**ENGL 108: Culture, Creativity, and Technology**

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| **Tuesdays:**  ***10:30 am-11:45 am***  **ENGL 10800-043**  **CRN 15807** | **Thursdays:**  ***10:30 am-11:45 am***  **ENGL 10800-043**  **CRN 15807** |
| *WTHR 214* | *HEAV 206* |

**Required Materials:**

*Her Story* (Sam Barlow, iOS, Android, Windows, OS X, $5.99)

*The Digital Writer* (Sean Morey, ISBN-10: 1598718045, $59.70)

Additional readings for this course (articles, essays, etc.) will be distributed either in class or via Blackboard. You will also need a notebook and writing utensils with which to take notes and complete class activities throughout the semester. Finally, you will need access to a computer all throughout the semester—either using your own or using Purdue’s computer lab spaces.

Our course website on Blackboard can be accessed at the following link:

<https://mycourses.purdue.edu/webapps/blackboard/content/listContentEditable.jsp?content_id=_8871661_1&course_id=_313061_1>

**Class Information and Policies:**

Course Description and Goals

From Students’ Guide to ICaP (<http://icap.rhetorike.org/studentguide#outcomes>):

**ENGL 108** is an accelerated composition course for students at Purdue. The course emphasizes a rigorous approach with high expectations on students’ abilities to work quickly and independently, and it requires students’ self-efficacy and self-regulation as well as strong writing skills and/or prior writing experiences. The course provides students with the opportunity to interpret and compose in both digital and print media across a variety of forms. Students will engage in active learning, which includes class discussion, learning in small groups, problem solving, peer review, and digital interaction. ENGL 108 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.

**Course Philosophy**

This ENGL 108 course will emphasize writing in CGT, and will include assignments such as traditional essays, data visualization, research posters, design plans, abstracts, and proposals. In addition, this course will emphasize the intersection between writing and visual rhetoric, and prepare students for multimodal composition. This course will allow students to gain an understanding of the rhetorical impact of texts and images in a collaborative classroom setting that stresses a small group workshop model. Assignments will also encourage students to rhetorically consider the historical, cultural, and social dynamics and chronologies of design and artistic production.

As such, students should leave this course understanding how to integrate artistic and technological design principles with writing. In terms of classroom dynamics, this class will rely on a workshop model of pre-writing, drafting, and revision. Additionally, this course will reinforce the writing process as one based on creative experimentation with both visual and textual rhetoric. Readings and writings in this class will encourage students to think more deeply about their experiences with technology and then theorize how they will apply their reflections and growing expertise with writing and CGT design principles.

### Assignments

You will complete several projects in this course. You will have plenty of time for each project, and you will have the opportunity to get feedback on drafts for these assignments. I will give you specific information about each assignment as you begin it, but here’s a brief description of each:

**Major Assignments**

* Personal Narrative (100 points)
* Visual Remediation & Reflection (100 points)
* Interface and Design Report (100 points)
* Media Review (150 points)
* Research Proposal (150 points)
* Research-Based Argument (250 points)
* Research Poster (50 points)
* Writing Journal (100 points)

(all assignments will be posted to **Blackboard**)

**Units and Grades**

Unit 1: Writing to Narrate (200 pts)

Unit 2: Writing to Evaluate (250 pts)

Unit 3: Writing to Argue (450 pts)

Journals (100 points)

**Total: 1000 points**

Grading Scale: A+ 97-100, A 94-96, A- 90-93, B+ 87-89, B 84-86, B- 80-83, C+ 77-79, C 74-76, C- 70-73, D+ 67-69, D 64-66, D- 60-63, F 0-59

**Major Unit Assignments – Guide**

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| --- | --- | --- |
| **Unit 1** | **Writing to Narrate** | Word Count |
| Personal Narrative | Short introduction to rhetorical appeals (i.e., ethos, pathos, logos); writing to describe a personal experience | 500-1000 |
| Visual Remediation and Reflection | Remediating the personal narrative in a visual format; deconstructing the use of rhetorical appeals and design choices in visual forms | multimedia |
| **Unit 2** | **Writing to Evaluate** |  |
| Interface and Design Report | Writing to describe and inform, investigating design choices, considering process, beginning research skills | 1000 |
| Media Review | Analyzing and responding to multimedia texts; synthesizing research on media and design | 1000-1500 |
| **Unit 3** | **Writing to Argue** |  |
| Research Proposal | Presenting a problem, question, or issue to investigate further for the research-based argument, based on preliminary research | 1000-1500 |
| Research-Based Argument | Developing a formal argumentative paper that considers the rhetorical issues identified and discussed during this course; exploring academic tone, establishing ethos, and weighing source credibility | 2000-2500 |
| Research Poster | Synthesizing and remediating analysis from the research-based argument paper | multimedia |
| **Throughout Course** | **Writing to Reflect** |  |
| Journals | Reflection on writing processes, readings, and outside events | 250-500 (each) |

## Attendance

Since much of the work in this class is based on class discussions, conferences, and group work, your regular attendance and participation are vital to its success. For that reason, if you are frequently absent or late, I will reduce your course grade.

You may be absent **up to 3 times** before your grade is reduced; every class period you miss afterward will result in a **10-point grade reduction**. If you miss **10 or more classes**, you will automatically **fail** the class. Exceptions may be made for extreme circumstances.

### Outside Events

As a defining part of the Learning Community experience, structured out-of-class activities will be planned and held for students in our Culture, Creativity, and Technology learning community. Students will be given advance notice of an event, and you will be required to attend at least **three** events and write a journal reflection of each event you attended as part of this class.

### Late Work

I do not accept late work. The only exception to this policy is if you are ill and discuss your circumstances with me as soon as they arise. I do, however, accept early papers; so if you know you must miss a class when an assignment is due, turn in the work before the class meets.

On workshop days, it is important that you come to class with the assigned work to discuss and with sufficient copies of the work for other students in your group. If you are not prepared on workshop days, you may be counted absent.

## Format Guidelines

Unless otherwise announced, you will be required to submit your work via Blackboard by midnight the day it is due. Unless otherwise specified in the assignment parameters, you will be expected to turn your work in as a Microsoft Document file (.doc or .docx), not Pages, or OpenOffice format, or anything else.

Filenames for electronic documents must include your name and the name of the assignment. Don’t save your project as “paper.doc.” Save it as Batti-researchfinal.doc or something similar, so that your file can be clearly identified.

Follow MLA guidelines for formatting and documentation, an introduction to which you may find on the Purdue OWL (On-Line Writing Lab): <https://owl.english.purdue.edu/owl/resource/747/01>

Include your name, the date, and the course information (English 106) at the top of the first page, aligned with the left margin. Center the title of your paper below that information.

Here’s an example:

Your last name 1

Your Name

Your Instructor’s Name

English 106

9 September 2017

Title of Your Paper

The first line of your paper begins here and then continues. Remember to indent the first line of each paragraph.

Some format basics for MLA are:

* Double-space the entire paper, including all block quotations (quotations of over five lines, which are indented one inch from the left margin) and the Works Cited list.
* Use one-inch margins on all four sides of the page.
* Use a standard font, such as Times New Roman, in size 12.
* If submitting a paper copy, use a staple to hold pages together.

**Academic Honesty**

The following statement about honesty and the use of sources is from the Students’ Guide to ICaP (<http://icap.rhetorike.org/studentguide#academichonesty>):

When writers use material from other sources, they must acknowledge this source. Not doing so is called plagiarism, which means using without credit the ideas or expressions of another. You are therefore cautioned (1) against using, word for word, without acknowledgment, phrases, sentences, paragraphs, etc., from the printed or manuscript material of others; (2) against using with only slight changes the materials of another; and (3) against using the general plan, the main headings, or a rewritten form of someone else's material. These cautions apply to the work of other students as well as to the published work of professional writers.

So let the Purdue student honor pledge be your guide: “As a Boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together—We are Purdue.” Since we will be discussing how to acknowledge and cite sources, you should be able to learn to avoid accidentally plagiarizing anyone else’s work. If you are in doubt, please ask me, since the consequences for plagiarism are severe. The university policies about plagiarism include penalties ranging from failure of an assignment to expulsion from the university. **In this class, anyone who plagiarizes fails the course and will be reported to the Office of the Dean of Students.** The Department of English and ICaP consider the previous explanation to be official notification of the nature and seriousness of plagiarism.

**Classroom Ethics and Behavior Policy**

The following statement about Purdue’s policy on student decorum is also from the Students’ Guide to ICaP (<http://icap.rhetorike.org/studentguide#decorum>):

While we do want our classrooms to be spaces of open discussion and dialogue, students must be aware that their speech and compositions act as part of the larger classroom discourse, and thus have effects and repercussions beyond their own personal experience in the class, and even beyond the teacher-­student relationship within the class.

We want to foster an environment where everyone (regardless of nationality, sex, sexual orientation, etc.) is free to express their views without fear of intimidation, unless that expression impinges on others’ ability to do so. This requires that we provide others in the classroom with the ability to express their views in a safe environment, and recognize one's own responsibility to contribute to the safety of that environment. The environment of the classroom includes not solely larger class discussion, but also working with groups, course projects, course activities, and conduct in online spaces (forums, online discussions, blogs).

As such, inappropriate and disruptive behavior will not be tolerated. Such behavior includes inappropriate use of electronic or technological devices; *please refrain from using personal technologies for non-course related activities*.

**Resources**

**The Writing Lab:** Besides seeing me during your conference time or in my office, you have other resources at Purdue to help you with your writing and writing assignments. The Writing Lab in Heavilon Hall, Room 226, offers FREE tutorials to students by appointment or on a drop-in basis. For more information or to make an appointment, call 494-3723. You may also access the Online Writing Lab (OWL) at [http://owl.english.purdue.edu](http://owl.english.purdue.edu/).

**Disability Resource Center:** If you have a disability that requires special academic accommodation, please make an appointment to speak with me in order to discuss any adjustments. It is your responsibility to notify the Disability Resource Center (<http://www.purdue.edu/drc>) of an impairment or condition that may require accommodations and/or classroom modifications.

**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.

**What to do in an Emergency**

* *For any emergency, call 911.* Whether you call from a campus phone or your cell phone, your 911 call goes directly to campus police when you are on campus.
* *Indoor Fire Alarm:* Immediately evacuate the building. Do not use the elevator. Move away from the building until emergency response personnel tell you it is safe to return.
* *All Hazards Outdoor Emergency Warning Siren:* If you are outdoors, seek shelter in a building. If you are indoors, remain indoors, away from windows and doors.
* In Heavilon Hall, the Emergency Warning Sirens are not audible. You may want to sign up with Purdue ALERT so you can receive emergency notifications through text messages.

**This syllabus is subject to change. For more on official Purdue policies, what to expect from First-Year Composition, and other helpful information, please see the ICaP Student Guide at** [**http://icap.rhetorike.org/studentguide**](http://icap.rhetorike.org/studentguide)**.**

**Course Schedule (subject to changes)**

(Abbreviations: *DW* = *The Digital Writer*)

Week 1: Introduction to course

Aug. 21-25 Texts: *DW* Chapter 1: Digital Writing

Week 2: Introduction to rhetorical appeals, digital writing technologies, and writing

Aug. 28-Sept. 1 to describe a personal experience

Begin work on Project 1: Personal Narrative

Texts: *DW* Chapter 2: Digital Rhetoric; personal narrative samples (on Blackboard)

Week 3:Introduction to rhetorical appeals, digital writing technologies, and writing

Sept. 4-8 to describe a personal experience, continued

Drafting, group work, and revising of Project 1: Personal Narrative

Texts: *DW* Chapter 7: Digital Genres and Modes

**Project 1: Personal Narrative due this week**

Week 4: Deconstructing the use of rhetorical appeals in visual forms

Sept. 11-15 Begin work on Project 2: Visual Remediation/Reflection

Texts: *DW* Chapter 8: Digital Images; Chapter 9: Digital Video

Week 5: Deconstructing the use of rhetorical appeals in visual forms, continued

Sept. 18-22 Drafting, group work, and revising of Project 2: Visual Remediation

**Project 2: Visual Remediation/Reflection due this week**

Week 6: Writing to describe and inform, investigating design choices, considering

Sept. 25-29 process, beginning research skills

Begin work on Project 3: Interface and Design Report

Texts: *Her Story*

Week 7: Writing to describe and inform, investigating design choices, considering

Oct. 2-6 process, beginning research skills, continued

Drafting, group work, and revising of Project 3: Interface and Design Report

Texts: *DW* Chapter 6: Digital Research

**Project 3: Interface and Design Report due this week**

Week 8: **October Break: Monday and Tuesday, Oct. 9-10—No Classes**

Oct. 9-13 Analyzing and responding to multimedia texts; synthesizing research on media and design

Begin work on Project 4: Media Review

Texts: *DW* Chapter 5: Digital Audiences

Week 9: Analyzing and responding to multimedia texts; synthesizing research on

Oct. 16-20 media and design, continued

Class time will be used to for drafting and revision and to schedule conferences to discuss Project 4: Media Review

Week 10: Analyzing and responding to multimedia texts; synthesizing research on

Oct. 23-27 media and design, continued

Drafting, group work, revising of Project 4: Media Review

**Project 4: Media Review due this week**

Week 11: Presenting a problem, question, or issue to investigate further

Oct. 30-Nov.3 Begin discussion of Project 5: Research Proposal

Texts: *DW* Chapter 3: Digital Arguments

Week 12: Presenting a problem, question, or issue to investigate further, continued

Nov. 6-10 Drafting, group work, revising of Project 5: Research Proposal

Texts: *DW* Chapter 4: Digital Analysis

**Project 5: Research Proposal due this week**

Week 13: Exploring academic tone, establishing ethos, and weighing source

Nov. 13-17 credibility

Begin work on Project 6: Research-Based Argument

**No class on Thursday (11/16) this week**

Week 14: **Thanksgiving Week—No classes Wednesday through Friday**

Nov. 20-24 Developing a formal argument; synthesizing and remediating analysis

Begin work on Project 7: Visual Posters; continue work on Project 6:

Research-Based Arguments

Texts: *DW* Chapter 10: Digital Editing; Chapter 11: Digital Delivery

Week 15: Developing a formal argument; synthesizing and remediating analysis,

Nov. 27-Dec. 1 continued

Continued work on Visual Posters and Research-Based Arguments

Class time will be used for drafting and revision and to schedule conferences to discuss final projects

Week 16:Drafting, group work, revising of Visual Posters and Research-Based

Dec. 4-8 Arguments

**Project 6: Research-Based Argument due at end of week**

**Project 7: Visual Poster due; Symposium will be held this week**

Week 17: Final Exam Week (**No final exam is required for English 108**)

Dec. 11-15