

**Academic Writing and Research
English 106: First Year Composition
Spring 2011**

Course number: ENGL-10600-091
Conferences: ENGL-10600-097/ ENGL-10600-098

Instructor: Dallas Woodburn
Email: dwoodbur@purdue.edu
Office phone: 496-2805
Office hours: Monday, 2:30-4:30; email me to make an appointment.
Office location: HEAV 310 E.
Course website: www.blackboard.purdue.edu

Course Times & Locations:

4:30pm — 5:20pm
Monday, BRNG B275
Tuesday, HEAV 104
Wednesday, HEAV 225 (conference)
Thursday, HEAV 104
Friday, HEAV 225 (conference)

Course Description:

The goal of English 106, First Year Composition, is to help you learn strategies and practices of research, analysis, and rhetorical composition. In our section of 106, we will use a broad, multimedia approach to investigate academic writing and research. We'll begin by discussing rhetorical strategies and writing a rhetorical analysis of an advertisement. Next, we'll examine what it means to craft knowledge in your own specific disciplines. We will then reflect on our own personal histories as readers and writers. Finally, you will have the opportunity to research and explore a controversial issue you care about through a multimedia project. Throughout the course, we will emphasize peer response and revision as a crucial component of academic and professional inquiry.

This course is shaped by the understanding that in order to improve at something, you must practice; in other words, we are going to do a lot of writing. My main goal is to help you develop strategies to approach a wide variety of writing situations, both in your future academic years and in the professional world. I hope this course helps you become more confident, effective writers for your current and future endeavors, wherever life takes you.

What is Introductory Composition?

Students at Purdue have diverse academic interests and professional goals. Although not every student at Purdue is an English major or strives to make a career as a writer, the ability to communicate creatively and effectively is important to all of us for several reasons: 1) it provides us an outlet for sharing our ideas and an opportunity for making those ideas better; 2) it empowers us to understand different conventions, genres, groups, societies, and cultures; and 3) it allows us to have a

voice in multiple academic, civic, and personal situations. In short, writing is a way of learning that spans all fields and disciplines. Introductory Composition at Purdue is designed to help you:

- build confidence in your abilities to create, interpret, and evaluate texts in all types of media;
- develop knowledge and inspire new ideas through writing;
- understand, evaluate, and organize your ideas;
- understand what it means to write in different academic contexts;
- articulate, develop, and support a topic through first-hand and archival research;
- become an effective writer who can respond credibly and accurately to a variety of writing situations.

Textbooks and Materials

1. *Writing Today with Readings*, R. Johnson-Sheehan & C. Paine, Pearson 2010; available at the University bookstore and at Follett's bookstore (downtown.)
2. Additional readings may be assigned throughout the semester, and will be made available online.
3. USB or some kind of portable storage device. You may be producing multimedia projects that require a good amount of storage space.
4. Paper and pen: we will be doing many in-class writing assignments.
5. A three-ring binder to collect course materials and writings.
6. (Optional) A small stapler to bring with you to class.

Attendance & Tardiness

In this class, we will cover a lot of material and spend a great deal of time practicing reading and writing strategies. During class, we will be responding to our writing and having hands-on time to work on projects with our peers. Many times, this is learning that cannot be made up. Class attendance is required.

You are expected to be in class on time and to be ready to work when you arrive. If you arrive to class late, you will be officially marked tardy. After your third tardy, your tardies will begin to count as absences.

However, I do understand that you may be unable to attend every class due to illness or an unavoidable circumstance. Therefore, you are allowed 3 unexcused absences without penalty to your grade.

Beyond 3 unexcused absences, your final letter grade will be affected. This means if you have 4-5 absences, the highest grade you can obtain is "B." If you have 6-8 absences, the highest grade you can obtain is "C," and if you have 9-11 absences, the highest grade you can obtain is "D." If you have 12 or more absences, the highest grade you can obtain is "F."

I will excuse absences for illness if you have the appropriate documentation (a signed doctor's excuse). I will excuse absences for a death in the family if you have documentation (a funeral notice).

If you know you will not be able to make it to class, contact me prior to your absence. We can then arrange for you to make up the missed work and material covered in class.

Conferences

As you may have noted on your schedule, English 106 includes a conference component. Conferences are a valuable opportunity for us to discuss your writing projects. I will provide for you a conference schedule that will tell you when you need to be ready for your conference. Missing your conference is counted as an unexcused absence. It is also very important that you arrive on time.

Major 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. Here are ways to get information about changes: the course web page (Blackboard), my email address (dwoodbur@purdue.edu), and my office phone (496-2805).

Adaptive Programs

Students with disabilities can receive a variety of support services through the Office of the Dean of Students Adaptive Programs. Students with disabilities must be registered with Adaptive Services before classroom accommodations can be provided. If you are eligible for academic accommodations that will impact your work in this class, please schedule an appointment with me as soon as possible to discuss your needs.

Course Assignments

You will complete four major assignments for this course:

1. Rhetorical Analysis
2. Disciplinary Literacy Report
3. Literacy Autobiography (written and visual)
4. Audio Commentary

Each of these major assignments will include several smaller assignments, in-class writing activities, drafts, and other peer responses that will be included as part of the assignment grade. Class attendance and participation is therefore vital to your success in this course.

Late Assignments

Due to the rigorous pace of this course, late assignments will not be accepted, unless in the case of a documented illness or emergency.

Assignment Revisions

A major part of the writing process is rewriting. Before you submit a final draft of any assignment, you will be expected to hand in drafts for response. This feedback will help you revise your assignment before turning in the final draft.

You can submit a revision of **one assignment (except the final assignment)** for reevaluation after it has been turned in for a grade. That said, there are certain stipulations:

1. Opportunities for revisions are time-limited. What this means is that you have **one week** from the time you receive your grade to turn in a revision.
2. For me to accept a revision, you must turn in a **revision contract** to me explaining what revisions you will be making to the assignment. You must also turn in a **new cover letter** for your revision.
3. You will turn in the revised assignment, along with the revision contract, and the original with my comments.

Major Projects and Grading Policy

In this course, I employ a rubric for evaluating your assignments. The rubrics are designed to reflect the assignment guidelines as outlined on the assignment sheet, as well as our in-class discussions about the skills to be demonstrated on the assignments. It is part of my practice as a teacher to share with you the rubric for evaluating when the assignment is introduced. We will discuss the rubric again as we get closer to the due date to ensure that the rubric is effectively communicating the assignment expectations.

Assignment	Due Dates	Point Value
Professional Email Assignment		50
Rhetorical Analysis		100
Disciplinary Report --Mini ethnography --Interview --Self-reflection		250 points total
Literacy Autobiography (Written and Visual)		100
Audio Commentary: --Annotated Bib --Interview questions and interviews --Audio Essay & cover letter		400 points total
Daily class work, group work, quizzes posts, etc.		100
Total		1000 points

*Note: Although this rubric is a numeric scale for the assignments, your final grade will be a letter grade.

Grading (from the ICaP website)

A+ (<1000)

A (921-1000): An "A" indicates work of exceptional quality. "A" work addresses the assignment thoroughly, appropriately, and insightfully. It demonstrates a strong understanding of the rhetorical context for writing; is sophisticated in content, purpose, structure, and form; makes effective use of language, mechanics, and style; and follows the appropriate citation and documentation conventions required by the genre.

A- (900-920)

B+(880-899)

B (821-879): A "B" indicates work of above average quality. "B" work exceeds baseline expectations and addresses the assignment thoroughly and appropriately. It is clearly focused; demonstrates a sound understanding of rhetorical context; is solid in content, purpose, and form; uses language, mechanics and style appropriately; and follows the citation and documentation conventions required by the genre.

B- (800-820)

C+(780-799)

C (721-779): A "C" indicates satisfactory completion of the assignment. "C" work meets baseline expectations but may need some revision to successfully meet the goals of the assignment. It may require an identifiable focus; a clearer understanding of the rhetorical context for writing; or some strengthening of content, purpose, structure, and form. It may also need improvement in using language, mechanics, and style appropriately; and follows the citation and documentations required by the genre.

C- (700-720)

D+(680-699)

D (621-679): A "D" indicates unsatisfactory but passing work. "D" work lacks the strength necessary to successfully complete the project. That may include failure to address the assignment; unclear focus or purpose; confusion with content, structure, or form; or numerous errors in language, mechanics, style, and in usage of important genre conventions.

F (<600): An "F" indicates failing work, or work that does not meet the expectations expressed above. Although not the only reason, not coming to class or completing the required assignments is frequently the reason for failure.

Academic Honesty and Plagiarism:

Purdue University, and those of teaching and learning in the ICaP program, take seriously intellectual integrity and the ethical pursuit of scholarship. According to the ICaP's guidelines on academic honesty, "As a writer and student at Purdue, you are cautioned against (1) submitting someone else's work as your own, even if you have paid for it or obtained the author's permission; (2) using, without acknowledgment, word for word phrases, sentences, or paragraphs from the printed or electronic manuscript material of others; (3) using the materials of another after making only slight changes; and (4) using a rewritten form of someone else's materials. These guidelines apply to the work of fellow students as well as the published work of professional writers, information found on the Internet, and electronic compositions

such as Web sites and PowerPoint presentations. Penalties for plagiarism are serious and are clearly stated on the Office of the Dean of Students Web Site (<http://www.purdue.edu/ODOS/osrr/integrity.htm>).

In this course, we will talk a lot about academic honesty, and in particular, plagiarism: what it is, why it matters, and what you can do to avoid it.

In my experience, cases of academic plagiarism often result from poor planning and/or misunderstanding by students. By keeping up with your writing work, asking questions, and seeking out guidance from myself or your peers on how to ensure academic honesty, you can keep plagiarism from becoming an issue.

University Resources for Writers

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>.

You may also use The **Digital Learning Collaboratory** (DLC) to help you create your multimedia projects. You can check out equipment, use the computers, learn new software, or reserve space to work collaboratively on a class project. For more information, go to <http://www.dlc.purdue.edu/>.

One site you will also want to become familiar with is the online library site at <http://www.lib.purdue.edu>