much to folks who practice a particular religion; why places like HEB, Cowboys Stadium, or the State Fairgrounds have *such* a pull with Texans; or why our National Parks matter so much to Americans. Think in terms of scale—you have options to think locally, city- or state-wide, or even nationally.

The relationship to place you interrogate in your essay should also speak to the specifics of the place and how the group interacts with it, but it should also tell about the group you’ve decided to highlight. You’ll likely need to do some field research in order to complete this assignment, so go pay a visit to the place you’d like to highlight. Then consider: How is the space laid out? How is it intended to be used, as well as how it is actually used (this might match, differ from, or be some blend or compromise of intended use)? How does its design affect or even determine the ways in which folks—as individuals and as a part of a community—make meaning of the space and develop their own sense of self and identity in relation to it? Who is the person best suited or qualified to interview with you about this particular place and why is this person the best authority?

Your essay should include:

1. A thesis/argument that asserts how interacting with the space/place contributes to a cultural group’s identity
2. Support for the thesis in the form of 1) close reading of the space/place—paint a clear picture of the site with words, 2) quotes from an interview of the chosen expert, 3) quotes from an authoritative text.
3. A conclusion that does more than summarize what you’ve written, but rather speaks to the greater stakes of understanding this cultural group’s relationship to place, the contributions of the interviewee and authoritative text, and cultural relevance as described in your textbook.

Specifics:

Interview due by 9/30 by 11:59 p.m., write-up due by 10/3 five (05) min before class

1st Draft due 10/7 by 11:59 p.m.: MLA Formatting, 800 words or at least 3 full double spaced pages + Works

Cited

Peer Reviews due 10/10 five (05) min before class

Final Draft due 10/14 by 11:59 p.m.: MLA Formatting

1000 words or 4 full double spaced pages + Works Cited

Self-Reflection/Revision memo due 10/28 by 11:59 p.m.

2 full pages that describe how you utilized advice in the textbook or reading examples to revise, responded to my feedback or that of peers and/or the Writing Center in order to expand, condense, clarify specific elements of your essay or how you failed to do so. You should be specific about where you focused your revision efforts (intro, argument, organization, grammar/mechanics, evidence support, conclusion, etc.) and why.

**ASSIGNMENT TWO**

ENGL 1310 Essay Two—Analysis

Due by Friday, 11.03 at 11:59 p.m.

Unit 2 – Writing Analysis

**Analysis Essay**:

You will complete a research-based Literary Analysis to deepen and refine your argument about your Placemaking site/topic. You will choose a peer-reviewed academic text on Placemaking and then break down this text you are analyzing and show how it works as authoritative evidence to inform, persuade, or enlighten an audience regarding your argument about Placemaking regarding your particular site. Your analysis should read the text carefully and also offer insight into how the text adds new perspective to the particular cultural or social issue related to Placemaking about which your essay will be making a research-based argument; however, while you include a brief one paragraph or less summary that does not mimic the abstract, the remainder of your essay will go beyond summary into your own analysis including reasoning, interpretation, application, insight, inference, public resonance, and more. 1250-1750 words. MLA format.

Your essay should include:

1. A thesis/argument that asserts how the expert text on Placemaking you chose helps expose further insights about your Placemaking claims regarding the space/place contributes to a cultural group’s identity, how the place and the group have symbiosis (group adapts to space, space is adapted to group), accounts for friction or pain points between group identity and space becoming place, and has public resonance or cultural relevance as described in your textbook.
2. Support for the thesis in the form of 1) close reading of the authoritative text on Placemaking, 2) quotes from the authoritative text for each of the thesis’s supporting points, 3) outside source support or counterpoints from two other authoritative texts.
3. A conclusion that does more than summarize, repeat, restate what you’ve written, but rather speaks to the greater stakes of analyzing how this Placemaking text shores and grounds claims about your specific site and chosen cultural group’s relationship to place and cultural significance and relevance as described in your textbook.

Specifics:

1st Draft: MLA Formatting due Thurs 10.26 before class, 1000 words or at least 4 full double spaced pages + Works

Cited

Peer Reviews due Fri 10.27 by 11:59 p.m.

Final Draft: MLA Formatting due Fri 11.03 by 11:59 p.m.

1250-1700 words or 5-7 full double spaced pages + Works Cited

Self-Reflection/Revision memo: due Friday 11.17 by 11:59 p.m.

2 full pages that describe how you utilized advice in the textbook or reading examples to revise, responded to my feedback or that of peers and/or the Writing Center in order to expand, condense, clarify specific elements of your essay or how you failed to do so. You should be specific about where you focused your revision efforts (intro, argument, organization, grammar/mechanics, evidence support, conclusion, etc.) and why.

ASSIGNMENT THREE

ENGL 1310 Essay Three—Group Re/Mix & Reflect

Due by Tuesiday, 11.28 at 10:25 a.m.

### Unit 3 – Re/Mixing and Reflecting

**Remixing the Ethnographic and Analysis Placemaking Essays**

This final unit focuses on the activity of "remixing" writing through changes to the audience, purpose, context, and/or other criteria used to write the Unit 2 Analysis Essay. Remixing is an activity that helps writers develop new strategies such as using multimodal writing or “everyday” language to reach audiences beyond the form of the traditional academic essay.

Most of us have a sense of and curiosity about the spaces we occupy. Think, for example, of the place(s) we call “home.” We are likely familiar with our street, the buildings and landscapes and people who inhabit its surroundings, and more. We also likely use our understandings of these spaces to make connections, or to “read” such sites as texts. That is, we think about how things like layouts and design, order and structure, amenities and features, and even a lack of these things, can come to bear on our own and our neighbors’ human behavior.

With your multiple sites/topics, cultural groups, and basic theses in mind from the previous two units, experiment with one or more different approaches to create a 2-D or 3-D artifact that addresses the cultural or social Placemaking issues you wrote about in your Units 1 & 2. You may by consensus use one group member’s prior focus; alternately more interestingly, you may find a creative way to blend all group members’ projects into a representative holistic project. Use this project to experiment with different forms or modes while also writing for different audiences. In this Group Re/Mix & Reflection Project assignment, you may use the remix examples in the CEL textbook, the list of other suggested possibilities provided in Canvas by Dr. Derdeyn to create a, or imagine your own (with pre-approval).

You are encouraged to utilize UNT Frisco Landing’s The Spark cooperative learning space, the One-Button Green Room recording space, or other equipment that might be available with serious advance notice to borrow from the Denton Campus.

Project Parts to Include:

1. As a group, create a 2-D or 3-D artifact that is in conversation with one group member’s Placemaking site/topic or is representative of your entire group’s Placemaking sites/topics.
2. As a group, include (and justify your choice of) a 1-2 page written component. For instance, your group might develop an “Artists’ Statement” about your Placemaking artifact that describes the process whereby your artifact adds/ expands/ crystalizes/ condenses/ redescribes the way space becomes place for a group. Your group might identify ways your project provides an audience a new literacy lens to “read” this place. Your group might address how your project gives a way to think about or mitigate shortcomings in placemaking for a particular place. Your group might choose to write a short creative piece or an academic essay. There are other possibilities.
3. Present your artifact and written component to the class.
4. Response to two groups’ written components and to the team effort & citizenship across the semester

Specifics:

Stages Draft of proposed U3 Placemaking Re/Mix project: due Tues 11.07 to Canvas DB

Peer Review: due 11.09 to Canvas DB (coordinate so that each group member reviews a different group)

2-D or 3-D Artifact and 1-2 pg. written component

Class Presentation due Tues 11.28 after Thanksgiving

Written Group Component due Fri 12.01 by 11:59 p.m.

Two peer responses due Tues 12.05 before class

ASSIGNMENT FOUR

ENGL 1310 Essay Four—Semester Placemaking Self-Reflection

Due by Thur, 12.7 before class

Unit 4 – Semester Placemaking Reflection Project

**Reflective Self-Analysis Essay and Video**:

You will develop an analysis of your own writing, focusing on how your writing grew over the semester and how you more successfully used writing strategies and rhetorical tools to meet the objectives of the project-based learning outcomes, hone your analytical skills and voice, reach your intended audience, and participate in the intellectual and cultural conversations around you. **This submitted essay should be 4-5 pages.**

Parts to Include:

1) **Discernment:** Go back to Essay #1 and #2, and consider your final group project outcome.  Evaluate the areas in which you've improved (is it that you own these improvements now? or that you have to stop and think, or return and edit, but you know to do this now?), the areas in which you recognize you need to improve, or the areas in which you receive feedback from me about needed improvement (i.e., your final rubric grade wasn't "excellent" in every category) but maybe you don't yet clearly see what you need to do. Did you reinforce skills you'd learned, but in which you'd gotten sloppy? Did you learn new skills? Did you learn new grammar rules or mechanical applications such as components of arguments or paragraphs? If you feel you made only minimal progress this semester, critique why that might be the case--this is not a limiting list, merely an opening volley.

You may additionally address other areas such as concepts of contemporary food topics, vocabulary, cultural capital, ways of thinking or knowing, *et alii* which you've accumulated this semester which may help you think more broadly, focus more narrowly, express your ethos more clearly in oral or written communication.

2) **Discourse:** Describe the above in well-crafted, precise and concise language. You will of necessity use 1st person in this. While you will be speaking to me, imagine a broader audience, so don't address me directly as "you," but follow our rules-- use my title in 3rd person if you have any reason to name me.

3) Then, you will turn this essay into an audio-visual project practicing public speaking, communication, presentation, and video tech skills. Edit and compress your analysis essay to a smaller scale from which you create a 5-minute video, reading this smaller scaled written assessment of progress, making occasional eye contact, and using video/film techniques as though this is a live oral presentation (advance practice for Wicked!). The video should hit as close to the 5-minute mark as possible (no less than 4 minute 45 seconds or more than 5 minute 15 seconds, and I'm serious about this). The timing will require both editing revision of the written component and practice and timing of the visual component until you get it right.

Specifics:

5 minute video due TUE 12.05 before class

4-5 pg essay due THU 12.07 before class