English 108:

Accelerated First-Year Composition
- *Class Meetings:* T & R, 10:30 – 11:45 AM
- *Course Website:* Blackboard
- *Syllabus Approach:* UR@

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Office Hours: T & R, 1:30 – 2:30 PM or by appointment

SCHEDULE

We will meet from 10:30 – 11:45 AM twice a week, on Tuesdays (T) and Thursdays (R). Tuesdays, we will meet in Recitation Hall 227, and Thursdays, we will meet in the basement of Beering Hall in B282.

Tuesday	Thursday
REC 227	BRNG B282
10:30 – 11:45	10:30 – 11:45

ICaP COURSE REQUIREMENTS

ENGL 10800 is an accelerated composition course that, like ENGL 10600, satisfies the Written Communication and Information Literacy requirements of the university core. As in ENGL 10600, students should expect to produce approximately 7,500-11,500 words of polished writing (or 15,000-22,000 words, including drafts). Some of this text production may be done using multimedia, and some of it may be composed in short assignments.

The course emphasizes a rigorous approach with high expectations on students' abilities to work quickly and independently. Because it meets two or three times a week, without the regular instructor-student conferencing sessions of ENGL 10600, student success in English 10800 requires (a) more self-efficacy and self-regulation; (b) strong writing skills and/or prior writing experiences, and/or (c) the focused content provided by learning communities.

Desired goals and outcomes for English 108:
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.

SYLLABUS APPROACH: UR@

This course uses the ICaP **UR@** syllabus approach, which emphasizes audience, location, and genre as specific points of entry into each assignment. We begin with a professional email assignment, which explores audience, genre, language, and tone within a familiar but tricky genre of writing; we then move into research, synthesis, analysis, and academic composition, all of which ask you to consider how the genre and intended audience of each text influence the designs, mediums, diction, and purposes of those texts. We will consider, through assignments and class discussion, the ways that our own locations, experiences, and assumptions influence how we read, interpret, and write. All of these considerations will be applied to our readings, class assignments, and various writing projects throughout the semester, and they will be heavily emphasized during Peer Reviews and revisions of major projects.

ABOUT THIS COURSE

The purpose of this course is to get you comfortable with college-level reading and writing. I also want all of you to leave English 108 with a good sense of both who you are as academics and how you wish to be heard, seen, and understood by your readers, viewers, and listeners. We will talk a lot about and practice with the tools you have to create an authorial voice and style that are reflections of who you are, and we'll also work on tailoring your authorial voice for each genre of writing you encounter. All of you have the ability to create an academic *persona*, and I'm really excited to work with each of you to identify what that persona is, how we'll create it, and how we'll maintain or continue to grow it.

We'll also talk a lot about reading, and we'll do a lot of reading. Specifically, we will practice critically and skeptically reading scholarly texts, rhetorical reading, and analysis. Some of these "types" of reading may or may not feel familiar to you once we get started, but regardless of your previous experience, it takes practice and determination to read (and write!) well, which is true for any skill.

REQUIRED TEXTS AND MATERIALS

1.) Our course textbook, *The Norton Field Guide to Writing.* 4th ed., by Richard Bullock

ISBN: 978-0-393-26435-7 (approximately $52 to buy or $16 to rent from [Amazon](https://amazon.com))

You must buy a print copy of this edition. Do not buy an ebook, and make sure to purchase the 4th edition. If you require an ebook, please contact the DRC (see "Disability" below).

2.) Supplemental texts for the course will be available on Blackboard as PDFs (no payment for these).

Please check the online Course Calendar at least a couple of times every week. You will have assigned readings every week, some from your textbook and some from supplemental texts that I will provide.

3.) You will need one (1) 8 x 10/8.5 x 11 spiral notebook for regular class use. Please come to every class with your notebook and a writing utensil (pen or pencil).

Please adhere to the 8x10/8.5 x 11 measurement for your notebook. You will sometimes do in-class writings and tear out pages from your notebook to submit your work for grading, and smaller-sized sheets of paper are easily lost from the pile. If you require alternative tools for note-taking, please contact the DRC (see "Disability" below).

YOUR RESOURCES

- You can always come to my office hours (Tuesdays and Thursdays, 1:30 – 2:30 PM), or you can set an appointment if my office hours don't work with your schedule.

- The Writing Lab (Heavilon Hall 226) is an awesome resource for you at any stage of research or writing. They can help you with brainstorming, outlining, writing, and revising. The Writing Lab also offers etutoring and online tutoring! https://owl.english.purdue.edu/writinglab/

- The Purdue OWL: Purdue's online writing lab is useful for citation, formatting documents for different genres of writing, and much more: https://owl.english.purdue.edu/owl/

- Your primary text, *The Norton Field Guide to Writing,* offers chapters on most of the genres with which we'll be working. Other assignments will be supplemented with additional materials that you will receive (no purchase required) from me.

MAJOR PROJECTS AND COURSE ASSIGNMENTS

Further details for all assignments will be given during instruction and in provided assignment sheets:

(10%): Cold-read Responses, Blackboard Discussions, and In-class Writings (Weeks 1 – 16)

In-class writings will determine your participation grade, as detailed below in the "Participation" and "Grading Policies" sections. Some in-class writings will require more work than others and they will be weighted accordingly.

Cold-read responses will take place, generally, at the beginning of certain class meetings. You will be given a text at the beginning of class to "cold-read," meaning you will read it then and there for the first time. All contextual information will be removed from the texts (I won't tell you the author, the historical period, or the social/political context). You will respond to the text, in writing, following specific questions or general prompts from me.

- *Word Count: approximately 2,500 words (over the course of the semester, all completed in class)*

(5%): Professional E-mail (Week 1)

Week 1: You will send me a professional e-mail before our first day of class. In that e-mail, you will introduce yourself to me (name, year at Purdue, major or interests) and you will request an extension on a major project (a practice request: not a real one).

- *Word count: approximately 400 words*

(10%): Reading Annotations (Weeks 2 – 6)

Using the "Reading Annotation" template provided to you on Blackboard, you will create annotation readings for various texts assigned for the course. Your annotation readings are an entirely different genre of writing from your evaluative annotation entries for your Annotated Bibliography (described below), so please note that they are not the same. These annotation readings will ask you to summarize the texts' arguments, to identify and explain important quotes or passages, to create discussion questions in response to the texts, to make connections between various texts that are assigned, and to engage critically, in writing, with the assigned texts. Critical engagement will include rhetorical analysis and idea critiques. Further instructions will be given in class and in the Reading Annotation template, including requirements for word count.

- *Word count: approximately 750 words per annotation*

(20%): Research Question & Annotated Bibliography (Weeks 3 – 8)

You will submit 3 research questions that you are considering for your research project, and we will work together to narrow down to one (1) research question. Your research question must be researchable and arguable. Your aim is to create a research question that will allow you to explore various academic sources and finally create your own original argument. As you perform your research, you will choose five (5) sources that you will carry through to your final project, the Argumentative Research Portfolio. You will create an annotated bibliography for those five (5) sources that includes APA citations and thorough, evaluative annotation entries for each source.

- *Word Count: 250 words per evaluative annotation entry*
- *5 entries x 250 words = 1,250 words (word count does not include citations).*

(20%): Researched Argument Project (Weeks 9 – 11)

Your Argumentative Research Portfolio will include multiple documents that, together, create a "starter pack" for an argumentative research paper. Each week, we will work on different stages of your research project, creating documents for Peer Review and finally, in week 12, for submission. Project Breakdown:

- work with me, with your peers, and on your own to create an original and argumentative thesis that is relevant to the research you've just conducted for your Annotated Bibliography.
- craft an introduction that suits your research question and your thesis.
- create a detailed outline for a 10-paragraph argumentative research paper.
- create an abstract based on the introduction, thesis, and outline you've created.
- research potential academic or professional conferences that are suitable for your proposed paper.
- create a "Conference Table" that explains the details of your chosen conferences.
- revise your abstract to suit the requirements of your chosen conferences.

Note: your Research Portfolio (your final project, which is explained below) will require rough and final drafts, so be sure that you do not delete, lose, or overwrite your rough drafts!

- *Word count: approximately 1900 words (word count includes all Research Project documents)*

(20%): Research Poster (Weeks 12 – 14)

Using your completed Researched Argument Project, you will create a Research Poster that you could present at Purdue's Undergraduate Research Conference, which will involve a well-balanced mix of written text and visual elements. You will remediate your outline into a visual document for this assignment, and we will discuss and implement visual rhetoric, principles of design, and multimodal communication and composition for this project.

- *Word count: equivalent to approximately 500 – 700 words*

(15%) Research Portfolio (Weeks 15 – 16)

Your Research Portfolio is your final project, and you will hand it in at the end of Week 16 (on Blackboard). Your Portfolio must be ONE (1) .doc or .docx file that includes all of your research documents. It must include a title page, and must show knowledge, understanding, and implementation of formal document design. You will receive an assignment sheet for your Research Portfolio that will explain word count requirements, chronology within the portfolio, further details about the reflection essay, and other project expectations by the beginning of Week 14. Project Breakdown is as follows:

- Compile all of your research assignments from Week 3 – Week 14
- Complete additional revisions of your introduction, thesis, outline, and conclusion
- Compose a reflection essay that details your strategies and justifications for your revisions, your growth as a researcher and a writer in English 108, and your favorite assignment in the course.

  - *Reflection essay word count: approximately 750 words*
  - *Word count for previously created documents will be contingent upon your levels of revision.*

PARTICIPATION

In-class writings (described above) will determine your participation grade. If you are in class to do them and you do them well, you will earn full participation points each week. If you inappropriately use your phone or laptop during class, sleep through class, or disrupt the class, you will lose participation points you've earned with your in-class writings. The first time this happens, you'll get a friendly e-mail alert from me. After that, you're on your own. Please hold yourself accountable: use the 75 minutes of each class to really engage with me, your classmates, and the course material.

GRADING POLICIES

I will not accept late rough drafts, in-class writings, homework assignments, or, if I give them, quizzes. Extensions for final drafts of major projects can be arranged (please see below "Late Projects" for extension policy). Be strategic about any class days you miss. I do not give pop quizzes, so check the calendar regularly to remind yourself of each week's and each class meeting's agenda.

LAB DAY (THURSDAYS IN BEERING HALL)

I encourage you to bring your laptops to Beering. I know: it's a computer lab, but the university computers in Beering are generally slow, stubborn, and glitchy. You'll get the most out of class if you're working with a reliable and familiar computer. As always, you will use your laptops only for class work.

PEER REVIEW

Throughout the course, you will compose rough drafts to be reviewed by me and by your peers. This means you will all fulfill the roles of editor/reviewer and writer in this class. Each peer review will be done

a little bit differently; sometimes you'll take your partner's work home and read it before class, and sometimes you'll read it cold, in class. For each peer review, I'll provide instruction and help.

Note: Peer Reviews generally require <u>hard copies</u> of your work, meaning, you must print your drafts and bring them with you to class. If you show up with only your laptop (or with nothing), I'm just going to send you to a lab to print, you'll be marked late, and you'll miss valuable Peer Review time. Remember: check the Course Calendar! It will always specify whether you need to bring printed documents to class.

TURNING IN ASSIGNMENTS

Nearly every assignment will be submitted through Blackboard. Please label each digital file with your last name and an abbreviation of the assignment. For example, if I were turning in a rough draft of a research poster, I would label it: NammackPosterRD.docx

> <u>PLEASE NOTE:</u> you will need to save all of your drafts from Week 3 – Week 14, so make sure you do not overwrite files. Save your rough drafts and create new documents when you work on final drafts. You will lose major points on your final project if you do not have all of your drafts.

Any typed documents that you submit in person must have document headers that include your name, your instructor's name, the course number, the date, and a document title. Please adhere to either MLA or APA format guidelines for all assignments. When *either* APA or MLA is required, that requirement will be indicated on the relevant assignment sheet. Sometimes, you will need to bring a print copy or copies of your writing to class as well—for Peer Review or for me to collect. Refer to your Course Calendar for details about face-to-face versus electronic submissions.

> Know where your printing labs are (there are many around campus). If you plan to use your own printer, make sure you have paper and ink ready to go and that your printer is working. If you show up to class without your project because you ran out of ink or paper or because your printer broke, your work will be marked as late. Please be sure to give yourself ample time before class to print your work—technological problems arise with our own equipment, and Purdue printing labs can be crowded, slow, or experiencing technological issues.

LATE PROJECTS

No extensions are given for in-class writings, quizzes, peer reviews, or <u>rough</u> drafts of major projects. Personal and academic problems can arise, and the key to their successful resolution is communication. If you're worried about finishing a project on time, talk to me. Do not wait until the last minute. E-mail me or come to my office. To request a project extension, you must contact me **at least 3 days before** the final draft of your project is due. I am open to considering extensions, but you are not guaranteed an extension under any circumstance**.** I will count off one letter grade for each day one of your projects is late unless you communicate with me prior to the due date and we come to an agreement about an extension.

ATTENDANCE

You're allowed to miss **three (3) classes** for any reason. In this course, that's a week and a half's worth of classes. A fourth absence, and any additional absences, will negatively affect your class grade. My advice is to save your allowed absences in case you get sick, but they're yours to use (or not to use) as you wish. Each additional absence after your allowed three (3) will lower your overall course grade by 1/3. So, if your overall course grade is an A and you acquire a fourth absence, your overall course grade will lower from an A to an A-minus. If you acquire a fifth absence, that A-minus becomes a B-plus.

If you miss six (6) or more classes (3 weeks of class), **you will fail the course** even if you've completed and submitted all major assignments and you are otherwise in good academic standing.

If you do miss a class, it will be your responsibility to keep up with your readings and assignments, so you'll need to consult the syllabus (this document), your Course Calendar, Blackboard, and a fellow student to get caught up on the material you missed.

LATENESS
Put simply: 3 lates = 1 absence (for example, 3 absences + 3 lates = 4 absences).

ELECTRONICS IN THE CLASSROOM
We will make use of your laptops during certain class meetings, and you will use them appropriately: no YouTube, Facebook, Tumblr, Reddit, work for other classes, et cetera. For non-laptop days, you will use your spiral notebook. No tablets or laptops or phones for every-day note-taking, though exceptions will be made for any student requiring different materials for note-taking (See "Disability" below). Your cell phone should <u>not</u> be turned off (keep it on in case of an emergency), but it must be on vibrate or silent. If you prefer to keep your phone out for potential emergency notifications, you may do so, <u>but it must stay on your desk</u> (i.e., not in your hands or your lap). Please refer to the participation policy if you have any questions about the inappropriate use of electronics and its effect on course grades.

DISABILITY
If you have a disability that requires special accommodations, please contact the DRC (Disability Resource Center). They will contact me after they've talked to you. There is no deadline for contacting the DRC; if at any time you realize that you require accommodations, please do get in touch with DRC.

- **DRC Website**: http://www.purdue.edu/odos/drc/
- **DRC Phone**: 765-494-1247
- **DRC Office**: Young Hall, Room 830, 155 South Grant Street

CLASSROOM DISCUSSION AND ETIQUETTE
Classroom days and conferences will rely on group and class discussions. I know this can be uncomfortable at the beginning of the semester, but we'll get through it. Your goal is to not only answer my questions, but also to pose questions and answer each other. On that note, class discussions require professional behavior. We can talk and debate without disrespecting each other. If you exhibit inappropriate behavior in any classroom, you will be in violation of the Purdue University Conduct Code. Personal attacks, prejudiced/racist/sexist/sexually inappropriate remarks (or any inflammatory/hurtful remarks) have no place in our classrooms.

- **http://www.purdue.edu/diversity-inclusion/**
- **http://www.purdue.edu/studentregulations/student_conduct/**
- **http://www.purdue.edu/studentregulations/student_conduct/regulations.html**

PLAGIARISM AND ACADEMIC DISHONESTY
Plagiarism is the copying, deliberate or not, of another person's work and/or ideas without using the proper citation. As we will sometimes focus on the transformation of work from genre to genre, **self-plagiarism** might also become an issue. If you plagiarize, you will fail the assignment in question (0/100) and you will be referred to the Office of the Dean of Students (ODOS), which can result in failing the entire course and other disciplinary actions. When in doubt, you can <u>*always*</u> check with me or any of your other resources. Often (though certainly not always), plagiarism is unintentional. Make sure you know when and how to cite all sources, and come to me, visit the OWL, or make an appointment in the Writing Lab for clarifications. Academic dishonesty—for example, lying about attendance, work submission, group work participation, or other academic proceedings, will result in you being referred to ODOS, and the impact these offenses have on your overall grade will be determined by me and by ODOS.

One of the responses to plagiarism and academic dishonesty from ODOS is to require the student accused of plagiarism or academic dishonesty to take an online course through Academic Integrity Seminar, a third-party vendor not affiliated with Purdue, for a fee of $100.00. This course involves independent reading and writing, as well as Skype meetings with an Academic Integrity Seminar representative who will verify whether the student is doing their own work to complete the course. For more information about Purdue's policies regarding Academic Dishonesty, please visit:

- **http://www.purdue.edu/odos/osrr/academic-integrity/index.html**

PANDEMIC AND CATASTROPHE

In the event of a major campus emergency, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond my control. Information about possible changes will be sent to all of you via e-mail.

- **Purdue Emergency Preparedness and Planning Office's site:**
  http://www.purdue.edu/ehps/emergency_preparedness/

This site also offers information for other types of campus emergencies, such as an active shooter or an on-campus violent threat. Please do go to the site for clarification if you are unsure of how you would proceed in any type of emergency.

GRIEF ABSENCE POLICY

Grief Absence Policy for Students **(GAPS)**: 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 missed assignments or assessments in the event of the death of a member of the student's family. [...] A student should contact ODOS (the Office of the Dean of Students) to request that a notice of his or her leave be sent to instructors. The student will provide documentation of the death or funeral service attended to the ODOS. Given proper documentation, the instructor will excuse the student from class and provide the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments. If the student is not satisfied with the implementation of this policy by a faculty member, he or she is encouraged to contact the Department Head and if necessary, ODOS, for further review of his or her case. In a case where grades are negatively affected, the student may follow the established grade appeals process.

- **Please visit the ODOS website for more information:**
  http://www.purdue.edu/odos/services/griefabsencepolicyforstudents.php

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 Health Center (PUSH) during business hours.

GRADING STANDARDS

A: "A" work is work of exceptional quality. It addresses the assignment thoroughly, appropriately, and insightfully. It demonstrates a strong understanding of the rhetorical context for writing; is sophisticated in content, purpose, structure, and form; makes effective use of language, mechanics, and style; and follows the appropriate citation and documentation conventions required by the genre.

> **RANGE**
> 90 – 92: A-
> 93 – 96: A
> 97 – 100: A+

B: "B" work is above-average work. It exceeds baseline expectations and addresses the assignment thoroughly and appropriately. It is clearly focused; demonstrates a sound understanding of rhetorical context; is solid in content, purpose, and form; uses language, mechanics and style appropriately; and follows the citation and documentation conventions required by the genre.

> **RANGE**
> 80 – 82: B-
> 83 – 86: B
> 87 – 89: B+

C: "C" work satisfactorily completes the assignment. It meets baseline expectations but may need some revision to successfully meet the goals of the assignment. It may require an identifiable focus, a clearer understanding of the rhetorical context for writing, or some strengthening of content, purpose, structure, and form. It may also need improvement in using language, mechanics, and style appropriately; and follows the citation and documentations required by the genre.

> **RANGE**
> 70 – 72: C-
> 73 – 76: C
> 77 – 79: C+

D: "D" work is unsatisfactory but passing. It lacks the strength necessary to successfully complete the project. That may include failure to address the assignment; unclear focus or purpose; confusion with content, structure, or form; or numerous errors in language, mechanics, style, and in usage of important genre conventions.

> **RANGE**
> 60 – 62: D-
> 63 – 66: D
> 67 – 69: D+

F: "F" indicates failing work, or work that does not meet the expectations expressed above. Although not the only reason, not coming to class or completing the required assignments is often the reason for failure.

> **RANGE:** anything below a 60 is a failing grade and will have the same effect on your GPA.

All course and university policies apply our classes in Beering and Recitation Hall and to our shared online spaces.

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.