

INTRODUCTORY COMPOSITION

ENGL 106-001 | Spring 2021 | CRN 18772

T/W & F 2:30-3:30 + M/R conferences

[Course Calendar Link](#)

About this Class

English 10600 is the standard 4-credit hour composition course for students at Purdue. English 10600 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. For more information, see the [Introductory Composition at Purdue \(ICaP\) website](#).

This section of ENGL 10600 takes an Academic Rhetorics theme, focusing on academic writing & research, or, the ways that we communicate in and with scholarly communities and disciplines. 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.
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INSTRUCTOR



Marisa Yerace



[Virtual Office Hours:](#)

M 1:30–2:30 pm & by appointment

Zoom ID: 952 0327 3597



Course Site: Brightspace



myerace@purdue.edu

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Course Format

This semester, English 10600 is being taught as a **remote** class, combining aspects of traditional synchronous classes with aspects of asynchronous online instruction.

This class is not in the online-only catalog and therefore **meets synchronously** at the officially scheduled meeting time. If you are unable to participate at our scheduled class time, you should register for an asynchronous online course. Contact your academic adviser for assistance. If you need an accommodation to complete the class asynchronously for medical reasons, however, please let me know.

As a hybrid course, rather than four meetings a week, we will meet on Zoom for this class **two to three times a week**: once, on Fridays for Lecture Days (as needed—we won't meet every Friday), and then twice with your "conference cohort" for a day of active learning and a day of conferencing. The other one to two "class days" are represented by videos to watch and online work.

Class Meeting Schedule

For more details, refer to our [Course Calendar](#).

Monday 106-045 Conference Cohort A: Conferences	Tuesday 106-045 Conference Cohort A: Active Learning Day	Wednesday 106-046 Conference Cohort B: Active Learning Day	Thursday 106-046 Conference Cohort B: Conferences	Friday 106-001 Lecture Day (Everyone)
2:30 – 3:20pm	2:30 – 3:20pm	2:30 – 3:20pm	2:30 – 3:20pm	2:30 – 3:20pm

Introductory Composition Learning Goals

By the end of the course, students will:

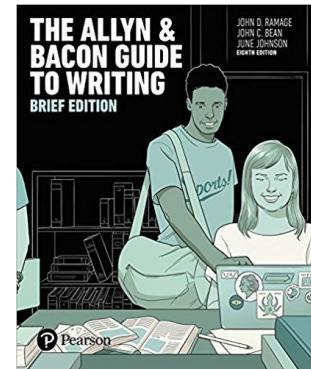
1. Demonstrate rhetorical awareness of diverse audiences, situations, and contexts
2. Compose a variety of texts in a range of forms, equaling at least 7,500-11,500 words of polished writing (or 15,000-22,000 words, including drafts)
3. Critically think about writing and rhetoric through reading, analysis, 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

Course Materials

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

Ramage, J., Bean, J. C., & Johnson, J. (2018). *The Allyn & Bacon Guide to Writing (Brief Edition)*. 8th ed. Pearson. ISBN-13: 978-0134407678. @ \$49.99.

You do **not** need to purchase a print textbook, but you will have the option to buy a loose-leaf version of the book for \$19.99 when you purchase the digital book.



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 *The Allyn & Bacon Guide (ABG)* 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 will be listed on the course schedule. You will supplement these materials with resources you discover through your research for the writing projects.

Technologies

In order to participate in course activities, you will need:

- A high-speed internet connection, which you will access daily for course communication through email and Brightspace access;
 - Access to a laptop or desktop computer with Windows Vista or higher, or Mac OS 10.6 Snow Leopard or higher;
 - A webcam with microphone or working smartphone with 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 (to save documents in .doc, .docx, or .pdf formats—no .pages files, please!);
 - A Zoom account (you can sign up for free), with the client downloaded.
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Quick Grading Breakdown

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	

GRADES IN THIS COURSE

<i>Project</i>	<i>Points</i>
Writing Project 1 (Scholarly Article Analysis)	250
Writing Project 2 (Researched Argument Essay)	250
Writing Project 3 (Research Remediation)	150
Writing Project 4 (Reflective Portfolio)	100
Online Work	200
<i>Writing Discussion Boards</i>	75
<i>Reading Discussion Boards</i>	75
<i>Midterm Check-in</i>	25
<i>Low-stakes writing assignment</i>	25
Engagement in class	50
<i>Total</i>	<i>1000 pts</i>

Late Work & Extensions

Late papers are usually deducted one-third of a letter grade per day they are late. Assignments worth only a few points, such as Discussion Boards, may have less deducted. However, *I understand that these are uncertain times*. I want to strongly encourage communicating with me if something is turned in late for a reason you think I should consider in my grading.

I do offer extensions. You may request an extension via email two or more business days before the due date. In your request, please offer a new deadline you will meet.

Writing Projects

We will complete four major writing projects for this course. In addition to the brief descriptions below, I will be giving you specific information about each assignment as you begin it. You will have plenty of time for each paper, and you will have the opportunity to get feedback on drafts of all of them.

PROJECT 1: SCHOLARLY ARTICLE ANALYSIS

For this assignment, you will summarize and rhetorically analyze a scholarly article written by experts in your discipline. This project will require you to 1) introduce and summarize the content of the article clearly and accurately, and 2) analyze the author's rhetorical situation, and 3) make a claim about the author's construction of their academic ethos. This analysis requires careful reading, awareness of the text's rhetorical context, attention to organization and style, evaluation of the author's use of sources, and critical consideration of how the author presents their own research. (About 1,750 words, not including preliminary writing activities.)

Draft for Peer Review: 50 pts | Peer Review: 50 pts | Scholarly Article Analysis: 100 pts | Reflection: 50 pts | **250 pts total**

PROJECT 2: RESEARCHED ARGUMENT ESSAY

For this project, you will identify, investigate, and propose a solution to a problem related to your field of study. If the topic of the article that you used for your summary continues to interest you, you may continue to work with that topic, doing additional research to develop your essay. You will conduct secondary research, using Purdue Library databases and other digital tools (such as Google Scholar) on a topic related to your personal or professional interest. You will assess, summarize, and synthesize sources to present an argument to a community of scholarly peers. This will help you practice entering the conversation of an academic discipline of study. (About 2,750 words, not including preliminary writing activities.)

Exploratory Essay: 75 pts | Argumentation Draft for Peer Review: 25 pts | Peer Review: 25 pts | Research & Argumentation Essay: 100 pts | Reflection: 25 pts | **250 pts total**

PROJECT 3: REMEDIATED RESEARCH PROJECT

You will remediate your researched argument into a poster like those presented at research conferences, such as Purdue's Spring [Undergraduate Research Conference](#), or another multimodal project. This project is based on Chapters 5 & 20 of the *ABG* and supplemented with other readings and activities. (Approximately the equivalent of 2000 typewritten words plus images.)

Poster Draft for peer review: 25 pts | Peer Review: 25 pts | Research Poster: 75 pts | Reflection: 25 pts | **150 pts total**

PROJECT 4: DIGITAL PORTFOLIO

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 write a final reflection (1,000 words) that synthesizes all that you have learned. The portfolio is as 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. You will receive details about the Digital Portfolio and reminders to save all of your work for this course throughout the semester.

100 points total

Paper Guidelines

CHOOSING A TOPIC

You may choose your own topics for Writing Projects 1 & 2, but I want to strongly encourage you to write about something related to your major, another course you are taking, or what you plan to do for a career. Think about these papers as a connected series that allows you to become more familiar with a particular issue or topic. For example, if you are majoring in education and are planning to teach students with learning disabilities, your report might explain a term used to classify learning disabilities. You might propose and do your term project on the different kinds of interventions for students with learning disabilities that experts propose, arguing for the efficacy of certain interventions over others.

PAPER FORMAT

In general, use Microsoft Word or a similar program for your papers. You may choose between MLA or APA style for your papers, but once you've chosen, be consistent. Instructions can be found at the [Purdue Online Writing Lab](#) (the OWL).

Include your name, the date, and the course information (English 106) in either style.

Some format basics for both MLA and APA are:

- Double-space the entire paper, including all block quotations (quotations of over five lines, which are indented one inch from the left margin) and the Works Cited list.
- Use one-inch margins on all four sides of the page.
- Use a standard font, such as Times New Roman, in size 12.

SUBMITTING WORK & FILE NAMING

You will submit and I will return all work through Brightspace. If there are technological problems with Brightspace, we will use email attachments as a fallback.

Keep your files and drafts neatly organized. You may want to refer to your decisions made in earlier drafts or later revisions in your initial or final reflections. One naming scheme includes your last name, the assignment title, and which version (e.g., draft, peer review, final) it is.

PROJECT REVISIONS

You are allowed to revise any major paper (the Scholarly Article Analysis, Research & Argumentation Essay, or Research Poster) based on the feedback you receive. You must meet with me individually to discuss the parameters of your revision. A revision may add up to 15 points to a paper grade or reach a B+ grade, whichever comes first.

Additional Assignments and Graded Activities

ONLINE WORK

Discussion Boards. We will have two weekly discussion board posts in this class: one over the readings you are completing, and one to think metacognitively about the writing you are doing. More instructions on responding will be posted on Brightspace. These Discussion Boards are meant to be reflective and low-stakes.

Midterm Check-In. Around the start of Week 7, you will receive a link to a Qualtrics survey asking for your feedback on how the class is going. This is an opportunity to help improve our synchronous, remote instruction.

Low-Stakes Assignment. This assignment will be determined based on common writing goals the class has identified at the start of the term and the prompt will be released early in the semester. It will be due after the second writing project.

PARTICIPATION, ENGAGEMENT, & ATTENDANCE

Everybody is coming to this class with different writing experience and different writing skills. Many of our Active Learning Days will involve engaging in activities that use the writing skills relevant to our current unit. We engage in group activities and sharing our ideas with our classmates (in small groups) to learn from each other's writing strengths. You cannot strengthen your own writing if you do not engage in this part of class. Therefore, even if you are technically "present" for class, regularly not contributing will still negatively affect your participation grade.

Unfortunately, we are now getting accustomed to attending school during a pandemic, and, even without the uncertainty of catching a highly infectious virus, life doesn't stop when we go to school. **You will get the most out of this class if you attend it.** Normally, more than three absences would negatively affect your grade in my course. However, if you communicate your needs with me—including the need to miss a class one day for illness, travel, or just because you need a day off—we can work out a way for you to engage with the material and concepts covered in class asynchronously. You will still get the most out of attending class, but this will ensure you do not miss important announcements or content related to our course.

Conferencing

Conferences are an important part of ENGL 106 at Purdue: they are times when students are required to meet with their instructor (*sometimes individually, sometimes in small groups*) to discuss their writing and learning in a more intimate setting. In ENGL 10600 hybrid, conferences are conducted through [a Zoom meeting room](#) using your computer's webcam and microphone. Your conference times can be found on our [Course Calendar](#).

Conferences are student-led time to discuss questions or concerns you have about your writing and/or reading for the class and to receive more individualized attention and feedback on your learning. It is especially important that you come prepared with *specific* questions or concerns. If you aren't prepared for your conference appointment or you're late, your participation grade will suffer.

Zoom Protocol

I encourage you to keep your video on during Zoom calls—it helps everyone feel like they're in a meeting with real people, and, when people are speaking, helps them feel like they are speaking to people! However, if you cannot/are not comfortable having your camera on all the time, I encourage you to upload a profile picture to Zoom (of you, of a pet, of a celebrity lookalike—whatever you prefer).

I encourage you to use the chat—in fact, use it too much! Send your questions or ideas during class and I'll get to your questions when there's a natural moment. Send jokes or pet shout-outs. (A quick note: I will never be upset that I can see your pet on-camera with you. You will probably see mine at some point.)

I also encourage you to use the "reactions" button on Zoom. Got it? Send a thumbs-up. Use the applause function if a peer says something cool. It saves some energy from performing on camera.

Civility & Respect

Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran. To this end, I will not tolerate any hateful or insensitive language in my classroom. Please be respectful of your peers and their lifestyles and differences.

If you prefer to go by a name other than the one on my roster, you are welcome to tell the class or, more privately, give me a heads-up by email at any time. The same applies to personal pronouns. You may choose to display either in your Zoom name.

More Resources

STUDENT GUIDE

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

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, 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.

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.

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.

Academic Honesty, Plagiarism, & The Purdue Honor Pledge

Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breeches of this value by either emailing integrity@purdue.edu or by calling 765-494-8778. While 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.

PLAGIARISM

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.

Since we will be discussing how to acknowledge and cite sources, you should be able to learn to avoid accidentally plagiarizing anyone else's work. If you are in doubt, please ask me, since the consequences for plagiarism are severe. The university policies about plagiarism include penalties ranging from failure of an assignment to expulsion from the university. In this class, anyone who plagiarizes will fail the course and will be reported to the Office of Student Rights and Responsibilities. The Department of English & ICaP consider the previous explanation to be official notification of the nature and seriousness of plagiarism.

THE PURDUE HONOR PLEDGE

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](#).

Emergencies & COVID Protocol

To report an emergency, call 911. To obtain updates regarding an ongoing emergency, sign up for Purdue Alert text messages at [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.

Indoor Fire Alarm: Immediately evacuate the building. Do not use the elevator. Move away from the building until emergency response personnel tell you it is safe to return.

All Hazards Outdoor Emergency Warning Siren: If you are outdoors, seek shelter in a building. If you are indoors, remain indoors, away from windows and doors.

Please review the Emergency Preparedness website for additional information: [Purdue Emergency Preparedness](#).

CLASSROOM GUIDANCE REGARDING PROTECT PURDUE (OFFICIAL UNIVERSITY POLICY)

Due to the ongoing COVID-19 pandemic, the [Protect Purdue Plan](#) along with the [Protect Purdue 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.

IF YOU ARE QUARANTINED OR REQUIRED TO ISOLATE (OFFICIAL UNIVERSITY POLICY)

If you become quarantined or isolated at any point in time during the semester, in addition to support from the Protect Purdue Health Center, you will also have access to an Academic Case Manager who can provide you academic support during this time. Your Academic Case Manager can be reached at acmq@purdue.edu and will provide you with general guidelines/resources around communicating with your instructors, be available for academic

support, and offer suggestions for how to be successful when learning remotely. Importantly, if you find yourself too sick to progress in the course, notify your academic case manager and notify me via email or Brightspace. We will make arrangements based on your particular situation. The Office of the Dean of Students (odos@purdue.edu) is also available to support you should this situation occur.