introductory composition
ACADEMIC WRITING & RESEARCH

INSTRUCTOR

👤 Beth Towle

🪑 WebEx
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🕐 W 2–3 pm in WebEx
and by appointment

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ENGL 106Y | FALL 2018 (FULL 16 WEEKS) | ONLINE

COURSE DESCRIPTION

Welcome to ENGL 106, Purdue's first-year composition course! This section of ENGL 106 focuses on academic writing & research, or, the ways that we communicate in and with scholarly communities and disciplines. Because of our focus on scholarly communities, we'll not only read from a textbook, but also from a variety of other texts: journal articles, online news articles, YouTube videos, podcasts, reports, data visualizations, and blog posts. You'll also have the opportunity to practice composing with a variety of media in this course: text, pictures, charts, graphs, infographics, and more.

In this course, we'll explore…

- What it means to compose as a scholar (not just "writing," but designing, drafting, revising, presenting, creating content, etc.)
- How to search for and evaluate information, and how to conduct secondary research using library resources and databases as well as popular search engines and media
- How to be an ethical researcher and writer
- The conventions for communicating with a variety of audiences, including scholarly peers and laypersons
- How different technologies and media change the way that we write, communicate, and share information with each other

● How you'll incorporate writing and media into your future career

LEARNING GOALS

English 106 is the standard 4-credit hour composition course for students at Purdue. The course provides students with the opportunity to interpret and compose in both digital and print media across a variety of forms. Students engage in active learning, which includes class discussion, learning in small groups, problem solving, peer review, and digital interaction. English 106 is grounded in the idea that writing provides an outlet for sharing and developing ideas; facilitates understanding across different conventions, genres, groups, societies, and cultures; and allows for expression in multiple academic, civic, and non-academic situations. In short, writing is a way of learning that spans all fields and disciplines.

By the end of the course, students will:

1. Demonstrate rhetorical awareness of diverse audiences, situations, and contexts.
2. Compose a variety of texts in a range of forms, equaling at least 7,500-11,500 words of polished writing (or 15,000-22,000 words, including drafts).
3. Critically think about writing and rhetoric through reading, analysis, and reflection.
4. Provide constructive feedback to others and incorporate feedback into their writing.
5. Perform research and evaluate sources to support claims.
6. Engage multiple digital technologies to compose for different purposes.

For more information on these items, see the Introductory Composition at Purdue (ICaP) learning goals website.
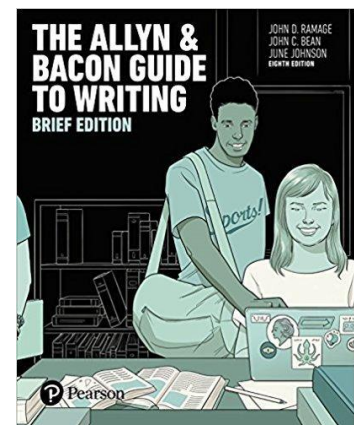

COURSE MATERIALS

For this course, you will purchase one digital book:

Ramage, J., Bean, J. C., & Johnson, J. (2018). *The Allyn & Bacon Guide to Writing (Brief Edition)*. 8th ed. Pearson. ISBN-13: 978-0134407678. $45–$55.

You will not purchase/receive a print textbook. You must purchase the digital edition of this textbook with the REVEL access card. REVEL is the textbook publisher's (Pearson's) fully digital delivery system.

You will need REVEL to complete textbook quizzes and other activities that are required for your participation in this course. In addition to the REVEL access card, you will need a course invite link, which you can access on our course's Blackboard page, to register for and use REVEL.

Other course texts (readings, reports, videos, images, etc.) will be available as PDFs or links from our class Blackboard site, and are indicated on the course schedule. All other class materials (slideshows, videos, handouts, etc.) will also be available on Blackboard. **All course readings and videos are required, unless otherwise noted.**

ONLINE COURSE EXPECTATIONS

A virtual course is likely very different from other courses you've taken at Purdue. In an online course, your only contact with your instructor and classmates is through email, discussion boards, chat rooms, and web conferencing, and you will get to know me, your instructor, through my video lectures. The course therefore requires that you check your email regularly, maintain open channels of communication, and ask questions when necessary. You can't fade into the background in this course: you have to participate in all discussion boards and forums in order to pass.

This course will be intensive and fast-paced. It will require time management skills, as well as a commitment of several hours of work per week for reading, researching, writing, revising, and engaging in collaborative activities. Do not let yourself fall behind on course material, as it will become difficult to catch up very quickly. I recommend that you maintain a calendar and to-do list for the class, and schedule time each week to complete assignments and projects.

TECHNOLOGIES

In order to participate in course activities, the following technologies are required:

- A high-speed internet connection, which you will access daily for course communication through email, as well as Blackboard use
- A laptop or desktop computer with Windows Vista or higher, or Mac OS 10.6 Snow Leopard or higher
- A microphone and/or webcam, for video conferencing
- A program that can open PDFs (such as Acrobat or Preview)
- Microsoft Office, Apple's Office suite, or open source equivalents (please save documents in .doc, .docx, or .pdf formats—no PAGES files, please!)

percentage	letter grade
100–97 = A+	4.0 = A
96–94 = A	3.7 = A-
93–90 = A-	3.3 = B+
89–87 = B+	3.0 = B
86–84 = B	2.7 = B-
83–80 = B-	2.3 = C+
79–77 = C+	2.0 = C
76–74 = C	1.7 = C-
73–70 = C-	1.3 = D+
69–67 = D+	1.0 = D
66–64 = D	0.7 = D-
63–60 = D-	0.0 = F
59% or below = F	

ASSIGNMENTS AND GRADING

Note that these are just brief descriptions; each project has several required components, and full assignments will be posted on Blackboard. Please see the Class Schedule for due dates.

Grading Policy: Grades will be posted for all course assignments within one week (7 calendar days) of their due dates.

Late Work: I do not accept late work unless arrangements have been made at least 48 hours prior to the due date. Final drafts of projects 1–4 must be uploaded to their Blackboard dropboxes by 11:59pm on the assignment due date, unless otherwise specified on the syllabus.

Project 1: Informational Interview Report..20%
You will connect with a working professional within your field of study (or a field of study that interests you) to conduct an interview about their professional reading and writing practices. You will write and design a report that details the results of this interview, describing what you learned about the type of literacy work that you might do after you complete your undergraduate education. (approximately 1000–1500 words with reflective memo)

Project 2: Scholarly Article Analysis....20%
You will analyze and evaluate an author's argument in a piece of writing related to your major while assessing the research that they use. Identifying the different rhetorical strategies that the author uses will help you to better understand how scholarly arguments are made in their discipline. You will make an overall judgement about the piece's effectiveness for the author's intended audience. (approximately 1750–2750 words with reflective memo)

Project 3: Researched Argument Essay…..…………………………………………..............20%
You will use scholarly and popular sources to construct a researched argument related to your field of study, making a suggestion for a continuation or change in conjecture, definition, quality, or policy. Conducting scholarly research using Purdue Library databases and open source digital tools (like Google Scholar), you will assess, summarize, and synthesize sources to present an argument to a community of scholarly peers. (approximately 2250–2750 words with reflective memo)

Project 4: Research Poster……..…………………………………………………...20%
You will remediate your researched argument into a poster like those presented at research conferences, such as Purdue's [Undergraduate Research Poster Symposium](#) (URPS). You will create a research poster (using Powerpoint, InDesign, Canva, or another page design tool) aimed at educating an audience on the issue you chose for your researched argument essay. (approximately the equivalent of 2000 typewritten words with reflective memo)

Discussions & Conference Journals....……………………………………………10%
Over the course of the semester, you will be asked to submit 1–2 page responses to course readings, designed to contribute to your understanding of course concepts. These, as well as participation in four (4) required conferencing journals, will be averaged to form your short writing grade. Additional information on these short assignments will be given on Blackboard.

REVEL Reading Quizzes…..………………………………………………………10%
As you work through our digital textbook, you are required to complete reading quizzes on assigned material. See the REVEL guide in the REVEL content area on our course Blackboard page for more detailed instructions.

CONFERENCE JOURNALS

Traditional English 106 classes have conferences—weekly meetings between the instructor and students to talk about works in progress. Since our online class doesn't have a designated meeting time, we will conduct conferences through Blackboard's Journal function. Four times throughout the course of the semester, you will write a brief response to a prompt posted in the "Journal Responses" content area on our Blackboard page. I will not assign specific weeks or specific dates to you, so you must decide which weeks will be your conference journal weeks. I will also not remind you if you aren't completing them throughout the course of the semester. If you'd like to complete them all in the first four weeks, that's fine—as is waiting until the last four weeks, or doing one every other week. Whichever weeks you choose to submit a conference journal, the journals are always due on **Fridays at 11:59pm.**

Journal posts are opportunities for you to reflect on your writing process and ask me questions about your specific drafts. The prompts typically require you to 1) tell me about how your

writing process is going for whatever assignment we're working on, and then 2) ask me a few good questions about the assignment. These journals are a great opportunity for you to voice any specific anxieties you have about the drafting and revision process, to talk through any roadblocks you hit while writing, or to celebrate projects that you think are going really well. I am the only one who will see the journals, and I'll respond in a timely manner to each post.

STUDENT GUIDE

All Purdue policies apply to this course. Learn more in the [Student Guide to ICaP](#).

ONLINE ETIQUETTE

Online courses provide an excellent opportunity for students to freely share ideas with each other. Many students who are uncomfortable speaking up in a traditional face-to-face classroom find that they prefer the online experience. However, sometimes this sense of freedom can be abused, and lead to rudeness or disrespect in digital interactions. Online courses do afford us a relative amount of anonymity, and that can sometimes embolden us to write things that we wouldn't say to someone in the physical space of a classroom or just in person, generally.

I expect that you all will respect your classmates and their opinions. **Flaming** (hostile or insulting interaction) and/or **trolling** (offering interaction that is irrelevant or inflammatory in order to make people upset or uncomfortable) will not be tolerated in this course; <u>if you engage disrespectfully with your classmates or your instructor, it will negatively affect your grade.</u> It is always important to be concise, informative, and polite when communicating with your colleagues and your instructors, and it is especially important to this course that you be cognizant of your purpose, your tone, and your language, because we all have to learn from one another in digital spaces.

Flaming and trolling close off discussions rather than creating conversations and spaces that encourage learning and open communication, and in order for this course to be effective, we must be able to speak comfortably and listen well.

ACADEMIC HONESTY & PLAGIARISM

Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breeches of this value by either emailing integrity@purdue.edu or by calling 765-494-8778. While information may be submitted anonymously, the more information that is submitted provides the greatest opportunity for the university to investigate the concern.

Incidents of academic misconduct in this course will be addressed by the course instructor and referred to the Office of Student Rights and Responsibilities (OSRR) for review at the university level. Any violation of course policies as it relates to academic integrity will result minimally in a failing or zero grade for that particular assignment, and at the instructor's discretion may result in a failing grade for the course. In addition, all incidents of academic misconduct will be forwarded to OSRR, where university penalties, including removal from the university may be considered.

Plagiarism is the act of using another person's work and calling it your own. You can plagiarize by purchasing a paper from someone and handing it in as your work, by stealing another student's electronic file, by downloading someone's work from the Internet, by copying material from a book or magazine article without citing the source, by cutting and pasting material from websites, and by using another's ideas without proper attribution. When doing research, you need to take careful notes and attribute your sources meticulously; you can inadvertently plagiarize someone's material if you don't.

You should become familiar with the following websites related to Purdue's rules and regulations. Purdue University's Student Conduct Code at www.purdue.edu/studentregulations/student_conduct/index.html

Purdue University's student regulations at www.purdue.edu/studentregulations/student_conduct/regulations.html The section on plagiarism is under Student Conduct, B, 2, a.

If you still have questions about what is and is not plagiarism, do not hesitate to ask me in class, in my office, during conferences, or via e-mail.

The Purdue Honor Pledge

In 2016, a group of Purdue students, with the support of several campus governance groups, developed the Purdue Honor Pledge: "As a Boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together—we are Purdue."

DISABILITIES & ACCOMMODATION

Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. Alternate assignments can be provided for students who may face difficulties or be otherwise unable to complete them due to disability (for example, a different remediation assignment than designing an infographic may be

provided to a student with visual impairments for Writing Project 3). It is best to send an email or stop by my virtual office hours early in the semester. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247.

EMERGENCIES

To report an emergency, call 911. To obtain updates regarding an ongoing emergency, sign up for Purdue Alert text messages at www.purdue.edu/ea.

There are nearly 300 emergency telephones that connect directly to the PUPD, both outdoors across campus and in parking garages. If you feel threatened or need help, push the button and you will be connected immediately.

Please review the Emergency Preparedness website for additional information: http://www.purdue.edu/emergency/.

CLASS SCHEDULE

week	topic, readings & videos	assignments
1	defining professional literacy; sending professional emails (8/20–8/25) **read** ● *Allyn & Bacon Guide* (ABG) Chapter 1: "Posing Problems" (pgs. 1–13) **watch** ● Welcome (Dr. Bradley Dilger) ● Course Introduction ● Module 1 Introduction ● [Writing Process Video](#)	● Wed, 8/22: Introduction post due to discussion board by noon EDT ● Fri, 8/24: 2 replies each to discussion board introductions and reading response posts due by 11:59pm EDT ● Fri, 8/24: REVEL reading quizzes due by 11:59pm EDT
2	introduction to primary research methods; asking good interview questions (8/26–9/1) **read** ● Dana Driscoll, "Primary Research" ● ABG, page 459, "Strategies Chart 21.4: Strategies for Conducting an Interview" ● Something about networking? **watch** ● Module 2 Introduction	● Wed, 8/29: Reading response due by noon EDT ● Wed, 8/29: WP1 proposal memo (with draft interview questions and copy of professional email message) due by 11:59pm EDT ● Fri, 8/31: Replies to reading responses due by noon EDT
3	writing a profile; basics of visual design for reports (9/2–9/8) **read** ● ABG, Chapter 9: "Writing an Informative (and Surprising) Essay or Report" ● Purdue OWL on [HATS, a Design Procedure for Business Documents](#) **watch** ● Module 3 Introduction	*Labor Day; university closed Monday 9/3* ● Wed, 9/5: Reading response due by noon EDT ● Fri, 9/7: Replies to reading responses due by noon EDT ● Fri, 9/7: REVEL reading quizzes due by 11:59pm EDT
4	responding to peers and revising (9/9–9/15) **read**	● Mon, 9/10: WP1 draft due by 11:59pm EDT ● Wed, 9/12: Peer feedback on WP1 due by 11:59pm EDT

	● ABG, Chapter 17: "Writing as a Problem-Solving Process" **watch** ● Module 4 Introduction ● Bill Hart-Davidson, "Describe-Evaluate-Suggest: Giving Helpful Feedback"	● Fri, 9/14: REVEL reading quizzes due by 11:59pm EDT
5	defining academic writing; writing about our disciplines (9/16–9/22) **read** ● ABG, Chapter 3: "Thinking Critically about Rhetorical Problems" ● ABG, Chapter 22: "Evaluating Sources" ● Elisabeth Pain, "How to (seriously) read a scientific paper" ● Scholarly essay TBD **watch** ● Module 5 Introduction ● Library Research Tutorial	● Wed, 9/19: Reading response due by noon EDT ● Wed, 9/19: Final WP1 with reflective memo due by 11:59pm EDT ● Fri, 9/21: Replies to reading responses due by noon EDT ● Fri, 9/21: REVEL reading quizzes due by 11:59pm EDT
6	analyzing rhetorical strategies (9/23–9/29) **read** ● ABG, Chapter 6: "Reading Rhetorically: The Writer as Strong Reader" ● Purdue OWL, "Rhetorical Appeals" ● Richard Fulkerson, "General Strategies of Argument" **watch** ● Module 6 Introduction ● Conor Neill, "What Aristotle and Joshua Bell can teach us about persuasion" (TEDxEd)	● Wed, 9/26: Reading response due by noon EDT ● Wed, 9/26: WP2 proposal due by 11:59pm EDT ● Fri, 9/28: Replies to reading responses due by noon EDT ● Fri, 9/28: REVEL reading quizzes due by 11:59pm EDT
7	understanding and evaluating academic arguments (9/30–10/6) **read** ● ABG, Chapter 4: "How Messages Persuade"	● Wed, 10/3: Reading response due by noon EDT ● Fri, 10/5: Replies to reading responses due by noon EDT

	● Richard Fulkerson, "The Main Types of Claims: Lessons from Classical Rhetoric" **watch** ● Module 7 Introduction	● Fri, 10/5: REVEL reading quizzes due by 11:59pm EDT
8	the nuts and bolts of writing: transitions, signal tags, quotations and paraphrases (10/7–10/13) **read** ● Gerald Graff and Cathy Birkenstein, *They Say, I Say* templates for argument **watch** ● Module 8 Introduction	*October Break; university closed 10/8–10/9* ● Wed, 10/10: WP2 draft due by 11:59pm EDT ● Fri, 10/12: Peer feedback on WP2 due by 11:59pm EDT
9	generating research questions; finding and evaluating sources (10/14–10/20) **read** ● ABG, Chapter 21: Asking Questions, Finding Sources" ● Purdue OWL, "Stasis Theory" **watch** ● Module 9 Introduction ● TEDxED, "How to Spot a Misleading Graph"	● Wed, 10/17: Reading response due by noon EDT ● Wed, 10/17: Final WP2 due with reflective memo by 11:59pm EDT ● Fri, 10/19: Replies to reading responses due by noon EDT ● Fri, 10/19: REVEL reading quizzes due by 11:59pm EDT
10	annotating, summarizing, and synthesizing sources to form an argument (10/21–10/27) **read** ● ABG, Chapter 8: "Writing an Exploratory Essay or Annotated Bibliography" **watch** ● Module 10 Introduction	● Wed, 10/24: Reading response due by noon EDT ● Fri, 10/26: Replies to reading responses due by noon EDT ● Fri, 10/26 Annotated bibliography due by 11:59pm EDT ● Fri, 10/26: REVEL reading quizzes due by 11:59pm EDT
11	intellectual property and citation (10/28–11/3)	● Wed, 10/31: Reading response due by noon EDT

	read ● ABG, Chapter 23: "Incorporating Sources Into Your Own Writing" ● ABG, Chapter 24: "Citing and Documenting Sources" **watch** ● Module 11 Introduction ● Purdue OWL videos on MLA or APA citation	● Fri, 11/2: Replies to reading responses due by noon EDT ● Fri, 11/2: REVEL reading quizzes due by 11:59pm EDT
12	revising for clarity and style (11/4–11/10) **read** ● ABG, Chapter 14: "Writing a Classical Argument" ● Richard Lanham, "Where's the Action?" ● Purdue OWL on Sentence Variety (all 5 pages) **watch** ● Module 12 Introduction	● Wed, 11/7: WP3 draft due by 11:59pm EST ● Fri, 11/9: Peer reviews of WP3 due by 11:59pm EST ● Fri, 11/9: REVEL reading quizzes due by 11:59pm EST
13	planning remediation (11/11–11/17) **read** ● ABG, Chapter 5: "Thinking Critically About Document Design, Visual Rhetoric, and Multimodal Messages" ● Example research posters and templates on Blackboard **watch** ● Module 13 Introduction	● Wed, 11/14: Reading response due by noon EST ● Wed, 11/14: Final WP3 due with reflective memo by 11:59pm EST ● Fri, 11/16: Replies to reading responses due by noon EST ● Fri, 11/9: REVEL reading quizzes due by 11:59pm EST
14	principles of visual communication (11/18–11/24) **read** ● ABG, Chapter 20: "Strategies for Composing Multimodal Texts"	*Thanksgiving Vacation; university closed 11/21–11/ 24* ● Tues, 11/20: Design plan for WP4 due by 11:59pm EST

	● Curtis Newbold, "The 50 Most Important Rules of Document Design" **watch** ● Module 14 Introduction	● Sun, 11/25: REVEL reading quizzes due by 11:59pm EST
15	audiences for presenting research (11/25–12/1) **read** ● Example research posters on Blackboard **watch** ● Module 15 Introduction	● Wed, 11/28: WP4 draft due by 11:59pm EST ● Fri, 11/30: Peer reviews of WP4 due by 11:59pm EST
16	displaying information and making arguments with visuals (12/2–12/8) **read** ● Sam Dragga & Dan Voss, "Cruel Pies: The Inhumanity of Technical Illustrations" ● HackDesign, "Achieving Visual Hierarchy" ● Keith Collins, "The Most Misleading Charts of 2015, Fixed" **watch** ● Module 16 Introduction	● Wed, 12/5: Reading response due by noon EST ● Fri, 12/7: Replies to reading responses due by noon EST
F	presenting & reflecting (12/9–12/15)	● Tues, 12/11: Final WP4 due with reflective memo by 11:59pm EST