

Picture by Randall Munroe, xkcd.com

ENG 10600

Introductory Composition

Fall 2015
 11:30am to 12:20pm
 Section #758 CRN: 57687

Instructor: E. C. McGregor Boyle
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Office: Heavilon 308A
Office Hours: 3:00pm to 4:00pm,
 Tuesday and Thursday

Where to be & when to be there

Computer Lab
 Classroom
 Conference Room

Monday
 Tuesday & Thursday
 Wednesday & Friday

BRNG B282
 HEAV 108
 HEAV 225

Course Description

ENGL 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. ENGL 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.

This course will follow what is known within the department as the **Documenting Realities** approach to Introductory Composition. This means that we will be focusing on the various perspectives from which different people experience & document the world, their purposes for doing so, and how you can join that conversation in an effective manner. To be more specific, in this section in particular, we will be looking at various documents people have used to protest social injustice, how they communicate their view of the issues that concern them, and how you can use these strategies to become a well-informed citizen in your own right.

Note that we are meeting in three (3) different spaces for this class: a traditional classroom, a computer lab, and a conference room. This is because we will be engaging with this material and these skills in a variety of ways; traditional lectures, classroom activities, peer-review conferences, research, &c. Your schedule will tell you where you need to be on which days, and that information can also be found at the top of this syllabus.

My goal for this course is to help you become a better writer, a better critical thinker, and a better citizen through examining your beliefs & assumptions, discovering new ideas, communicating your opinions effectively, and critiquing the writing produced by your peers and by others.

Course Objectives

By the end of the course, students will:

- Demonstrate rhetorical awareness of diverse audiences, situations, and contexts
- 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)
- Critically think about writing and rhetoric through reading, analysis, and reflection
- Provide constructive feedback to others and incorporate feedback into their writing
- Perform research and evaluate sources to support claims
- Engage multiple digital technologies to compose for different purposes

Texts & Materials

- *Writing Today*, 3rd Edition brief by Richard Johnson-Sheehan and Charles Paine
- Pen, pencil, stylus, reed, or other writing implement
- Notebook, paper, papyrus, clay tablet, palimpsest, or other item to write upon when necessary.

Additional Readings

 [[all links available in Blackboard Learn; all are **excerpts** from larger works]]

- *The Anarchist Cookbook* · William Powell
- “Industrial Society and its Future” · Theodore Kaczynski
- *V for Vendetta* · Alan Moore
- “Speech at Ford Auditorium” · Malcolm X
- *Atlas Shrugged* · Ayn Rand
- “Quit India” · Mohandas Gandhi
- “They’re Always Telling Me I’m Too Angry” · Chrystos
- ... and more.

Assignments

You have four major projects and several minor assignments this summer. Most of these projects will include multiple parts, involve composing in various media, and require revisions. These projects will be the focus of the course. However, reading responses, project plans, and progress reports will be integral to the composition of the larger projects, and I will be giving such assignments regularly. You are also responsible for keeping up with all the readings and for participating in class. In short, be prepared to work. If you are absent, you are still responsible for completing the missed assignments and readings. See the late work policy below.

1. ***Peer Profile OR Activist Profile* [1000 words] (10%):** In this assignment, you will practice producing a profile about one of your peers in a professional, but personal language. The goal of this assignment is to stretch summer-weary brain muscles while sharing information about a classmate. In this profile, I would like you to share various information about their motivations and identity and include a photo. This exploration requires you to write about them so that the rest of the class can know one another. You’ll also give a brief presentation.

If, for whatever reason, you would prefer not to write about a classmate or do not want to participate in the interviewing process, you have the option of researching a well-known political activist or protest movement, and writing a profile on that topic instead. The same requirements and rubric will apply.

2. ***Personal Memoir* [2500 words] (15%):** For this project, you will begin examining how your own beliefs have developed, and present that in an entertaining format. Think on significant beliefs (political, social, spiritual, &c.) you hold. Pick one, and tell the story of how you came to believe that. Be sure to avoid writing anything you would not want someone else to read, as peer review will occur.

If you are not comfortable writing about your personal life and beliefs, you have the option to write a fictional version of this assignment ~ i.e., make something up that fits the requirements. Same rubric, &c. &c.

3. **Argument Project [3500 words] (25%):** Building on your knowledge about observation and descriptive language from the previous assignment, you will create an argument about a problem in the world that you believe needs to be addressed. I will ask you to do this in three (3) steps:
 - Step 1: Draft your argument ~ this will include research and the acquisition of outside sources.
 - Step 2: Locate or create a minimum of four (4) images that you believe accurately sum up your argument.
 - Step 3: Combine the product of the previous two steps to create an illustrated argument essay.
 Note that this is, essentially, a research paper. With the possible exception of the visual element, this is a type of assignment you are likely to see multiple times during your college career.

4. **Solution Campaign Proposal [5000 words + infographics] (25%):** Consultations and discussions in class will help your group to decide the direction of this assignment. Each student will begin the unit by creating a brief blurb about their argumentative projects to share with the class. Through popular vote, these blurbs will become the five (5) inspirations for the solution proposals. The goal of this project is to create awareness and to provide information about a potential solution. Students will complete a collaboratively written proposal and an individually created infographic. Points are assigned 65% (individual) & 35% (group). A presentation accompanies this assignment.

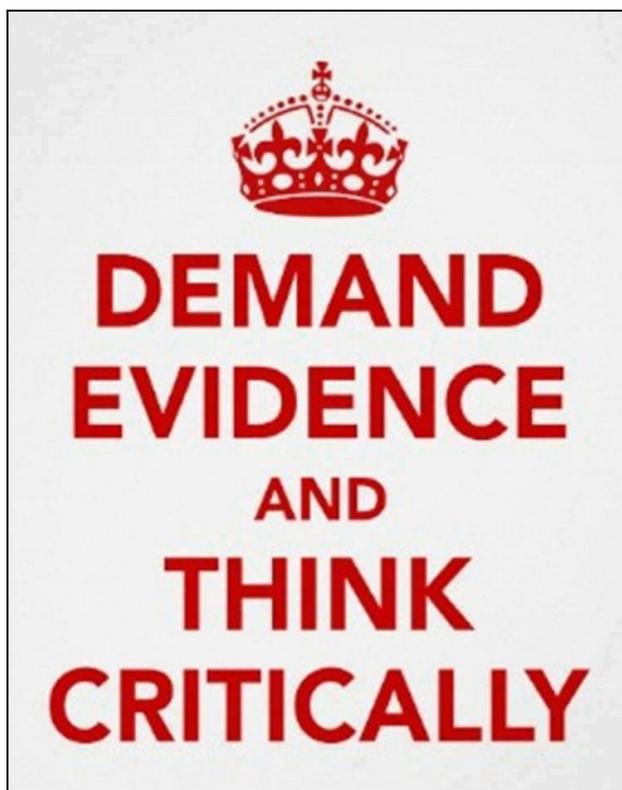
5. **Presentation (5%):** With your group members, you will develop a 15-minute presentation in PowerPoint on your findings from the campaign proposal and discuss how the assignment might help your group to share information with a diverse public audience. This formal presentation requires a 1/2-page printed accompanying handout and reflection.

Additional Work

6. **Reading Responses [4x 250 words] (10%):** Over the course of the semester, you will respond to multiple readings. These responses will be in the form of a post on the Blackboard discussion board; each response should be a minimum of 250 words. In addition, you will be asked to reply to at least two of your classmates' posts; these replies should be a minimum of 100 words each.

Your reading responses should not be a simple summary of the text ~ we have, after all, read the text as well, so you do not need to tell us what it is about. Instead, you should expand on points that you found important / interesting, explain / justify your opinion on the subject, and / or discuss whether you feel the author is making their point effectively & why.

7. **Collaboration, Conspiracy, & Community (2.5%):** You will be expected to read and comment on your classmates' writing projects and contribute to class discussions in a constructive manner. I will evaluate your peer review comments and track your participation in discussions in order to calculate this score.



they are registered. At times, however, either anticipated or unanticipated absences can occur. The student bears the responsibility of informing the instructor in a timely fashion, when possible. The instructor bears the responsibility of trying to accommodate the student either by excusing the student or allowing the student to make up work, when possible. The University expects both students and their instructors to approach problems with class attendance in a manner that is reasonable.

- **General Attendance Issues (University Senate Document 10-8, March 21, 2011):** Instructors are expected to establish and clearly communicate in the course syllabus attendance policies relevant to individual courses. Course attendance policies must be consistent with University policy.
- **Conflicts with Religious Observances (University Senate Document 10-8, March 21, 2011):** The University values a community with diverse backgrounds and traditions and recognizes that conflicts between regularly scheduled curricular activities and religious observances of some members of our community can arise. Instructors are encouraged to cooperate with students in dealing with work missed due to absences resulting from participation in religious observances.
- **Grief Absence Policy for Students (University Senate Document 10-6, March 21, 2011):** 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).
- **Military Absence Policy for Students (University Senate Document 13-4, 3/24/2014):** Purdue University recognizes that those who are actively serving in the Reserves or National Guard of the United States are required by their military contract to attend mandatory training through the Military Absence Policy for Students (MAPS).

Conferencing

Half of you are scheduled to meet in HEAV 225 on Tuesdays; the other half are scheduled in HEAV 225 on Thursdays. I will also take this opportunity to get to know you a bit more. You will sign up to meet with me individually or in small groups during the semester. For each conference, you will need to arrive fully prepared and stay for no less than 20 minutes. Keep in mind that we only have a limited amount of time. If I feel that I cannot address all of your concerns in the time allowed, I will have you attend my office hours. I may also have you complete pre-conference writing to get you to work through some specific ideas, issues, or insights beforehand so that we can get the most out of our conference time, and do so in a manner tailored to your specific needs. If you do not bring your work, or you are late to your appointment time, I will count you absent.

Phones and other infernal contraptions

You do not need to have anything that runs on electricity in my classroom. If we are in the computer lab, technology will be provided and you will not need to bring your own. I reserve the right to excuse you from the classroom if I see you checking your phone regularly or similarly accessing any electronic device. If there is an emergency and you need to answer your phone, I expect you to excuse yourself from the classroom and take the call elsewhere.

Obviously, electronic devices such as pacemakers that are required to physically keep you alive will be tolerated.

Do you have a thing? Tell me the thing.

If you have a disability that requires special accommodations, please see me privately within the first week of class to make arrangements. If a student has a disability and chooses to work with the Disability Resource Center (DRC), I will receive written notification early in the semester. The student should also contact me about any recommended academic adjustments. For more information, see the site, www.purdue.edu/odos/drc/welcome.php.

Apocalyptic horrors and other irritants

In the event of a major campus emergency, course requirements, calendar, deadlines, and grading percentages are subject to changes as necessary. On the first day of class, I will review exit and safety strategies. I will communicate information about possible changes through email. More information available in Blackboard. If you have questions, please email me or see the campus emergency website: www.itap.purdue.edu/tlt/faculty/.

Filthy cheaters take note

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]. When in doubt, check with me. www.purdue.edu/odos/aboutodos/academicintegrity

Don't be a dick.

Purdue University is committed to fostering diversity and inclusion and welcomes individuals of all ages, religions, sex, sexual orientations, races, nationalities, languages, military experience, disabilities, family statuses, gender identities and expressions, political views, and socioeconomic statuses. Please respect the different experiences, beliefs and values expressed by everyone in this course. Behaviors that threaten, harass, discriminate or that are disrespectful of others will not be tolerated. Inappropriate behaviors will be addressed with disciplinary action, which may include being referred to the Office of the Dean of Students (ODOS).

We read your stuff.

All of the writing and visuals we compose in this course and outside of it is "public." This means that there are things you should not write and there are certain ways that you need to prepare yourself for our style of course. Other students and myself will read and critique your work. This is an important and necessary step in writing.



REMEMBER:

*Delilah the Demon Dog
is judging your work ethic.*

Tentative Course Schedule (May be Adjusted as Necessary)

Week One: August 24 - August 28	
Reading	“Writing Today”, Chapters 1 - 4 (p. 1 - 45)
Homework	Begin work on Project One (Profile)
Monday	This thing we are doing right now
Tuesday	Discuss Ch. 1 & 2 (p. 1 - 18)
Wednesday	Small group conferences
Thursday	Discuss Ch. 3 & 4 (p. 21 - 45)
Friday	Small group conferences

Week Two: August 31 - September 4	
Reading	Reading Response One + “Writing Today”, Chapter 6 (p. 67 - 78)
Homework	Finish Project One + Reading Response One
Monday	Discuss Ch. 6 (p. 67 - 78)
Tuesday	Reading Response One Due
Wednesday	Small group conferences
Thursday	Project One (Profile) Draft
Friday	Small group conferences

Week Three: September 7 - September 11	
Reading	Reading Response Two + “Writing Today”, Chapter 5 (p. 48 - 60)
Homework	Reading Response Two
Monday	No classes
Tuesday	Project One (Profile) Final + Reading Response Two Due
Wednesday	Small group conferences
Thursday	Discuss Ch. 5 (p. 48 - 60)
Friday	Small group conferences

Week Four: September 14 - September 18	
Reading	Reading Response Three
Homework	Begin Project Two + Reading Response Three
Monday	Start Project Two in class
Tuesday	Reading Response Three Due
Wednesday	Small group conferences
Thursday	Project Two (Memoir) Draft
Friday	Small group conferences

Week Five: September 21 - September 25	
Reading	Reading Response Four
Homework	Finish Project Two + Reading Response Four
Monday	Work on Project Two in class
Tuesday	Reading Response Four Due
Wednesday	Small group conferences
Thursday	Project Two (Memoir) Final
Friday	Small group conferences

Week Six: September 28 - October 2	
Reading	Reading Response Five + “Writing Today” Chapters 11 (p. 184-195) & 14 (p. 282 - 295)
Homework	Reading Response Five
Monday	Discuss Ch. 11 (p. 184 - 195)
Tuesday	Reading Response Five Due
Wednesday	Small group conferences
Thursday	Discuss Ch. 14 (p. 282 - 295)
Friday	Small group conferences

Week Seven: October 5 - October 9	
Reading	Reading Response Six + "Writing Today" Chapter 22 (p. 401 - 415)
Homework	Reading Response Six
Monday	Research: how to do it
Tuesday	Reading Response Six Due
Wednesday	Small group conferences
Thursday	Discuss Ch. 22 (p. 401 - 415)
Friday	Small group conferences

Week Eight: October 12 - October 16	
Reading	Reading Response Seven
Homework	Begin Project Three + Reading Response Seven
Monday	Academic Existence Failure
Tuesday	
Wednesday	Small group conferences
Thursday	Project Three (Argument) Draft + Reading Response Seven Due
Friday	Small group conferences

Midterm.

Week Nine: October 19 - October 24	
Reading	Reading Response Eight
Homework	Continue Project Three + Reading Response Eight
Monday	Images & rhetorical power
Tuesday	Reading Response Eight Due
Wednesday	Small group conferences
Thursday	Project Three (Argument) Images
Friday	Small group conferences

Week Ten: October 26 - October 30	
Reading	"Writing Today" Chapter 12 (p. 208 - 225)
Homework	Finish Project Three
Monday	Discuss Ch. 12
Tuesday	Creating a Pitch
Wednesday	Small group conferences
Thursday	Project Three (Argument) Final + Pitching
Friday	Small group conferences

Week Eleven: November 2 - November 6	
Reading	
Homework	Work on Project Four (Solution Proposal)
Monday	Group formation + Collaborative Writing + Formatting
Tuesday	Begin Project Outline
Wednesday	Small group conferences
Thursday	Project Outline Due
Friday	Small group conferences

Week Twelve: November 9 - November 13	
Reading	
Homework	Work on Project Four
Monday	Crappy Presentations: how not to have one
Tuesday	Team Reports: What they are
Wednesday	Group Consultations
Thursday	Team Report One
Friday	Group Consultations

Week Thirteen: November 16 - November 20	
Reading	
Homework	Work on Project Four
Monday	Work in groups
Tuesday	Work in groups
Wednesday	Group Consultations
Thursday	Team Report Two
Friday	Group Consultations

Week Fourteen: November 23 - November 27	
Reading	
Homework	Work on Project Four
Monday	Work in groups
Tuesday	Team Report Three
Wednesday	Void
Thursday	
Friday	

Week Fifteen: November 30 - December 4	
Reading	
Homework	Work on Project Four
Monday	Work in groups
Tuesday	Work in groups
Wednesday	Individual conferences
Thursday	Team Report Four
Friday	Individual conferences

Week Sixteen: December 7 - December 11	
Reading	
Homework	Finish Project Four
Monday	Finish Computer Component
Tuesday	Presentations
Wednesday	Individual conferences (optional)
Thursday	Project Four (Solution Proposal) Final + Presentations
Friday	Class over; go home.



There is no final exam for this course.

All projects are due before Friday, 12/11/15, at 3:00pm.