

Syllabus Approach: *Writing Your Way Into Purdue*

Monday	Tuesday	Wednesday	Thursday	Friday
Classroom HEAV 108 ENGL 10600-717 CRN 57646	Conference HEAV 225 ENGL 10600-737 CRN 57666	Computer Lab HEAV 108 ENGL 10600-717 CRN 57646	Classroom HEAV 225 ENGL 10600-736 CRN 57665	Conference BRNG B282 ENGL 10600-717 CRN 57646

COURSE DESCRIPTION

Welcome to English 10600, *First-Year Composition*.

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.**

Contact Information

Instructor: Adrian McClure

Email Address: ajmclclur@purdue.edu

- Office: Heavilon G42
- Office Hours: FRIDAY 1:20-2:20 (or by appointment)
- Class Website: Blackboard Learn <https://mycourses.purdue.edu>

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Each of the assignments in this sequence is aimed at getting you actively involved with the Purdue community—and exploring your own place within it—while developing college-level composing and research skills.

COURSE OUTCOMES

By the end of this course, you should be able to:

- Demonstrate rhetorical awareness of diverse audiences, situations, and contexts
- Compose a variety of texts in a range of forms, equaling at least 7,500-11,500 words of polished writing
- Critically think about writing and rhetoric through reading, analysis, and reflection
- Provide constructive feedback to others and incorporate feedback into their writing
- Perform research and evaluate sources to support claims
- Engage multiple digital technologies to compose for different purposes

GENERAL COURSE ORGANIZATION: STUDENTS MEET FOUR DAYS A WEEK IN THREE DIFFERENT SETTINGS

1. Two meetings per week with entire class in CLASSROOM SETTING
 - Includes lectures, group and individual learning activities, class discussion, quizzes
2. One meeting per week with entire class in COMPUTER LAB SETTING
 - Includes regular blogging sessions along with training in formatting, digital technology, library research skills, academic documentation and citation, etc.
3. One meeting per week in small group or individual sessions in CONFERENCE SETTING
 - I will email you your conference schedule and it is also posted on the website—session times and group sizes vary from project to project; I will inform you by email of upcoming changes
 - Includes small group discussion, group work sessions, and providing and receiving feedback

COURSE REQUIREMENTS

5 MAJOR PROJECTS

1. **Literacy Narrative Project:** You'll begin by identifying and exploring how a past experience involving reading, writing, or public speaking (very broadly construed) helped shape who you are today.
Focus on descriptive and narrative writing
2. **Academic Writing Project:** Next, you'll learn the ropes of academic writing as you conduct library research, compile a scholarly annotated bibliography, and write a position paper on a controversial topic of your choice—complete with all the scholarly trimmings. (This one's highly labor-intensive but extremely useful for your later college career.)
Focus on research and documentation/citation skills, and argumentative writing
3. **Frankenstein Reflection Project:** As a class, we'll explore the fascinating (and sometimes unsettling) interface between science, film, and literature through readings, class debate, writing a monster blog, attending an evening showing of the classic horror movie *Bride of Frankenstein*, and visiting the Purdue Nanotechnology Center—your job is to choose a suitable focus and then write a thought-provoking essay about some aspect of this immersion experience.
Focus on reflective writing
4. **Group PSA Project:** We'll end with a group project that ties together threads we've been exploring all semester in which you compose and produce a public service video on a campus issue.
Focus on digital composition and visual rhetoric
5. **Blog Portfolio Project:** Throughout the semester, you'll compose regular blog entries that touch on aspects of your life before, during, and beyond your student career here at Purdue. You'll select and edit your two best posts to include in a graded portfolio at midterm time, and once again at the end of the semester.
Focus on expressive writing

SPECIAL EVENING REQUIREMENT TO PUT ON YOUR CALENDAR NOW!

- **FRIDAY, October 30th**, there will be no regular class meeting.
- **INSTEAD, YOU ARE REQUIRED TO ATTEND** an evening screening of *The Bride of Frankenstein* at a location on campus to be announced. *Feel free to come in costume and bring a friend!*



5-STEP COMPOSING PROCESS

In composition, as in many areas of life, expertise is achieved only through long, hard effort. Every major project (except blogging) involves the following five steps as required elements of your grade:

1. Begin project with brainstorming and planning (SAVE ALL WORK FROM THIS STAGE!)
2. Compose and submit first draft
3. Conduct peer review and receive instructor comments
4. Carry out **significant** revisions and submit final draft
5. Write a short reflection evaluating your experience with the project

PARTICIPATION COUNTS!

In this class, we do frequent in-class activities and group work to reinforce lessons and provide opportunities for practice and feedback. There is also a good deal of discussion. This is true both in the classroom and lab setting, and in the small group conference sessions. **FOR THIS REASON, PARTICIPATION IS A SIGNIFICANT COMPONENT OF YOUR GRADE (5%).** PLEASE NOTE THAT HABITUAL LATENESS AND/OR CAUSING CLASS INTERRUPTIONS (needing reminders to stop texting or talking, for example) will result in a poor participation grade.

CALENDAR OF MAJOR ASSIGNMENTS, DUE DATES, AND POINT VALUES

Over the course of the semester, you will accumulate up to 1,000 points. Your point total will be converted to a percentage that will determine your final letter grade for the course. I assign all grades using a +/- system; for example, 90-92% = A-, 93-96% = A, 97-100% = A+. (See "Grading Policy" below for more details.)

Stewart Center Mural Writing Diagnostic Essay (10 pts.) <i>DUE DATE: Friday, 9/28</i>	(Grade based purely on participation and following the assignment guidelines)	10
Literacy Narrative Project (150 pts.) <i>FINAL DRAFT DUE: Friday, 9/18</i> <i>PROJECT REFLECTION DUE: 9/25</i>	Paper; process*	120
	Reflection	30
Academic Writing Project (290 pts.) <i>POSTER DUE: Monday, 9/21</i> <i>FINAL ANNOTATED BIB DUE: Friday, 10/2</i> <i>FINAL DRAFT POSITION PAPER DUE: Friday, 10/30</i> <i>PROJECT REFLECTION DUE: Friday, 11/6</i>	Library Quest Activity	10
	Research Library Poster	30
	Annotated Bibliography; process*	100
	Position Paper; process*	120
	Reflection	30
Frankenstein Project (120 pts.) <i>FINAL DRAFT DUE: Wednesday, 12/2</i>	Paper; process*	120
Group PSA Project (200 pts.) <i>GROUP ANNOTATED BIB DUE: Friday, 11/20</i> <i>PRESENTATION DUE DATE: Friday, 12/11</i> <i>PROJECT REFLECTION DUE: Thursday, 12/17</i>	Script/Storyboard	20
	Video	100
	Presentation	20
	Teamwork	20
	2-Source Group Annotated Bibliography	15
	Individual Final Reflection	25
Blog Portfolio Project (80 pts.) <i>SELECTIONS DUE: Midterm Friday, 10/16 and</i> <i>End of Semester Monday, 12/14</i>	Your selection of 2 best blogs (submitted at midterm and end of semester; total of 4 posts @ 20 pts. each)	80
Small Assignments/Quizzes (100 total pts.)	Administered throughout the semester	100
Participation (50 total pts. = 5% of grade)	Based on frequency and quality of participation in all settings (including required special events)	50
TOTAL COURSE POINTS		1,000
* <i>"Process" refers to required planning/prewriting, drafting, revising, and peer reviewing. Failing to participate in project peer reviews (with no excused absence) will cause your process grade to drop by half!</i>		

NOTE: A complete calendar semester of all due dates and more detailed weekly schedule is available on the course website.

COURSE POLICIES

Note: There is also a link on the course website to ICaP general course policies and guidelines.

ABSENCE POLICY

- **ATTENDANCE TAKEN IN ALL SETTINGS; ONLY 3 UNEXCUSED ABSENCES ALLOWED!!!!**
 - AFTER 3 UNEXCUSED ABSENCES, FINAL GRADE WILL BE AUTOMATICALLY LOWERED
 - Grade docked 1/3 of letter grade for each unexcused absence beyond allowed three
 - Excused absences **MUST** provide appropriate documentation: doctor's note, etc.
 - MISSED WORK DUE TO UNEXCUSED ABSENCE
 - Missed in-class graded work (like quizzes) **can only be made up IF YOU HAVE AN EXCUSED ABSENCE**
 - **Unexcused absences for peer reviews will result in lowering your "process grade" by 50%**

GRIEF ABSENCE POLICY

- Absences associated with a death in the family are always excused, and I will find ways for you to make up any missed work. All you need to do in this situation is to contact the Office of the Dean of Students (ODOS), and they will take care of notifying all your instructors.

LATENESS POLICY

- If you arrive after attendance has been taken, **you will be marked absent** unless you ask me after class to change your daily attendance record!
 - IT'S YOUR RESPONSIBILITY to bring this to my attention AFTER CLASS.
 - **Note that habitual lateness will harm your participation grade (10% of final grade)!**

LATE WORK POLICY

- Late work will be accepted only under special extenuating circumstances.
- Except in emergency situations, **consult with me beforehand to make an arrangement.**
- If no arrangement is made, **work will be docked one letter grade for each day it is late** (barring a documented emergency or illness).

OFFICE HOURS AND EMAIL POLICY

- **I care about my students.** If you are having trouble with the course or feel overwhelmed, please stop by during my regularly scheduled office hours, or, if you have a conflict that makes this impossible, email me to make an appointment for another time.
- **If you wish to discuss your grade on an assignment, please notify me by email in advance.**
- You are very welcome to email me with specific follow-up questions about assignments/material discussed in class; however, if you are absent, it is your responsibility to consult your peers to fill you in on what you missed.
- **Finally, since I am an extremely absent-minded person, please send an email confirmation of any arrangement I make with you verbally during or after class!**

GRADING POLICY

As noted above, I assign all grades using a +/- system; for example, 90-92% = A-, 93-96% = A, 97-100% = A+. Rubrics are available for each major assignment that specify the exact grading criteria. Here's an overview of what each main grading category means with regard to the written work in this course (as adapted from ICaP guidelines):

- "A" work is work of distinction. You've turned in a paper that's a pleasure to read. You met or exceeded all the assignment requirements and exhibited originality and creativity in your ideas, in your rhetorical (persuasive) approach, and/or in your style.

- “B” work is work of high quality. “B” papers meet all the assignment requirements, and the writing is persuasive and skillful.
- “C” work shows competence. You did what the assignment asked, but there may be areas that are incompletely developed or need further revision. Style is straightforward but unremarkable.
- “D” work is work of low quality. You responded to the assignment and made some valid points, but there are stylistic problems and gaps in your writing that bring readers up short. Unclear sentence construction, editing mistakes, and/or weak or meandering organization may detract from your underlying argument.
- “F” work generally stems from failing to attend class, failing to turn in work, or failing to put any real effort into the writing process.

GRAMMAR, SPELLING, AND PUNCTUATION POLICY

First-Year Composition is not a course in grammar, although from time to time we may do quick reviews of tricky topics. At this stage in your academic career, you are expected to take responsibility for mastering whatever basic writing conventions you may need to improve.

- If you are having problems in this area, please come and see me during my office hours, consult the many useful resources on the Purdue OWL website, or **pay a visit to the Writing Lab** for an expert one-on-one tutorial on specific areas of concern. (See note on Writing Lab below, p. 7.)

ASSIGNMENT SUBMISSION POLICY

The guidelines below apply to all first and final drafts of written assignments you turn in for this course:

- **First and final drafts of all major assignments are submitted on the course website, but I will usually also require you to turn in a hard copy in class.** This protects you against submission glitches, and it also enables me to provide detailed editorial comments/corrections on the hard copy (in addition to the general comments you can access under “My Grades” on the course website once the work has been graded).
- All work must be properly formatted and reasonably free of typos.
 - In extreme cases, **poorly-proofread documents may be returned to you for correction.**
- Unless specifically instructed otherwise, all assignments should be submitted in MLA formatting. (I’ll be providing in-class instruction on this formatting style and providing you with links to models.)
 - Use a 12-point, standard font (either Times New Roman or equivalent size) and double spacing.
 - Follow MLA-style formatting guidelines for the header, margins, works cited page, etc.

BEHAVIORAL EXPECTATIONS POLICY

- Conduct yourself professionally at all times.
- As in any college classroom, you are expected to express yourself respectfully to others.
- **NO PERSONAL ELECTRONICS USE, SOCIALIZING, OR DISRUPTIVE BEHAVIORS DURING CLASS!**
 - You will receive a verbal warning the first time this happens.
 - If you repeat the behavior, you may be asked to leave and will receive an UNEXCUSED ABSENCE for that day; the behavior will also be documented and *will affect your participation grade.*
 - Repeated documented inappropriate behaviors will be reported to an ICaP administrator and a Student Conduct Form will be filed.
 - **Egregiously disruptive and/or potentially harmful behavior** will be reported IMMEDIATELY to an ICaP administrator; it may also be reported to the Dean of Students.



ACADEMIC HONESTY AND PLAGIARISM POLICY

Plagiarism is the act of appropriating another person's work, in whole or in part, and treating it as your own. We will be discussing extensively in class just what constitutes plagiarism and how to avoid it. Here is the definition of plagiarism from the Office of the Dean of Students webpage:

Plagiarism is a special kind of academic dishonesty in which one person steals another person's ideas or words and falsely presents them as the plagiarist's own product. This is most likely to occur in the following ways:

- *using the exact language of someone else without the use of quotation marks and without giving proper credit to the author*
- *presenting the sequence of ideas or arranging the material of someone else even though such is expressed in one's own words, without giving appropriate acknowledgment*
- *submitting a document written by someone else but representing it as one's own*

If, at the beginning of this course, you plagiarize due to inexperience or misunderstanding of citation conventions, I will return the work in question and give you an opportunity to fix it. If, however, after our class discussions and training, you deliberately plagiarize passages in your submitted work or engage in other forms of academic dishonesty, **YOU WILL RECEIVE AN F FOR THE ASSIGNMENT AND I WILL REPORT THE INCIDENT TO ODOS.**

FURTHERMORE, BE AWARE THAT ALL BLACKBOARD LEARN ASSIGNMENTS IN THIS COURSE ARE AUTOMATICALLY SUBMITTED TO PLAGIARIZING-CHECKING SOFTWARE (SafeAssign).

STUDENTS WITH DISABILITIES POLICY

I have a strong personal commitment to helping students with disabilities. If you have a disability that requires academic accommodations as documented by the Disability Resource Center at Purdue, please make an appointment to speak with me within the first three weeks of the semester—the sooner, the better—so arrangements and adjustments can be made as quickly as possible.

COURSE WEBSITE POLICY: DETAILED WEEKLY SCHEDULE IS POSTED ON ANNOUNCEMENTS PAGE!

The Blackboard Learn website for this course is accessed through <https://mycourses.purdue.edu>

- A detailed weekly schedule is posted on the announcements page that includes upcoming reading assignments, quizzes, and ALL assignment due dates.
- **It is your responsibility to check the weekly schedule on a regular basis and to keep yourself informed of any updates or changes.**
- Copies of all assignments, rubrics, the syllabus, current conference schedules, etc. are also posted as attachments for you to download, as well as useful links to topics we are covering in class.
- General comments on major assignments can be accessed through "My Grades" on the website.
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Campus Emergency

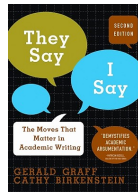
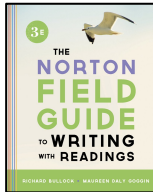
In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Here are three ways to get information about changes in this course:

- 1) Check the course website.
- 2) Check your email--**You are expected to read your @purdue.edu email on a frequent basis.**
- 3) Email me at ajmclur@purdue.edu

For more information about Emergency Preparedness, see http://www.purdue.edu/ehps/emergency_preparedness/

REQUIRED TEXTBOOKS AND MATERIALS

There are two required textbooks for this course that you need to purchase ASAP, since **the first assignment in Norton (and a quiz based on it) are scheduled for the first week of class.** Make sure you buy the correct edition!



The Norton Field Guide to Writing with Readings, 3rd ed. by Richard Bullock and Maureen Daly Goggin, Norton, 2013. ISBN: 9780393919578

They Say/I Say: The Moves That Matter in Academic Writing, 3rd ed. by Gerald Graff and Cathy Birkenstein, Norton, 2014. ISBN: 9780393935844

OTHER REQUIRED MATERIALS

In addition to these two required textbooks, you will also need the following materials:

- **Writing materials:** Make sure you always come to class with paper and a pencil/pen, since there are frequent in-class writing activities.

IMPORTANT INFORMATION ABOUT THE PURDUE WRITING LAB

The Purdue Writing Lab is an amazing resource available for free to all Purdue students, and we will be taking a tour at the beginning of the semester to familiarize you with the wide range of services they offer.

- The Writing Lab partners with English 106 and provides tutors who have been specially trained to help students in this course. Numerous English 106 students use the Writing Lab on a regular basis, and it definitely improves their outcome.
- On occasion, I may give you a referral to the Writing Lab for a problem you are having with a particular assignment or a specific issue with your writing. This is one of the many benefits of our partnership.

CONCLUDING NOTE

Composition, like any skill, requires long hours of training and practice. You will work hard this semester in English 106, but you will definitely grow as a planner, researcher, and effective and persuasive writer in print and in other digital media. My hope is that you will also come to appreciate that writing can give you deeper insights into your own identity, your life experiences, and the world around you.

Finally, I hope you'll make new friends and have some fun times along the way!

This syllabus is subject to change. Students will be notified on the course website or by email of changes made to the policies or syllabus.