

English 106: Introductory Composition Spring 2018

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Course: Fall-2018; Section- 188;
CRN: 16317; 16302; 16303; **Approach:** UR@
Meets: 9:30-10:20; M/W: Recitation 303
F: Beering 282; T/TR: Heavilon 225
Website: Blackboard

Course Description

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

Writing: Word. Picture. Byte

This course provides you a larger understanding of communication in the ongoing world. It will also help you to begin analyzing things critically by providing tools that will help us read, write, design and perform in a differently adaptable digital way! Our major goal for this subject is to make you able to fit into the sophisticated contemporary form of literacy within an academic framework. The English 106, will help you to be involved in writing both critically and creatively leading you to develop cognitive understanding of things going around you and world. We will achieve this by expanding our ability of writing different texts by incorporating elements of visual design and alternate medias (posters, the Web, etc – something other than standard paper).

Of course, the overarching goal of this class is the sustained improvement of your writing skills. To achieve these goals, we will be developing a digital understanding of the role of images in life and try to figure it out through “poster analysis”. Similarly, taking writing as a public affair, we will also be writing an “editorial” and likewise an academic research paper that will provide you an overview of how research papers are written and lastly, we will design an advertisement by ourselves and end the semester. By the end of the semester, you should be able to recognize and differentiate between these genres of writing, know when each is appropriate, and be able to produce both types with skill and confidence.

Syllabus Approach: UR@

UR@ sees the act of composition as a process of locating oneself within and engaging with interdisciplinary discourse in order to move through networks of relations within and across spaces. In short, this approach encourages students to locate themselves in relation to

contemporary cultural domains and engage with various media, such as film, music, text, and web text. While incorporating aspects of traditional composition, this approach also provides space for play, which enables movement and flow, invention and discovery, all necessary components of creative composition. In addition, UR@ acknowledges that shifting landscapes of technology requires an agile and sophisticated command of new compositional strategies.

Texts required

- Richard Johnson-Sheehan, *Writing Today*, 3rd edition. (ISBN: 032198465X). Price on Amazon(approx): New (\$71.06), Used (\$21-34), Rental (\$15.98). This book is also available at the University Book Store.
- Additional readings as needed will be posted in Blackboard
- Read Additional ICAP Information Including Policies: <http://icap.rhetorike.org/studentguide>

Blackboard:

For this class, I will be using Blackboard for all the information related to course, classroom activities, notes, projects, resources. Blackboard can be accessed with this url: <https://mycourses.purdue.edu/>. I will suggest using Firefox as your browser when accessing Blackboard.

English 10600 Learning Outcomes:

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.

**For detailed description visit: <http://icap.rhetorike.org/outcomes>*

Classroom Structure:

This semester we have designed the course to hold in three different spaces: a traditional classroom, a conference room and a computer classroom. This course will involve ourselves in not just reading but also involves writing, collaborative works, visual design and rhetorical/creative uses of technology, and also fosters a strong sense of community.

Traditional Classroom: We will meet in a traditional classroom set-up twice a week on **Mondays and Wednesdays in Recitation 303**, where we will focus our discussion on various topics of related with our course. In the classroom, we will be using our major textbook, *Writing Today* by Richard Johnson-Sheehan. We will draw heavily on this textbook as we work on the composition assignments. Apart from regular discussion in the classroom, we will also spend a lot of our times learning through collaborative writing and feedback, peer-review, group discussions and activities, presentations that creates an environment of communication within students. Moreover, the classroom will also be a sovereign performative forum where students

will have full authority to share their ideas, creativity through discussions that will help other students to grow.

Conference: Half of you are already scheduled to meet with me in **Heavilon 225 on Tuesdays, the other half on Thursdays**. During the first week, we will acclimate ourselves to the rooms and cover the conferencing guidelines. In the first meeting, we will meet as a group of five for 25 minutes. This is your time to discuss with me a question or concern you have about your writing and/or reading for the class. On the conference days, I will expect you to bring your writing with you that we will be conferencing on. We will meet in conference in two different ways:

- **Group Conference:** During group conference, we will do a lot of activities including brainstorming, collaborative writing as well as revision activities. I will ask you to sign up for the timing and we will meet as the same group of five throughout the semester. We will have two time-slots for group conferences that are 25 minutes each where I will be meeting a group of 5. I will share a sign-up sheet with you.
- **Individual Conference:** This is one-on-one meeting with me. During individual conference, I will meet each of you for 10 minutes. Due to time limit, I will be meeting only 5 of you in one conference. This time will be solely dedicated for you to discuss your writing, or any problems that you are facing with the class. I will schedule your individual conference and let you know about it during our meetings on Monday.

On your conference days, if you do not bring your writing, or you're late to your appointment time that will count as an absence due to limitation of time during conference.

Computer Lab Day: On **Fridays we will meet in BRNG 282** for our Computer Lab day. We have 20 computers in the lab and we will spend our afternoon incorporating technology and writing. I personally believe that the role of digital tools in composition classroom is very crucial. Our Lab day is solely dedicated to us utilizing technology to write and perform rhetorical activities. A lot of Lab days are using computers for composition, research, peer-review, group activities, drafting of your assignments, and so on. Some of lab days will be technical workshop days, where I will invite other experts to hold technical workshops like Adobe Photoshop, Moviemaker, or imovie.

Assignments, format and grades

Throughout the semester, you have four major projects and 5 mini-assignments (Grade division is given below). These assignments are based on the three different units that we will cover this semester. I will be sharing the details of each project and assignment in the classroom and all the details will also be available in the Blackboard. **Each project has a draft deadline and the final draft deadline.** After submission of your draft, we will have a peer review session during our class days where your peers will give you feedback. Similarly, I will read your first draft and will provide you with the my feedback comments and based on our discussion during conference, you will revise and submit the final draft to get a grade. Remember, your drafts are not graded but if you do not submit it then you will not be receiving any feedback from me or your peers. Your final draft will be graded. Details of the assignments, format, and grades are as follows:

Assignments

- 1) **Mural Analysis:** This assignment will require you to conduct rhetorical analysis of a Mural as a Public Rhetoric or a cultural artifact. You can choose your mural from campus, Lafayette area or any place around the world. Through this assignment, you will be learning how a simple art like mural contains greater rhetoric of culture, history, and/or events. The assignment is of 1,250 words long.
- 2) **Literature Review:** This is your second assignment where we will be practicing research, find articles, conducting source evaluations, learning annotations, and synthesizing. For this assignment you will summarize, analyze, and synthesize at least six scholarly articles from the library's databases that are relevant to your overall research interests and inquiries. The assignment is of 2,500-3,000 words long.
- 3) **Research Poster (With Primary Source Report):** Your third assignment builds upon your second assignment. For this assignment, you need to do one additional research activity that is primary source research. After conducting primary source research and analyzing your data, you will have to represent that into a research poster that you will present among your friends in class. Later in April 2018, I will nominate you for the ICAP showcase where you will be able to present this poster and possibly win some prize. Your poster is **electronic poster** of standard 48 x 36 inches. The primary source report is in between 700-1000 words.
- 4) **Practicing Visual Rhetoric:** At the end of semester, you will be composing a multi-modal argument. This semester we will focus on producing a video advertisement. You are required to submit a market research report, an advertisement (1 min long) and a reflective essay of 3,000 words. Based on class decision, you can either do this project as an individual or a group of 3 students.

The detailed information about these projects will be available in via Blackboard and will be discussed in the classroom. These projects will be the main focus of the course (the breakdown is given below). However, other, short homework and writing assignments will be integral to the composition of the larger projects, and I will be making such assignments regularly. For example, a homework assignment might ask you to answer a question that emerged from our class discussion. To prepare for class, I may ask you to respond to a couple of our readings in specific ways, or practice some kind of analysis. In class, I may ask you to revise parts of your projects.

Format & Submission

All the projects including the short-homework should follow:

- MLA format and /or APA format
- Typed with Times New Roman typeface
- Double-spaced
- 1" margins all around
- Student name; course number; instructor's Name; Due date should be on the left hand side of the first page header
- Appropriate page numbers
- All the works should be submitted via Blackboard.

Grading

I grade on a 1000-point scale and I will convert that into letter grades based on percentage. The grade division is as follow: 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<60. Please feel free to ask question about your grades. I will be happy to discuss this in my office during office hours. **As restricted by FREPA, I will not discuss your grades via email or in any public setting, such as classroom or hallway.**

The grades break down like this:

Assignment	Points
Project I: Mural Analysis	200
Project II: Literature Review	200
Project III: Research Poster (Including Primary Source Analysis Report)	200
Project IV: Practicing Visual Rhetoric	250
Reflection (2* 50)	100
Short Homework (2*20 & 1*10)	50
Total	1000

Course Policies:

Technology: Laptops, Cellphone and Google Docs

Laptops are more than welcome to use in classroom for taking notes. However, sometimes on the classroom days, you might require a laptop, I will ask you to bring your laptops for specific classroom days. If you have laptop / tablets, please bring to the class. If you don't have please feel free let me know in advance, I will be able to check out some laptops for the use in the classroom. We will be using **google docs** for most of our classroom activities, I would suggest you all to open a gmail account if you don't have a gmail yet.

Cell Phones: Cellphones are great technological tools, but when in a classroom they need to be silenced and used only for emergency notifications. There may be times where I ask you to use your cellphone, so this is the only other time you may use it for non-emergency purposes.

Attendance

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, attendance is required. You will be allowed 5 absences; after 6th absence, I will lower your final grade by one full letter grade. After 8 absences, I will lower it down to two full letter grades. Conference attendance is also mandatory; if you miss your conference, I will count it as an absence.

Academic Honesty and Plagiarism

The English Department's official definition of plagiarism is: "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 expression of another. You are therefore cautioned (1) against using, word for word, without acknowledgement, 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." Penalties for plagiarism vary from failure of the plagiarized assignment to expulsion from the university, and may include failure for the course and notification of the Dean of Students' Office. The Department of English considers the previous explanation to be official notification of the nature and seriousness of plagiarism.

More information: <http://www.purdue.edu/odos/osrr/academic-integrity/index.html> and <http://icap.rhetorike.org/studentguide>

Late work

It is your responsibility for letting me know that due to any circumstances, if are going to be late in submitting any of the projects. Rough drafts are equally important because we will be conducting peer-review workshop on the drafts. But, due to any circumstances if you will not be able to finish your assignments, please let me know via email in advance.

Rewrites

The first and second project may be rewritten once each within the time period before the next project is due. The last paper obviously cannot be rewritten. The rewrite grade will be averaged with the first attempt; a B is usually the highest possible rewrite grade. Keep in mind that a rewrite is a *substantial reworking* of the project, not just a correction of my markings. Turn in all rewrites *with the original graded version*.

Purdue University's Nondiscrimination Policy

Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability, or status as a veteran. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders and in conformance with the procedures and limitations as set forth in Executive Memorandum No. D-1, which provides specific contractual rights and remedies.

Purdue Honor Pledge: As a Boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together—we are Purdue.

Resources:

The Writing Lab

Want input on your writing for this class or any others? Did you know working with a tutor, whether for English or any other discipline, leads to better course grades, high GPAs, greater academic success? Sign up to share any writing from this 106 course or any other at <https://cla.purdue.edu/wlschedule/>. The Writing Lab also has evening hours, and you can get feedback virtually without leaving your dorm or apartment. The Writing Lab will work with you where you are, support your writing in your major, and help you learn what you need to become more effective whatever the context."

Students with (Dis)Ability & Statement on Accommodation

Students with documented disability who require special academic accommodation, please make an appointment to speak with your me within the first three (3) weeks of the semester in

order to discuss any adjustments. I will be happy to speak to you and make necessary arrangements that will help you get most out of this class. 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.

Counseling and Psychological Services (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.

Emergencies

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

Tentative Schedule for Fall 2017¹

Week	Monday Classroom Day	Tuesday and Thursday Conference	Wednesday Classroom Day	Friday Computer Lab Day
Visual, Cultural and Public Rhetoric				
1 Jan 8-12	Introduction/ Syllabi Discussion	Conference Policies and Writing Lab Tour	Discussion on Rhetoric and Genres of Writing, Rhetorical Situation Textbook: Ch-3, 4	Basic MLA Discussion Writing Sample Activity Email, Blackboard Principles HW: The Rhetoric of Visual Argument by Blair (BB)
2 Jan 15-19	Martin Luther King Jr – No Classes	Discussion about the Writing Sample! Mapping out the writing process	Assign Project 1: Mural Analysis Introduction to Visual Rhetoric Discussion: The Rhetoric of Visual Argument by Blair (BB) CRAP Principles	Checking out Murals on Campus and Finding Ethos, Logos, Pathos as group HW: The Rhetoric of Mural Design HW: Uploading mural in google drive
3 Jan 22-26	Discussion on article: The Rhetoric of Mural Design with a group activity Group Discussion	Brainstorming about the Mural	Discussion on Rhetorical Analysis Text Book: Ch- 9 Grading Sample RA	Draft Day On this day we will spend entire classroom time for working on our drafts. Textbook: Ch 15, 16
4 Jan 29- Feb 2	Draft Day On this day we will spend entire classroom time for working on our drafts.	Discussion on progress of the draft	Assign Project 2: Literature Review Introduction to Research, Literature Review Textbook Ch- 24 Reading Sample	Project 1: DRAFT DUE and PEER REVIEW DAY: On this day the draft of your assignment is due. We will spend our class time doing peer critiquing. Please bring / upload the draft of your assignment in blackboard / google docs.

¹ The schedule is tentative and is subjected to change based on class needs and requirement.

Research, Literature Review, Research Methods and Presentation

5 Feb 5-9	Discussion continues on Literature Review Individual work: Finding Topic and Library research	Individual Conference	Annotation Strategies, Conducting Source Evaluation Textbook: 25	APA Workshop with the Writing Lab
6 Feb 12-16	Quoting, paraphrasing, Summarizing Personal Annotation time Activity: Annotation Textbook: 26	Individual Conference	Working on Literature Review Worksheet	Working on Final Draft of Project 1 Project 1: Final Draft DUE
7 Feb 19-23	Draft Day On this day we will spend entire classroom time for working on our drafts. (Revise LR)	Group Conference Sharing progress on Literature Review Introduction and Outline Due	Draft Day On this day we will spend entire classroom time for working on our drafts.	Project 2: DRAFT DUE and PEER REVIEW DAY: On this day the draft of your assignment is due. We will spend our class time doing peer critiquing. Please bring / upload the draft of your assignment in blackboard / google docs
8 Feb 26- Mar2	Sum up Literature Review Assignment Group Activity on Challenges faced – Writing Reflection	Individual Conference	Assign Project 3: Research Poster Discussion on primary Source Discussion on Poster	Itap Indesign Workshop
9 Mar 5-9	Discussion on Primary Source Interview, Observation, Survey Group Activity on Primary Source	Individual Conference	Analyzing Data, Coding Data Creating Individual Planner for Primary Research	Working on Final Draft of Project 2 Project 2 DUE Midnight* *subject to change
10 Mar 12-16	Week 10: SPRING BREAK			
11 Mar 19-23	Discussion on various posters, Poster evaluation	Group Conference on Primary Source update	Working on preparing questions primary Source	Working on Poster/ Primary Source Report Primary Source Report Draft Due on Blackboard

Practicing Visual Rhetoric

12 Mar 26-30	Working on Poster	Group Conference: Discussion on Poster as well as incorporating Primary Source into Poster TR: Individual Conference on Poster	Poster Draft Due: On this day the draft of your assignment is due. We will spend our class time doing peer critiquing. Please bring / upload the draft of your assignment in blackboard / google docs.	Assign Project 4 Creating a Multimodal-Visual Rhetoric Visual Rhetoric, Communication /Digital Rhetoric – Group Activity – Rhetorical Analysis
13 Apr 2-6	Rhetorical Grammar Exercise. Evaluating Sample Videos Group Activity	Individual Conference	Introduction to Design Plan and Market Research.	Movie Maker Workshop by ITap
14 Apr 9-13	Working on Final Draft of Project 3 Poster Final Draft Due:	Group Conference on Visual Rhetoric	Working on Market Research	Student Work on their own
15 Apr 16-20	Design Plan and Market Research Report Due Student work on their own	Conferences Optional	Student work on their own	Student Work on Their Own
16 Apr 23-27	Presentation Project 4: Final Draft Due:	Conferences Optional	Presentation Project 4: Final Draft Due:	Presentation Project 4: Final Draft Due:
