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| Instructor: Daniel Liddle  Office: HEAV 215  Email: [dliddle@purdue.edu](mailto:dliddle@purdue.edu)  Office Hours: Wed 10:00-12:00 and by appointment |
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**First Year Composition**

Course Strand: Writing About Writing

English 10600-869-64113

Spring 2013 M-F 12:30-1:20 PM

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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| *Classroom* HEAV 225  ENGL 10600-869  CRN 58777 | *Conference*  BRNG B274  ENGL 10600-855  CRN 58763 | *Classroom* HEAV 107  ENGL 10600-869  CRN 58777 | *Conference*  HEAV 223  ENGL 10600-876  CRN 564113 | *Computer Lab*  BRNG B275  ENGL 10600-869  CRN 58777 |

**Course Description and Goals**

Welcome to English 106! In this course you will work on developing a set of skills that will not only help you write more effectively, but also help you to understand the writing process in a new way. At the start of the class this consideration of writing will be directed toward your *individual* writing process, but as the course takes shape we will be connecting those same ideas to the ways writing happens in the context of larger *communities*. We will talk about writing, think about writing, and, of course, write about writing. This course also puts an emphasis on the analysis and creation of multimodal compositions, which will put pressure on the idea that “writing” is only about the words on a page.

There is going to be a lot of writing in this class. We will write in order to generate ideas, and we will write in order to transform those ideas to fit a particular audience and situation. That writing, in turn, will generate even more ideas, so that each writing assignment becomes a chance not only to write effectively, but to provide opportunities for new ways of thinking as well. Through this relationship between writing and thinking, this class can help you navigate writing practices across your personal, professional, and civic life.

By taking this course, you will learn to

* Recognize and analyze your own system of writing
* Understand the how a different audience or a different context impacts your writing
* Evaluate your ideas and determine the most effective way to organize and present those ideas
* Recognize and employ both visual and textual means of writing
* Locate, organize, and employ both primary and secondary source material in your writing
* Listen to the commentary of others about your writing and effectively utilize this feedback in revisions
* Develop an effective writing process that matches your individual needs as a writer to a particular rhetorical situation
* Understand your role as a writer within a variety of larger communities

**Textbooks and Materials**

Books

1. *Writing About Writing* (Wardle and Downs), available at Follet’s and the University Bookstore
2. *Composing Yourself* (ICaP Guide for students), available at Follet’s and the University Bookstore
3. Additional readings may be assigned throughout the semester, and will be made available online.

Additional Materials

1. USB or some kind of portable storage device.
2. Paper and pen: we will begin each class with an in class writing assignment
3. A notebook to collect course materials and writings.

**Be Here, Be On Time, Be Prepared**

This class, like most college courses, moves fairly quickly through each of the individual units. Each class period we will cover a ton of ground, often thinking through difficult ideas or specific writing practices through class discussion and activities. This kind of work cannot be made up outside of class, and therefore attendance is required.

Arriving late to class or leaving early also cuts into our class time. If you show up to class after the first five minutes you will be counted as absent. Students will also not be allowed to leave class early for any reason. Manage your time wisely, and do not schedule appointments that impinge on our valuable class time.

I expect you to come to class prepared to participate, which means contributing to group activities and class discussion whenever possible. If you are not prepared to be engaged and participate in class discussions, OR if you are engaged in something else (your phone, your Facebook account, work for another course, etc.) **you will be marked absent for the day.**

Sometimes, however, stuff comes up. This stuff might include anything from a major illness to some mishap where you sleep through your alarm, but in any event there will be a day where you might miss class for some inescapable reason. Regardless of *why* you miss class, you will miss the same amount of material, which is why all absences are counted the same in this class. In line with this policy, for each absence after 6 your final class grade will be lowered by one full letter. This means if you have 7 absences, the highest grade you may obtain is "B." If you have 8 absences, the highest grade you may obtain is "C," and if you have 9 absences, the highest grade you may obtain is "D." If you have 10 or more absences, the highest grade you may obtain is “F.”

REMEMBER: Missing 6 class days constitutes missing more than a full week of class, and missing these days also has an impact on your ability to engage with the material of this course. If you miss multiple days, especially several days in a row, you will have some difficulty writing at a proficient level. In other words, the absence policy lowers your grade directly, but missed days of class can also constitute an indirect lowering of one’s grade as well.

**Conference Days**

As you may have noted on your schedule, English 106 includes a conference component. This means that almost every week you will get a chance to discuss your writing projects with myself and your peers and to provide feedback for them as well. I am tremendously excited to have this time set aside from the normal classroom days, as it provides us a time to devote specifically to the writing and revisions of your peers.

Missing or being late for your conference time, like missing or being late for any other day of class, will be counted as an absence. Furthermore, for many of the conference days will require you to bring your writing samples to work on. If you do not bring your writing or if the writing is not at the required stage of development that is expected or asked for, you will be counted as absent.

**Major Projects and Grading Policy**

Throughout this course, I will be evaluating your assignments using a specific rubric, which outlines what is expected for each individual assignment. I take these rubrics very seriously, as they reflect the goals of each individual assignment and in some ways the course as a whole. What’s more, from the start to the finish of each assignment I will try to continue to clarify the guiding logic behind each assignment and the measurement of quality by which each assignment is judged.   
  
However, if there is a moment where you are unsure of what is expected of you, or if there is any confusion over how an assignment contributes to the goals of the class, please come talk to me during my office hours. It would be a terrible thing if you worked hard on a project, reaching for excellence, only to find out that your wonderful product does not meet the requirements of the assignment or the goals of the course. If in doubt, come to the office hours (Wed 10-11:30 or by appointment).

If you have a question that needs to be answered, your best bet is to come to my office hours. However, in the event that you need to email me my address is [dliddle@purdue.edu](mailto:dliddle@purdue.edu). I cannot guarantee that I will read or respond to your message until at least 48 hours after it has been received.

If you miss a class, it is your responsibility to get the assignments, class notes, and course changes from a classmate or from me during office hours or after class. I will not review missed classes over email. It is also your responsibility to complete and submit any missing work. In-class work cannot be made up. I do reserve the right to make exceptions to the attendance policy for students with extremely rare or extenuating circumstances.

**Participation**

For this class you will be asked to come to class prepared (readings need to be done, your work must follow the given guidelines, have your materials with you when asked, bring drafts of your work when asked) engage in class discussions, be involved in group work, be active in peer reviews (on your own assignments and with others’ assignments). Basically, I will be looking for your general engagement with the material and with your peers, and through my subjective assessment you will earn 10% of your final grade. Indeed, this is subjective, it will be based on my observations of your work and enagagement, but this does not mean that I take this grade lightly. Four times throughout the semester I will update your participation grade to reflect where you stand in the course, and each time it will be your responsibility to check this grade and come to talk to me if you believe I have missed your engagement with the material.

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| **Assignment** | **Due Dates** | **Value** |
| Assignment #1: Literacy Self Study | September 7th | 20% |
| Assignment #2: Literacy Narrative Prezi | October 5th | 20% |
| Assignment #3: Community Discourse Portfolio | November 2nd | 20% |
| Assignment #4: Community Discourse Brochure | December 8th | 20% |
| Reading Journals and other out of class writing assignments (graded credit/half credit/no credit) | Will be collected throughout the semester | 10% |
| Participation | Updated on Jan 23rd, Feb 20th, Mar 19th,  Apr 17th | 10% |
| Total |  | 100% |

**Grading**

**A**: An "A" indicates work of exceptional quality. "A" work addresses the assignment thoroughly, appropriately, and insightfully. It demonstrates a strong understanding of the rhetorical context for writing; is sophisticated in content, purpose, structure, and form; makes effective use of language, mechanics, and style; and follows the appropriate citation and documentation conventions required by the genre.

1. **B**: A "B" indicates work of above average quality. "B" work exceeds baseline expectations and addresses the assignment thoroughly and appropriately. It is clearly focused; demonstrates a sound understanding of rhetorical context; is solid in content, purpose, and form; uses language, mechanics and style appropriately; and follows the citation and documentation conventions required by the genre.
2. **C**: A "C" indicates satisfactory completion of the assignment. "C" work meets baseline expectations but may need some revision to successfully meet the goals of the assignment. It may require an identifiable focus; a clearer understanding of the rhetorical context for writing; or some strengthening of content, purpose, structure, and form. It may also need improvement in using language, mechanics, and style appropriately; and follows the citation and documentations required by the genre.
3. **D**: A "D" indicates unsatisfactory but passing work. "D" work lacks the strength necessary to successfully complete the project. That may include failure to address the assignment; unclear focus or purpose; confusion with content, structure, or form; or numerous errors in language, mechanics, style, and in usage of important genre conventions.

**F**: An "F" indicates failing work, or work that does not meet the expectations expressed above. Although not the only reason, not coming to class or completing the required assignments is frequently the reason for failure.

**Late Assignments**

Assignments are due at the beginning of class. If you come to class late, then your assignment is late. Major assignments will be docked a full letter grade for each day that it is late. Late smaller out of class writing assignments (i.e. in-class writing, small group writing) will not be accepted for credit.

Likewise, assignments will be considered late if they are not printed out and stapled. I will not accept an emailed copy as “proof” that the paper is written while waiting to receive the paper version.

##### Assignment Revisions

Each assignment that you write will receive several layers of feedback prior to submitting a final draft for grading. You will receive written and verbal feedback from me, and written and verbal feedback from your peers. And while all writers spend ample time revising their work as part of their writing process, all writers also have to live with the reality of due dates, or, at the very least, time constraints. It is to this end that the final draft of the major assignments will be counted as a final. I will not accept revisions after the final copies of the major assignments are submitted.

**Classroom Environment**

One of the most vital aspects of a good class, especially a writing class, is trust. Without trust it will be impossible to work as a class through discussion, peer-review, or in any other capacity. Each of us holds a stake in establishing an environment where we feel free to share our ideas either verbally or in writing. In pursuit of this trust, we must learn to listen to one another’s ideas and to respond in understanding ways. This is no easy task, as a discussion of writing can so often devolve into a conversation of “right ways” and “wrong ways” or “my style” vs. “your style.” However, we owe it to ourselves to remain empathetic to writing and ideas of others, so that, if nothing else, they might be empathetic to our writing and ideas in the future.

In addition, our classroom environment functions in many ways as a part of the University as a whole. The kinds of attitudes and practices that are important to the Purdue as a University are also important to note for our smaller environment. For information on Purdue’s policies on class conduct refer to p. 86-90 and p. 94 in your *Composing Yourself* book.

**Grief Absence Policy**

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 misses 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.

**Major Campus 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. To get information about changes in this course my email address is ([dliddle@purdue.edu](mailto:dliddle@purdue.edu)).

**Adaptive Programs**

*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 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.

**Academic Honesty and Plagiarism**:

Purdue University, and those of teaching and learning in the ICaP program, take seriously intellectual integrity and the ethical pursuit of scholarship. According to the ICaP’s guidelines on academic honesty, “As a writer and student at Purdue, you are cautioned against (1) submitting someone else's work as your own, even if you have paid for it or obtained the author's permission; (2) using, without acknowledgment, word for word phrases, sentences, or paragraphs from the printed or electronic manuscript material of others; (3) using the materials of another after making only slight changes; and (4) using a rewritten form of someone else's materials. These guidelines apply to the work of fellow students as well as the published work of professional writers, information found on the Internet, and electronic compositions such as Web sites and PowerPoint presentations. Penalties for plagiarism are serious and are clearly stated on the Office of the Dean of Students Web Site (http://www.purdue.edu/odos/osrr/academicintegritybrochure.php).

In this course, we will talk a lot about academic honesty, and in particular, plagiarism: what it is, why it matters, and what you can do to avoid it.

**University Resources for Writers**

The **Writing Lab** in Heavilon Hall, Room 226, offers FREE tutorials to students by appointment or on a drop-in basis. For more information or to make an appointment, call 494-3723. You may also access the Online Writing Lab (OWL) at [**http://owl.english.purdue.edu**](http://owl.english.purdue.edu/).

One site you will also want to become familiar with is the online library site at [**http://www.lib.purdue.edu**](http://www.lib.purdue.edu/)