

# English 10600: First-Year Composition

## Writing about Writing Syllabus Approach

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Office Hours: T 2:00-3:00, W 8:30-9:30

### Course Information

Fall 2014

MWF and T or R @ 7:30-8:20

Course site: Blackboard

Monday	Tuesday	Wednesday	Thursday	Friday
Classroom HEAV 108 ENGL 10600-712 CRN 57641	Conference HEAV 225 ENGL 10600-727 CRN 57656	Classroom HEAV 108 ENGL 10600-712 CRN 57641	Conference HEAV 225 ENGL 10600-726 CRN 57655	Computer Lab LILY G428 ENGL 10600-712 CRN 57641

## Course Description

Welcome to English 106, the first-year composition course at Purdue. We'll be working in three different spaces this semester—a traditional classroom, a conference room, and a computer classroom. We'll also engage in challenging activities that will involve reading, writing, collaborative work, visual design, and rhetorical/creative uses of technology.

Our class takes a "Writing about Writing" approach, which means that you'll not only do writing, but learn about the critical conversation surrounding writing through readings by scholars and other writers, in-class activities, and projects that will acquaint you with literacy practices in and out of the academy. The primary goal for this approach is to facilitate deep learning about critical writing concepts and better prepare you to apply that knowledge in a variety of rhetorical contexts. We will be thinking and writing about the way that language/writing works in various communities and in your own life. Because you are already expert literacy users, you will be expected to complement our readings with your own expertise and experiences. While we are exploring these topics, you will also gain extensive practice in writing clear and effective prose as well as instruction in organization, audience, style, and research-based writing.

## Course Goals

The ICaP course goals, which you will be working toward throughout the semester: (1) developing rhetorical knowledge, (2) exercising critical thinking, reading, and writing, (3) engaging in writing processes, (4) acquiring a knowledge of conventions, and (5) composing with technology.

We will look at these goals in detail in each of our units, but you should know that meeting the goals requires that you not only complete your assigned writing projects but also that you engage in class activities and reading assignments. For this reason, you'll find that your attendance in class and your daily reading/writing assignments may be emphasized in this class in a way that they are not emphasized in your other courses. It's important to

remember that meeting our course goals isn't just about turning "good papers," it's about participating in a learning process throughout the entire semester.

## Required Texts

Bullock, Richard. *The Norton Field Guide to Writing*. 3rd Ed. New York: Norton, 2013.

Print. ISBN: 978-0393919561

\*Available at University Bookstore or Follet's

Blackmon, Samantha, Linda Haynes, and Laurie A. Pinkert. *Composing Yourself: A Student Guide to Introductory Composition at Purdue 2014-2015*. Southlake, TX:

Fountainhead Press, 2013. Print. ISBN: 978-1-59871-858-4

\*Available **only** at University Bookstore on the corner of Grant and State St.

Additional readings will be posted to Blackboard. You are expected to have all assigned readings available on the day they are due, whether in hard copy or electronic form.

## Assignments and Participation

You will complete four major projects over the course of the semester, many of which will include multiple parts, involve composing in various mediums, and require revisions. You will also write responses on a regular basis that critically respond to assigned readings, each of which is due before the class period when we discuss that reading. Your participation grade will include those responses as well as in-class writing; your final grade may also be reduced up to 5% if your in-class contributions are less than stellar. To be successful, you will need to keep up with readings and responses, contribute to class discussion regularly, put significant thought and effort into revisions of drafts, organize your work time effectively, and proactively seek opportunities for learning.

The grade weights for each project break down like this:

Project 1: Literacy Narrative	15%
Project 2: Discourse Community Mini-Ethnography	25%
Project 3: Remediated Discourse Community Project	20%
Project 4: Article Analysis	25%
Responses, in-class writing, and participation	15%

## Conferences

You are already scheduled to meet with me on either Wednesday or Friday in Heavilon 225. During the first week, we will acclimate ourselves to the room and cover my conferencing guidelines. I have scheduled this time so that you will meet with me in small groups on most weeks; these are your "writing groups" with whom you may also conduct peer review and complete group assignments. On certain weeks, you will instead be asked to arrive for an individual conference with me. The schedule will be posted on Blackboard, and it is your responsibility to look up when you should arrive and what you should bring (such as a draft, a report of your progress, or a written set of goals for the meeting) each week. In general, you should bring a current draft of

whatever you're working on for this class. If you do not bring what is expected or are late to your appointment time, I will count you absent.

## **Policies**

### **Accessibility**

Purdue University is committed to ensuring all students can fully participate in its programs. If you have a disability that requires special academic accommodation, please make an appointment to speak with me within the first three (3) weeks of the semester in order to discuss any adjustments. It is important that we talk about this at the beginning of the semester. It is the student's responsibility to notify the Disability Resource Center (<http://www.purdue.edu/drc>) of an impairment/condition that may require accommodations and/or classroom modifications. More broadly, I assume that all of us learn in different ways, so please talk to me as soon as possible about your learning needs and how this class can accommodate them.

### **Technology**

You will regularly use Blackboard to submit assignments, including drafts of projects and reading responses. I will make important announcements over the class e-mail list, so you are expected to check your @purdue.edu account regularly. For that reason, you should inform me immediately if you are having trouble receiving my messages.

In addition, I will not tolerate personal use of mobile devices, including texting, during class. You may bring a computer to class, but you may not use your own devices or classroom computers for personal purposes. Violators of this policy may be asked to leave and counted absent. Recurring violations will result in a reduction of your participation grade.

### **Academic Integrity and Plagiarism**

Plagiarism may include not only intentional forms of cheating such as buying or stealing an entire paper, copying large segments of text without attribution, fabricating a source, or hiring someone else to write an assignment for you. It may also include less blatant actions such as following a source's language too closely when paraphrasing or failing to clearly indicate what material came from which source.

Instances of plagiarism may result in a grade reduction on the assignment (including earning a "zero" on it) and/or a referral to the Dean of Students. We will discuss appropriate conventions for using and citing sources in class, and I encourage you to ask me questions on this topic at any point this semester.

### **Grading**

Grades on all projects follow the +/- letter grade system, and final grades are tabulated thusly:

A = 95-100%	C+ = 77-79%
A- = 90-94%	C- = 70-72%
B+ = 87-89%	D+ = 67-69%
B = 83-86%	D = 63-66%

B- = 80-82%  
C = 73-76%

D- = 60-62%  
F = 0-59%

### **Attendance**

This class requires you to participate in discussions and writing activities. For the course to be a success, everyone's participation is necessary. For that reason, attendance is required. You will be allowed 4 absences; for each absence after 4, your final grade will be reduced by 1/3 of a letter (for example, from an A- to a B+). Conference attendance is also mandatory; if you miss your conference, it will count it as an absence. I do not distinguish between excused and unexcused absences, except in cases of documentable Purdue business or extreme circumstances (see Grief Absence Policy in *Composing Yourself*).

### **Late Work**

I will count off a letter grade for each day your work is late unless you make arrangements with me prior to the due date. Problems can arise, but the key to their successful resolution is communication. Keep me informed; avoid simply not showing up.

### **Rewrites**

The first three projects, if initially receiving a grade of C+ or lower, may be rewritten once each within the time period before the next project is due. The fourth project cannot be rewritten. The rewrite grade will be averaged with the first attempt; a B is usually the highest possible rewrite grade. Keep in mind that a rewrite is a *substantial reworking* of the project, not just a correction of my markings. Turn in all rewrites *with the original graded version*.

### **Emergencies**

Purdue University's emergency is as follows:

*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 the instructor's control. Relevant changes to this course will be posted onto the course website or can be obtained by contacting the instructors or TAs via email or phone. **You are expected to read your @purdue.edu email on a frequent basis.***

**For more information about Emergency Preparedness, see [http://www.purdue.edu/ehps/emergency\\_preparedness/](http://www.purdue.edu/ehps/emergency_preparedness/)**

**With all that said, welcome to English 106!**

## Course Calendar

### Week 1: Aug. 25-29

Introduction to Course  
 Literacy Narratives  
 Didion, "Why I Write"  
 Alexie, "Superman & Me"  
 Malcolm X, "Learning to Read"

### Week 2: Sept. 1-5

LABOR DAY—No class Mon.  
 Genre of the Literacy Narrative  
 Brandt, "Sponsors of Literacy"

### Week 3: Sept. 8-12

Brandt, "Sponsors of Literacy," ctd.  
 Dialogue & Description  
 Peer Review  
 Project 1 Draft Due

### Week 4: Sept. 15-19

Writing & Revising  
 Writing Reflective Cover Memos  
 Literacy Technologies

### Week 5: Sept. 22-26

Introduction to Discourse Communities and Project 2  
 Multiliteracies  
 Swales, "The Concept of Discourse Community"  
 Mirabelli, "Learning to Serve"  
 Project 1 Final Due

### Week 6: Sept. 29-Oct. 3

Primary Research Methods & Ethics  
 Project Plan Due  
 Refining Research Questions

### Week 7: Oct. 6-10

Developing and Reporting Research  
 Peer Review

### Week 8: Oct. 13-17

OCTOBER BREAK—No Class Mon. or Tues.  
 Visualizing Results  
 Organizing Data

### Week 9: Oct. 20-24

Writing Reflections  
 Project Presentations

### Week 10: Oct. 27-31

Introduction to Rhetorical Situation and Project 3  
 Choosing Content and Audience

Composing with Technology  
Project 2 Final Due

**Week 11: Nov. 3-7**

Considering Medium & Genre  
Revising for the Rhetorical Situation  
Project 3 Draft Due

**Week 12: Nov. 10-14**

Work Day  
Composing with Technology, ctd.

**Week 13: 17-21**

Introduction to Databases  
CARS Model for Research Introductions  
Research as Conversation  
Penrose & Geisler, "Reading & Writing without Authority"  
Project 3 Final Due

**Week 14: Nov. 24-28**

THANKSGIVING—No class Wed.-Fri.  
Disciplinary Conventions  
Writing an Analysis  
Draft Due

**Week 15: Dec. 1-5**

Documentation & Citations  
Claims & Evidence  
Quoting, Paraphrasing, & Summarizing

**Week 16: Dec. 8-12**

Writing Style  
Reflecting on English 106

**Finals Week: Dec. 15-19**

Project 4 Final due Wed. at 5pm

**This syllabus and calendar are subject to change, and students should follow more detailed schedules distributed at the start of each unit. Students will be notified on the course website or by email of changes made to the policies or syllabus.**