

# ENGL 106DIST

## INTRODUCTORY COMPOSITION (ONLINE)



crn xxxxx | section xxx | summer 2019 (mod 2)

digital rhetorics syllabus approach

Instructor Name | Office Number | xxxx@purdue.edu

online office hours in WebEx Tuesday 3pm-4pm, or by appointment

## INTRODUCTION

Welcome to ENGL 106, Purdue's first-year composition course! This section of ENGL 106 focuses on *digital rhetorics*, or, *the ways that we communicate with and about technology*. Because of our focus on new media, we'll not only read from a textbook, but also a variety of other "texts:" online news articles, YouTube videos, podcasts, reports, data visualizations, blog posts, tweets, and memes. You'll also have the opportunity to practice composing with a variety of media in this course: text, pictures, charts, graphs, video, audio, web design, infographics, and more. In this course, we'll explore...

- What it means to *write* in a digital, multimedia age
- The development of electronic technologies (computers, the internet, smartphones, social media, artificial intelligence, etc.)
- How these different technologies and their attendant media and formats change the way we write, communicate, and relate to each other
- The ways in which groups, communities, and cultures leverage the internet to communicate, organize, and work through digital spaces
- The benefits and drawbacks of 24/7 media saturation in our everyday lives
- How to search for and evaluate digital information
- What it means to be a savvy student, professional, consumer, citizen, advocate, etc. in a technologically connected world
- How you'll incorporate writing and media into your future career

# GOALS

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.

By the end of the course, students will:

1. Demonstrate rhetorical awareness of diverse audiences, situations, and contexts.
2. Compose a variety of texts in a range of forms, equaling at least 7,500-11,500 words of polished writing (or 15,000-22,000 words, including drafts).
3. Critically think about writing and rhetoric through reading, analysis, and reflection.
4. Provide constructive feedback to others and incorporate feedback into their writing.
5. Perform research and evaluate sources to support claims.
6. Engage multiple digital technologies to compose for different purposes.

For more information on these items, see the [Introductory Composition at Purdue \(ICaP\) learning goals website](#).

# TEXTS AND MATERIALS

- *Compose, Design, Advocate*, 3<sup>rd</sup> edition, by Anne Frances Wysocki and Dennis A. Lynch (ISBN 0134392922), \$55.

You will not purchase/receive a print textbook. You must purchase the digital edition of this textbook with the REVEL access card. 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. In addition to the REVEL access card, you will need a course invite link, which you can access on our course's Blackboard page, to register for and use REVEL.

Other course texts (readings, reports, videos, images, etc.) will be available as PDFs or links from our class Blackboard site, and are indicated on the course schedule. All other class materials (slideshows, videos, handouts, etc.) will also be available on Blackboard. **All course readings and videos are required, unless otherwise noted.**

# ONLINE COURSE EXPECTATIONS

A virtual course is likely very different from other courses you've taken at Purdue. In an online course, your only contact with your instructor and classmates is through email, discussion boards, chat rooms, and web conferencing. This requires that you check your email regularly, maintain open channels of communication, and ask questions when necessary. You can't fade into the background in this course: you have to participate in all discussion boards and forums in order to pass.

Not only is this section of ENGL 106 entirely online, but it is also condensed into the second eight weeks of the semester. **This course will be intensive and fast-paced.** It will require time management skills, as well as a commitment of several hours of work per week for reading, researching, writing, revising, and engaging in collaborative activities. Do not let yourself fall behind on course material, as it will become difficult to catch up very quickly. I recommend that you maintain a calendar and to-do list for the class, and schedule time each week to complete assignments and projects.

## 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, as well as Blackboard use
- A laptop or desktop computer with Windows Vista or higher, or Mac OS 10.6 Snow Leopard or higher
- A microphone and/or webcam, for video conferencing
- 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 & GRADING

*Note that these are just brief descriptions; each project has several required components, and full assignments will be posted on Blackboard. 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 1–3 must be uploaded to their corresponding **Blackboard** dropboxes by 11:59pm on the assignment due date, unless otherwise specified on the syllabus.

**Project 1: Interface Design Report**.....25%

You will analyze the design of a digital space or artifact, breaking the interface down into its component parts and answering broader questions about its significance. Through examining the rhetorical significance behind a digital artifact, you will experiment with technical writing and with audience consideration and analysis. (approximately 2250–2750 words with reflective memo)

**Project 2: Researched Argument**.....25%

You will use scholarly and popular sources to construct a researched argument about a

technological tool, application, or phenomenon. Conducting scholarly research using Purdue Library databases and open source digital tools (like Google Scholar), you will assess, summarize, and synthesize sources to make a case to a community of like-minded peers. (approximately 2250–2750 words with reflective memo)

**Project 3: Advocacy Infographic**.....25%

You will remediate your researched argument for a different, more public-facing audience. After identifying a specific audience to direct your persuasion towards, you will create an infographic for circulation in a digital space of your choosing (Facebook, Pinterest, Tumblr, etc.) aimed at mobilizing that audience to action on your technological issue. (approximately the equivalent of 2000 typewritten words with reflective memo)

**Short Writings & Discussions**.....10%

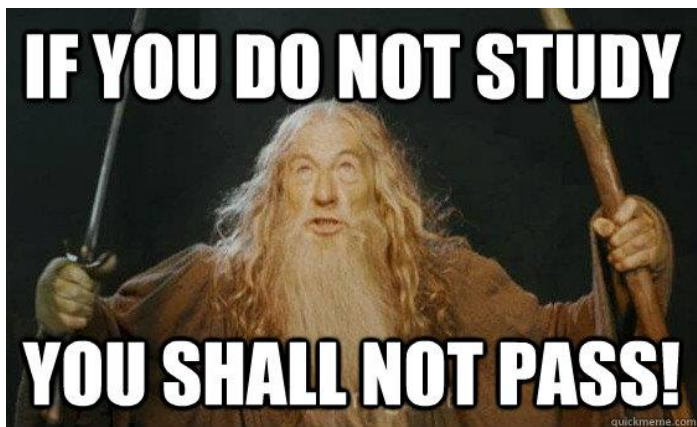
Over the course of the semester, you will be asked to submit 1–2 page responses to course readings, designed to contribute to your understanding of course concepts. These, as well as participation in four (4) required writing conferences, will be averaged to form your short writing grade. Additional information on these short assignments will be given on Blackboard.

**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 Blackboard page for more detailed instructions.

**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 (approximately 1500-2500 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



## CONFERRING

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—see the course schedule for details) to discuss their writing and learning in a more intimate setting. In ENGL 106Y, conferences are conducted through [Purdue's WebEx virtual meeting portal](#), where you will call in with your computer's webcam and microphone. During the first few days of the course, you will sign up for

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	

conferencing dates and times for the eight-week term. Your instructor will link to their WebEx room on your course's Blackboard page.

Conferences are your time to discuss with me questions or concerns you have about your writing and/or reading for the class, as well as to receive more individualized attention and feedback on your learning. For some conferences, you will be required to do reading or writing beforehand: it is especially important that you come prepared with *specific* questions or concerns, since we will typically only have 10 minutes to discuss. Your pre-conference homework and preparation gets you to work through some specific ideas, issues, or insights *beforehand* so we can get the most out of our conference time together, and do so in a manner tailored to your specific needs. If you aren't prepared for your conference appointment, or you're late, I'll take points off of your discussion grade.

**If you are unable to web conference with the instructor for this course during the required times throughout the semester, you will have to seek alternate arrangements to fulfill the conferencing requirement.** This could be meeting in a text-based chatroom or corresponding about written work asynchronously through email. **If you will be unable to web conference through the WebEx system, you must notify your instructor within the first week of the term.**

## STUDENT GUIDE

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

## ONLINE ETIQUETTE

Online courses provide an excellent opportunity for students to freely share ideas with each other—in fact, many students who are uncomfortable speaking up in a traditional face-to-face classroom find that they prefer the online experience, because they can ask questions without feeling intimidated. However, sometimes this sense of freedom can be abused, and lead to rudeness or disrespect in digital interactions. Online courses do afford us relative anonymity, which sometimes emboldens us to write things that we wouldn't say to someone in person.

I expect that you all will respect your classmates and their opinions. Flaming and/or trolling will not be tolerated in this course; *if you engage in a disrespectful way towards your classmates or instructor, it will result in a [POINT/PERCENT] reduction to your final course grade.* It is important to be concise, informative, and polite when communicating with your colleagues in this course, as well as your instructor.

## 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](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. 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 e-mail.

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

## **DISABILITIES & 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. Alternate assignments can be provided for students who may face difficulties or be otherwise unable to complete them due to disability (for example, a different remediation assignment than designing an infographic may be provided to a student with visual impairments for Writing Project 3). It is best to send an email or stop by my virtual office hours early in the semester. You are also encouraged to contact the [Disability Resource Center](#) at: [drc@purdue.edu](mailto: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.

## **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.

# EMERGENCIES

To report an emergency, call 911. To obtain updates regarding an ongoing emergency, sign up for Purdue Alert text messages at [www.purdue.edu/ea](http://www.purdue.edu/ea).

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:

<http://www.purdue.edu/emergency/>.

# CLASS SCHEDULE

This schedule is tentative. If additional readings are posted or anything is changed, a revised class schedule will be posted.

week	topic, readings & videos	assignments
1	<p><b>defining literacy and technology; writing about our digital lives (6/10–6/15)</b></p> <p><i>read</i></p> <ul style="list-style-type: none"><li>• <i>Compose, Design, Advocate</i> (CDA) Introduction (pgs. 1–16)</li><li>• <i>CDA</i> Chapter 1: “A Rhetorical Process for Designing Compositions (pgs. 19–33)</li><li>• <i>CDA</i>, Chapter 2: “Composing a Statement of Purpose” (pgs. 33–54)</li><li>• James Paul Gee, “What is Literacy?”</li></ul> <p><i>watch</i></p> <ul style="list-style-type: none"><li>• Welcome (Dr. Bradley Dilger)</li><li>• Course Introduction</li><li>• Module 1 Introduction</li><li>• Digital resources on literacy (see Blackboard)</li></ul>	<ul style="list-style-type: none"><li>• <b>Weds, 6/12:</b> Introduction post due to discussion board by noon EDT</li><li>• <b>Weds, 6/12:</b> Reading response due to discussion board by noon EDT</li><li>• <b>Fri, 6/14:</b> 2 replies each to discussion board introductions and reading response posts due by 11:59pm EDT</li><li>• <b>Fri, 6/14:</b> REVEL reading quizzes due by 11:59pm EDT</li></ul> <p><i>Conferences: All students in groups of 5</i></p>

week	topic, readings & videos	assignments
2	<p><b>investigating design choices; drafting and organizing multimodal communication (6/16–6/22)</b></p> <p>read</p> <ul style="list-style-type: none"> <li>• CDA, Chapter 9: “About Multimodal Communication” (pgs. 305–324)</li> <li>• The History Channel, “The Invention of the Internet”</li> <li>• Ronald E. Hallett and Kristen Barber, “Ethnographic Research in a Cyber Era” (pgs. 306–318)</li> <li>• Henry Jenkins, “Why Heather Can Write”</li> </ul> <p>watch</p> <ul style="list-style-type: none"> <li>• Module 2 Introduction</li> <li>• Bill Hart-Davidson, “Describe-Evaluate-Suggest: Giving Helpful Feedback”</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Wed, 6/19:</b> Reading response due by noon EDT</li> <li>• <b>Wed, 6/19:</b> WP1 draft due by 11:59pm EDT</li> <li>• <b>Fri, 6/21:</b> Replies to reading responses due by noon EDT</li> <li>• <b>Fri, 6/21:</b> Peer feedback on WP1 due by 11:59pm EDT</li> <li>• <b>Fri, 6/21:</b> REVEL reading quizzes due by 11:59pm EDT</li> </ul> <p><i>Conferences: Individual, Group A</i></p>
3	<p><b>generating research questions (6/23–6/29)</b></p> <p>read</p> <ul style="list-style-type: none"> <li>• CDA, Chapter 5: “Researching for Argument &amp; Advocacy,” Part I (pgs. 121–139)</li> <li>• Nicholas Carr, “Is Google Making Us Stupid? What the Internet is doing to our brains”</li> <li>• danah boyd, “Did Media Literacy Backfire?”</li> <li>• Purdue OWL, “<b>Stasis Theory</b>”</li> </ul> <p>watch</p> <ul style="list-style-type: none"> <li>• Module 3 Introduction</li> <li>• Jeff Grabill, “Texting is Good for Us”</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Wed, 6/26:</b> Reading response due by noon EDT</li> <li>• <b>Wed, 6/26:</b> Final WP1 with reflective memo due by 11:59pm EDT</li> <li>• <b>Fri, 6/28:</b> Replies to reading responses due by noon EDT</li> <li>• <b>Fri, 6/28:</b> REVEL reading quizzes due by 11:59pm EDT</li> </ul> <p><i>Conferences: Individual, Group B</i></p>



week	topic, readings & videos	assignments
4	<p><b>finding &amp; evaluating sources (6/30–7/6)</b></p> <p>read</p> <ul style="list-style-type: none"> <li>• CDA, Chapter 5: “Researching for Argument &amp; Advocacy,” Part II (pgs. 140–160)</li> <li>• Purdue OWL, “Evaluating Sources of Information”</li> <li>• Karen Rosenberg, “Reading Games: Strategies for Reading Scholarly Sources”</li> <li>• ACRL’s Framework for Information Literacy in Higher Education</li> </ul> <p>watch</p> <ul style="list-style-type: none"> <li>• Module 4 Introduction</li> <li>• Purdue OWL videos on MLA or APA citation</li> <li>• TEDxEd, “<a href="#">How to Spot a Misleading Graph</a>”</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Tues, 7/2:</b> Reading response due by noon EDT</li> <li>• <b>Wed, 7/3:</b> WP2 statement of purpose due by 11:59pm EDT</li> <li>• <b>Fri, 7/5:</b> Replies to reading responses due by noon EDT</li> <li>• <b>Fri, 7/5:</b> REVEL reading quizzes due by 11:59pm EDT</li> </ul> <p><i>Conferences: 5-person groups, Group A</i></p>
5	<p><b>rhetorical appeals; organizing researched arguments (7/7–7/13)</b></p> <p>read</p> <ul style="list-style-type: none"> <li>• CDA on rhetorical analysis and appeals (pgs. 60–67)</li> <li>• Purdue OWL, “<a href="#">The Rhetorical Situation</a>” (all 11 sections)</li> <li>• Gerald Graff and Cathy Birkenstein, <i>They Say, I Say</i> templates for argument</li> </ul> <p>watch</p> <ul style="list-style-type: none"> <li>• Module 5 Introduction</li> <li>• Conor Neill, “<a href="#">What Aristotle and Joshua Bell can teach us about persuasion</a>” (TEDxEd)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mon, 7/8:</b> Completed WP2 draft (1500–2000 words) due by 11:59pm EDT</li> <li>• <b>Wed, 7/10:</b> Reading response due by noon EDT</li> <li>• <b>Fri, 7/12:</b> Peer feedback on WP2 due by 11:59pm EDT</li> <li>• <b>Fri, 7/12:</b> Replies to reading responses due by noon EDT</li> <li>• <b>Fri, 7/12:</b> REVEL reading quizzes due by 11:59pm EDT</li> </ul> <p><i>Conferences: 5-person groups, Group B</i></p>

week	topic, readings & videos	assignments
6	<p><b>remediation &amp; visual communication (7/14–7/20)</b></p> <p>read</p> <ul style="list-style-type: none"> <li>• CDA, Chapter 8: “Visual Modes of Communication” (pgs. 263–304)</li> <li>• CDA, Chapter 3: “Composing a Design Plan” Part I (pgs. 55–81)</li> <li>• Karl Gude, Seven Design Tips for Making Great Infographics”</li> <li>• Curtis Newbold, “The 50 Most Important Rules of Document Design”</li> </ul> <p>watch</p> <ul style="list-style-type: none"> <li>• Module 6 Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mon, 7/15:</b> Final WP2 with reflective memo due by 11:59pm EDT</li> <li>• <b>Wed, 7/17:</b> Reading response due by noon EDT</li> <li>• <b>Weds, 7/17:</b> WP3 design plan due by 11:59pm EDT</li> <li>• <b>Fri, 7/19:</b> Replies to reading responses due by noon EDT</li> <li>• <b>Fri, 7/19:</b> REVEL reading quizzes due by 11:59pm EDT</li> </ul> <p><i>Conferences: Individual, Group A</i></p>
7	<p><b>displaying information &amp; making arguments with visuals (7/21–7/27)</b></p> <p>read</p> <ul style="list-style-type: none"> <li>• CDA, Chapter 4: “About Argument and Advocacy” (pgs. 103–120)</li> <li>• Sam Dragga &amp; Dan Voss, “Cruel Pies: The Inhumanity of Technical Illustrations”</li> <li>• HackDesign, “Achieving Visual Hierarchy”</li> <li>• Keith Collins, “The Most Misleading Charts of 2015, Fixed”</li> </ul> <p>watch</p> <ul style="list-style-type: none"> <li>• Module 7 Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mon, 7/22:</b> WP3 rough draft due by noon EDT</li> <li>• <b>Wed, 7/24:</b> Peer reviews of WP3 due by noon EDT</li> <li>• <b>Fri, 7/26:</b> Final WP3 due with reflective memo by 11:59pm EDT</li> <li>• <b>Fri, 7/26:</b> Discussion board posts due by noon EDT (no replies needed)</li> <li>• <b>Fri, 7/26:</b> REVEL reading quizzes due by 11:59pm EDT</li> <li>• <b>Please submit your course/instructor evaluations this week using MyCoursEval!</b></li> </ul> <p><i>Conferences: Individual, Group B</i></p>
8 (F)	<p><b>presenting &amp; reflecting (7/28-8/2)</b></p>	<ul style="list-style-type: none"> <li>• <b>Tues, 7/30:</b> Digital portfolio due with final reflective memo by 11:59pm EDT</li> </ul> <p><i>Conferences: Virtual office hours as needed</i></p>