

TO: IWC Committee

FROM: Alisha Karabinus and Bianca Batti, Digital Rhetorics Leads

DATE: November 6, 2017

SUBJECT: Digital Rhetorics Syllabus Approach Renewal – Final Version

We are pleased to submit the attached to you in support of the renewal of the Digital Rhetorics syllabus approach. After shrinking to ~8-10 instructors in 2016, Digital Rhetorics has experienced a resurgence that, with the incorporation of the integrated Polytechnic experience English 106 course, as well as the new online English 106 and a new group of first-year instructors, should result in a robust syllabus approach in great demand in the program. As such, the time is ripe for reconsidering Digital Rhetorics and the changes the syllabus approach has undergone in the two years since our last renewal.

Within these pages, you will find the renewal support documentation, as well as sample assignments and syllabi, along with an annotated version of the professional e-mail assignment. We are happy to make any changes necessary before the renewal is accepted.

For your reference, see the following pages for necessary information:

- Renewal (pp. 1-8)
- Professional E-mail Assignment (annotated) (9)
- Interface and Design Report Assignment Sheet (10)
- Infographic Assignment Sheet (11-12)
- Syllabi for 106E, 106Y, and 108 (13-34)



Background

Since its inception in 2011, the Digital Rhetorics syllabus approach has been a force in integrating digital composition mediums in English 106 and the home for deep dives into the impacts of contemporary digital technology on society and culture. The approach is dedicated to making engagement with the digital realm accessible for all English 106 instructors and students alike. Based on the premise that the presence and influence of digital technology is inexorable on the so-called “real” world, the approach seeks to make that presence and influence visible for students to critique, learn to navigate, and harness in creating spaces through writing with and about the technologies that help shape their lives and futures. The approach has been a haven for experimentation, a home for instructors learning to work out the use of new technologies and approaches, with lessons built in and around digital games, social media, and multimedia projects, as well as lessons grounded in exploration of digital cultural phenomena, from toxic YouTube comments to the style and flow of arguments on Reddit to the rise and leveraging of “fake” news. As the approach has expanded, with the inclusion of the integrated Polytechnic course, the

brand-new online ENGL 106 course, and the infusion of a group of new TAs, Digital Rhetorics has entered a new era of engagement in the department, bringing with it fresh opportunities for moving beyond a loose idea of “flexible” and “digital” and into an approach designed to tackle some of the most nuanced, dynamic, and important issues facing students and instructors today. This renewal seeks to reposition the approach and clearly define Digital Rhetorics’ place as an integral part of the foundation for ICaP’s engagement with the university as a whole.

Instructors considering shifting to the Digital Rhetorics approach may be interested in reading Doug Eyman’s *Digital Rhetoric: Theory, Method, Practice* (2015), available for free here: <https://quod.lib.umich.edu/cgi/t/text/text-idx?cc=dh;c=dh;idno=13030181.0001.001;rgn=full%20text;view=toc;xc=1;g=dculture>

Renewal

According to the 2010 WIDE study on student habits and digital writing, students write more than ever before, but they don’t consider their texting, messaging, or statuses “writing” with value. In fact, they actively separate what they learn about writing and communication in their classes from their social writing, building walls to stop one from influencing the other. Digital Rhetorics builds the capacity for students to see *all* their writing as valuable and use the tools of research, audience analysis, and argument in their social *and* scholarly writing. The Digital Rhetorics approach meets students in the composition spaces they already inhabit and asks them to critically engage in activities and with concepts that might otherwise at times be so ubiquitous as to be invisible to them.

The Digital Rhetorics approach does not accept that technology is value neutral or a simple means to an end. Technology helps shape society and culture, and this syllabus approach is dedicated to bringing that concept to the forefront. This perspective enhances the rhetorical skills and knowledges students acquire in ENGL 106 in order to best prepare them for a campus with a heavy programmatic focus on technology, encouraging them to flourish in these spaces as scholars capable of seeing and participating in the influence technology wields on the creation, narrative, design and style, and consumption of information. Instructors using the Digital Rhetorics approach can engage this in a variety of ways, but DR projects frequently involve integration with interactive media as part of the composition and publication process along with more “traditional” forms of composition. In DR, instructors don’t talk about the “real world” in the abstract, as something separate, to be engaged with by students after graduation. We operate in that space from day

one by analyzing and creating crowdfunding campaigns as a way to enact projects that might otherwise remain in the abstract, by creating infographics meant to explain and demonstrate to a mainstream audience, and more.

Play is one of the core values of the digital rhetoric syllabus approach. Play is experiential, experimental, and exploratory; play helps teach students that learning is failure, and vice versa. Play is the ability a person has to affect a system within the rules and larger culture in which a situation exists. Play is important for discovery and invention in any composition project. Digital Rhetorics also seeks to help students become playful, creative users of dynamic products and technologies. While other approaches may involve similar concepts as part of the composition process, DR engages students as makers, users, designers, citizens, and asks for consideration of positionality in a larger web of culture that extends from writing, reading, and engagement. Digital Rhetorics is a production-intensive syllabus approach that asks students to consider, at each step of the way, how to best leverage their development rhetorical awareness to create the most effective message for the intended audience.

The implicit mantra of any Digital Rhetorics classroom is “don’t panic.” The DR approach is flexible, fluid, dynamic; rather than using technology as a means to an end, instructors in DR seek to challenge students in a space of consideration and reconsideration of the technologies impacting their daily lives. A student in the Digital Rhetorics class learns to situate their writing in conversation with the potential benefits and drawbacks of composing with different technologies. Both the teachers and students of the digital rhetorics syllabus approach find ways to recognize, integrate, and adapt technology in their lives, pedagogy, and studies for what it can offer them and how it will (continue to) change them and the ways they communicate with the world.

Approved-Approach-Specific Textbooks

(Currently Piloting for 106E) Dobrin, Sidney I., *Writing Situations* (1st edition)

Anderson, Daniel. *Write Now* (1st Edition)

Odell, Lee & Katz, Susan, *Writing Now: Shaping Words and Images* (1st Edition)

Palmquist, Mike, *Joining the Conversation: A Guide and Handbook for Writers* (3rd Edition)

Influential/Common Supplemental Readings

- Baron, Dennis. “From Pencils to Pixels.”

- Gee, James Paul, and Elisabeth Hayes. "Nurturing Affinity Spaces and Game-Based Learning."
- Hill, Jonathan. "The Passive User" (Actions of Architecture, Ch. 1).
- Koster, Raph. A Theory of Fun for Game Design.
- Ong, Walter. Orality and Literacy: The Technologizing of the Word.
- Vygotsky, Lev. The Role of Play in Development.

Approved ICaP Textbooks

Bullock, Richard, *The Norton Field Guide to Writing* (4th edition)

Johnson-Sheehan, Richard and Charles Paine, *Writing Today* (3rd edition)

Lunsford, Andrea, *Everyone's an Author* (2nd edition)

Wysocki, Anne Frances and Dennis A. Lynch, *Compose, Design Advocate* (2nd edition)

Major Assignment Sequences

Note: Word counts are estimates and may take time spent on format and design into final count consideration.

1. **(ENGL 106 - Mentee Sequence)** Intro/Professional E-mail (400 words) → Digital Literacy Narrative (1200 words) → Annotated Bibliography (2000 words) → Proposal (800 words) → Research Poster (3000 words) → Semester Reflection (1000 words) **(8400 words total)**
2. **(ENGL 106E)** Intro/Professional E-mail (400 words) → Informative Article (1200 words) → Interface and Design Report (1000 words) → Annotated Bibliography (1600 words) → Research Narrative (1500 words) → Crowdfunding Video & Narrative (3000 words) **(8700 words total before journals)**
 - a. With writing process journals throughout
3. **(ENGL 106Y)** Digital Autobiography (1200 words) → Researched Argument (2000 words) → Advocacy Infographic (2500 words)
 - a. With discussions and reading responses (2000 words) **(7700 words total)**

Relationship to ICaP Outcomes

ICaP Outcomes and Objectives	Digital Rhetorics Assignments
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<p>Demonstrate rhetorical awareness of diverse audiences, situations, and contexts.</p> <p>This may include learning to:</p> <ul style="list-style-type: none"> • Employ purposeful shifts in voice, tone, design, medium, and/or structure to respond to rhetorical situations • Identify and implement key rhetorical concepts (e.g.), purpose, audience, constraints, contexts/settings, logos, ethos, pathos, kairos) • Understand the concept of rhetorical situation and how shifting contexts affect expression and persuasion • Understand how cultural factors affect both production and reception of ideas • Match the capacities of different environments (e.g., print and digital) to varying rhetorical situations 	<p>Sequence 1: Professional E-mail, Digital Literacy Narrative, Proposal, Research Poster, Reflection.</p> <p>Sequence 2: Professional E-mail, Informative Article, Interface & Design Report, Crowdfunding Unit</p> <p>Sequence 3: Digital Autobiography, Infographic, Discussions & Reading Responses</p>
<p>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).</p> <p>This may include learning to:</p> <ul style="list-style-type: none"> • Adapt composing processes for a variety of tasks, times, media, and purposes. • Understand how conventions shape and are shaped by composing practices and purposes • Use invention strategies to discover, develop, and design ideas for writing • Apply methods of organization, arrangement, and structure to meet audience expectations and facilitate understanding • Apply coherent structures, effective styles, and grammatical and mechanical correctness to establish credibility and authority 	<p>All sample sequences meet word count or equivalents, and DR offers a strong focus on thinking about the process and effort involved in careful composition</p>
<p>Critically think about writing and rhetoric through reading, analysis, and reflection.</p> <p>This may include learning to:</p> <ul style="list-style-type: none"> • Read a diverse range of texts, attending especially to relationships between assertion and evidence, to patterns of organization, to the interplay 	<p>Sequence 1: Semester Reflection, Digital Literacy Narrative, Annotated Bibliography, Research Poster</p>

<p>between verbal and nonverbal elements, and to how these features function for different audiences and situations</p> <ul style="list-style-type: none"> Analyze, synthesize, interpret, and evaluate ideas, information, situations, and texts Reflect on one's composing processes and rhetorical choices 	<p>Sequence 2: Informative Article, Interface & Design Report, Annotated Bibliography, Research Report, Process Journals</p> <p>Sequence 3: Discussions and Responses, Digital Autobiography, Researched Argument, Infographic</p>
<p>Provide constructive feedback to others and incorporate feedback into their writing.</p> <p>This may include learning to:</p> <ul style="list-style-type: none"> Effectively evaluate others' writing and provide useful commentary and suggestions for revision where appropriate Use comments as a heuristic for revision Produce multiple drafts or versions of a composition to increase rhetorical effectiveness Learn and apply collaborative skills in classroom and conference settings 	<p>Note: DR highlights digital peer review along with analogue forms</p> <p>ALL Major Assignments (absent journals) require peer review</p>
<p>Perform research and evaluate sources to support claims.</p> <p>This may include learning to:</p> <ul style="list-style-type: none"> Enact rhetorical strategies (such as interpretation, synthesis, response, critique, and design/redesign) to compose in ways that integrate the writer's ideas with those from appropriate sources Locate and evaluate (for credibility, sufficiency, accuracy, timeliness, bias and so on) secondary research materials, including journal articles and essays, books, scholarly and professionally established and maintained databases or archives, and informal electronic networks and Internet sources 	<p>Sequence 1: Annotated Bibliography, Proposal, Research Poster</p> <p>Sequence 2: Informative Article, Interface & Design Report, Annotated Bibliography, Research Report, Crowdfunding Narrative</p> <p>Sequence 3: Researched Argument, Infographic</p>

<ul style="list-style-type: none"> • Practice primary research methods (such as interviews, observations, surveys, focus groups, et cetera) and demonstrate awareness of ethical concerns in conducting research • Successfully and consistently apply citation conventions for primary and secondary sources • Explore the concepts of intellectual property (such as fair use and copyright) that motivate documentation conventions 	
<p>Engage multiple digital technologies to compose for different purposes. This may include learning to:</p> <ul style="list-style-type: none"> • Understand writing as a technology that restructures thought • Use commonplace software to create media that effectively make or support arguments • Compose effective arguments that integrate words, visuals, and digital media • Evaluate format and design features of different kinds of texts • Demonstrate rhetorical awareness of how technologies shape composing processes and outcomes • Remediate writing from one form into another with a different rhetorical context • Navigate the dynamics of delivery and publishing in digital spaces 	<p>Sequence 1: Professional E-mail, Research Poster Sequence 2: Professional E-mail, Interface & Design Report, Research Narrative (inclusion of graphics), Crowdfunding Video & Narrative Sequence 3: Digital Autobiography, Advocacy Infographic</p>

ENGL 108 Adaptation

An adjusted Digital Rhetorics sequence is currently being used in the Culture, Creativity, and Technology course with small adjustments: a textbook focused on digital writing, additional readings, and added assignments (a personal narrative and a media review) encouraging students to engage further with the impacts of digital technology. The broader range of themes and genres is meant to challenge students working at an accelerated pace.

Action Plan

This year, with the expanded instructor base in Digital Rhetorics, and the new opportunities with ENGL 106E and the online ENGL 106Y, Digital Rhetorics leaders and members are actively seeking new assignments and activities to pilot in these specialized sections. The DR leadership is also looking to the expanded user base to help create a directory of engaging activities to reinforce particular concepts and skills, and assignments that may help ICaP in developing a common assignment.

Appendix

Professional E-mail (annotated for assessment purposes)

Additional sample assignment sheets

Syllabi for 106E, 106Y, and 108

Intro Assignment 1: Professional E-mail

ENGL 106 :: Fall 2017

(with assessment annotations for renewal)

Writing e-mails suitable for variable professional situations is a skill that takes time and practice, and is an exemplary introduction to the idea of a rhetorical situation. In order to write an appropriate, clear e-mail, a sender must consider these basic foundations of rhetoric:

- Who will be receiving my message and what do I know about them? (**audience**)
- What do I need to say? (**message/stance**)
- What do I want to accomplish? What's the best outcome? (**purpose**)
- How do I want the recipient to perceive me? (**ethos**)

A strong e-mail will anticipate information the recipient needs, answer questions before they are asked, be tonally appropriate, and accomplish the sender's objective. No small task!

In this assignment, you'll write **two** e-mails about a missed exam or assignment you need to make up. You will create your own reasons for the make-up (and creativity is encouraged!). You'll be crafting e-mails to me (a more casual instructor) and to another instructor or professor who is very formal, who does not much invite conversation with students, and who states that the class title and section number must always be in the subject of every e-mail or it will be ignored.

What do you say to these disparate recipients? How do you approach a situation in which you desperately need a little consideration?

Note: You will submit this as a document uploaded to Blackboard, *not* an actual e-mail. This is an example of *writing in scenario*, which means we enter a situation and treat it as though it is a real-world scenario even though we are merely practicing for class. See below for specific formatting information.

Format

Please begin with an academic-style header as usual. Your work may be submitted as a Word document for this assignment. Include the information that would be present if you were to print an e-mail, except for the date/time, like so:

From: Your Name student@purdue.edu

To: Stuffy Professor stuffyprof@purdue.edu

Subject: WHOOPS LOL I MISSED THE TEST 🙄😓

Here you'll write the body of the email, with salutation and closing as appropriate.

Here you'll include any signature or additional closing.

Insert a horizontal line or some other break between the two messages. Both e-mails should be written in the **same** document.

FYI

This assignment is worth 30 points, and is due Wednesday, Sept. 6th by 1:30 P.M. We will go over email signatures and some more specifics in the lab on Tuesday, Sept. 5th.

Comment [ADK1]: Assignment/genre description helps position students, allowing them a little grounding in terms of expectations.

Comment [ADK2]: Assignment needs – things student must consider

Comment [ADK3]: Bold – indicates information student should attend carefully

Comment [ADK4]: More details offered here

Comment [ADK5]: Format instructions demonstrate what student needs to do for this specific assignment

Comment [ADK6]: Notes for assessment:

Students SBAT: demonstrate awareness of rhetorical situation
deliver email with necessary components (subject line, salutation, body, signature)
deliver two distinctly different emails
request help in clear, specific language

rubrics should address format/deliverables, handling of rhetorical situation, content, and line level writing

Unit 2.1: *Her Story* Design/Recommendation Report

ENGL 106E :: Karabinus/Fall 2017

Assignment description: For this assignment, you'll be working in scenario – an imitation of a real-world situation – in which you are working on a re-release of *Her Story*. Your job is to make recommendations about enhancing the content in some way to help a re-release reach a larger audience, or to entice the previous audience to repurchase the game. Please note that *Her Story* was a very popular indie title, so this is not necessarily an easy proposition.

How do you accomplish this? Break down the question and what's required to offer a robust, informed answer. Determine how best to format your response and recommendation.

Due dates: Sunday, October 1 (online; no print copy needed)

Format: Body text: 12-point font, double-spaced, one-inch margins, though you are encouraged to include titles/headers that fall outside this format. Citation style should be appropriate for audience (note: if not MLA/APA/Chicago, please include a reference page OR some other clear path to references). Reference page is not included in word count. **Submit to Blackboard as a .PDF** to preserve document design. Images are encouraged, possibly necessary.

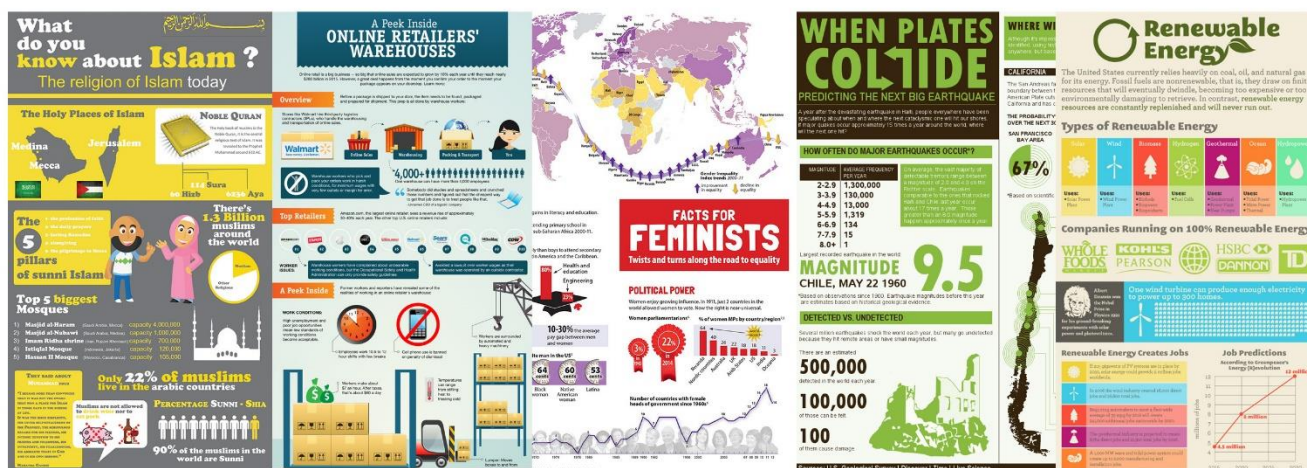
Grading: The complete assignment is worth 50 points.

As the culminating assignment for Unit 2.1, this report helps to introduce concepts of technical reports, and reports with design in mind, and to allow students to practice writing in new modes. Specifically, this assignment is meant:

1. To encourage students to experiment with technical writing.
2. To encourage audience consideration and analysis.
3. To practice skills related to objectivity and presentation in writing.
4. To learn new and different modes for including description and observation along with secondary sources.
5. To encourage students to learn techniques for establishing credibility.
6. To allow practice in synthesizing information from multiple sources.

ENGL 106 / INTRODUCTORY COMPOSITION

PROJECT 3: ADVOCACY INFOGRAPHIC



200 points, 20% of final grade

design plan due: Monday, 11/27 by noon Eastern Time

draft due for peer review: Monday, 12/4 by 11:59pm Eastern Time

peer reviews due: Wednesday, 12/6 by 11:59pm Eastern Time

final infographic with reflection due: Wednesday, 12/13 by 11:59pm Eastern Time

OVERVIEW

For this project, you will *remediate* your researched argument from WP2—that is, you will represent your persuasive communication in another medium, for another audience. Using **Piktochart**, a free online design program, you will create an infographic aimed at persuading a more general public audience about the topic that you wrote about in your researched argument.

GETTING STARTED

First, you should determine who you want to direct your argument towards for this project, and how/where you aim to reach them. Should you design your infographic to circulate on social media sites, blogs, or forums? Should it instead be printed and posted in public locations, or distributed in the mail or at meetings/events? **Your first task will be to create a design plan that proposes and explains these choices, due to Blackboard by Monday, 11/27 at noon Eastern Time.**

You will create an infographic—an image that combines pictures and symbols with text and data—targeting your intended audience to both educate them about the issue, and convince them that it's worth taking action on. You'll need to create an account on **Piktochart** to create your infographic for this project. Navigate to the Piktochart homepage (www.piktochart.com) and click “sign up” in the upper right corner. You can choose to link your Piktochart account to a Google or Facebook account, or create a login with an email address and password. You will receive an email with a link to confirm your account creation. You do not need to pay a fee or provide credit card information to Piktochart to create your infographic for this project. When you've completed your infographic draft for peer review (and when you've edited your final version to turn in at the end of the semester), you can download it by clicking “download” in the upper right corner of Piktochart.

As you write and design for this project, you may want to take notes on the different rhetorical and visual choices that you're making. These reflections will help you to justify your decisions and account for your work in the reflective memo that you will turn in alongside your completed infographic during finals week. **You will turn in a draft of this infographic on Monday, 12/4 (by 11:59pm Eastern Time) for peer review, and the final copy (with a reflective memo) will be due on Wednesday, 12/13 by 11:59pm Eastern Time.**

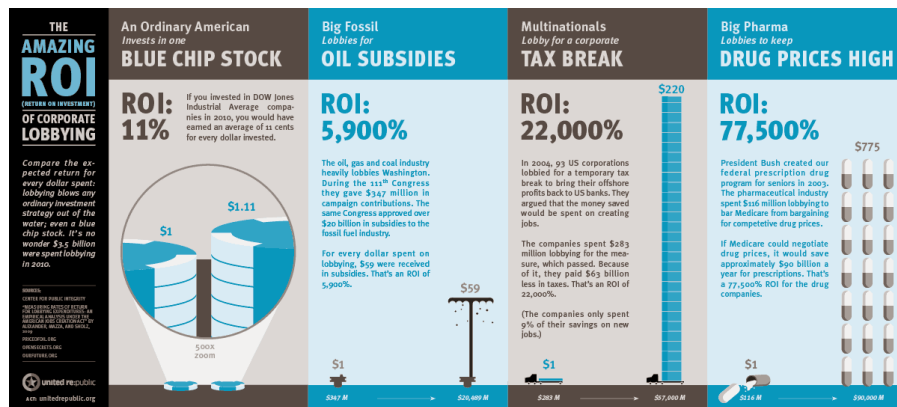
WHAT YOU'LL TURN IN

To propose your approach for Project 4, you will turn in a design plan memo on Monday, 11/27, by 11:59pm Eastern Time. This design plan should follow the guidelines discussed in your textbook (pgs. 55–92, with an example on pg. 84), and include a description of and justification for your planned...

- Rhetorical strategies (both textual and visual)
- Communication media
- Arrangement
- And any other components that you think may be important to planning and understanding your project

The two final products of Project 4 (due Wednesday 12/13 by 11:59pm Eastern Time) are an infographic and a reflective memo (3–4 pages). The reflective memo should detail...

1. **Your goals for this assignment:** What were you trying to accomplish with this piece? (you can refer back to your design plan to reflect on these!)
2. **Your writing process:** How did you go about completing the assignment objectives? how did you go about researching, writing, and designing?
3. **The choices that you made:** rhetorical, methodological, technological, visual, etc. All of the deliberate decisions that you made about what information to include and how to present it.
4. **The actors involved:** What human and nonhuman actors played a part in making this assignment happen? (think about your instructor, classmates, roommates, friends, family, tutors in the Writing Lab, librarians, technologies, databases, etc.)



NOTE: All infographics pictured on this assignment sheet are also available in full resolution on our course Blackboard site, in the Week 5 folder.

WP3 meets ICap Learning Outcomes 1.a, 1.b, 1.c, 1.d, 1.e, 2.a, 2.b, 2.d, 3.a, 3.b, 4.b, 4.c, 5.a, 5.d, 5.e, 6.a, 6.b, 6.c, 6.d, 6.e, 6.f, 6.g; for more details, see <http://icap.rhetorike.org/outcomes>.

ENGL 106E :: Digital Rhetorics

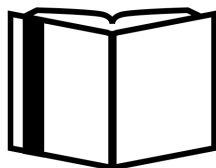
First-Year Composition 10600-E05
Instructor: Alisha Karabinus
Fall 2017 :: 11:30-12:20

Office: HEAV 303A
akarabin@purdue.edu
Office Hours: Tuesday 10:30-11:20

Monday (16037)	Tuesday (16666)	Wednesday (16034)	Thursday (16666)	Friday (16666)
HEAV 223	REC 226	HEAV 223	BRNG 225	REC 225

English 106 is the standard 4-credit hour composition course for students at Purdue. (For descriptions of all ICaP courses, visit the ICaP website.) 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.

English 106E is a specialized section linked with TECH 120 (and COM 114) in which we will be thinking about how composing in combination with design and technology. This course focuses on fostering problem-solving skills, critical and creative thinking, and analysis, and is designed to bolster your composition skills in a way that will enhance your development as a student in Purdue Polytechnic.



Required Texts: *Writing Situations* (Sidney I. Dobrin, ISBN-10: 0205735436) (~\$20/rental (no access card needed); *Her Story* (Sam Barlow, iOS, Android, Windows, OS X) (~\$5)

General Learning Objectives for ENGL 106 (for more detail, please see the ICaP website)

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.

Units and Grades

Unit 1: Ethos (100 points)
Unit 2: Logos (200 points)
Unit 3: Pathos (200 points)
Journals (125 points)
Quizzes and Activities (75 points)
Total: 700 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 Assignments

- Professional E-mail
- Informative Essay
- Interface and Design Report
- Annotated Bibliography
- Research Poster
- Crowdfunding Analysis Project
- Crowdfunding Narrative and Video

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

We will also have frequent in-class writing assignments, and notes are the key to success in this class, so please bring paper and a writing utensil every day. Laptops are encouraged, if you have one you'd like to bring to class (but please refrain from using laptops and cellphones for activities not related to the course).

From time to time, you will also be making copies of your work for peer review, as well as printing occasional readings. I cannot copy these for you; you must have a small budget for printing and making copies.

Students must participate in all the major projects in order to pass this class. Students with questions about final grades should review university policies regarding grade appeals, which are outlined by the Dean of Students here: <https://www.purdue.edu/odos/osrr/grade-appeal-process/>. The University regulations are here: <http://www.purdue.edu/studentregulations/>.

Information on how assignments are assessed will be made available with each assignment on Blackboard.

Major Unit Assignments - Guide

Unit 1: Ethos		Word Count
Professional E-mail	Short introduction to rhetorical appeals, with particular attention to ethos	200 (approx.)
Informative Essay	Exploring academic tone, establishing ethos, and weighing source credibility	1000-1500
Unit 2: Logos		
Interface and Design Report	Writing to describe and inform, investigating design choices, considering process, beginning research skills	1000
Annotated Bibliography	Reading, summarizing, and writing activity used to establish development of ideas over time	1500
Research Poster	Synthesizing research on uncovering solutions to global problems in engineering and design	1500
Unit 3: Pathos		
Crowdfunding Analysis	Deconstructing campaigns to see how rhetorical appeals are used to gain support for developing projects	750-1000
Crowdfunding Narrative	Creation of call-to-action tied to Tech 120 project	1200-1500
Crowdfunding Video	Writing, storyboarding, and creating crowdfunding campaign video	multimedia
Throughout Course		
Journals	Reflection on writing processes and readings	250-500 (each)

Assignments and Format Guidelines

Your work must be presentable. Turning in sloppy or poorly proofread documents will heavily impact your grade. You need to use a readable **serif** font in 11- or 12-point, and your papers must be double-spaced unless I instruct you otherwise. We will use MLA format in this course, and I expect your papers to be formatted accordingly. Work you hand in to me should have the following in the top left corner of the first page:

Your name

Name of instructor

English 106E

The current date (or date assignment is due for longer works)

In the header of every subsequent page, you must put your last name (only) and the page number.

Unless otherwise announced, **I will collect all assignments in hard copy at the beginning of the hour.** You will also 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 Karabinus-researchfinal.doc or something similar, so that your file can be clearly identified.

E-mail Etiquette

I am not a stickler for professionalism in e-mail (unless it is part of an assignment). You needn't worry about editing and re-editing e-mails when asking me a question. However, please **DO** use an informative subject line and put something in the body of the message. Be specific. This is not only good practice for the future, but it's also simple good sense.

Grammar and Spelling Problems

Composition is not a course in grammar. If you are rusty in your grammar, use the resources at hand and brush up on the basics. If you need other resources, ask me for help. However, from time to time, we may have quick refresher courses in grammar or mechanics; in addition, we will have workshop sessions on how to proofread effectively. But at this point in your academic career, you are expected to take responsibility for learning whatever basic writing issues you need to improve. If you are having problems, you should see me and/or go to the Writing Lab for help.

Drafts and Revising

At least one draft of each paper will be written for peer review in class. Your papers should and will go through multiple revisions. Revision is a process we all must go through to write well, think well, and learn well. I expect you to revise your first drafts by writing more than one version of your papers. By that, I mean you need to add material, cut out extraneous information and words, reorganize your thoughts and arguments, and develop your ideas more. **Students who do not do this are not likely to receive higher grades.** In later drafts, I expect you to do more sentence level editing for style and to proofread your work carefully.

Missed or Late Work

You must submit your work on time. We will do a good deal of peer review in this course, and if your assignments are late, you will not receive the valuable feedback you need for revision nor the points associated with your handed-in drafts and peer reviews. Late work may be accepted under extenuating circumstances and only if you consult with me before the class period in which the work is due. **If you need an extension, you must ask at least 24 hours before the assignment is due.**

That said, if you find yourself overwhelmed and unable to complete an assignment, please come talk with me...but do so **BEFORE** the assignment is due. I expect you to do your best work and to turn work in on time, but I do know that sometimes life happens.

Attendance

Sometimes you must be absent. This is reality. But keep the following in mind:

- As most assignments require a hard-copy turn-in, you cannot complete the assignment if you are not in class. You may not turn in an assignment and leave. If you must be absent on a day when something is due, make arrangements with me before class or risk a zero.

- In-class activities and quizzes missed due to absence cannot be made up without documentation from the ODoS.
- Your attendance is particularly important during group projects. Every unexcused absence after the first during the Unit 3 group project will result in a 5% reduction of individual final project grades (but will not affect group grades). You cannot complete group work unless you work with your group.

I also expect you to take responsibility for what you miss in class. I will not come to you to tell you what you missed. I also will not answer an e-mail in which you ask, "Did I miss anything in class today?" **Of course you did.** Likewise, I will not spell out everything you missed if you e-mail me the question, "What did I miss in class today?" Ask another student or come see me during office hours.

If you are a member of PMO, a member of the Purdue Marching Band, a Purdue athlete, or a member of another group that officially represents Purdue University and you anticipate time conflicts between your university-sanctioned event and this class, please see me.

Conferences

English 106 has a conference component, which means you will meet regularly either with me or with a small group of your peers. You may not be in your conference for the entire class period. I will provide for you a conference schedule that will tell you when you need to be ready for your conference. Please be on time.

In addition, if you want to discuss class topics one-on-one, or if you'd like to discuss your grade, I will happily meet with you during my office hours (or at other times, by appointment). Please note our time will be more productive if you come prepared with a list of questions and concerns. In other words, come to our meeting with an agenda. Know what you would like to achieve from our conference, and your time will be well spent.

Professionalism and You

Please conduct yourself professionally at all times. You should not harass, threaten, or belittle others in any way. If you do, you will be removed from the class (perhaps permanently). You should listen respectfully to the views of others. Your cell phones and other personal tech should be silenced and you should not be reading the newspaper or websites in class unless it is part of our assignment that day. I will give you one warning if you do any of these things. If you continue, you may be asked to leave the class for that day and be marked absent.

Campus Emergencies

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. Here are ways to get information about changes in this course.

- 1) Check Blackboard.
- 2) Check your e-mail.
- 3) E-mail me at AKARABIN@purdue.edu.

You are expected to read your @purdue.edu e-mail on a frequent basis. Not only will you receive important information from the university via e-mail, you will also receive a great number of reminders and updates from me.

Computer Responsibilities and Etiquette

Some class time will be reserved for computer work when we are in the computer lab. You must be able to access the space available to you on the server. In addition, you **must** back up your documents. Make sure you have the appropriate tools to do so. I strongly recommend a flash drive. You are expected to treat all computer equipment with respect. You must follow Purdue's and ITaP's rules concerning your Internet account and software theft.

Academic Integrity and Plagiarism

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."

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.

We will have discussions throughout the semester about plagiarism. I want to stress that I value learning and honesty in the classroom. I also want to stress that **I do report known cases of plagiarism to the Dean of Students**. I have, I do, and I will. When you plagiarize, you cheat and defeat yourself. You rob yourself of your own educational experience. Worse still, plagiarism is essentially theft. You probably wouldn't steal a car. Don't steal someone's work. **You will receive, at the very least, a zero on that particular assignment; in some cases, you may fail the entire class.**

Plagiarism may be defined as writers using material from other sources without acknowledging those sources. Also known as using without credit the ideas or expression 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; (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.

You should become familiar with the student regulations located at <http://www.purdue.edu/studentregulations/> and with the Dean of Students/Office of Student Rights and Responsibilities information on student conduct at (<http://www.purdue.edu/odos/osrr/>). According to their site, plagiarism is a misconduct that is subject to disciplinary penalties.

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.

Resources

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>. This resource is world renowned. Use it!

The **Disability Resource Center (DRC)** is a resource for students and instructors. Students may present a “Letter of Accommodation” to you at any point in the semester. Should you have questions about accommodations, please contact the DRC at: 494-1247. You may also e-mail the DRC at drc@purdue.edu or visit the website at <https://www.purdue.edu/drc/>.

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.

CARE (Center for Advocacy, Response, and Education) provides *confidential* support and advocacy for survivors of sexual violence, dating violence, and stalking. **CARE staff** provide resources and direct services that are non-judgmental, survivor-focused and empowering. CARE recognizes that each person’s experience is unique, and staff are available to help each survivor assess their reporting options and access resources that meet personal needs. CARE staff can also provide information and **other support services** to friends and family of survivors. Call 765-495-CARE (2273) for more, or visit <http://www.purdue.edu/odos/care/>.

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>.

ENGL 106Y

INTRODUCTORY COMPOSITION (ONLINE)



crn 21374 • section 994 • second eight weeks fall 2017 (oct 18–dec 9)
digital rhetorics syllabus approach
Instructor Allegra W. Smith • Heavilon 209 • smit2632@purdue.edu

INTRODUCTION

Welcome to ENGL 106, Purdue's first-year composition course! This section of ENGL 106 focuses on *digital rhetorics*, or, *the ways that we communicate with and about technology*. Because of our focus on new media, we'll not only read from a textbook, but also a variety of other "texts:" online news articles, YouTube videos, podcasts, reports, data visualizations, blog posts, tweets, and memes. You'll also have the opportunity to practice composing with a variety of media in this course: text, pictures, charts, graphs, video, audio, web design, infographics, and more.

In this course, we'll explore...

- What it means to *write* in a digital, multimedia age
- The development of electronic technologies (computers, the internet, smartphones, email, social media, file sharing, artificial intelligence, etc.)
- How these different technologies and their attendant media and formats change the way we write, communicate, and relate to each other
- The ways in which groups, communities, and cultures leverage the internet to communicate, organize, and work through digital spaces
- The benefits and drawbacks of 24/7 media saturation in our everyday lives
- How to search for and evaluate digital information
- What it means to be a savvy student, professional, consumer, citizen, advocate, etc. in a technologically connected world
- How you'll incorporate writing and media into your future career

GOALS

ENGL 10600 is the standard 4-credit hour composition course for students at Purdue. Students in the course produce between 7,500-11,500 words of polished writing (or 15,000-22,000 total words, including drafts) or the equivalent. Some of this text production will be done using multimedia, and some of it may be composed in short assignments. Writing topics will be closely tied to the course's theme or approach, and may include personal experiences as well as research-based arguments. Students may also be asked to write on topics that are related to their major fields of study. It is common practice in ENGL 10600 to conduct different types of research to create a final project that culminates the expertise students have gained over the semester. So, instructors may use planning assignments in order to help students discover and explore a topic, angle, or audience. It is also common practice to spend some time in exploration of topics and rhetorical contexts, and in the production, interpretation, and analysis of multimedia environments. Students will also spend time reading and discussing writing of their own, their peers, and professionals. Instructors may accomplish this through in-class review sessions or in weekly or bi-weekly conferences. Additionally, instructors may select outside readings related to the theme of the class or readings that are similar in purpose to the writing they expect students to do. Students will engage in a variety of reading, writing, design, technological, and rhetorical activities, to support the **Introductory Composition learning goals**.

TEXTS AND MATERIALS

- *Compose, Design, Advocate*, 3rd edition, by Anne Frances Wysocki and Dennis A. Lynch (ISBN 0134122747).

Other course texts (readings, reports, videos, images, and other artifacts) 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.

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. This 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.

Not only is this section of ENGL 106 entirely online, but it is also condensed into the second eight weeks of the semester. **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!)

ASSIGNMENTS & GRADING

Note that these are just brief descriptions; each project has several required components, and full assignments will be posted on Blackboard. 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.

Project 1: Digital Autobiography.....25%

You will write about one way in which a digital tool, technology, or space has affected you as a person, student, and/or citizen. You'll tell a story about your experiences with a particular interface or community, and connect that to your future plans as a student and professional.

Project 2: Researched Argument.....25%

You will use scholarly and popular sources to construct a researched argument about a technological tool, application, or phenomenon. Conducting scholarly research using Purdue Library databases and open source digital tools (like Google Scholar), you will assess, summarize, and synthesize sources to make a case to a community of like-minded peers.

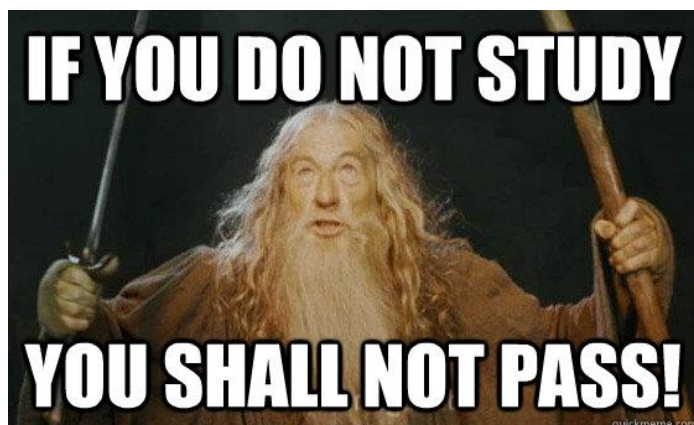
Project 3: Advocacy Infographic.....25%

You will remediate your researched argument for a different, more public-facing audience. After identifying a specific audience to direct your persuasion towards, you will create an infographic for circulation in a digital space of your choosing (Facebook, Pinterest, Tumblr, etc.) aimed at mobilizing that audience to action on your technological issue.

Short Writings & Discussions.....25%

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 performance on statements of purpose, design plans, drafts, and peer review work, will be averaged to form your short writing grade. Additional information on these short assignments will be given on Blackboard.

Final drafts of projects 1–3 must be uploaded to their corresponding **Blackboard** dropboxes by 11:59pm on the assignment due date, unless otherwise specified on the syllabus.



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	

CONFERENCING

Conferences are an important part of ENGL 106 at Purdue: they are times when students are required to meet with their instructor (sometimes individually, sometimes in small groups—see the course schedule for details) to discuss their writing and learning in a more intimate setting. In ENGL 106Y, conferences are conducted through [Purdue's WebEx virtual meeting portal](#), where you will call in with your computer's webcam and microphone. During the first few days of the course, you will sign up for conferencing dates and times for the eight-week term. Your instructor will link to their WebEx room on your course's Blackboard page.

Conferences are your time to discuss with me questions or concerns you have about your writing and/or reading for the class, as well as to receive more individualized attention and feedback on your learning. For some conferences, you will be required to do reading or writing beforehand: it is especially important that you come prepared with *specific* questions or concerns, since we will typically only have 10 minutes to discuss. Your pre-conference homework and preparation gets you to work through some specific ideas, issues, or insights *beforehand* so we can get the most out of our conference time together, and do so in a manner tailored to your specific needs. If you aren't prepared for your conference appointment, or you're late, I'll take points off of your discussion grade.

If you are unable to web conference with the instructor for this course during the required times throughout the semester, you will have to seek alternate arrangements to fulfill the conferencing requirement. This could be meeting in a text-based chatroom, or corresponding about written work asynchronously through email. **If you will be unable to web conference through the WebEx system, you must notify your instructor within the first week of the term.**

ONLINE ETIQUETTE

Online courses provide an excellent opportunity for students to freely share ideas with each other—in fact, many students who are uncomfortable speaking up in a traditional face-to-face classroom find that they prefer the online experience, because they can ask questions without feeling intimidated. However, sometimes this sense of freedom can be abused, and lead to rudeness or disrespect in digital interactions.

Online courses do afford us relative anonymity, which sometimes emboldens us to write things that we wouldn't say to someone in person.

I expect that you all will respect your classmates and their opinions. Flaming and/or trolling will not be tolerated in this course; *if you engage in a disrespectful way towards your classmates or instructor, it will negatively affect your grade*. It is important to be concise, informative, and polite when communicating with your colleagues in this course, as well as your instructor.

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

This schedule is tentative. If additional readings are posted or anything is changed, a revised class schedule will be posted.

week	topic, readings & videos	assignments
1	<p><i>defining literacy & technology; writing about our digital lives</i> (10/18-10/21)</p> <p><i>read</i></p> <ul style="list-style-type: none"> • <i>Compose, Design, Advocate</i> (CDA) Introduction (pgs. 1–16) • CDA Chapter 1: “A Rhetorical Process for Designing Compositions” (pgs. 19–33) • CDA Chapter 2: “Composing a Statement of Purpose” (pgs. 33–54) • James Paul Gee, “What is Literacy?” <p><i>watch</i></p> <ul style="list-style-type: none"> • Welcome (Dr. Bradley Dilger) • Course Introduction • Module 1 Introduction 	<ul style="list-style-type: none"> • Weds, 10/18: Sign up for WebEx conference groups with instructor • Fri, 10/20: Introduction post due to discussion board by noon EST • Fri, 10/20: Reading response to Gee due to discussion board by noon EST <p><i>Conferences: all students in groups of 5</i></p>
2	<p><i>drafting and revision; visual communication</i> (10/22-10/28)</p> <p><i>read</i></p> <ul style="list-style-type: none"> • CDA Section 2 Introduction, “Researching to Support Composing” (pgs. 93–102) • CDA Chapter 9: “About Multimodal Communication” (pgs. 305–324) <p><i>watch</i></p> <ul style="list-style-type: none"> • Module 2 Introduction • Bill Hart-Davidson, “Describe-Evaluate-Suggest: Giving Helpful Feedback” • Digital resources on literacy (see Bb) 	<ul style="list-style-type: none"> • Sun, 10/22: 2 replies to discussion board introductions due by 11:59pm EST • Mon, 10/23: WP1 Statement of Purpose due by noon EST • Mon, 10/23: Replies to Gee discussion board posts due by noon EST • Wed, 10/25: Reading response due by noon EST • Wed, 10/25: WP1 draft due by 11:59pm EST • Fri, 10/27: Replies to reading responses due by noon EST • Fri, 10/27: Peer feedback on WP1 due by 11:59pm EST <p><i>Conferences: Individual, Group A</i></p>

week	topic, readings & videos	assignments
3	<p><i>generating research questions</i> (10/29-11/4)</p> <p><i>read</i></p> <ul style="list-style-type: none"> • CDA Chapter 5: “Researching for Argument & Advocacy” Part I (pgs. 121–139) • Nicholas Carr, “Is Google Making Us Stupid? What the Internet is doing to our brains” • danah boyd, “Did Media Literacy Backfire?” • Purdue OWL, “Stasis Theory” <p><i>watch</i></p> <ul style="list-style-type: none"> • Module 3 Introduction • Jeff Grabill, “Texting is Good for Us” 	<ul style="list-style-type: none"> • Wed, 11/1: Reading response due by noon EST • Wed, 11/1: Final WP1 with reflective memo due by 11:59pm EST • Fri, 11/3: Replies to reading responses due by noon EST <p><i>Conferences: Individual, Group B</i></p>
4	<p><i>finding & evaluating sources</i> (11/5-11/11)</p> <p><i>read</i></p> <ul style="list-style-type: none"> • CDA Chapter 5: “Researching for Argument & Advocacy” Part II (pgs. 140–160) • ACRL’s Framework for Information Literacy in Higher Education • Purdue OWL, “Evaluating Sources of Information” <p><i>watch</i></p> <ul style="list-style-type: none"> • Module 4 Introduction 	<ul style="list-style-type: none"> • Wed, 11/8: Reading response (annotations) due by noon EST • Wed, 11/8: Partial WP2 draft (750–1000 words) due by 11:59pm EST for peer review • Fri, 11/10: Replies to reading responses due by noon EST • Fri, 11/10: Peer reviews of partial WP2 drafts due by 11:59pm <p><i>Conferences: 5-person groups, Group A</i></p>
5	<p><i>rhetorical appeals; organizing researched arguments</i> (11/12-11/18)</p> <p><i>read</i></p> <ul style="list-style-type: none"> • CDA on rhetorical analysis & appeals (pgs. 60–67) • Purdue OWL, “Rhetorical Appeals” <p><i>watch</i></p> <ul style="list-style-type: none"> • Module 5 Introduction • Conor Neill, “What Aristotle and Joshua Bell can teach us about persuasion” 	<ul style="list-style-type: none"> • Mon, 11/13: Completed WP2 draft (1500–2000 words) due for instructor feedback by 11:59pm • Wed, 11/15: Reading response due by noon EST • Fri, 11/17: Replies to reading responses due by noon EST <p><i>Conferences: 5-person groups, Group B</i></p>

week	topic, readings & videos	assignments
6	<p><i>revision & remediation</i> (11/19-11/25)</p> <p><i>read</i></p> <ul style="list-style-type: none"> • CDA Chapter 3: “Composing a Design Plan” (pgs. 55–92) • CDA Chapter 8: “Visual Modes of Communication” (pgs. 263–304) <p><i>watch</i></p> <ul style="list-style-type: none"> • Module 6 Introduction 	<ul style="list-style-type: none"> • Tues, 11/21: Final WP2 with reflective memo due by 11:59pm EST • No reading responses—happy Thanksgiving! <p><i>Conferences: virtual office hours as needed</i></p>
7	<p><i>visual modes of communication</i> (11/26-12/2)</p> <p><i>read</i></p> <ul style="list-style-type: none"> • Curtis Newbold, “The 50 Most Important Rules of Document Design” • Karl Gude, “Seven Design Tips for Making Great Infographics” <p><i>watch</i></p> <ul style="list-style-type: none"> • Module 7 Introduction 	<ul style="list-style-type: none"> • Mon, 11/27: WP3 design plan due by 11:59pm EST • Wed, 11/29: Reading response due by noon EST • Fri, 12/1: Replies to reading responses due by noon EST <p><i>Conferences: Individual, Group A</i></p>
8	<p><i>displaying information & making arguments with visuals</i> (12/3-12/9)</p> <p><i>read</i></p> <ul style="list-style-type: none"> • Sam Dragga & Dan Voss, “Cruel Pies: The Inhumanity of Technical Illustrations” • HackDesign, “Achieving Visual Hierarchy” • Keith Collins, “The Most Misleading Charts of 2015, Fixed” <p><i>Watch</i></p> <ul style="list-style-type: none"> • Module 8 Introduction 	<ul style="list-style-type: none"> • Mon, 12/4: WP3 rough draft due by noon EST • Wed, 12/6: Peer reviews of WP3 due by noon EST • Fri, 12/8: Discussion board posts due by noon EST (no replies needed) • Please submit your course/instructor evaluations this week using MyCoursEval! <p><i>Conferences: Individual, Group B</i></p>
9 (F)	<p><i>presenting & reflecting</i> (12/10-12/13)</p>	<ul style="list-style-type: none"> • Wed, 12/13: Final WP3 due with reflective memo by 11:59pm EST <p><i>Conferences: virtual office hours as needed</i></p>

ENGL 108: Culture, Creativity, and Technology

Instructor: Bianca Batti
Email: bbatti@purdue.edu

Office: HEAV 311A
Office Hours: Thurs. 12:00-1:30 PM / or by appt.

Tuesdays: <i>10:30 am-11:45 am</i> ENGL 10800-043 CRN 15807	Thursdays: <i>10:30 am-11:45 am</i> ENGL 10800-043 CRN 15807
<i>WTHR 214</i>	<i>HEAV 206</i>

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:

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 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**)

Major Unit Assignments – Guide

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 and readings	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.

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>.

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>.

Course Schedule (subject to changes)

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

Week 1: Aug. 21-25	Introduction to course Texts: <i>DW</i> Chapter 1: Digital Writing
Week 2: Aug. 28-Sept. 1	Introduction to rhetorical appeals, digital writing technologies, and writing to describe a personal experience Begin work on Project 1: Personal Narrative Texts: <i>DW</i> Chapter 2: Digital Rhetoric; personal narrative samples (on Blackboard)
Week 3: Sept. 4-8	Introduction to rhetorical appeals, digital writing technologies, and writing to describe a personal experience, continued Drafting, group work, and revising of Project 1: Personal Narrative Texts: <i>DW</i> Chapter 7: Digital Genres and Modes Project 1: Personal Narrative due this week
Week 4: Sept. 11-15	Deconstructing the use of rhetorical appeals in visual forms Begin work on Project 2: Visual Remediation/Reflection Texts: <i>DW</i> Chapter 8: Digital Images; Chapter 9: Digital Video
Week 5: Sept. 18-22	Deconstructing the use of rhetorical appeals in visual forms, continued Drafting, group work, and revising of Project 2: Visual Remediation Project 2: Visual Remediation/Reflection due this week
Week 6: Sept. 25-29	Writing to describe and inform, investigating design choices, considering process, beginning research skills Begin work on Project 3: Interface and Design Report Texts: <i>Her Story</i>
Week 7: Oct. 2-6	Writing to describe and inform, investigating design choices, considering process, beginning research skills, continued Drafting, group work, and revising of Project 3: Interface and Design Report Texts: <i>DW</i> Chapter 6: Digital Research Project 3: Interface and Design Report due this week
Week 8: Oct. 9-13	October Break: Monday and Tuesday, Oct. 9-10—No Classes Analyzing and responding to multimedia texts; synthesizing research on media and design Begin work on Project 4: Media Review Texts: <i>DW</i> Chapter 5: Digital Audiences

Week 9: Oct. 16-20	Analyzing and responding to multimedia texts; synthesizing research on 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: Oct. 23-27	Analyzing and responding to multimedia texts; synthesizing research on media and design, continued Drafting, group work, revising of Project 4: Media Review Project 4: Media Review due this week
Week 11: Oct. 30-Nov.3	Presenting a problem, question, or issue to investigate further Begin discussion of Project 5: Research Proposal Texts: <i>DW</i> Chapter 3: Digital Arguments
Week 12: Nov. 6-10	Presenting a problem, question, or issue to investigate further, continued Drafting, group work, revising of Project 5: Research Proposal Texts: <i>DW</i> Chapter 4: Digital Analysis Project 5: Research Proposal due this week
Week 13: Nov. 13-17	Exploring academic tone, establishing ethos, and weighing source credibility Begin work on Project 6: Research-Based Argument No class on Thursday (11/16) this week
Week 14: Nov. 20-24	Thanksgiving Week—No classes Wednesday through Friday Developing a formal argument; synthesizing and remediating analysis Begin work on Project 7: Visual Posters; continue work on Project 6: Research-Based Arguments Texts: <i>DW</i> Chapter 10: Digital Editing; Chapter 11: Digital Delivery
Week 15: Nov. 27-Dec. 1	Developing a formal argument; synthesizing and remediating analysis, 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: Dec. 4-8	Drafting, group work, revising of Visual Posters and Research-Based Arguments Project 6: Research-Based Argument due at end of week Project 7: Visual Poster due; Symposium will be held this week
Week 17: Dec. 11-15	Final Exam Week (No final exam is required for English 108)