ENGL 10800

ACCELERATED FIRST-YEAR COMPOSITION

Digital Rhetorics and Technology

ENGL 10800, CRN 20045, Section 045: Spring Semester 2023

Instructor: Jen Hughes · **Email:** jenhughes@purdue.edu

Syllabus Theme: *Digital Rhetorics* · **Course Platform:** Brightspace Home · **Credit Hrs:** 3

Class Meetings: Tuesdays & Thursdays 12:00 pm-1:15 pm in Schleman 315

Instructor Office Hours: Wed. 12:00-3:00 pm & by appt. in Zoom Room · **Campus Office:** HEAV #414

COURSE DESCRIPTION

ENGL 10800 is an accelerated composition course that, like ENGL 10600, satisfies the Written Communication and Information Literacy requirements of the university core. As in ENGL 10600, students should expect to produce approximately 7,500-11,500 words of polished writing (or 15,000-22,000 words, including drafts). Some of this text production may be done using multimedia, and some of it may be composed in short assignments. Because it meets three times a week, without the regular instructor-student conferencing sessions of ENGL 10600, student success in English 10800 requires (a) more self-efficacy and self-regulation; (b) strong writing skills and/or prior writing experiences, and/or (c) the focused content provided by learning communities.

ENGL 108 LEARNING OUTCOMES

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 about these Learning Outcomes and Introductory Composition at Purdue (ICaP), see this link here. For details about English 10800 see this link. View the "Student Guide to ICaP" here.

EXTENDED COURSE DESCRIPTION:

In this course, students will develop academic writing skills, refine their writing process, and conduct formal research to locate meaningful materials with which to compose. Additionally, there is an emphasis on real-world, applicable skills where hands-on, task-oriented learning can prepare students for future college and workplace writing. The student-centered, collaborative environment helps students actively engage in writing practices and readily share feedback with their peers.

SYLLABUS THEME: DIGITAL RHETORICS

This course uses a Digital Rhetorics theme with a particular focus on digital compositions and how they function in an increasingly complex and connected world. Students will also consider how they can orient themselves in a fast-paced world of digital technologies and ever-present innovation. This particular class is also part of the Engineering in the World of Data Learning Community, which will drive the curriculum approach to this course, too. For more about Syllabus Themes in ENGL 10800, click here.

TEXTBOOK INFORMATION

- Students should purchase their course textbook by the end of Week 1 in the class.
- To buy the text, go to Brightspace, click on Content, then click on the REVEL Textbook link. This is not a printed book or an eText. It is an **interactive textbook** available on the Pearson REVEL platform.
    - **Title**: *Writing Today*
    - **Edition**: 4th edition
    - **Authors**: Richard Johnson-Sheehan and Charles Paine
    - **Retail Price**: $55.00 (approx.)
    - **ISBN-13**: 9780134808048

Other course materials such as readings, media, resources, etc. will be available as files or hyperlinks in the Brightspace course, and are indicated on the course schedule.

REQUIRED TECHNOLOGIES

- A high-speed internet connection for email, Brightspace, and other materials.
- A laptop or desktop with Windows Vista or higher, or Mac OS 10.6 Snow Leopard or higher.
- A program that can open PDFs, such as Acrobat or Preview.
- A Google Account to create shareable documents.
- Other Cloud technology like Word Online, as needed.

ASSIGNMENTS

These are brief descriptions as each project has several required components, and full assignments will be posted on Brightspace. The textbook quiz answers will be submitted in the Pearson system. See the Class Calendar for deadlines.

Brightspace Submissions: Nearly all assignments, projects, and tasks will be submitted in Brightspace.

Deadlines: The (4) Course Projects, Drafts, Final Portfolio, and regular Module Assignments should be uploaded to their corresponding Brightspace dropboxes by the start of class on the assignment deadline day. This deadline includes the Readings and Quizzes in the *Writing Today* textbook, too.

> **Project 1: Technology Narrative** = 20%
> Compose a narrative describing how a piece of technology or innovation influenced your life. Use descriptive language and well-developed paragraphs to present the details of this experience. (Approximately 2500-3500 words with reflective memo.)
>
> **Project 2: Researched Argument**= 30%
> Choose a recent technological advancement or innovation related to your field of study and build an argument in support of this technology. Use high-quality, reliable sources to present your case to an interested audience. (Approximately 2500-3500 words with reflective memo.)
>
> **Project 3: Remediation Project** = 20%
> Transform a piece of writing into a different type of media. Carefully consider the new rhetorical situation and audience for the remediation. (Approximately 2000 - 3000 words.)
>
> **Final Portfolio** =10%
> Thoughtfully reflect on each piece of writing composed during this semester. Gather a collection of the major projects from this course to present to an audience. (Approximately 1000 - 2000 words)
>
> **Short Writings & Participation** = 10%
> Over the course of the semester, you will submit responses, drafts, and other practices designed to contribute to your understanding of course concepts. These will be averaged to form your short writing grade. Additional information on these short assignments will be provided in Brightspace.
>
> **REVEL Reading Quizzes** = 10%
> There are chapter readings and review quizzes assigned regularly in this course. Find the link to the REVEL textbook in Brightspace and look for the due dates on the Course Calendar.

ASSIGNMENT FORMAT GUIDELINES

Brightspace Submission Portals: All assignments, projects, and activities will be submitted in the online Brightspace system. Note: Students are welcome to email assignments to jenhughes@purdue.edu if the system is down or glitchy.

REVEL Reading Quizzes: These are submitted in the Pearson REVEL system (via Brightspace).

Formatting: All typed work should be completed using MLA or APA format.

File Types: Most submissions will require a file uploaded into Brightspace, though some items will be a type-in option. Students may use Word, Google Docs, or PDF files. Note: Mac Pages are not permitted.

COMMON ASSIGNMENT: FINAL PORTFOLIO

At the end of this course, students will complete a Final Portfolio as a culminating project. For this Portfolio, students will compose a Reflection about their writing experience in this course and present a Collection of drafts from the major projects. To prepare for this, students can create a file of their ENGL 10600 documents and save each of their drafts for easy retrieval at the end of the semester. More details about the Final Portfolio will be available in Brightspace.

GRADING METHODS

Course Assignments & Projects: Each assignment, discussion, and writing project is scored within the Brightspace system. Grading for major writing projects includes a **Scoring Rubric** that allots point values and allows the instructor to evaluate the project based on specific categories. Typical scoring categories include "Overall Organization" and "Use of Language," for instance. Smaller Module Assignments are scored for completion and general quality.

REVEL Reading Quizzes: REVEL textbook quizzes are scored automatically within the Pearson REVEL system with points deducted for multiple attempts to achieve a correct answer.

Late Assignments: Regular Assignments that are late are scored as zero. Late projects are scored with a 25% deduction within 24 hours, then a 50% deduction until 48 hours after the deadline.   After 48 hours, the project is scored as a zero.

Weighted Grades: All scores in Brightspace are weighted according to their assigned category. The following grading breakdown will be used for each assignment and the overall ENGL 10800 course grade. No plus/minus (+/-) grades will be assigned for the overall class grade.

Percentage	Letter Grade
90-100 = A	4.0 = A
80-89 = B	3.0 = B
70-79 = C	2.0 = C
60–69 = D	1.0 = D
59% or below = F	0.0 = F

ICAP COURSE POLICIES

All Purdue policies apply to this course. Please see the ICAP list of Policies noted here: [ICAP Course Policies.](#)

ATTENDANCE & LATE WORK POLICY

Attendance: For this course, students can miss (3) class days with no penalty.   Unexcused absences beyond this limit could result in a decrease of a 1/2 letter grade per absence for the final course grade. Extended periods of absences and non-activity in the course (not accessing Brightspace, not responding to emails, missing assignments, etc.) may prompt me to report the concern to the Office of the Dean of Students to support the student.

Notification of Absences: Notify me via email at jenhughes@purdue.edu as soon as you know you will miss a class. This is a courtesy and helps me prepare for pre-arranged group activities. If you're struggling with attendance, please communicate with me so I can support you and provide resources.

Tardies: For classroom meetings on Tuesdays and Thursdays, students are expected to be in their seats and ready to work by the time the session is scheduled to begin (8:30am, for example).

Late Work: All work should be submitted by the deadline. Regular Assignments, Quizzes, and other tasks submitted late are scored as a zero. Projects that are late are scored with a 25% deduction within 24 hours, then a 50% deduction until 48 hours after the deadline. After 48 hours, the project is given a zero.

ATTENDANCE POLICY DURING COVID-19

Students must refrain from attending class in person if they are exhibiting any symptoms of COVID-19, are otherwise ill, or are advised to isolate/quarantine. If students exhibit symptoms of COVID-19 or have been in contact with someone who has tested positive, it is critical they contact the Protect Purdue Health Care Center (PPHC) and follow their recommendations including testing, quarantining, or isolation. Contact the Protect Purdue Health Center 24/7 at 765-496-INFO (4636) or toll-free at 833-571-1043 by pressing '1.' If you are feeling sick, please follow correct protocol [here](#) and email me as soon as possible so we can make a plan for your success. In case of a quarantine, many elements of this class can be completed in a remote environment with assignments and instructional materials readily available to students in Brightspace.

PROTECT PURDUE PLEDGE

Due to the ongoing COVID-19 pandemic, the Protect Purdue Policy [here](#) along with the Protect Purdue Pledge [here](#) are to be considered campus policy. The entire Purdue community must comply with these health and safety guidelines. Follow the protocols in the Protect Purdue Plan and Protect Purdue Pledge.

TECHNOLOGY POLICY

Be prepared to utilize a digital device for nearly every class session where students will complete

exercises, read sample writing, and draft for major projects. Ensure that your device is charged and ready for use during class. Note: Occasionally, students will be directed to close their laptops or turnover tablets to avoid disruptions during lectures and discussions.

ACADEMIC HONESTY

Assignments and projects submitted for this course should be the student's own work that is not copied, purchased, or written by another person. Do not give your writing to another student to use, or submit someone else's writing as your own. All source material for projects should be cited. Academic dishonesty or instances of **plagiarism** in this class could result in failure on a project, failure in the course, and/or possible reporting to the Dean of Students. For more info, see the OSRR page here. This is additional language from the university:

> 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.

This is additional language from ICaP:

> 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. Penalties for plagiarism vary from failure of the plagiarized assignment to expulsion from the university, and may include failure for the course and will include notification of the Dean of Students' Office.

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."

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, including no time limits on certain assignments. Alternate arrangements can be provided for students who may face difficulties or be otherwise unable to complete them due to disability. It is best to send an email or stop by my virtual office hours as soon as possible. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247.

STUDENT OF CONCERN REPORTING

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.

CAPS INFORMATION

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 here 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.

MENTAL HEALTH STATEMENT

There are support services available to students. See this list suggested by the Office of the Provost:

- **If you need support and information about options and resources**, please see the Office of the Dean of Students, for drop-in hours (M-F, 8 am- 5 pm).
- **If you're struggling and need mental health services**: 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 mental health support services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at (765) 494-6995 during and after hours, on weekends and holidays, or by going to the CAPS office on the second floor of the Purdue University Student Health Center (PUSH) during business hours.

EMERGENCIES

To report an emergency, call 911. To obtain updates regarding an ongoing emergency, sign up for Purdue Alert text messages here. 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. Check the current emergency status at Purdue here and learn more about Emergency Preparedness at Purdue here.

ADDITIONAL RESOURCES

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.

Note: The photos from page 1 are from a free stock photography site called Unsplash.com.

Spring 2023 Calendar (Note: Items are tentative and students will be informed of changes in class.)

Week	TUE	THU
1	**1.10** *Intro to ENGL 108* **Class Topics:** Introduction to the Course, Syllabus, Policies, & Expectations	**1.12** *The Writing Process* **Assignment Due:** -**Reading**: Really? Writing? Again? -**Reading**: Invention Techniques -**Video**: Life in the Digital Now -**Module 1 Questions**
2	**1.17** *Intro to Project 1: The Technology Narrative* **Assignment Due:** -**Reading**: Top 20 Errors in Writing -**Video:** We Are All Cyborgs Now -**Optional Reading**: What is Academic Writing? -**Module 2 Questions**	**1.19** *Planning the Technology Narrative* **Assignment Due:** Topic & Outline **Class Topic:** Preparing The Technology Narrative
3	**1.24** *Drafting the Technology Narrative* **Textbook Ch. 16 Due:** "Inventing Ideas and Prewriting" **Assignment Due:** -**Video**: The Power of Peer Learning -**Video:** Giving Helpful Feedback -**Reading**: Using Peer Review Improve Student Writing -**Module 3 Questions**	**1.26** *Peer Feedback* **Assignment Due:** Draft 1 **Class Topic:** Peer Feedback for The Technology Narrative
4	**1.31** *Workshop Day* **Textbook Ch. 21 Due:** "Developing Paragraphs and Sections" **Assignment Due:** -**Reading:** Writing Thesis Statements -**Reading:** Introduction Paragraphs -**Reading:** The Art of Paragraphing -**Module 4 Questions** **Writer's Workshop (Draft 1)**	**2.2** *Peer Feedback* **Assignment Due:** Draft 2 **Class Topic:** Peer Feedback for The Technology Narrative
5	**2.7** *Workshop Day* **Textbook Ch. 20 Due:** "Revising and Editing" **Assignment Due:** -**Reading:** Intros and Outros -**Video**: How Do You Revise and Edit Your Writing? -**Module 5 Questions** **Writer's Workshop (Draft 2)**	**2.9** *Reflecting on Writing* **Assignment Due:** Final Copy **Class Topic:** Reflecting on The Technology Narrative
6	**2.14** *Intro to Project 2: The Researched Argument* **Textbook Ch. 25 Due:** "Starting Your Research" -**Video:** Peer Review in 3 Minutes -**Video**: Types of Scholarly Articles	**2.16** *Searching for Sources* **Assignment Due:** Topic Due -**Reading:** Secondary Sources in Their Natural Habitats -**Video:** Popular vs. Scholarly Sources -**Reading:** The Art of Reading a Journal Article

	Class Topic: Practicing Research Skills	-Module 6 Questions
7	**2.21** *Research Skills* **Textbook Ch. 26 Due:** "Finding Sources and Collecting Evidence" -**Resource**: Research Log Template (UManitoba.ca) -**Resource**: Research Log Template (UVM.edu) **Class Topic:** Preparing The Researched Argument	**2.23** *Planning the Paper* **Assignment Due:** Research Log & Sources (#1-4) -**Reading:** Listening to Sources, Talking to Sources -**Resource**: APA.org Quotations -**Resource**: APA.org Title Page -**Resource**: APA.org References Guide -Module 7 Questions
8	**2.28** *Workshop Day* **Textbook Ch. 27 Due:** "Citing, Quoting, Paraphrasing Sources" -**Resource:** APA.org Sample Annotated Paper -**Resource**: APA.org Author-Date System -**Resource**: APA.org Citation Style Guide -**Resource**: Classical Argument Model (ValenciaColllege.edu) -**Sources (#5-7) Due** -**Partial Outline Due** **Writer's Workshop (Draft 1)**	**3.2** *Peer Feedback* **Assignment Due:** Draft 1 **Class Topic:** Peer Feedback for The Researched Argument -**Optional Video**: My Step-By-Step Guide to Writing a Research Paper
9	**3.7** *Workshop Day* **Textbook Ch. 29 Due:** "Using APA Style" **Class Topic:** Preparing The Researched Argument **Writer's Workshop (Draft 2)**	**3.9** *Peer Feedback* **Assignment Due:** Draft 2 **Class Topic:** Peer Feedback for The Researched Argument
10	**3.14 No Classes-- SPRING BREAK**	**3.16 No Classes-- SPRING BREAK**
11	**3.21** *Workshop Day* **Textbook Ch. 17 Due:** "Organizing and Drafting" -**Reading**: Counterarguments (UNR.edu) -**Optional Reading**: The Perfect Paragraph	**3.23** *Reflecting on Writing & Professional Day 1* **Assignment Due:** Final Copy **Class Topic:** Reflecting on The Researched Argument
12	**3.28** *Introduction to Project 3:* **Class Topic:** Introduction to The Multimodal Project -**Reading**: 52 Design Terms and Tips -**Design Samples**: Website 1, Website 2, Website 3 -**Resource**: Usability Checklist for Website Design	**3.30** *The Multimodal Project* **Assignment Due:** Website Shell & About Me Page **Class Topic:** Progressing with The Multimodal Project -**Design Maker**: Weebly.com
13	**4.4** *Workshop Day* **Assignment Due:** Writing Sample Page **Class Topic:** Progressing with The Multimodal Project	**4.6** *Peer Feedback* **Assignment Due:** Professional Page **Class Topic:** Peer Feedback for The Multimodal Project

	Writer's Workshop (Draft 2)	
14	**4.11** *Reflecting on Writing* **Assignment Due:** Final Copy **Class Topic:** Small Group Presentations (Website)	**4.13** *Professional Day 2* **Class Topic:** Professional Writing
15	**4.18** *Introduction to The Final Portfolio* **Textbook Ch. 5 Due:** "Reflecting Critically, Starting Your Portfolio" -**Reading**: What is a Portfolio? (Clarke.edu) -**Reading**: Using e-Portfolios in Teaching -**Reading**: 12 Tips for Portfolios in the Health Industry -**Reading**: Designing a Portfolio for Creative Careers	**4.20** *The Final Portfolio* **Assignment Due:** Draft 1
16	**4.25** *The Final Portfolio* **Assignment Due:** Draft 2 **Writer's Workshop**	**4.27** Presentation Day **Class Topic:** Student Presentation Day
17	5.2	5.4 Portfolios Due by 5:00pm