

# Composition I + Service Learning

## The Rhetoric of Class, Wealth, & Poverty

ENG 1050 SL Section ()  
 Course Meets: MWF ()  
 Course Location: Dial 233  
 Credit Hours: 3

**Professor Anderson, Hannah (Baggott)**  
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 Office Phone: 910-521-6429  
 (Preferred Contact: Canvas Message, Email, or In-Person)

**Office Hours: M 12:30-2, 3:30-4:00, W 1-3, F 1-2, and by appointment**

**When Can You Come By?**

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*List Two Other Students in the Course and their contact information in case you miss class, need clarification, or need help in the future:*

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### Our Course Description and General Education Program Outcomes

Our Composition I course will center on the theme of class, wealth, and poverty. This is a lens in which to learn and perform the course objectives (see page 2). As a part of the general education program, this course supports our growth in fundamental principles, including, but not limited to, communication, critical thinking, knowledge of an individual’s relationship with certain aspects of society, and awareness of social responsibility, diversity, and ethics. Our course theme and service learning components place the work that we do in class in a real-world context. University Course Description: *Provides students with a foundation in critical reading and writing practices by introducing different types of texts and ways of working with them; students will recognize and interpret differing perspectives and will analyze and synthesize others' work, producing several texts of moderate length. PREREQ: Placement into ENG 1050 or "C" grade or better in ENG 0104.*

For this course, you’ll need:



The Norton Field Guide to Writing 5th Edition  
 ISBN: 9780393698794

Get this one from the bookstore; it’s new!



bell hooks *Where We Stand: Class Matters*  
 ISBN: 9780415929134

You can access this one for free online and print it out! You can also get a copy from the bookstore or an alternative site.

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Paper & Writing Instruments

Access to Printer (Campus or Personal) for Printing required articles, etc. (see page 8)

Canvas Access & Canvas app (Not required, but highly suggested!)

**ENG 1050 Course Outcomes** | By the end of this course, students will: employ strategies of pre-writing, drafting, and revising. • identify and explain the purpose, audience, genre, context, claims, reasoning, and assumptions of a given text. • write with a clear purpose. • compose texts that develop a sustaining idea or thesis, demonstrate engagement with an issue, explore different perspectives on the issue, and avoid sweeping generalizations. • summarize, paraphrase, synthesize, incorporate direct quotations from, and respond to text(s) in support of a sustaining idea or thesis. • produce clear and readable prose that demonstrates unity and coherence. • follow conventions of Standard Edited English. • know when and how to document information from texts using a citation style such as MLA or APA

## Service Learning

This ENG 1050 course requires your participation and engagement in a service learning component. This semester, our main community partner is the [Care Resource Center](#). You will have many different opportunities and options for fulfilling the **5 hour service requirement** for this course. Training for work in the Care Resource Center will be given during class time. Service options include, but are not limited to: Care Resource Center work, donation pickup with CCE Vista Lucas Martinez, Video and Marketing work with Assistant Director of Community Engagement, Natural Love, Literacy Commons opportunities (which are integrated with our Care Resource Center), and other events, such as Days of Service. This partnership will support our understanding of class differences, as well as expose us to existing infrastructure that attempts to bridge gaps. There is not a separate point total for completing Service Learning requirements. This is a Pass/Fail “assignment.” If you do not complete the service learning, you cannot earn higher than a C- in the course, which is a failing grade in Composition. You will record your service work in [UNCP Serve](#) and submit your service resume before “Thanksgiving” break. Your experiences with your service will be integrated into your Final Presentation, which is worth almost 10% of your final grade, and could also be integrated into your Argument Synthesis Essay, worth 20% of your final total. We should view this service learning component as a lens through which we can all connect, while also making a difference in our local and campus community. Ranada Johnson will serve as our SL Teaching Assistant. Reach out to her at [rnj007@bravemail.uncp.edu](mailto:rnj007@bravemail.uncp.edu) with questions and concerns.



### Former Student Advice

“Don’t be lazy, and challenge yourself to learn and grow.”

“Do the readings for the class. They’re ‘time-consuming,’ but they’re worth it.”

“I would tell them to trust you and that service learning is worth it”

“Just do the work”

“Come in with a positive attitude, and you’ll receive positive results!”

“Don’t bullshit your assignments or wait until the last minute to do them.”

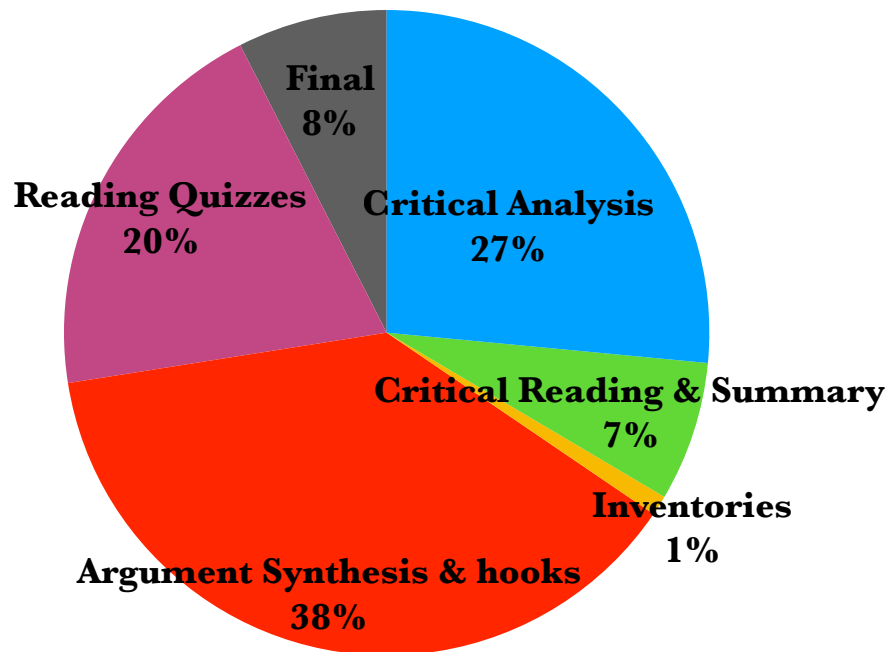
“TIME MANAGEMENT”

“Pay attention to the Canvas reminders. Easiest way to get an A.”

“I know it may seem like a lot at first, but just relax and it’ll get better. This class will be your favorite by the end of the semester.”

## ASSIGNMENTS

In this course, we will focus on 3 core assignment sequences, along with reading quizzes, inventories, and the Final presentation.



### **Critical Reading & Summary (70 points)**

We begin the semester with learning and practice of critical reading through a rhetorical lens. We will read a variety of articles, discussing their content and practicing summary, together and individually. This assignment sequence will establish our course theme and help build foundation of rhetorical awareness and summary skills. Weeks 1 through 4 on our course calendar and Canvas modules show the specific assignments, including annotated readings and working with the rhetorical precise template to understand summary. This sequence is work 7% of your final grade.

**Critical Analysis (265 points)** During Weeks 5 to 8, we will focus on analysis. Your main assignment in this sequence will be to choose a music video that demonstrates something or makes some implicit argument about class, wealth, and/or poverty. We will study critical analysis moves and extend our understanding of rhetorical analysis so that you can mine your own music video for what is communicated to a specific audience, rather than what many assume the artist may have intended. We will meet for individual conferences during this assignment sequence, working one-on-one to support your understanding of the material and your attempt at your first essay, the MVCA (Music Video Critical Analysis Essay). This sequence is worth 27% of your final grade.

**Argument Synthesis & hooks “Class Matters” (380 points)** Our final major assignment sequence allows us to synthesize and extend our understanding of the course theme, along with our summary and analysis skills. We will read and discuss bell hooks’ *Where We Stand: Class Matters* in its entirety. You will reflect on your reading, our class discussions, and other connections you make in weekly reflection assignments. This will allow you to have notes to build your final essay assignment, an argument synthesis, that can include references to your service learning, our class discussions, and your personal experiences, etc. We will meet for individual conferences as well during Weeks 9 to 15. This sequence is worth 38% of your final grade.

**Reading Quizzes (200 points)** We will start each class with a reading quiz. This is not meant to penalize you. Rather, these quizzes are meant to reward you for taking the time to do the reading for class and prove that you are prepared to participate in discussions and activities. If you don’t do the reading, class just doesn’t work. (I understand that some days

you may be overwhelmed and not have time for the reading. Save your 6 available class absences for the days that you need to catch up and/or rest.) Reading quizzes will be given at the beginning of class. If you enter class late and the quiz questions are already on the board, you cannot take the quiz that day. If you miss class for any reason other than a University excused absence, you cannot make-up the quiz (I null quiz grades for University-excused absences). Most reading quizzes are worth 5 points, so if you blank one-day, it won't majorly hurt your grade. The bell hooks' reading quizzes in the second half of the semester are worth 10 points each, as we will be focusing more on content. Again, treat these as an opportunity to check in on your reading comprehension and prove yourself (to me, to your classmate, to yourself?), rather than something to dread. Over the course of the semester, these quizzes will add up to 20% of your course grade.

**Inventories (10 points)** At the beginning and end of the semester, I'll ask you to complete an online survey so that I can learn how you learn best and get to know you better. These inventories also help me know how I can best adjust my courses to meet your needs individually and as a class, as well as for future courses.

### **Final (75 points)**

Your final "exam" will be a presentation. You will present on the service you completed, along with content from your argument synthesis essay. We will discuss how to present, as well as what visuals would best serve a presentation like this. More specific information will be given towards the end of the semester. Take note of the finals schedule ASAP! The last day of class, "Thanksgiving" break, and finals week fall in a strange place this year. Make sure your travel plans can be adjusted based on the schedule, and if they can't, talk to me ASAP. This final presentation will be worth 8% of your final grade, approximately one letter grade.

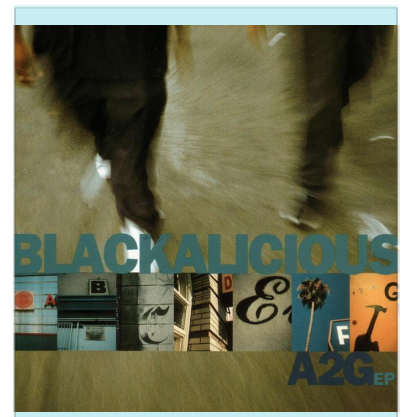
**Service Learning (as an Assignment)** Remember, this is not a separate grade, but an integrated grade. You must serve at least 5 hours with the Care Resource Center in some way, log your hours on UNCP Serve, and submit your service resume before "Thanksgiving" break. If you do not complete this service, you cannot earn higher than a C- in the course. Your final grade will be adjusted with the highest possible outcome as a C-.

### **Work Expectations: In and Out of Class Time**

It's my goal as an educator to make class time feel "worth it," rather than regretful. During class time, we will go over important topics, analyze, practice skills, and have some work and guidance time on larger assignments. It is important to come to class each day, not only for points, but for understanding material that builds. (If you don't plan on being present, physically or mentally, let's work to find an alternative or online course for you.) Outside of class, students are traditionally expected to spend around two hours per credit hour studying and preparing for the class. For this course,


## **EXTRA CREDIT POLICY**

Extra credit is great and all, but I hope that we can be most invested in the actual course content. You will have the opportunity to earn **no more than 50 points of extra credit** (not including reading quiz extra credit questions). These opportunities are limited to Inquisitive grammar quizzes, which will be available on Canvas a few weeks into the semester, attendance with written responses about approved campus events, and finally, memorization and performance of Alphabet Aerobics by Blackalicious. All extra credit opportunities must be completed before Week 15, apart from the "Alphabet Aerobics" opportunity, which can be performed up to the beginning of our class final for 25 points.



depending on your reading speeds and time management, you may spend slightly less than 6 hours of reading and writing time per week. Be aware that this course is reading heavy. You will need to be prepared for a reading quiz practically every day. This will help us use class time most effectively.

### Grading and Late Work Policy



**FINAL LETTER GRADE DISTRIBUTION**

A =	1000-935
A- =	934-900
B+ =	899-865
B =	864-835
B- =	834-800
C+ =	799-765
C =	764-735

**You must earn a C or higher to continue on to ENG 1060; a point total of 734 or lower will require you to take this course again.**

In order to receive credit for ENG 1050 and move on to ENG 1060, you must earn a C or higher. In this course, that means you must earn at least 735 points by the end of the semester (not 734.4, plus pleading). Do the work, and I have confidence that you'll do great! Talk to me about your concerns throughout the semester, and I'll do my best to help you do your best. You'll have access to rubrics when larger essays are assigned; you will know exactly what I am looking for and how I will be grading. For smaller assignments, normally, grades are completion grades. However, if the work reads rushed or shows a lack of engagement, I reserve the right to take off points or ask you about it before grading.

Generally, I don't take late work. This is just for practical purposes. If you miss a small assignment, just move forward, rather than trying to catch up and get further behind. This also goes for reading quizzes (see Reading Quizzes assignment explanation). I keep grades updated on Canvas as quickly as possible. Stay aware of where you stand in the course, and feel free to reach out to ask questions. The last opportunity to ask questions about grades will be Conference Week 14. After that, as we head into breaks and finals, things tend to get annoying and weird. Communicate with me early on, and we will have a great relationship that allows you to (hopefully) learn a lot and feel successful throughout the course.

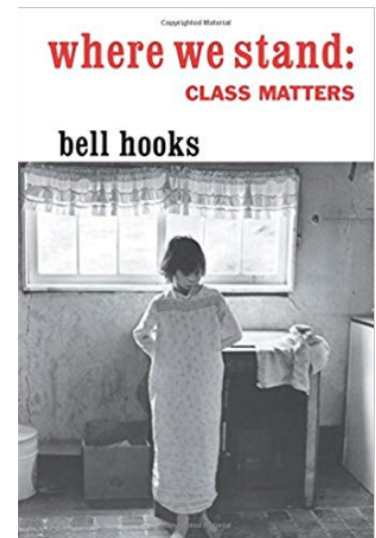
**Composition Attendance Policy.** Freshman writing courses at The University of North Carolina at Pembroke emphasize process as well as product. The ETFL Department considers regular class attendance a responsibility as important as turning in written work. Students are expected to attend all classes and to complete all assignments on time. Instructors are under no obligation to accept or to grade work that is missed or late because of an absence. A grade of F may be assigned if by the end of the course a student has missed more than six hours of a course (15% of the class time, e.g., six (6) MWF or four (4) TTh classes in the regular semester), regardless of the reason for those absences except for the observance of religious

holidays (in accordance with the University's religious holiday policy), for military service, or for required participation in official, university-sanctioned events. A student may appeal an F grade given for absences by demonstrating that severe and unexpected events, such as catastrophic illness or accident, were responsible for the absences and that a grade of C (2.0) or higher would otherwise have been earned in the course. A written appeal must be submitted to the Director of Composition. A student whose appeal is denied may request a hearing before a special board composed of three Composition Committee members.

**More on Attendance** Consider what it means to be *present* in a course. This is not high school; you cannot get credit for simply putting your butt on a seat. If you are consistently NOT doing the reading for class, don't bring in completed assignments, tuning the class out by sneaking in headphones, or sleeping, I will ask you to leave the classroom and take an absence. If you aren't prepared, the whole class struggles. This policy is not to shame you—rather, it is to get you in practice of knowing what is and isn't cool in the “real world.” You cannot be unprepared in your work life; you will be fired. Take that into consideration as you prepare for class. Technically, we only meet as a class **38 times** this semester. Make those meetings count!

## bell hooks' "Where We Stand: Class Matters" Preface

Nowadays it is fashionable to talk about race or gender; the uncool subject is class. It's the subject that makes us all tense, nervous, uncertain about where we stand. In less than twenty years our nation has become a place where the rich truly rule. At one time wealth afforded prestige and power, but the wealthy alone did not determine our nation's values. While greed has always been a part of American capitalism, it is only recently that it has set the standard for how we live and interact in everyday life. Many citizens of this nation, myself included, have been and are afraid to think about class. Affluent liberals concerned with the plight of the poor and dispossessed are daily mocked and ridiculed. They are blamed for all the problems of the welfare state. Caring and sharing have come to be seen as traits of the idealistic weak. Our nation is fast becoming a class-segregated society where the plight of the poor is forgotten and the greed of the rich is morally tolerated and condoned. As a nation we are afraid to have a dialogue about class even though the ever-widening gap between rich and poor has already set the stage for ongoing and sustained class warfare. As a citizen who moved from the working class to a world of affluence I have long struggled to make sense of class in my life, to come to terms with what it means to have a lot when many people have so little. In my case, among those who have so little are my own family and friends. Like a vast majority of women in this nation I believe in caring and sharing. I want to live in a world where there is enough of everything basic and necessary to go around. Applying these beliefs to everyday life experience has not been an easy or simple matter. These essays on class address the issues of both national and personal responsibility. I write about the class issues that most intimately affect my life and the lives of many other folks who are trying to figure out how to be responsible, who believe in justice, who want to take a stand. I write personally about my journey from a working-class world to class consciousness, about how classism has undermined feminism, about solidarity with the poor and how we see the rich. Of course, these essays address consumerism and the ways lust for affluence creates a politics of greed. Women of all races and black men are rapidly becoming the poorest of the poor. Breaking the silence—talking about class and coming to terms with where we stand—is a necessary step if we are to live in a world where prosperity and plenty can be shared, where justice can be realized in our public and private lives. The time to talk about class, to know where we stand, is now—before it is too late, before we are all trapped in place and unable to change our class or our nation's fate.



## UNCP Student Conduct Reminders

I, along with several of my colleagues, am explicitly reminding us of the guidelines from Student Conduct responsibilities on our syllabi. If you violate any of these policies in a significant way, particularly in terms of disrupting class with violence, outbursts of aggressive anger, or threats – of the professor or other students—you will voluntarily withdraw from the course. You are understanding that, if you violate any student conduct policies, you will leave the classroom and take an absence if you are asked to leave. **This is not compulsory education. If you need to calm down or go back to sleep, feel free to leave the classroom. If you don't have the reading done, and therefore, cannot engage in the material, I will suggest that you leave class and return ready the next class day.**



**Otherwise, you may weigh down your classmates and make class like pulling teeth for discussion.**

**Also, please don't bring guns to school.**

Don't plagiarize. It's not worth it. Don't pay someone else or one of those creepy websites to do the work for you. That's not legal, and it honestly takes longer than just doing the work. Talk to me about extra help or an extension if you're having anxiety; don't risk your academic career.

### **UNCP Academic Honor Code**

Students have the responsibility to know and observe the UNCP Academic Honor Code. This code forbids cheating, plagiarism, abuse of academic materials, fabrication or falsification of information, and complicity in academic dishonesty. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type and grades in this course therefore should be and will be adversely affected by academic dishonesty. Students who violate this code can be dismissed from the University. The normal penalty for a first offense is an F in the course. Standards of academic honor will be enforced in this course. More information on the academic honor code can be found at <https://www.uncp.edu/pr/pol-020505-academic-honor-code-policy>.

**Statement on First-Year Composition Program Assessment:** Committed to improving the quality of educational services offered to students, the first-year composition program seeks to assess student achievement of course learning outcomes. *Student work from this class may be randomly selected and used anonymously for program assessment.* Copies of your coursework including any submitted papers and/or portfolios may be kept on file for assessment and accreditation purposes. The assessment process will not affect your grade in this class or require you to complete additional work.

### **ADA Statement**

Federal laws require UNCP to accommodate students with documented learning, physical, chronic health, psychological, visual or hearing disabilities.

In post-secondary school settings, academic accommodations are not automatic; to receive accommodations, students must make a formal request and must supply documentation from a qualified professional to support that request. Students who believe they qualify must contact the Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the accommodation process. All discussions remain confidential. Accommodations cannot be provided retroactively. More information for students about the services provided by ARC and the accommodation process may be found at the following link: <http://www.uncp.edu/arc>

### **Religious Holiday Policy Statement**

Students are allowed two excused absences each semester from class or other scheduled academic activity to observe a religious holy day of their faith. Students must submit written notification of the absences to their instructors within two weeks of the beginning of the semester. Students should not be penalized for these absences, and shall be permitted a reasonable amount of time to make up tests or other work missed due to an excused absence for a religious observance. A student who is to be excused from class for a religious observance is not required to provide a second-party certification of the reason for the absence. Furthermore, a student who believes that he or she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.

### **Absences for University-Sanctioned Events**

If a student is representing the University in an official capacity (e.g.: academic conference, student government, course field trips, ROTC events, athletics, band) at an official University-sanctioned event, that absence shall be excused. Students are responsible for all coursework missed and must make up the work within three university business days after the student returns to campus. Any student who anticipates missing more than 15% of the course should not enroll in the course without prior approval from the instructor.

It is the responsibility of the student to communicate with the professor or instructor about classes missed for any reason, including University sanctioned events. Students must provide official documentation of proposed University-sanctioned events that will result in excused absences during the first week of each semester. Prior written documentation must be provided for each excused absence.

[Universal Syllabus Addendum Link](#)

**Alternative Format Statement** (required on all university publications, including syllabi)

This publication is available in alternative formats upon request. Please contact the Accessibility Resource Center in the D. F. Lowry Building, 521-6695.

**Communications**

Check your email and/or Canvas app EVERY DAY—perhaps more than once a day. Your cellular device is magical, and I know you love it, as I love mine... so use it to your advantage! Most importantly, pay attention to your calendar and reach out to others in the course before you ask if you’ve “missed anything important” in class. I will never add extra assignments the day before class, but I will often send reminders or quiz hints, as a reward for you checking your messages consistently!

**Messaging Etiquette**

Please read [“How to Email Your Professor without Being Annoying AF.”](#) Consider the suggestions as you compose requests, etc. Once we’ve established a chain, it doesn’t have to be that formal, but a greeting and a signature would be great, along with somewhat complete sentences. Use your college experience to practice communication skills that you will need in the future. If your email lacks a greeting/signature or is confusing, I may not respond or I may send back random confusing emojis or memes.

**On Computer Access and Printing**

UNCP uses the WEPA system, allowing you to print to kiosks from a University computer, your personal computer, or other devices, explained here: <https://www.uncp.edu/resources/division-information-technology/wepa>

Printing kiosks should be in these twelve locations:

*Business Administration:* 1st Floor vending machine area

*Dial:* 1st Floor Main Hallway

*Livermore Library:* 1st Floor, near Café 641

2nd Floor, Computer Lab 232

*University Center:* 1st Floor, Computer Lab 158

1st Floor, UC Lounge area

*DF Lowry:* 1st Floor Classroom Hallway near Starbucks

*Education:* 1st Floor, Room 137 Teacher Resource Library

*Oxendine:* 1st Floor vending machine area

*Sampson:* 1st Floor vending machine area

*Weinstein:* 1st Floor, entrance to dining area

2nd Floor, Computer Lab 258

Need Computer Access? Look here!

Lab	Location	OS	# of Computers
<b>Dial 219</b>	Dial Humanities Bldg, room 219	Windows 10	10
<b>Library</b>	Mary Livermore Library, room 232	Windows 10	30
<b>UC Lab</b>	University Center, 1st floor	Windows 10	24
<b>Writing Center</b>	D.F. Lowry, room 308	Windows 10	7

**Syllabus and Calendar Amending Reservation**

I reserve the right to adjust the syllabus and calendar based on our course needs throughout the semester.



## FAQs

Q: Can I make up in-class assignments and readings quizzes if I am absent from class?

A: **Nope.** [except for the observance of religious holidays (in accordance with the University's religious holiday policy), for military service, or for required participation in official, university-sanctioned events.]

Q: How do I know what to do before class each day?

A: Consult your **course calendar, Canvas, email, another student**, and, perhaps, Instagram. Email me only if you are still confused.

Q: How late can I email you for a response before the next morning?

A: Try to get your questions in before “Work Hours” (9 to 5) for a guaranteed response. If you write after that, I’ll try to get to back to you the same day, but no promises. Honestly, my bedtime is 8 PM because I wake up at 4 AM to hit the gym before coming to campus.

Q: I EMAILED YOU, AND YOU NEVER WROTE ME BACK?!?!

A: Did you spell my name right in the email? ([hannah.baggott@uncp.edu](mailto:hannah.baggott@uncp.edu))

Q: I DID?!?

A: If I haven’t responded within 24 hours, please feel free to email again.

Things get a little hectic sometimes.

SPECIAL ADDITIONAL ANSWER: Canvas has a messaging system that works like social media messaging, so communicating there will be great as well.

Q: Do I have to check my email and/or Canvas every day?

A: Yes. Make sure you have it connected to your magical cellular devices. I will send out helpful reminders all the time. I’m online a good portion of the day for help. Also, **DOWNLOAD THE CANVAS APP.** Your grade will thank you. **Another Answer: Check out Canvas on a normal browser, looking at the course Modules, rather than the Assignment list. It’ll make more sense.**

Q: Do I have to get the books for this class?

A: YES! We will be using them a ton this semester. Norton is new to UNCP, so hang in there with me as we mine it for the good stuff. ENG 1060 should also require it as the main text, so if you purchase it, you’ll be set for the year! Another good thing is, though, you can download the PDF of the bell hooks’ text for free. Print it all out though, please, when we get to it.

Q: Should I come to your office hours?

A: Yes! Even if you just want a place to hang and chat for a bit, come on by! As faculty, we are required to hold 5 office hours per week and cross our fingers that some of y'all show up for help or conversation. Shoot me a message to confirm a time, but I will definitely be in or very near my office during my scheduled office hours. If those do not work for you, please let me know, and we can find another time that works. I have additional responsibilities as the Literacy Commons Faculty Fellow, so I got to get out of Dial! There's tons of cool space in there, including a whole lounging space with couches, separate from my office— Wellons G!

Q: What do I call you?

A: You have a few choices. You can call me Hannah, my first name. You can also call me Professor Anderson (or Professor Baggott— my maiden and publishing name). I'll answer to those. Because we're in academia and not high school, it's best to address your professors with higher titles—never Ms. or Mrs. ... I quit my job teaching preschool children who called me Miss Hannah because I wanted to burn the place down. Don't bring back those memories for me. Also, think of Hogwarts. No one calls Professor McGonagall Miss Minerva. Gross.

### **TLDR: Hannah or Professor Anderson**

Q: Any advice for how to do well in this course?

A: If you're having trouble, talk to me. Don't lie about why you haven't done assignments. Do lie if you really hate coming to class—attitude matters. Overall, don't be a jerk. Get excited about learning something you want to learn. Be self-motivated. Be engaged. If you're not self-motivated and engaged, play the part! Also, just do the assignments. They're not that bad. Make friends in the course. Work together; study together; write together. You might even have fun.

Q: Can I send you lots of emails begging for a better grade at the end of the semester?

A: No.

Q: Even if I really need an A because I totally deserve an A? / Even if I really deserve to pass but I didn't? / Even though I earned a C- and I'm so close to a C?

A: Nope. Instead, communicate with me throughout the semester, check your grades on Canvas, and constantly work toward improving your writing **during the semester**. See "[I am worried about my grade](#)" on Youtube for more information. Also, I'm always looking for ways to give you little bumps during the semester. The grade that you have is often slightly more than you've earned.



Week	Date	In-Class Topic	Reading Due (for Quiz and In-Class Discussions)	✓	Assignment Due	✓
1	8/14	Course Introduction				
1	8/16	The Classroom Environment & Canvas Crash Course	Syllabus & "conversation" by bell hooks (Handout/Canvas)		Initial Inventory before 12:30 PM (Link on Canvas)	
2	8/19	Academic Contexts and Opinions	Stokes' "No, You're Not Entitled to Your Opinion" (Canvas) & Norton 45-52 & 10-17		Annotate Stokes Article Hardcopy (Print and Comment)	
2	8/21	On Class	Bell hooks' "Preface" (in syllabus) & "How Class Determines College Admissions" (Canvas)		Annotate Admissions Article (Print and Comment)	
2	8/23	Introduction to Service Learning Component	Cady's "Students Shouldn't Have to Choose Between Books and Food" (Canvas)		Annotate Cady article (Print and Comment)	
3	8/26	On Summary and Rhetorical Context	Norton 20-35 & Rhetorical Precis Template (Handout/Canvas)			
3	8/28	Summary Practice & Workshopping	Norton 526-538		Typed and Printed Summary Attempt of _____ _____ (Class votes on article from Week 2)	
3	8/30	Summary	"Partnering to Build a Pantry: A University Responds to Student Food Insecurity" (Canvas)		Summary Revision Due on Canvas Before Class  Annotate "Partnering..." article (Printed)	
4	9/2	Labor Day: No Class				
4	9/4	Academic Article Summary Workshop			Double-Spaced Typed and Printed Summary Attempt of "Partnering to Build..."	
4	9/6	CCE Representative Leads Class (HBA at Elon's Engaged Scholar Faculty Writing Retreat)			Summary Revision Due on Canvas Before Class	
5	9/9	Introcuton to Music Video Critical Analysis Project   Rhetoric & Analysis	Norton 115-123			

Week	Date	In-Class Topic	Reading Due (for Quiz and In-Class Discussions)	✓	Assignment Due	✓
5	9/11	MVCA: Class, Poverty, and Wealth Discussion	Lil Dicky- \$ave Dat Money feat. Fetty Wap and Rick Homie Quan (Official Music Video) – Link on Canvas		Critical Analysis Noted on Lil Dicky Video Hardcopy	
5	9/13	MVCA Discussion	Norton 3-9		Music Video Choice (at least two options with explanations) on Canvas by 1 PM	
6	9/16	MVCA Work Day: Approval/Response to Music Video Choice	Student Samples on Canvas			
6	9/18	MVCA Work Day/ Discussion/ Conference Sign Ups	Reread Student Sample (Class Vote)		Comments on Student Sample (Hardcopy/Printed)	
6	9/20	MVCA Work Day / Conference Sign Ups	Norton 125-130		MVCA Partial Draft due by 1 PM on Canvas	
7	9/23 9/25 9/27	Individual Conferences No full class meeting Wellons G				
8	9/30	Hybrid Day (Rosh Hashanah) – No In Class Meeting			Conference Reflection on Canvas by 1 PM	
8	10/2	Preparing a Final Draft/ Workshop Prep	Grammar and Punctuation Selections from Norton (TBA Based on Class Drafts)			
8	10/4	Final MVCA Day: Workshop & Preparing a Works Cited for your Music Video	Norton 544-547, 583 (#47)		Printed Drafts for Workshop at the beginning of class  <b>Submit Final MVCA Essay before 1 PM for grade to be included in midterm average. Otherwise, submit anytime before NOON on Sunday, 10/6.</b>	
9	10/7	Shifting Gears: Pop Culture to Non Fiction: Intro to bell hooks & synthesis	hooks' introduction 1-9 Norton 519-525			

Week	Date	In-Class Topic	Reading Due (for Quiz and In-Class Discussions)	✓	Assignment Due	✓
9	10/9	CCE Representative: Service Learning Check-In (Yom Kippur: HBA off Campus)	Review hooks introduction 1-9		Post-Class Reflection on Canvas by 5 PM	
9	10/11	Class: Personal and Service Connections	hooks Chapter 1 10-23		Reading and Discussion Reflection #1 on Canvas due by _____ (class vote)	
10	10/14	Class Consciousness and Politics of Living Simply	hooks Chapters 2 & 3 24-49			
10	10/16	Money & Greed	hooks Chapters 4 & 5 50-69		Reading and Discussion Reflection #2 on Canvas due by _____ (class vote)	
10	10/18	<b>FALL BREAK</b>	<b>FALL BREAK</b>			
11	10/21	Rich & Ruthless	hooks Chapters 6 & 7 70-88			
11	10/23	Class, Race, and Feminism	hooks Chapters 8 & 9 89-110			
11	10/25	Poverty & Solidarity	hooks Chapters 10 & 11 111-130		Reading and Discussion Reflection #3 on Canvas due by _____ (class vote)	
12	10/28	Real Estate & Boundaries & Finishing hooks	hooks Chapters 12 & 13 131-155 & Chapter 14 156-164			
12	10/30	Wrap Up Text Discussion	Vote to revisit/reread Chapter _____			
12	11/1	The Argument Synthesis Essay	Skim Norton 331-342		Reading and Discussion Reflection #4 on Canvas due by _____ (class vote)	
13	11/4	The Essay and Service	Norton 55-71, 282-287			
13	11/6	Argument Synthesis Work and Conference Sign Up	TBA Based on Class Needs _____			

Week	Date	In-Class Topic	Reading Due (for Quiz and In-Class Discussions)	✓	Assignment Due	✓
13	11/8	Argument Synthesis Work and Conference Sign Up			Partial Draft due by 1 PM on Canvas	
14	11/11 11/13 11/15	Individual Conferences in Wellons G No Class Meetings				
15	11/18	Essay Discussion and Workshop Prep				
15	11/20	Long Form Workshop Day One of Two			Two Printed Copies of Full Synthesis Draft	
15	11/22	Long Form Workshop Day Two of Two			Notes on Drafts and Workshop Letters Hardcopy	
16	11/25	Finals Prep Day   On Presentations				
16	11/27 11/29 12/1	Holiday Break			Final Inventory Available 11/30  Final Essay due no later than noon, Sunday, December 1	
17	12/2	Final Presentations: Synthesis and Service Learning  <b>8 AM-10:30 AM (8:00 AM Class)</b>  <b>10:45-1:15 (10:10 AM Class)</b>			8:00 AM and 10:10 AM Final Presentations	
17	12/4	Final Presentations: Synthesis and Service Learning  <b>8 AM-10:30 AM (9:05 AM Class)</b>			9:05 AM Final Presentations	
	12/6	Final Presentations: Synthesis and Service Learning  <b>10:45-1:15 (11:15 AM Class)</b>			11:15 AM Final Presentations  Final Inventory on Canvas by 1 PM	