ENGL 10600-I – FIRST-YEAR COMPOSITION FOR INTERNATIONAL STUDENTS
COURSE INFORMATION AND POLICIES| FALL 2022

Course Information

Section Number: ENGL 106-I50   CRN: 56815
Course Meeting Time: 9:30 am – 10:20 am   Classroom: BRNG B291
Instructor: Qian Wang (Fiona), Ph.D.   Office: HEAV 120C
Email: wang4676@purdue.edu
Office Hours: M, W 11:00 am- 12:00 pm, Also available by appointment

Course Description

Welcome to ENGL 106-I, Purdue's first-year composition course for multilingual and international students!

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.

English 106-I is a writing course for non-native English-speaking undergraduate students who might be disadvantaged in English 106, the mainstream writing course, due to such factors as level of English proficiency, experience in writing in English, or familiarity with American culture or educational practices.

The course policies and schedule are subject to minor revision during the semester. More reading material will be posted on Brightspace. Changes will be announced on our course website and current versions of these documents will be posted on Brightspace

Objectives

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

In this course, we'll not only read from an online textbook, but we'll also engage other media, such as scholarly journal articles, online news articles, YouTube videos, podcasts, professional reports, social media sites, and data visualizations.

The theme of our course is Academic Rhetoric. The goal of this theme is to situate students within academic writing and conversations, or, the ways that we communicate in and with scholarly communities and disciplines. You will become more familiar with academic research and writing processes while also writing in genres typically associated with the academy (e.g., summaries, argument research essays, and/or multimodal presentation of research). In this course, we'll explore…

- What it means to compose as a scholar (not just "writing," but designing, drafting, revising, presenting, creating content, etc.)
- How to search for and evaluate information, and how to conduct secondary research using library resources and databases as well as popular search engines and media
- How to be an ethical researcher and writer
- The conventions for communicating with a variety of audiences, including scholarly peers and laypersons
- How different technologies and media change the way that we write, communicate, and share information with each other
- How you'll incorporate writing and media into your future career

Additionally, the goal of the Academic Rhetoric theme is to prepare students to adapt their knowledge to broader audiences, including digital and public spaces. Students are thus prepared to understand and write in typical academic genres while also being able to adapt and negotiate their writing skills to more public and digital contexts.

For more information, see the [Introductory Composition at Purdue (ICaP) website](#).

COURSE MATERIALS

For this course, you will need to purchase access to our digital textbook and learning platform:

Johnson-Sheehan, R. & Paine, C. (2018) Revel for Writing Today - Access Card (4th Edition). Pearson. ISBN-13: 9780134808048. $55.

You will not purchase/receive a print textbook; you will need to

buy the **REVEL online version**.

REVEL is the textbook publisher's (Pearson's) fully digital delivery system. You will need REVEL to complete textbook quizzes and other activities that are required for your participation in this course. **You will be able to purchase and access this text directly through our course Brightspace** by following the course link and registering for a Pearson REVEL account.
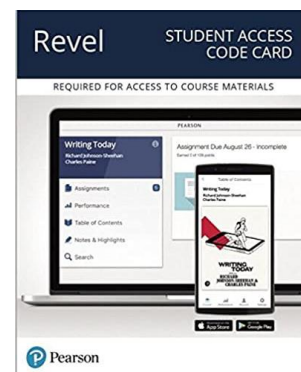
Other course texts and materials (readings, reports, videos, worksheets, etc.) will be available as links or PDFs on our class Brightspace site and are indicated on the course schedule.

All course readings and videos are required unless otherwise noted.

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 and Brightspace access
- A laptop or desktop computer with Windows Vista or higher, or Mac OS 10.6 Snow Leopard or higher
- A webcam with a microphone or working smartphone with a camera, for video conferencing and virtual office hours
- 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 AND GRADING

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

Late Work: I do not accept late work unless arrangements have been made at least 48 hours prior to the due date. Final drafts of projects 1–4 must be uploaded to Brightspace by 11:59 pm on the assignment due date unless otherwise specified on the syllabus.

Formatting and File-naming: Refer to assignment sheets for formatting requirements for each assignment. Filenames for electronic documents must include your name and the title of the assignment. Don't save your project as "Essay.doc." Save it as: First Name Last Name_RhetoricalAnalysis_FirstDraft.doc or something similar, so that your (and my) files stay neatly organized. (Ex. Fiona Wang_Rhetorical Analysis_First Draft)

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	

You will be able to find your updated grade on your Brightspace page under "Grade". If you have any particular questions regarding your grade. I encourage you to make an individual private appointment with me through email to avoid any possible breach of information.

Assignments:
Project 1: Scholarly Article Analysis…..20%
For this assignment, you will summarize and rhetorically analyze a scholarly article written about a topic you are interested in. This project will require you to 1) introduce and summarize the content of the article clearly and accurately, 2) analyze the author's rhetorical situation, and 3) make a claim about the author's construction of their academic *ethos*. (1,000–1,500 words)

Project 2: Mapping the Problem Essay…..…………….….......................……...............25%
For this assignment, you'll identify an issue relevant to your area of interest, and you'll investigate the public and scholarly conversations on that issue. You will conduct research using different databases. For example, you can use our Purdue library website to explore academic articles on your topic. Once you have engaged with these conversations, you will write an essay that summarizes and comments on the significance of this issue. You will need to support your position with evidence from those conversations or found in other relevant sources. (1,500–2,000 words)

Project 3: Research Poster…..…………….…...........................…...…………………...15%
You will remediate your writing project 2 into a poster like those presented at research conferences, such as Purdue's Undergraduate Research Poster Symposium (URPS). You will create a research poster (using PowerPoint, InDesign, Canva, or another page design tool) aimed at educating an audience on the issue you chose for your mapping the problem essay

Short Writings, Quizzes & Discussions………...…......................…………….…………20%
Over the course of the semester, you will be asked to submit written work regularly in the form

of pre-writing, peer review, and reflective activities. Each activity will be approximately 300-500 words of polished writing. These, as well as participation in three (3) conferences, will be averaged to form your short writing grade. Additional information on these short assignments will be given on Brightspace.

REVEL Reading Quizzes…………………..…………….…………10%
As you work through our digital textbook, you are required to complete reading quizzes on assigned material. See the REVEL guide in the REVEL content area on our course Brightspace page for more detailed instructions.

Project 4: Digital Portfolio…………………,.............……………………….……………....5%
You will compile the work that you have brainstormed, drafted, revised, edited, and reflected on throughout the semester. At the end of the course, you will also be expected to compose a final reflection (1,000 words) that synthesizes all that you have learned. The portfolio is an opportunity for you to showcase your written communication skills, how they have developed, and how you can adapt and negotiate your skills based on context.

TEDTalk Assignment………..…………….....................................……………….……..……5%
You will explore many TEDTalk videos and analyze their rhetorical situations. Meanwhile, you will write a short script and use video or audio recording to present it to your peers. This short script needs to be more than 50 words and you will present it within 5 minutes using either audio or video recording.

STUDENT GUIDE
All Purdue policies apply to this course. Learn more in the [Student Guide to ICaP](#).

The Office of the Dean of Students is committed to helping students succeed both in and out of the classroom. To this end, your instructor may contact ODOS by filing a "Student of Concern" Report, should they notice concerning behavior from you or your peers: missing classes, substance abuse, or other indicators of distress. This is not a disciplinary measure: reports are vetted by Purdue staff, and trained professionals contact students to offer help as needed. Anyone worried about friends, classmates, or co-workers is welcome to file reports. Learn more at purdue.edu/studentconcern/ or talk to your instructor for help.

COMMUNICATING WITH ME
Although this is a face-to-face course, I encourage you to reach out to me with your questions and concerns that are not addressed by the syllabus or your course materials. Should you wish to further discuss a project, your progress in the course, or if there is anything else you think I should know, please visit me during virtual office hours or contact me via email. I am reachable via email Monday-Friday from 9 am-5 pm EDT. Emails sent outside of these hours may not be answered until the next work day. Further, during busy points in the semester, it may take me up to 24 hours to respond to your email. Please plan accordingly and refrain from sending last-minute emails regarding deadlines or project requirements. In addition to office hours, I am

available for video conference appointments M-F, though I ask that you request an appointment for a given day 48 hours in advance so that we are able to work out an appointment time that works for both of us.

Due to the ongoing COVID-19 pandemic, the Protect Purdue Plan [https://protect.purdue.edu/app/uploads/2020/06/protect-purdue-plan-20200612.pdf] along with the Protect Purdue Pledge [https://protect.purdue.edu/pledge/] are to be considered campus policy. The entire Purdue community must comply with these health and safety guidelines. Because this is an online course, policies related to face-to-face attendance do not apply. However, if you find yourself too sick to progress in the course, please notify me immediately via email. We will make arrangements based on the particulars of your situation.

Remember, if you feel sick, follow the protocol found here: https://protect.purdue.edu/what-to-do-if-you-are-sick/. This protocol includes informing your instructor of your absence, and, more importantly, contacting the Protect Purdue Health Center 24/7 at 765-496-INFO (4636) or toll-free at 833-571-1043 by pressing '1.'

As you know, Purdue has adopted several policies and protocols to provide all of us with as safe a teaching and learning environment as possible in the face of the COVID-19 pandemic. However, we must do our parts as well. Please follow all of the protocols outlined in the Protect Purdue Plan (see https://protect.purdue.edu/) and abide by the Protect Purdue Pledge.

ACADEMIC HONESTY

Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breaches of this value by either emailing integrity@purdue.edu or by calling 765-494-8778. While the information may be submitted anonymously, the more information that is submitted provides the greatest opportunity for the university to investigate the concern.

Incidents of academic misconduct in this course will be addressed by the course instructor and referred to the Office of Student Rights and Responsibilities (OSRR) for review at the university level. Any violation of course policies as it relates to academic integrity will result minimally in a failing or zero grade for that particular assignment, and at the instructor's discretion may result in a failing grade for the course. In addition, all incidents of academic misconduct will be forwarded to OSRR, where university penalties, including removal from the university may be considered.

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 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. If you have questions

about what is and is not plagiarism, do not hesitate to ask me during office hours, during conferences, or via email.

In 2016, a group of Purdue students, with the support of several campus governance groups, developed the 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."

For more information on academic honesty and integrity at Purdue, see the Office of Student Rights and Responsibilities webpage.

ACCESSIBILITY & 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. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247.

Purdue University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Purdue's nondiscrimination policy can be found at: http://www.purdue.edu/purdue/ea_eou_statement.html.

CAPS & MENTAL HEALTH RESOURCES

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.

ATTENDANCE

You are expected to attend all class sessions and your group or individual conferences and be available for this class five days a week. You will often be expected to help your classmates improve their work by providing them with feedback. *If you do not attend classes you are depriving them of your input and shirking work. Any arrival 10 minutes after class begins will be considered an absence.* Everyone receives **four** "excused" absences for the semester. (This constitutes one week of class—in addition to the 18 sessions—or 3.5 weeks--you are already excused from by virtue of being in a 106i section.) You do not need to provide doctor's notes (the four possible absences are already "excused"). Being absent for illness is no different than being absent for another reason. I recommend you ration your absences in case you need them at

the end of the semester. After four absences (either class sessions or conferences) **1** point will be deducted from your overall score. More points (**5**) will be deducted for each absence thereafter. If you have a severe illness or situation that takes you away from class for an extended period of more than four classes the situation should be dealt with through the Dean of Students Office.

ABSENCES

You should contact me if something arises in your personal life that will impact your ability to complete your online coursework. All official university regulations concerning absences can be found at this website: www.purdue.edu/studentregulations/regulations_procedures/classes.html

If you have a death in the family, you (or your representative) should contact the Office of the Dean of Students. That office will then notify your instructors. Check the Grief Absence Policy on Purdue's website.

If you are called up for active duty or mandatory military training, your commanding officer can provide the Dean of Students with a copy of your orders. The Dean of Students may then contact your instructors; however, please let me know at the beginning of the semester if you expect to be absent for military duty.

If you need to adjust deadlines for religious observance, you must let me know a week in advance, minimizing the length of your absence, and be flexible in arranging alternative times to complete the assignments you may miss.

PURDUE 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, and greater academic success? Sign up to share any writing from this 106 course or any other at https://cla.purdue.edu/wlschedule/. They also have 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.

EMERGENCIES
To report an emergency, call 911. To obtain updates regarding an ongoing emergency, sign up for Purdue Alert text messages on Purdue Emergency Alert page.

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: Purdue Emergency Preparedness.

CLASS SCHEDULE

Week	Topic/Focus	Assignment Due
1	**Introduction and Policies** • Assignment and Writing Process_PPT • Invention & Arrangement_PPT • *Writing Today 4th Edition* (WT4) Chapter 1: "Writing and Genres" •	**Wed,** • Discussion 1 Initial Post **Fri,** • REVEL Quizzes • Discussion 1 Peer Replies
2	**Reader, Context, and Rhetorical Situations** • WP1: Scholarly Article Analysis Assignment sheet • "First Draft" Important of Writing Badly • WT4 Chapter 2: "Topic, Angle, Purpose" • WT4 Chapter 10: "Rhetorical Analyses"	**Wed,** • Discussion 2 Initial Post **Fri,** • WP1 Outline • Discussion 2 Peer Replies • REVEL Quizzes
3	9/5 Labor Day- No Class **Collaborating and Peer Responses** • Choose a Topic – learn to wonder again • The Rhetorical Situation and Rhetorical Writing • WT4 Chapter 3: "Readers, Contexts, and Rhetorical Situations"	**Mon,** • Discussion 3 Initial Post **Wed,** • Discussion 3 Peer Replies **Fri,** • WP1 First Draft • REVEL Quizzes
4	**Revising and Editing** • Peer Review Intro • WT4 Chapter 24: "Collaborating and Peer Response"	**Wed,** • WP1 Peer Review **Fri,** • WP1 Second Draft • REVEL Quizzes

5	**Reflective Memo, Individual Conferences for WP1** • Intro to Reflective Memo Assignment Sheet • The Purpose of Reflection, Purdue University	**Mon,** • Discussion 4 Initial Post **Wed,** • Discussion 4 Peer Replies **Fri,** • WP1 Final Draft • WP1 Reflective Memo
6	**Start Wondering Again** • WP2: Mapping the Problem Introduction • WT4 Chapter 25: "Starting Your Research" • Elisabeth Pain, "How to (seriously) read a scientific paper" • WT4, Chapter 12: "Arguments" • WT4, Chapter 15: Research Paper	**Wed,** • Discussion 5 Post (No peer review) **Fri,** • WP2 Outline • REVEL Quizzes
7	**Using Databases and Focus on a Topic** • Using Databases and Libraries • Review & Practice: Summary and Paraphrase • WT4, Chapter 21: "Developing Paragraphs and Sections" • WT4, Chapter 22: "Using Basic Rhetorical Patterns"	**Wed,** • Discussion 6: Annotation Part One Initial Post **Fri,** • Discussion 6 Peer Replies
8	**Finding Sources and Form Argument** • Eliminating Choppy Paragraphs • Literacy, Genre, and Technology; Essaying or arguing—the research essay and academic writing • Bill Hart-Davidson, "Describe-Evaluate-Suggest: Giving Helpful Feedback" https://elireview.com/learn/tutorials/students/giving-helpful-feedback/	**Wed,** • Discussion 7: Annotation Part Two Initial Post **Fri,** • Discussion 7: Annotation Part Two Peer Replies
9	**Evaluate and Utilize Academic Resources** • WT4, Chapter 20: "Revising and Editing" • WT4, Chapter 23: "Using Argumentative Strategies"	**Mon,** • WP2 First Draft **Wed,** • WP2 Peer Review **Fri,** • WP2 Second Draft

10	**Finalize the WP2 Project, Individual Conferences for WP2** • Giles, Sandra, "Reflective Writing and the Revision Process: What Were You Thinking?" • WT4 Chapter 29: "Using APA Style" • WT4, Chapter 28: "Using MLA Style"	**Fri,** • WP2 Final Draft • WP2 Reflective Memo • REVEL Quizzes
11	**TEDTalk Project** Read • Toulmin Argument • WT4, Chapter 32: "Presenting Your Work"	**Fri,** • TEDTalk Assignment • REVEL Quizzes
12	**Introduction to Multimodality** • Curtis Newbold, "The 50 Most Important Rules of Document Design" • HackDesign, "Achieving Visual Hierarchy"	**Wed,** • Discussion 8 initial post **Fri,** • Discussion 8 peer replies • WP3 First Draft
13	**Peer Review for Poster Presentation** • TEDxED, "How to Spot a Misleading Graph"z • Example research posters and templates on Brightspace	**Wed,** • Peer Reviews for WP3 **Fri,** • WP3 Second Draft • Discussion 9 Initial Post
14	Thanksgiving Break (11/23-11/26)	**Mon,** • Discussion 9 Peer Replies
15	**Portfolio and Reflective Cover Letter, Individual Conferences for WP3** • WP4: Portfolio Introduction • WT4 Chapter 5: "Reflecting Critically, Starting Your Portfolio"	**Wed,** • WP3 Final • WP3 Reflective Memo **Fri,** • REVEL Quizzes • WP4 Reflective Cover Letter
16	**May Writing be with You All** • Individual Conferences for WP4 (Optional) • Writing Transfer – What's Next?	**Wed,** • WP4 Final

Due dates are subject to revision at the instructor's discretion.