ENGL 106: First-Year Composition

Documenting Realities of Place/Space

The Basics

Instructor: Beth Towle
Email: towle0@purdue.edu
Office Hours: Tuesdays 10-11:30 am
                  or by appointment
Course Website: Blackboard

Class Structure:

Mondays: Group A Conferences	CRN: 10600-909-11317	Heavilon 225
Tuesdays: Computer Lab	CRN: 10060-908-11316	Beering B275
Wednesdays: Class	CRN: 10600-908-11316	Recitation 226
Thursdays: Group B Conferences	CRN: 10600-910-11318	Heavilon 223
Fridays: Class	CRN: 10600-908-11316	Recitation 226

Class. Our 100 minutes per week of structured class time will be used to explore concepts, discuss ideas, and collaborate with each other. Some days will be more lecture-based; other days will be more active and participatory.

Conference. You are incredibly lucky to have such close contact with your instructor on a weekly basis. This time will be used to discuss your work, to do peer review, or work on group activities. I will be assigning writing groups that you will work with throughout the semester. I will also schedule a few one-on-one conferences with each of you throughout the semester.

Lab. Technology is an incredibly important part of composing, especially in this particular class framework, and often determines how and what we compose. During structured lab time each week we will explore new applications, concepts, and ideas within a computer lab.

Course Description + Outcomes

English 106 is the standard 4-credit hour composition course for students at Purdue. (For descriptions of all ICaP courses, visit http://icap.rhetorike.org/courseinfo). 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.

This particular course uses the "Documenting Realities" approach to teaching first-year composition, and will focus on how rhetoric shapes reality as we know it. Students in this

course will use primary and secondary research methods, journaling, media, and formal writing as a way to understand the ways in which reality is constructed, understood, and documented. In order to approach the concept of reality, we will be concentrating on place and space – both real places (hometowns, Purdue, the Wabash valley) and constructed spaces (disciplines, institutions, society). By understanding how these places and spaces that define our lives are rhetorically constructed and how they can in turn be documented, students will leave the class with the rhetorical knowledge to compose in a variety of genre and media for a variety of purposes and audiences.

Required Texts/Materials:

Wysocki, Anne Frances and Dennis A. Lynch (2014). *Compose, Design, Advocate*, **Second Edition. Pearson.**
ISBN: 978-0-205-69306-1 (0-205-69306-7)

The other required readings for this course – articles, essays, etc. – will be distributed either in class or via the class website.
You will also need to have the following materials: paper/notebooks, writing utensils, folders, etc. Whatever organization system (folders, binders, stacks, etc.) works for you, use it!

You will need access to a computer all throughout the semester – either using your own or using Purdue's computer lab spaces. If you have any problems with accessing technologies, let me know so we can work something out.

Formal Assignments

Below are details about each formal assignment for this course. All formal assignments must also include a two-paragraph reflective response on a separate page that details what skills students learned and how they utilized concepts and skills learned via class, conferences, and readings. A formal assignment prompt will be distributed to students for each of these assignments in class throughout the semester.

All written work must be typed, double-spaced and in 12-point Times New Roman or similar font. Students must submit both a hard copy and an electronic copy (via email) of written work to the instructor by the beginning of the class date on which it is due. Students are allowed to choose their citation style, though they should dictate which citation style they used in the header. Multimodal assignments will be submitted via email, and special instructions for file formats will be given at the time the assignment sheet is given.

Each formal written assignment should include a header with the student's name, course title, and date. Each assignment must also include a title at the top of the first page.

Place Narrative
1000-1500 words, 150 points
In this assignment, students will compose a written essay about a place that they are interested or invested in. It could be a childhood home, a vacation spot, a new dorm, really anywhere. Students will use description, dialogue, and observation skills to narrate an event that took place in their chosen space.

Access/Usability Report
1500-2000 words, 200 points
Utilizing results from surveys that will be done as part of the class, students will write a report detailing responses and providing possible implications gleaned from those responses. The surveys and reports will focus on either a physical space (such as a particular building at Purdue) or a metaphorical space (such as the institution of higher education) and how those spaces are or are not accessible and usable to diverse groups of people.

Podcast
500-1000 written words for notes,
15 mins. for length of recording,
100 points
Students will design and record a podcast in which they interview someone who they associate strongly with a particular space, and can be based on the same spaces used in the narrative or report. Along with the actual podcast recording, students must design a thumbnail image for the podcast title, as well as a set of notes and/or show description.

Annotated Bibliography
50 points
The annotated bibliography is meant to help students begin utilizing and synthesizing the secondary sources they will use for the final project. Students must include five sources in the annotated bibliography.

Research Project
2500-3000 words, 300 points
The final research project will be the capstone project for this course, and may borrow its topic from any earlier assignment of the semester. The research project must discuss some aspect of place or space, and it must a) articulate an original argument, and/or b) be informative for a specific audience. Students are expected to utilize both primary and secondary research methods for this assignment. Additionally, students are encouraged to choose the medium and genre in which they would like to present their research project – as a website, a formal paper, a set of promotional materials, etc.

Informal Assignments

Journals
100 points total (10 points/200-300 words each)
Throughout the semester, students will be writing entries in journals that the instructor will read. Journals should be focused on readings, class discussions, or other aspects related to the course. Journals are a good space for students to begin working out ideas for formal assignments, as well as a good space to develop ideas and questions to discuss in class.

Other Exercises
100 points total
Throughout the course, we will be doing exercises in the class or lab space, such as observations, surveys, peer review, and other short writings. Students will receive points that go towards their final grade for these short exercises, for up to 100 points.

Assignment	Points (%)
Place Narrative	150 (15%)
Report	200 (20%)
Podcast	100 (10%)
Annotated Bib.	50 (5%)
Research Project	300 (30%)
Journals (10)	100 (10%)
Other Exercises	100 (10%)
COURSE TOTAL	1000 (100%)

Grading

All grades are tabulated according to this scale:

A+	98-100%	C+	78-79%
A	93-97%	C	73-77%
A-	90-92%	C-	70-72%
B+	88-89%	D	60-69%
B	83-87%	F	<60%
B-	80-82 %		

Attendance Policy

Unlike many other universities, which have a two-semester or more sequence of writing instruction, ENGL 106 is likely to be the only formal writing course you take at Purdue. For this reason, attendance is very important. I ask that students be in class on time and ready to go each day, and I will do the same in return. That being said, I realize some things are beyond our control, and so you are allowed up to four (4) days of absence without any consequences. Each day missed beyond the allotted four will result in a -10 point reduction from your final course grade. If you are absent more than 10 days total, it will result in an automatic failure of the course.
If you have to miss class for grief-related reasons, please contact the Office of the Dean of Students (ODOS) to start the formal process for having those missed days excused. Days missed for this reason are not counted towards your absences if you have documentation from ODOS.
Student athletes who must miss class for athletics-related events must provide documentation from their coach or advisor in order to avoid those days being counted towards absences.

Late Work
The majority of missed class assignments cannot be made up. If a serious and unavoidable problem arises, however, you should contact me prior to the deadline to determine whether or not an extension is possible.

Technology
Laptops and tablets are allowed in the class, but students are expected to be focused only on things related to the class during this time. I do not mind students having their phones on their desk in front of them, as long as they are not using them for non-class business.

Campus Emergencies + Inclement Weather
In the event of a major campus emergency or official university closure due to weather, I will get in touch with you via email as soon as possible to let you know about any changes to our regular schedule. If a major campus emergency due to weather or human tragedy occurs while we are in class, I will provide immediate instruction in what to do. In general: stay inside for tornados, go outside for fires. For active shootings or similar situations, our classroom door will be locked and we will take cover in the least visible part of the room.

Grief Absence Policy
The Grief Absence Policy for Students states that Purdue University recognizes that a time of bereavement is very difficult for a student. The University therefore provides the following rights to students facing the loss of a family member through the Grief Absence Policy for Students (GAPS). GAPS Policy: Students will be excused for funeral leave and given the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missing assignments or assessments in the event of the death of a member of the student's family. For more information, contact ODOS or visit http://www.purdue.edu/studentregulations/

Violent Behavior
Purdue's policy for violent behavior is as follows: Purdue University is committed to providing a safe and secure campus environment for members of the educational environment for students and a work environment for employees that promote educational and career goals. Violent Behavior impedes such goals. Purdue strives to create an environment for employees that promote educational and career goals. Violent Behavior impedes such goals. Therefore, Violent Behavior is prohibited in or on any University Facility or while participating in any university activity. Read more: http://www.purdue.edu/policies/index.html

Academic Integrity
The official guidelines for academic integrity state that "Purdue University values intellectual integrity and the highest standards of academic conduct. To be prepared to meet societal needs as leaders and role models, students must be educated in an ethical learning environment that promotes a high standard of honor in scholastic work.
Academic dishonesty undermines institutional integrity and threatens the academic fabric of Purdue University. Dishonesty is not an acceptable avenue to success. It diminishes the quality of a Purdue education, which is valued because of Purdue's high academic standards."
For more information read the following brochure: http://www.purdue.edu/odos/osrr/academicintegrity brochure.php.

Students with Disabilities
If you have a disability that requires special academic accommodation, please make an appointment to speak with me with me at any point in the semester to discuss adjustments. For more information, visit the Disability Resource Center's website:
https://www.purdue.edu/drc/

Discrimination and Harassment
I take seriously the need to provide a respectful and supportive environment in our classroom as well as in the online space of the course website. All class-related interactions will be conducted in accordance with Purdue's nondiscrimination policy. Read it in full here: http://www.purdue.edu/purdue/ea_eou_statement.html/

CAPS
Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at (765) 494-6995 and http://www.purdue.edu/caps/ during and after hours, on weekends and holidays, or through its counselors physically located in the Purdue University Student Health Center (PUSH) during business hours.

Note: Course schedule is subject to change, but due dates will always remain the same. Specific due dates for reading assignments will be given every few weeks at the start of a new unit.

	Readings	Activities	Assignments Due
Week 1 **8/21-25** **Introductions**	CDA, Intro + Ch. 1 Kirk, "Navigating Genre"	Introductions Intro to Rhetoric Setting mutual goals	
Week 2 **8/28-9/1** **Rhetoric + Research**	CDA, Ch. 5 Driscoll, "Introduction to…" Place writing selections	Rhetoric Primary research Observation exercise	Journal Entry
Week 3 **9/5-8** **(No class 9/4)** **Writing + Revision**	CDA, Ch. 9 + 13 Nielsen, "Twitter Postings" Massara, "Greater Omaha"	Peer review Writing exercises	Journal Entry
Week 4 **9/11-15** **Visual Rhetoric**	CDA, Ch. 7, 10, 11	Learning Qualtrics Survey exercise	**Place Narrative + Project Reflection 9/15**
Week 5 **9/18-22** **Surveys + Research**	Grabill, et al, "WIDE Survey" OIRAE reports	Survey exercise	Journal Entry
Week 6 **9/25-9/29** **Usability + Access**	CDA, Ch. 8 Dolmage, "Mapping Comp…"	"Field" trip Mini-usability reports	Journal Entry
Week 7 **10/2-6** **Identity + Writing**	Komunyakaa, "The Blue…" LeCourt, from Identity Matters Okawa, et al., "Multicultural…"	Identity mapping Peer review	Journal Entry
Week 8 **10/11-13** **(No class 10/9-10)** **Interviewing**	Interview selections	Interview exercise	**Access Report + Project Reflection 10/13**
Week 9 **10/16-20** **Media + Recording**	McLuhan materials Podcast selections	Recording exercise Analyzing media	Journal Entry
Week 10 **10/23-27** **Media + Recording**	Readings TBD	Editing exercise	Journal Entry
Week 11 **10/30-11/3** **Research + InfoLit**	CDA, Ch. 4 Research writing selections	Research panel	**Podcast 11/3**
Week 12 **11/6-10** **Research +InfoLit**	Lethem, "The Ecstasy of…" Copyright selections	Plagiarism exercise	Journal Entry
Week 13 **11/13-17** **Documentaries**	Howe, "Sorting Facts…"	Watch: ???	Elevator Pitches
Week 14 **11/20-21** **(No class 11/22-24)** **Catch-Up**	Readings TBD		Journal Entry
Week 15 **11/27-12/1** **Revisiting Identity +Access**	SRTOL readings Student-chosen readings	Peer Review	**Annotated Bib 11/29** Journal Entry
Week 16 **12/4-8** **Revisiting Rhetoric**	Readings TBD	Peer Review	
Finals Week	NO READINGS	NO CLASS	**Research Project 12/12**