

English 10600-109

First-Year Composition

Writing about Writing

Fernando Sánchez

HEAV 325F
fsanchez@purdue.edu
Office Hours: T 11:30-12:30; by appt

Course Information

Fall 2014
MTWRF 10:30-11:20
Blackboard

Monday	Tuesday	Wednesday	Thursday	Friday
Computer Lab BRNG B275 ENGL 10600-109 CRN 43841	Classroom HEAV 104 ENGL 10600-109 CRN 43841	Conference HEAV 225 ENGL 10600-112 CRN 43844	Classroom HEAV 104 ENGL 10600-109 CRN 43841	Conference HEAV 225 ENGL 10600-098 CRN 43830

Course Description

Welcome to English 106. In this class you will learn about practices in the research and analysis of writing. We will practice writing, of course, but we will also explore how one becomes a good writer by thinking about the most important concepts of writing. That is, we will be looking at the content of writing so that you can begin to explore how to write across different contexts. Throughout the semester, as you engage in and complete your assignments, you will be asked to develop and modify a theory of writing that will become more complex after sixteen weeks.

Course Goals

This course is built around specific goals: In particular, we will discuss how to develop Rhetorical Knowledge, Critical Thinking, Knowledge of Genre Conventions, and Knowledge of Technological Literacies. Below, I have listed the point of developing such knowledge and skills:

Rhetorical Knowledge

- To help students understand the inherent rhetorical situation of writing, including purpose, audience, and context.
- To prepare students for writing in later university courses across the curriculum by helping them learn to articulate, develop, and support a point through both primary and secondary research.
- To help students understand that they can and should use writing for multiple academic, civic, professional, and personal purposes.

Critical Thinking, Reading, and Writing

- To provide students with opportunities to write as a means of discovery and learning about themselves; as an integral part of inquiry about the material, social, and cultural contexts they share with others; and as a means of exploring, understanding, and evaluating ideas in academic disciplines.
- To help students develop their abilities to create, interpret, and evaluate a variety of types of texts integrating verbal and visual components.

Knowledge of Writing Processes and Conventions

- To introduce students to the conventions of form, style, and citation and documentation of sources that are appropriate to their purposes for composing in a variety of media for a variety of rhetorical contexts.
- To demonstrate that coherent structure, effective style, and grammatical and mechanical correctness contribute to a writer's credibility and authority.
- To help students develop effective and efficient processes for writing by providing practice with planning, drafting, revising, and editing their writing in multiple genres using a variety of media.

Technology

- To provide students with experience using multiple composing technologies to produce a variety of genres of texts.

Learning Objectives

By the end of an ICaP course, students should be able to:

- Implement appropriate genre and audience considerations for their particular writing purposes (in later coursework as well as in extracurricular writing and in future workplace settings).
- Demonstrate writing knowledge by effectively identifying and utilizing the key terms of writing
- Conduct rigorous research and evaluate sources fairly.
- Explain why a piece of writing is or is not effective and suggest strategies for improvement.
- Demonstrate familiarity with concepts used to describe writing processes (planning, drafting, revising, editing, and proofreading) and effectively use variation of these processes in their writing.
- Evaluate others' commentary on early drafts and incorporate useful suggestions into subsequent drafts.
- Edit and proofread their papers to maximize their credibility and authority.
- Effectively evaluate others' writing and provide useful commentary and suggestions for revision regarding style, content, organization and so forth.
- Distinguish among conventions for citing and documenting sources in various genres and various media for various audiences.
- Distinguish between information that is best communicated in visual format and information best communicated in text and make transitions and connections between visual and textual elements.

- Know how to use commonplace software to create visuals that effectively make or support arguments.

Course Requirements

Below, I have listed the general percentage value for and a brief description of each of our assignments this semester. Please see the individual Assignment Sheets on the DropBox Link in Blackboard for a more detailed description of what is expected. Blackboard will also have a calendar listing due dates.

Assignment One: Source-Based Article on Genre (15%, due Week Four)

Assignment Two: Inquiry-Based Research Essay (30%, due Week Nine)

*This project also involves additional check in assignments which will be graded as supplementary work.

Assignment Three: Composing in Three Genres (30%, due Week Fourteen)

*This project also involves additional check in assignments that will be graded as supplementary work.

Assignment Four: Final Theory of Writing Reflection (10%, due Final Week)

Supplementary Work (15%, throughout the semester): Writing that doesn't show up in any of the main Assignments will also be graded on a low-stakes standard. Such work will be included throughout the semester and involves but is not limited to the following list:

- *Group and Individual Presentations and Readings:* The best way to tackle difficult readings is to work with them hands on; I will ask that you present a summary of a chapter or article, provide examples and ask questions to the class about what you found confusing or problematic.
- *Journals:* We will have a few Journal entries that I will collect and grade as a way to check in on how you are thinking about the course material.
- *Reflections:* Like Journals, Reflections ask you to analyze your learning and production. These Reflections will mostly be collected near the end of each Assignment as you begin to develop a theory of writing.
- *Quizzes:* We will have a few regular quizzes to highlight the important takeaway points in our readings.
- *Drafts of Major Assignments:* scored based on completeness and timeliness
- *Peer Feedback:* scored based on helpfulness and timeliness

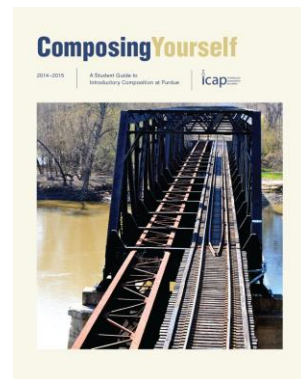
- *Participation*: Class discussion, readiness to engage in class activities, and so forth are important for the learning that takes place here. Final grades will reflect this behavior throughout the semester.

Required Texts

-*Everyone's an Author. With Readings.* Lunsford, Brody, Ede, Moss, Papper, Walters. W. W. Norton, 2013. ISBN: 978-0-393-91201-2

-*Composing Yourself.* Blackmon, Haynes, Pinkert. Fountainhead Press, 2014.

ISBN: 978-1-59871-858-4 **Note that this edition is only available at the bookstore. If you purchase your copy online, you have the wrong edition.**



-Other Readings will be available on Blackboard via a link to a Dropbox Folder; **it is your responsibility to print these readings and annotate them so that we can have a discussion in class.**

Policies

General Course Policies

Attendance

You are required to be in class every day. That said, you do have four absences to play around with. I don't need to know why you are taking a day off (though a heads up would be appreciated whenever possible). You may use these absences as you wish BUT understand that once you have reached the end of your allotment, your grade will go down by one letter grade. Arrive to class by the start of the designated class time. Be advised that attendance means more than just being in class, but also being prepared for and participating in class.

Below is Purdue's official policy on attendance:

Only the instructor can excuse a student from a course requirement or responsibility. When conflicts or absences can be anticipated, such as for many University sponsored activities and religious observances, the student should inform the instructor of the situation as far in advance as possible and the instructor should strive to accommodate the student. Individual course policies may state expected notification periods. For unanticipated or emergency absences where advance notification to an instructor is not possible, the student should contact the instructor as soon as possible by e-mail, phone, or by contacting the main office of the department that offers the course. When the student is unable to make direct contact with the instructor and is unable to leave word with the instructor's department because of circumstances beyond the student's control, and in cases of bereavement, the student or the student's representative should contact the Office of the Dean of Students at 765-494-1747 if the

reported absence is expected to be for an extended period of time (normally a week or more). A member of the Dean of Students staff will notify the student's instructor(s) of the circumstances. The student should be aware that this intervention does not change in any way the outcome of the instructor's decision regarding the students' academic work and performance in any given course.

The link to the complete policy and implications can be found at <http://www.purdue.edu/odos/services/classabsence.php>

Lateness

Obviously, be in your seat by the time class starts. Multiple late arrivals will result in one or more absences added to your record.

Communication with Instructor

Feel free to attend my office hours found at the top of this document. I will communicate any changes or adjustments to this schedule in class and via email. Also, I will respond to all questions and emails within 48 hours.

Technology Use

Focus on the discussion or presentations that are being provided in class. Disrespect of your fellow classmates and your instructor will not be tolerated.

Conferences

There is a conference component built in to this course. I expect you to come prepared to discuss your work. As we will only have a few minutes during conferences together, time is vital. No lateness or absent work will be permitted.

Missed or Late Work

I do not accept late work. Work that is not turned in appropriately will be marked as a 0. Using one of your absences in class is not an excuse for not turning in the work that is due that day. You must make arrangements with me to turn in this work prior to your absence. Please, please do not email me asking what you missed in class. Contact one of your peers whom you trust.

Grading

A+ (95-100); A- (90-94)

B+ (87-89); B (83-86); B- (80-82)

C+ (77-79); C (73-76) C- (70-72)

D+ (67-69); D (63-66); D- (60-62)

F (Below 60)

Academic Integrity and Plagiarism

It goes without saying that submitting work that is not your own for this course will not be tolerated. The assignment will receive a 0 and previously submitted work will be further investigated, which may result in other loss of credit. Below is Purdue's official policy on Plagiarism:

Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, University Regulations] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]

The English Department's official definition of plagiarism is:

"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 acknowledgement, 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 notification of the Dean of Students' Office. The Department of English considers the previous explanation to be official notification of the nature and seriousness of plagiarism."

You should become familiar with the following websites related to Purdue's rules and regulations. Purdue University's Student Conduct Code at http://www.purdue.edu/studentregulations/student_conduct/index.html

The Dean of Students' "Academic Integrity: A Guide for Students" at <http://www.purdue.edu/odos/osrr/academicintegritybrochure.php>

Purdue University's student regulations at http://www.purdue.edu/studentregulations/student_conduct/regulations.html

The section on plagiarism is under Student Conduct, B, 2, a.

Grief Absence Policy for Students (included in *Composing Yourself*)

Purdue University recognizes that a time of bereavement is very difficult for a student. The University therefore provides the following rights to students facing the loss of a family member through the Grief Absence Policy for Students (GAPS). GAPS Policy:

Students will be excused for funeral leave and given the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments in the event of the death of a member of the student's family.

[....]

A student should contact the ODOS to request that a notice of his or her leave be sent to instructors. The student will provide documentation of the death or funeral service attended to the ODOS. Given proper documentation, the instructor will excuse the student from class and provide the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments. If the student is not satisfied with the implementation of this policy by a faculty member, he or she is encouraged to contact the Department Head and if necessary, the ODOS, for further review of his or her case. In a case where grades are negatively affected, the student may follow the established grade appeals process.

Effective July 1, 2011

The website for the Grief Absence Policy is

<http://www.purdue.edu/odos/services/griefabsencepolicyforstudents.php>

Violent Behavior Policy (included in *Composing Yourself*)

Below is Purdue's policy prohibiting violent behavior. See the following website for additional information. <http://www.purdue.edu/policies/facilities-safety/iva3.html>

Purdue University is committed to providing a safe and secure campus environment for members of the university community. Purdue strives to create an educational environment for students and a work environment for employees that promote educational and career goals. Violent Behavior impedes such goals. Therefore, Violent Behavior is prohibited in or on any University Facility or while participating in any university activity.

Students with Disabilities

Purdue University is required to respond to the needs of the students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 through the provision of auxiliary aids and services that allow a student with a disability to fully access and participate in the programs, services, and activities at Purdue University.

If you have a disability that requires special academic accommodation, please make an appointment to speak with me within the first two (2) 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.

Emergencies

*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.***

Please see *Composing Yourself's* pages 104-105 for more detailed policies on university-wide emergencies.

For more information about Emergency Preparedness, see http://www.purdue.edu/ehps/emergency_preparedness/

Nondiscrimination

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 University views, evaluates, and treats all persons in any University related activity or circumstance in which they may be involved, solely as individuals on the basis of their own personal abilities, qualifications, and other relevant characteristics.

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. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders and in conformance with the procedures and limitations as set forth in Purdue's Equal Opportunity, Equal Access and Affirmative Action policy which provides specific contractual rights and remedies. Additionally, the University promotes the full realization of equal employment opportunity for women, minorities, persons with disabilities and veterans through its affirmative action program.

This syllabus is subject to change. Students will be notified on the course website or by email of changes made to the policies or syllabus.