

## English 10600-020

14715

### First-Year Composition Narratives of Place Theme

Spring 2023

11:30 AM – 12:20 PM

**Instructor:** Ms. Mary Ardery (she/her)  
**Office:** HEAV 403 and Zoom  
**Email:** mardery@purdue.edu  
**Office Hours:** Virtual: Wed 10:20 – 11:20 and  
12:20 – 1:20; Fri 10:20-11:20; and by appt.  
(virtual or in-person)  
**Course Website:** purdue.brightspace.com  
(Zoom room linked on Brightspace)

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Classroom</b> SCHM 225 ENGL 10600-020 CRN 14715	<b>Classroom</b> SCHM 225 ENGL 10600-020 CRN 14715	<b>Conference</b> Virtual on Zoom ENGL 10600-043 CRN 25256	<b>Classroom</b> SCHM 225 ENGL 10600-020 CRN 14715	<b>Conference</b> Virtual on Zoom ENGL 10600-049 CRN 25257

#### Course Description and Expected Outcomes

English 10600 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, workshop, and digital interaction.

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.

By the end of the course, students will:

- 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 (or 15,000-22,000 words, including drafts)
- 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

#### Narratives of Place: Our Syllabus Theme

“A place is both itself / and what we make of it, as we are ourselves / and what a place makes of us.”

—Connie Wanek

This semester we will be thinking and writing about the ways places shape us as well as the ways we shape places. “Place” might mean somewhere as specific as your bedroom back home, or it might refer to somewhere as broad as the United States. We are all influenced by the myriad places we have visited and lived. We are also influenced by the places we have not physically visited but have read their narratives in books and articles or watched them in the news and movies.

Just as people change, places change. How do narratives change as places evolve over time? This might look like investigating aspects of climate change or social justice or technology. We will parse and analyze writings closely. We will frequently use rhetorical terms such as *audience* and *purpose* and *genre*. Who is writing this piece and why? What target audience are they trying to reach? It is an act of empathy to consider perspectives other than our own, and in this course, we will write in order to reach diverse audiences.

### **Teaching Philosophy**

I believe knowledge is both shared and constructed. In that sense, knowledge is constantly changing. I hope you that you will learn something from me and from each other this semester, just as I know that I will learn something from each of you. I look forward to the learning community we will build together.

We will approach all of your assignments with a rhetorical lens as described above. When you actively engage in rhetorical analysis, your critical thinking will naturally improve and spread into all areas of your life. We will also regularly engage in reflection. You will analyze your writing process, investigate your personal points of view and consider alternative, and revise your papers. You will hone skills in this classroom that you can transfer to other courses, future careers, and even your personal lives. I hope our work in English 106 not only prepares you for college, but also helps us all become more informed and engaged citizens.

To be successful in English 106, you need to come to class on time and prepared. Stay engaged during class activities. The more ownership you take of your learning, the more rewarding it will be. Your experiences and opinions matter, and my classroom welcomes students with diverse backgrounds, ethnicities, genders, sexualities, socioeconomic statuses, religions, and abilities. We will be talking about many different topics, and we won't always agree. That is okay. However, if we say something insensitive, we can (and should) always apologize.

### **Required Texts**

In this course, we will use the following textbook as well as supplemental materials and articles that will be provided on Brightspace or in class during the appropriate unit.

- *The Norton Field Guide to Writing*, 5<sup>th</sup> edition by Richard Bullock and Norton, 2019 (ISBN 978-0-393-65577-3) [Rental from \$20; purchase from \$30 (used) to \$55 (new)]  
This book is available online or hard copy.

*I expect you to have the reading accessible in class every day, along with a writing utensil and paper for taking notes.*

### **You must also have the following materials:**

- Consistent access to a computer with internet
- A flash drive or other storage device and/or cloud storage
- Money (no more than \$10) to occasionally print for class
- Notebook paper and a writing utensil (for taking notes and brainstorming in class).

## **Description of Assignments**

You will receive a more detailed prompt for each main unit that will tell you how your projects will be assessed.

### ***Hometown Presentation***

In order to (1) build class community, (2) learn from one another's diverse backgrounds, and (3) emphasize our course theme of Narratives of Place, each student will present a Hometown Presentation at some point throughout the semester. This is a short, roughly 4-minute presentation, and you will be given more instruction on the assignment sheet. You will get to choose which day you present.

### ***Unit 1: Personal Narrative***

For your personal narrative, you will tell a story about a place that had a significant effect on you and describe at least one specific event that took place there. This might be a place you feel at home or a place that brings up feelings of discomfort, a place you know like the back of your hand or a place you visited only once. Maybe it's a place about which you had a change of heart. You will get practice writing detailed description, engaging in self-reflection, and crafting a subtle thesis. You will also engage in "light research" using non-scholarly sources. You will be writing for an audience of your English 106 peers and instructor.

### ***Unit 2: Place-Based Review***

For your place-based review, you will describe and evaluate an experience on campus or in the community. This could be your dining hall, dorm room, your favorite study space, a football game, etc. It could be someplace like a local restaurant or the public library. This genre typically offers the writer's opinion while persuading audience members to assign the reviewed subject a value. In order to do this, you will need to describe the place and summarize your experience there as well as establish evaluative criteria on which to base your opinion and persuade your audience. In other words, you will be performing a type of firsthand research. You will be writing for the audience of Purdue students at-large, though you have the option of tailoring your review to a subset such as student athletes, international students, first-year students, etc.

**I want to stress the fact that you should not do anything or go anywhere that makes you unsafe or uncomfortable regarding the pandemic.** Optional consideration: how might pandemic guidelines (and whether or not they are being followed) factor in as evaluative criteria for your review?

### ***Unit 3: Annotated Bibliography***

To prepare for your annotated bibliography, you will learn about research methods; evaluating, documenting, and citing sources; reading texts critically; and summarizing material. What different kinds of research have been presented? What key terms have you learned? Do you have any questions that remain unanswered? Your Unit 4 assignment will be written based on a continuation of this research. Both units will be written for a general academic audience. Your research topic should be about a place-based or demographic-based problem and how this problem might be improved. I encourage you to choose a topic that intersects with your major or future career, though that is optional.

### ***Unit 4: Problem and Solution Paper***

For your problem and solution essay, you will use and build on the research you began in Unit 3. You will write a researched essay that relays the nature of the problem and its level of severity. What place and/or demographic of people does this problem affect? Why should the audience care about this problem? How can this problem be fixed or at least partially remedied? You will “join the conversation” by walking a general academic audience through your research as well as presenting solutions/recommendations and making a call to action.

### ***Unit 4.5: Research Poster***

For this assignment, you will remediate the research you performed in Units 3 and 4 into a visually appealing poster that would be appropriate for an academic conference. Similarly to your Hometown Presentation, you will use elements of visual design in order to consider your audience’s needs when balancing text and image.

### ***Unit 5: Portfolio and Reflective Cover Letter***

For your final English 106 assignment, you will submit a portfolio of your work with a reflective introduction that explains how your writing has evolved during the semester. The introduction will explain how your work meets the outcomes of the course and how you have grown as a writer. 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. *Your portfolio will be graded holistically (as opposed to receiving an individual grade again on each paper).*

**\*\*\*Remember to save your first and final drafts of each unit throughout the semester—you will need them for your portfolio. I suggest creating a Portfolio folder or document at the beginning of the semester to save each draft\*\*\***

### ***Unit Reflections***

At the end of every unit, we will engage in metacognition by reflecting on your experience writing the unit paper. What challenged you? What came easily to you? What have you learned that you can apply to future writing assignments and other classes? These will be invaluable resources at the end of the semester when you reflect on your growth throughout the entire course.

### ***Scaffolding Assignments***

In addition to these projects, you will have a number of smaller scaffolding assignments and activities to complete within each unit. These are designed to improve your skills and assist in writing the final unit project. Expect to hand in pre-writing, drafts, reading responses, and other written pieces during the project as part of your overall grade. I suggest keeping all of your writing: planning, brainstorming, drafts, workshops, revisions, and final versions to consult when writing your Reflective Cover Letter at the end of the semester.

### ***Professional Ethos***

You will earn two Professional Ethos grades (one for each half of the semester) based on how consistently you show up prepared and on time for class, how professionally you communicate with me via email, how reliably you engage in class activities, how productively you use technology during class as opposed to texting or using social media, etc. Please refrain from eating in class. You will be evaluated by how many times the above instances arise during the

semester (typically +/- 5 points for a documented instance). At any time during the semester, you are welcome to touch base with me about your Professional Ethos performance (or any aspect of your course performance).

### Grade Breakdown

Assignment	Approximate Word Count	Percent of Final Grade
<b>Hometown Presentation</b>	100 - 150	5%
<b>Unit 1</b> Personal Narrative	1,000-1,500	10%
<b>Unit 2</b> Place-Based Review	1,000-1,500	10%
<b>Unit 3</b> Annotated Bibliography	900-1,500	15%
<b>Unit 4</b> Problem and Solution Paper	1,500-2,500	15%
<b>Unit 4.5</b> Research Poster	300-500	5%
<b>Unit 5</b> Portfolio with Reflective Cover Letter	850-1,250	10%
<b>Unit Reflections</b>	1,000-1,500	10%
<b>Scaffolding Assignments</b>	1,500-2,500	15% (assignments within units)
<b>Professional Ethos</b>	NA	5%
<b>Total for Semester</b>	8,150-12,900	100%

### Major Assignment Due Dates

**Hometown Presentation:** See “Hometown Presentation Schedule” on Brightspace

**Unit 1 Personal Narrative:** Sunday, 1/29 at 11:59 (Brightspace)

**Unit 2 Placed-Based Review:** Sunday, 2/19 at 11:59 PM (Brightspace)

**Unit 3 Annotated Bibliography:** Sunday, 3/12 at 11:59 PM (Brightspace)

**Unit 4 Problem and Solution Paper:** Sunday, 4/9 at 11:59 PM (Brightspace)

**Unit 4.5 Research Poster:** Sunday, 4/16 at 11:59 PM (Brightspace)

**Unit 5 Portfolio w/ Reflective Cover Letter:** Tuesday, 4/25 at 11:59 PM (Brightspace)

For most units, we will be doing some form of Workshop. Unless otherwise noted, you will need a full draft of your assignment in order to fully participate in Workshop. Your Workshop draft is due on Brightspace in the respective unit’s Workshop submission folder *by the start of class* on the day of Workshop. I will let you know the Workshop day at the beginning of each unit, but it will typically be the last class session before the final paper is due.

## Description of Grades

I will assign your individual and final grades using a +/- system. Here's the meaning behind the grades I'll use (you can use these statements as clues about how you might work toward a higher grade):

**A work:** [90-92 = A-, 93-96 = A, 97-100 = A+]—You did what the assignment asked at a high-quality level, *and your work shows originality and creativity*. Work in this range shows all the qualities listed below for a B; but it also demonstrates that you took extra steps to be original or creative in developing content, solving a problem, or developing a verbal or visual style. The work shows that the writer has considered his/her own position and responds to that position (or new idea) well.

**B work:** [80-82 = B-, 83-86 = B, 87-89 = B+]—You did what the assignment asked of you at a high-quality level. Work in this range needs little revision, is complete in content, is organized logically, and is well proofread. The work may point out other texts' difficulties or complex ideas, but it does nothing further with this information.

**C work:** [70-72 = C-, 73-76 = C, 77-79 = C+]—You did what the assignment asked of you. Work in this range tends to need some revision, but it is complete in content and the organization is logical. The style, verbal and visual, is straightforward but unremarkable. The work may clearly restate the ideas or project of another text, but it tells me nothing new or makes no new connections that add to the conversation. This is average work.

**D work:** [60-62 = D-, 63-66 = D, 67-69 = D+]—You did what the assignment asked at a low level of quality. Work in this range tends to need significant revision. The content is often incomplete and the organization is hard to discern. Verbal and visual style is often non-existent or chaotic. Work in this grade range indicates a misunderstanding of the level in which academic writers must perform and the demands that readers of academic writing have of you.

**Failing work** [= Below 60]—I usually reserve a grade of F for people who don't show up, don't do the work, or don't put effort into their work. If you give an assignment an honest try, I doubt you would receive an F.

*If you have questions about your grade on an assignment, I ask that you wait 24 hours to discuss it with me.* At that point, you can send me an email regarding the nature of your questions and set up a time to meet.

## Assignments and Format Guidelines

Your work must be presentable. You need to use 12-point in a readable serif font such as Times New Roman, and your papers must be double-spaced unless I instruct you otherwise. We will use APA style in this class, and I expect your research papers to be formatted accordingly. (You do not need a title page unless instructed on the unit prompt.)

Unless otherwise announced, please submit your final drafts on Brightspace by the due date on the unit schedule. Submit Word docs or pdf files—not Open Office files, or Pages files, or links to Google Docs, or anything else. At least once during the semester, you will have a multimodal assignment (such as a PowerPoint, research poster, infographic, etc.)

***Filenames for digital documents should include your name and the name of the assignment.*** Please don't save your project as "Essay1.doc." That may be fine for your own files, but for an

academic or professional submission it shows a lack of audience awareness and audience's needs. Save the file as YOURLASTNAME\_ResearchArticle06.doc or something similar, so that your file can be identified clearly.

## **ENGL 106 Course Policies**

### **Late Work**

With the exception of extenuating circumstances, *late scaffolding assignments will not be accepted*. Major unit assignments may be turned in late, but with penalties. Major unit assignments are subject to a 10% penalty for each day that it is late. **If you need an extension, you must ask at least 24 hours before the assignment is due** (and I will not always say yes).

### **E-mail Etiquette**

Please be aware that I will send occasional emails to the class. Check your email regularly (at least once a day). I do not expect every email from you to be a polished piece of writing, but please do write a subject line and proofread the text. If you send an attachment, please write something appropriate in the body of the text, such as an explanation of what you are sending. These are good practices for the multitude of situations in which you will use email in formal or professional capacities. Email is not a text messaging service but a writing genre you should be proficient in for all your classes. I will do my best to reply to you within 24 hours on weekdays (longer on weekends) and expect similar communication timeframes from you.

### **Technology Policy**

I encourage you to use a notebook and/or laptop to take notes and write in class. Please refrain from using personal technologies for non-course related activities. Cell phones and other personal technologies should be silenced during class. If you consistently disturb the classroom your professional ethos grade will be affected. You know yourself best. If having your computer open poses a distraction, I encourage you to use the hard copy textbook and to take notes with paper and writing utensil.

### **Drafts and Revising**

Revision is a process we all must go through to write well, think well, and learn well. I expect you to revise your drafts many times. By that, I mean you need to add material, cut extraneous information and words, reorganize your thoughts and arguments, develop your ideas more, and yes, even rethink your main ideas. Students who do this are likely to receive higher grades. I expect you to do more sentence-level editing for style and to proofread your work carefully. I will give you workshop instructions that will guide you through this process as you work with each other's papers.

### **Attendance and Tardy Policy**

We cover a lot of material in this class. I expect a good deal of group work and discussion when we meet, so your regular attendance is vital to your success. In order to participate in activities such as Workshop, you must be present. Of course, sometimes there are circumstances beyond our control, so I am allowing you eight absences without attendance penalty. However, with the exception of extenuating circumstances, in-class work still cannot be made up for credit. After eight absences, your final grade will be lowered by one third letter grade per absence. For example, if your final grade is an A- and you have missed nine classes, your grade will be a B+. *Missed conferences and classes both count as absences*.

Please be on time. If you are late, please come in quietly and do your best not to disrupt class. If you are consistently late, this will affect your Professional Ethos grade. If you're more than thirty minutes late to class, please know that it will be marked as an absence.

**All that said, we are still living in a pandemic. Please let me know if you have something going on that could potentially disrupt your attendance and class performance. If you are feeling sick/symptomatic, do not come to class Promptly email me. If you end up testing positive for COVID-19, we can work together to make arrangements while you are in quarantine.**

*Bottom line: communicate with me early on so that we can make a plan for you to succeed.*

## **University and Program Policies**

You need to be familiar with the university and program policies found in the *Student Guide to ICaP*.

### **Grief Absence Policy, Military Active Duty, Absences for Religious Observances, Medical Absences**

All official university regulations concerning absences can be found at this website:

<https://www.purdue.edu/advocacy/students/absences.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 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 miss class for a religious observance, you must let me know a week in advance, minimize the length of your absence, and be flexible in arranging alternative times to complete the assignments you may miss.
- Purdue University recognizes that students may occasionally have to miss class and other academic obligations due to hospitalization, emergency department or urgent care visits, whether physical or mental health related in nature. The intention of this policy is to afford arrangements to students experiencing serious and short-term medical situations which cause them to miss coursework and/or exams. A student should complete the **Medical Excused Absence Request Form** to request that an absence notification be sent to instructors.

**Note:** Excuses will *not* be provided for primary care medical appointments such as overall wellness and general behavioral health care, occasional vomiting and/or diarrhea, cold and flu symptoms, mild fevers, mild to moderate discomfort, sore throat, etc. You do *not* need to give a doctor's note directly to me.

### **Academic Integrity and Plagiarism**

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](mailto: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 if necessary. 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, incidents of academic misconduct will be forwarded to Office of Student Rights and Responsibilities, where university penalties, including removal from the university may be considered.

Plagiarism is the act of using another person's work and calling it your own. You can plagiarize by purchasing a paper from someone and handing it in as your work, by stealing another student's electronic file, by downloading someone's work from the Internet, by copying material from a book or magazine article without citing the source, by cutting and pasting material from websites, by using another's ideas without proper attribution, *and even by turning in a paper you wrote and received credit for in another course.* When doing research, you need to take careful notes and attribute your sources meticulously; you can inadvertently plagiarize someone's material if you don't.

You should become familiar with the following website from the Office of Student Rights and Responsibilities: <https://www.purdue.edu/odos/osrr/academic-integrity/index.html>.

If you still have questions about what is and is not plagiarism, do not hesitate to ask me in class, in my office hours, or via e-mail.

### **Accessibility and Accommodations**

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 at any point during the semester so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: [drc@purdue.edu](mailto:drc@purdue.edu) or by phone: 765-494-1247.

### **Diversity & Inclusion**

Purdue University is committed to maintaining a community which 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](http://www.purdue.edu/purdue/ea_eou_statement.html).

### **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 [www.purdue.edu/caps/](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.

### **Center for Advocacy, Response, and Education (CARE)**

CARE provides free and confidential advocacy services to students who have experienced interpersonal violence (e.g., sexual violence, relationship violence, and stalking). CARE's goal is to provide non-judgmental and survivor-focused services to empower survivors to make informed decisions that help them heal. Visit [www.purdue.edu/odos/care/](http://www.purdue.edu/odos/care/), call (765)-495-CARE, or email [care@purdue.edu](mailto:care@purdue.edu) to schedule a first-time intake appointment. Walk-in appointments are also available Monday-Friday 8 AM – 5 PM.



### **Campus Emergencies**

The website on Emergency Preparedness is at [www.purdue.edu/ehps/emergency\\_preparedness/](http://www.purdue.edu/ehps/emergency_preparedness/). 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 beyond my control. Here are ways to get information about changes in this course.

- 1) Check the course website.
- 2) Check your e-mail.
- 3) E-mail me at [mardery@purdue.edu](mailto:mardery@purdue.edu)

You are expected to read your @purdue.edu e-mail on a frequent basis. Not only will you receive important information from the university via e-mail, but you will also receive reminders and updates from me.

### **From the Office of the Dean of Students**

“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/](http://purdue.edu/studentconcern/) or talk to your instructor for help.

### **Basic Needs Statement**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Office of the Dean of Students for support. Furthermore, please notify the instructor if you are comfortable in doing so.

**Emergency Notification Procedures** are based on a simple concept – if you hear a fire alarm inside, proceed outside. If you hear a siren outside, proceed inside.

- Indoor Fire Alarms mean to stop class or research and immediately evacuate the building.

- Proceed to your Emergency Assembly Area away from building doors. Remain outside until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.
- All Hazards Outdoor Emergency Warning Sirens mean to immediately seek shelter (Shelter in Place) in a safe location within the closest building.
- “Shelter in place” means seeking immediate shelter inside a building or University residence. This course of action may need to be taken during a tornado, a civil disturbance including a shooting or release of hazardous materials in the outside air. Once safely inside, find out more details about the emergency. **Remain in place** until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.

### **The Writing Lab**

Besides seeing me during class or in my office, you have other resources at Purdue to help you with your writing and writing assignments. The **Writing Lab** on the 2<sup>nd</sup> floor of Krach Leadership Center (KRCH) offers FREE tutorials to students by appointment or on a drop-in basis. For more information or to make an appointment, call (765)-494-3723. You may also access the Online Writing Lab (OWL) at <https://owl.purdue.edu/>.