# INSTRUCTOR ELIZA GELLIS | FALL ‘18 | EMAIL EGELLIS@PURDUE.EDU

# ENGL 106

**OFFICE HOURS** HEAV 309D | TUES 9:30-10:30 & BY APPOINTMENT

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### **WELCOME TO ENGL 106 | ENGL 10600-675 | CRN 57604 | UR@ SYLLABUS APPROACH**

Welcome to English 106, Introductory Composition—also known as ICAP. Over the course of the semester, we’ll be engaging in a variety of challenging activities—involving reading, writing, technology, design, and collaboration—that will prepare you for writing and thinking as a student and a citizen in the 21st century. This course uses Blackboard to provide information and resources, including an assignment calendar; you are expected to check Blackboard frequently and carefully. We'll be working in three different spaces this semester:

* **A traditional classroom | REC 227 | M/W**
* **A conference room | HEAV 225 | T (CRN 57614)/R (CRN 57615)**
* **A computer classroom | BRNG B274 | F**

For more information, visit the Student Guide to ICAP:  <http://icap.rhetorike.org/studentguide>

### **REQUIRED TEXTS**

* *Writing Today, 3rd Edition* by Johnson-Sheehan and Paine | ISBN 978-0321984654 | price varies by retailer and condition
* Additional readings as needed (to be posted on Blackboard)

### **RECOMMENDED TEXTS**

* *A Handlist of Rhetorical Terms* by Lanham | ISBN 978-0520014145 | price varies by retailer and condition

### **WRITING, RHETORIC, & INQUIRY**

In English 106, the goal is for you to analyze various types of communication in order to write critically and creatively. Using the UR@ syllabus approach, we’re going to focus on *the rhetorical situation*—the unique and specific contexts around every instance of communication that affect how we interpret and respond. This flexibility not only allows and encourages you to be personally invested in the things you write about, it also helps you grow attuned to the subtle details that shape our understanding of texts, events, and each other. That means my goal is to help you:

* **Understand rhetoric—what it is, how it works, and what it tells us about our culture, our history, and ourselves.**
  + Rhetoric is a systematic approach to discourse: the composition oral or written communication. While we’ll only be taking introductory approach to rhetoric in this course, it is a powerful tool for thinking critically about the messages—explicit and implicit—we send and receive every day.
* **Develop a distinct sense of voice and ownership with your writing.**
  + Communication, either formal or informal, is an integral part of the human experience. By becoming more comfortable with the writing process, you become a better writer. And by becoming a better writer, you become a better communicator in all aspects of your life.
* **Broaden your perspectives on what constitutes reading and writing.**
  + In this class, we examine everything from traditional print texts to art to the Internet—and many other forms of media you may think of an “untraditional.” In doing so, you are encouraged to expand your notions of what it means to read and write in the digital age. Furthermore, by providing a broad range of texts from a variety of cultural backgrounds, this class aims to expand your theoretical underpinnings of how and why we communicate.
* **Compose different kinds of texts for different kinds of audiences, using different kinds of media.**
  + Understanding the context of your work—who will be experiencing it, where, and under what circumstances, as well as what they’ll take away from it—helps you shape your work to most effectively reach your personal goals for the piece.
* **Ask meaningful questions of the world around you.**
  + Constant and thoughtful inquiry forces us to examine, in greater detail and with more precision, every aspect of our lives. We not only become better writers and communicators, but we can also become more informed citizens.

### **OFFICIAL ENGL 106 OUTCOMES**

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

By the end of the course, students will:

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

*Taken from the ICAP webpage (icap.rhetorike.org/outcomes).*

### **ASSIGNMENTS, READINGS, & GRADES**

You have four (4) major projects throughout the semester. Several of these projects will include multiple parts and require one or more revisions. Specific prompts, due dates, and rubrics will be given at the time the projects are assigned, but all final versions of essays require a hard copy and a digital copy**. For every project with an assigned draft, you must turn in *your draft with my comments on it* along with the final version of your project.** Expected due dates are listed below; however, these are subject to change. The assignments are as follows:

* Rhetorical analysis\* – analysis of texts and their meanings – ~1000 words – due 2/6
* Editorial\* – argument on local issue – ~1000 words – due 3/5
* Research paper\* – evidence-based analysis or argument – ~1500 words – due 4/3
* Advertisement/PSA – multimedia project including presentation & reflection – equivalent of ~2000 words – due 5/1

\*Requires rough draft (to be counted for homework grade). *Drafts with my feedback must be turned in along with the final copy of the essay.*

\*\*Please note**:** Draft and assignment due dates will be posted on the Homework Calendar, and will also be listed on the specific assignment prompt.

While these projects will be the focus of the course, I will also assign other, short homework and writing assignments (all of which fall under the “Additional Work” category). These will be integral to the composition and comprehension of the larger projects, as well as for your growth as writer and critical thinker. **All homework—major assignments, drafts, homework, readings, etc.—will be posted by due date on Blackboard on the Homework Calendar** under “Assignments.” This Homework Calendar is binding and is to be treated as you would treat a course calendar attached to the syllabus. Although I will attempt to have the entire calendar posted at the beginning of the semester, changes or additions to the calendar may be made. Although I will try my best to announce these, *it is your responsibility to check the Homework Calendar***.**

Some writing in the “Additional Work” category comes in the form of in-class writing. *These will not be posted on the Homework Calendar*; instead, they will be assigned and collected during class. Think of it like a pop quiz. If you miss a class, you may make up these in-class writings. It is incumbent upon you to check with me (within two (2) days of the class you missed) as to whether you missed any such assignments; see the “Late Work & Rewrites” section for more details.

To more accurately gauge your needs and interests, about every two to four weeks or so, I will send out a Google Form asking you to tell me what you’d like to focus on in class. Answering these questionnaires is required and will count for a homework grade. I encourage you to communicate honestly with me about your goals in these surveys, in class, in office hours, what you’d like to get out of the course and the kinds of things you’d like to do.

The grades break down like so:

* Major Assignments: 4 projects @ 20% each = 4 x 20% = 80%
  + These assignments (your four big projects) are graded on an A-F scale.
* Additional Work: homework (including drafts), in-class writing, pre-conference writing, etc. = 20%
  + Work counted under “Additional Work” will be graded on the following scale: satisfactory (full credit), unsatisfactory/did not follow directions (half credit), or missing/incomplete (no credit).\*
  + \*One homework assignment, the Professional Email Etiquette, is an ICAP Common Assignment. It is graded based on its own particular rubric and criteria, compiled by ICAP instructors and administrators. It is the exception to the normal “Additional Work” grading scale.
  + This work will be graded out of a certain number of points, not the A-F scale.

The grading scale for major assignments, and for the course as a whole, is as follows:

* 100% - 92.5% : A
* 92.4% - 89.5% : A-
* 89.4% - 86.5% : B+
* 86.4% - 83.5% : B
* 83.4% - 79.5% : B-
* 79.4% - 76.5% : C+
* 76.4% - 73.5% : C
* 73.4% - 69.5% : C-
* 69.4% - 66.5% : D+
* 66.4% - 63.5% : D
* 63.4% - 59.5% : D-
* 59.4% - 0% : F

**\*\*Please note:** Having more than 5 unexcused absences may lower your grade; please see the “attendance” section below for details.

### **PLAGIARISM (DON’T DO IT)**

Plagiarism is the copying, deliberate or not, of another person’s work and/or ideas without the proper citation. It includes incorporating the writing or ideas of another without giving them credit, turning in a paper that’s partially or completely not your own work, copy-pasting or paraphrasing without citation, etc. **Plagiarism has serious consequences**. Depending on the severity of the plagiarism, possible consequences include a mandatory rewrite and reduced grade, failure for the assignment, or even failure for the course. These situations are handled on a case-by-case basis by the instructor. Cases of plagiarism may also be reported to the Office of the Dean of Students. You need to be aware of what it is and how to avoid it. When in doubt, you should always check with me. It’s better to ask a question now than to not ask and pay a serious price later. Remember, it is your responsibility to be proactive. Stick to the Purdue Honors Pledge: “As a Boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - we are Purdue.”

For more details on plagiarism and how to avoid it, please visit: <http://www.purdue.edu/odos/osrr/academic-integrity/index.html>

### **LATE WORK & REWRITES**

For major assignments, I will count off a letter grade for each day your work is late unless you make arrangements with me prior to the due date. After five (5) days, I will no longer accept the assignment. Homework, etc. will only be accepted as late at my discretion. **If you would like to make up an in-class writing assignment, you need to make your request within two (2) days of the class you missed**. Problems can arise, but the key to their successful resolution is communication. Keep me informed; avoid simply not showing up. If you are turning in late homework or missed in-class writing, you must hand it in within seven (7) days/one week of the original due date. Students with serious illnesses or family emergencies may be given further extensions on major assignments and additional work. **I will not accept any late work after the final class**; please do not email me during/after finals week and ask for extra credit or more assignments to help boost your grade.

Generally, I do not allow students to rewrite or rework an assignment. That being said, in particular circumstances, I may assign rewrites to specific students on an as-need basis. These rewrites will be mandatory. Students should turn in, along with their rewrites, the graded copy of their original.

Papers not handed in to me, printed, at the start of class (with draft if the final version) will be counted late. Prior approval of at least 48 hours is required for an extension. In the case of an emergency, you must upload your digital copy to Blackboard prior to class starting, and deliver me a hard copy within 24 hours, to receive full credit. Drafts without a digital copy will receive half (late) credit; final copies without a digital copy will be counted as one day late and have their score dropped accordingly.

### **CONFERENCING**

Half of you are scheduled to meet with me in on Tuesdays, and the other half on Fridays. During the first week, we will acclimate ourselves to the rooms and cover my conferencing guidelines. You’ll sign up to meet with me individually for ten minutes once every two weeks for the rest of the semester. This is your time to discuss with me a question or concern you have about your writing and/or reading for the class. Every student should have seven (7) conference dates with me. These dates are specified on the signup sheets. *Please be aware that I have already accounted for school breaks, canceled classes, etc. to prepare the conferencing schedule*. If you have a question about when you meet for a conference, you will need to *refer to the signup sheet*.

**For each conference, you will need to prepare a piece of pre-conference writing**. The preconference writing should be half a page to a page typed (doublespaced) or one to two pages handwritten. You may print it out, or simply show it to me on your laptop or tablet. This writing does not need to be formal; it may be in bullet or list form, for example, or use more casual language. Your preconference writing should explore a passage from either your own writing for class or a recent reading for class. The preconference writing does not need to be formal, but you should use it to prepare topics for discussion in our conferences. Please note that without your piece of conference pre-writing, you will be considered absent, and you will also lose your homework credit for that piece.

In the event a conference date is canceled unexpectedly, I will notify the class and assign an alternative online assignment. Please note that some conference days are days when class will not be held due to holidays, the Purdue calendar, etc. These do not require any work.

### **ATTENDANCE & ABSENCES**

Attendance is welcomed, encouraged, and required. It is your responsibility to keep track of your attendance record. This class requires you to participate in discussions and hands-on writing activities. For the course to be a success, everyone's participation is necessary. For that reason, it is important that you come to class everyday and that you show up on time. I keep track of tardies. **Every five (5) tardies will equate to one unexcused absence**. If you know you may be running late to this class because of another class/appointment/etc. beforehand, you must let me know within the first week of class.

**You will be allowed five (5) absences with no questions asked**. Life happens. These absences are built into the course as a safeguard for you. You can use them in case of:

* Short illness (cold, stomach bug, etc.) or doctor’s appointment
* Personal event (wedding, bar/bat mitzvah, family vacation, etc.)
* Emergency (car won’t start, laptop/phone breaks, etc.)
* Mental health day
* Really anything you can think of—they’re here for you to use

*If you realize your absences may exceed that number, for whatever reason (physical/mental health, family crisis, etc.) come talk to me.*

**After five (5) absences, your grade will be lowered**. *Beginning at (six (6) absences, I will lower your final grade by one grade* (for example, from a B to a B-). *Beginning at eight (8) absences, I will lower it another grade* *for each additional day missed****.*** For example, if you have a B, and you miss eight (8) classes, your final letter grade will be a C+; nine (9) classes, a C; and so forth.

I am happy to excuse absences for religious or other academic reasons. If you need to have an absence excused, please come talk to me.

**Conference attendance is mandatory; if you miss your conference, it will count as an absence.** The days we do peer critiques, you are required to have a rough draft of your project. If you do not, you cannot participate and therefore you will be considered absent.

If you miss class, keep in mind that you are responsible for making up the work (otherwise you will receive no credit) as well as the readings. If there are extenuating circumstances regarding your absence (see below) please come speak to me so we can make an arrangement.

### **DISABILITY & ILLNESS ADDENDUM**

Please do not come to class if you are sick. (That’s why you get unexcused absences!) If you have an extended medical emergency that may require you to miss several classes, such as a prolonged illness or surgery, please contact the Office of the Dean of Students as soon as possible. They will contact me and this allows us to make proper arrangements.

If you have a physical or mental medical condition or disability that may interfere with your ability to attend class and/or turn in assignments on time, contact of the Disability Resource Center (<https://www.purdue.edu/drc/>) so they can provide the proper documentation, without which I will not be able to accommodate you. Please provide me with this documentation as early as possible. Again, if there are extenuating circumstances, please talk to me—I’m always willing to try to work these issues out, but I can only do that if I’m aware of the issue.

### **CIVILITY CLAUSE**

In this course, we may discuss material or subject matter that some consider sensitive—race, religion, gender, sexuality, socio-economic status, dis/ability, etc. You should address myself and your classmates with respect at all times—even if you disagree with me/them, and especially when discussing these sometimes difficult topics. *As instructor, I reserve the right to determine what is appropriate and inappropriate; disruptive and/or disrespectful classroom behavior may result in removal from class for the student(s) in question.* You will not be able to make up work for the day(s) you are removed from class.

### **EMERGENCIES**

In the event of a major campus emergency, course requirements, calendar, deadlines, and grading percentages are subject to changes as necessary. I will inform you via email of such changes. If you have questions, please email me, and for more information, see ITAP's Campus Emergency website: <http://www.purdue.edu/emergency/>.

### **LIST OF VACATION & CANCELED CLASS DATES** (May Be Adjusted as Necessary):

The following is a list of dates on which class will not be held. Please be aware that due to unforeseen circumstances or changes in my schedule, I may be forced to cancel additional classes. In these events, I generally try to assign an alternative online assignment to make up for the missed class day. I will notify you all of these cancelations and provide instructions for what, if any, work needs to be turned in.

**MON 9/3 (Labor Day)**

**MON 9/10 (Rosh Hashanah)**

**WED 9/19 (Yom Kippur)**

**MON & TUES 10/8-9 (October Break)**

**WED – FRI 11/21-3 (Thanksgiving Break)**