

ENGL 106Y

INTRODUCTORY COMPOSITION (ONLINE)



crn 21374 · section 994 · second eight weeks fall 2017 (oct 18–dec 9)
digital rhetorics syllabus approach
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online office hours in [WebEx](#) Tuesday 3pm-4pm, or by appointment

INTRODUCTION

Welcome to ENGL 106, Purdue's first-year composition course! This section of ENGL 106 focuses on *digital rhetorics*, or, *the ways that we communicate with and about technology*. Because of our focus on new media, we'll not only read from a textbook, but also a variety of other "texts:" online news articles, YouTube videos, podcasts, reports, data visualizations, blog posts, tweets, and memes. You'll also have the opportunity to practice composing with a variety of media in this course: text, pictures, charts, graphs, video, audio, web design, infographics, and more.

In this course, we'll explore...

- What it means to *write* in a digital, multimedia age
- The development of electronic technologies (computers, the internet, smartphones, email, social media, file sharing, artificial intelligence, etc.)
- How these different technologies and their attendant media and formats change the way we write, communicate, and relate to each other
- The ways in which groups, communities, and cultures leverage the internet to communicate, organize, and work through digital spaces
- The benefits and drawbacks of 24/7 media saturation in our everyday lives
- How to search for and evaluate digital information
- What it means to be a savvy student, professional, consumer, citizen, advocate, etc. in a technologically connected world
- How you'll incorporate writing and media into your future career

GOALS

English 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. English 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.

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 on these items, see the [Introductory Composition at Purdue \(ICaP\) learning goals website](#).

TEXTS AND MATERIALS

- *Compose, Design, Advocate*, 3rd edition, by Anne Frances Wysocki and Dennis A. Lynch (ISBN 0134122747).

Other course texts (readings, reports, videos, images, and other artifacts) will be available as PDFs or links from our class Blackboard site, and are indicated on the course schedule. All other class materials (slideshows, videos, handouts, etc.) will also be available on Blackboard.

ONLINE COURSE EXPECTATIONS

A virtual course is likely very different from other courses you've taken at Purdue. In an online course, your only contact with your instructor and classmates is through email, discussion boards, chat rooms, and web conferencing. This requires that you check your email regularly, maintain open channels of communication, and ask questions when necessary. You can't fade into the background in this course: you have to participate in all discussion boards and forums in order to pass.

Not only is this section of ENGL 106 entirely online, but it is also condensed into the second eight weeks of the semester. **This course will be intensive and fast-paced.** It will require time management skills, as well as a commitment of several hours of work per week for reading, researching, writing, revising, and engaging in collaborative activities. Do not let yourself fall behind on course material, as it will become difficult to catch up very quickly. I recommend that you maintain a calendar and to-do list for the class, and schedule time each week to complete assignments and projects.

TECHNOLOGIES

In order to participate in course activities, the following technologies are required:

- A high speed internet connection, which you will access daily for course communication through email, as well as Blackboard use
- A laptop or desktop computer with Windows Vista or higher, or Mac OS 10.6 Snow Leopard or higher
- A microphone and/or webcam, for video conferencing
- A program that can open PDFs (such as Acrobat or Preview)
- Microsoft Office, Apple's Office suite, or open source equivalents (please save documents in .doc, .docx, or .pdf formats—no PAGES files, please!)

ASSIGNMENTS & GRADING

Note that these are just brief descriptions; each project has several required components, and full assignments will be posted on Blackboard. See the Class Schedule for due dates.

Grading Policy: Grades will be posted for all course assignments within one week (7 calendar days) of their due dates.

Late Work: I do not accept late work unless arrangements have been made at least 48 hours prior to the due date. Final drafts of projects 1–3 must be uploaded to their corresponding **Blackboard** dropboxes by 11:59pm on the assignment due date, unless otherwise specified on the syllabus.

Project 1: Digital Autobiography.....25%

You will write about one way in which a digital tool, technology, or space has affected you as a person, student, and/or citizen. You'll tell a story about your experiences with a particular interface or community, and connect that to your future plans as a student and professional. (approximately 1750–2750 words or equivalent with reflective memo)

Project 2: Researched Argument.....25%

You will use scholarly and popular sources to construct a researched argument about a technological tool, application, or phenomenon. Conducting scholarly research using Purdue Library databases and open source digital tools (like Google Scholar), you will assess, summarize, and synthesize sources to make a case to a community of like-minded peers. (approximately 2250–2750 words with reflective memo)

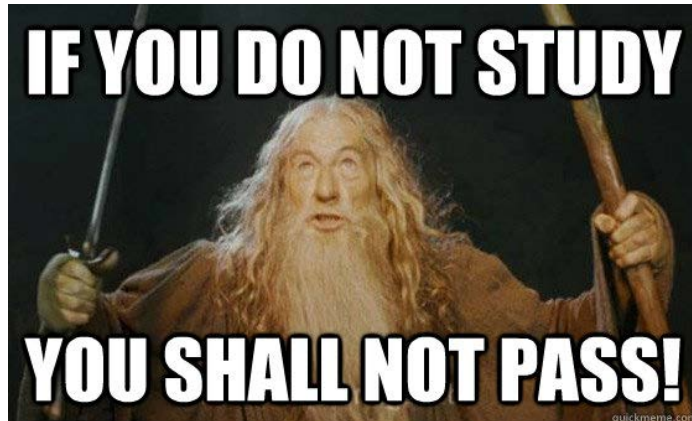
Project 3: Advocacy Infographic.....25%

You will remediate your researched argument for a different, more public-facing audience. After identifying a specific audience to direct your persuasion towards, you will create an infographic for circulation in a digital space of your choosing (Facebook, Pinterest, Tumblr, etc.) aimed at mobilizing that audience to action on your technological issue. (approximately the equivalent of 2000 typewritten words with reflective memo)

Short Writings & Discussions.....25%

Over the course of the semester, you will be asked to submit 1–2 page responses to course readings, designed to contribute to your understanding of course concepts. These, as well as performance on statements of purpose, design plans, drafts, and peer review work, will be

averaged to form your short writing grade. Additional information on these short assignments will be given on Blackboard.



percentage	letter grade
100–97 = A+	4.0 = A
96–94 = A	3.7 = A-
93–90 = A-	3.3 = B+
89–87 = B+	3.0 = B
86–84 = B	2.7 = B-
83–80 = B-	2.3 = C+
79–77 = C+	2.0 = C
76–74 = C	1.7 = C-
73–70 = C-	1.3 = D+
69–67 = D+	1.0 = D
66–64 = D	0.7 = D-
63–60 = D-	0.0 = F
59% or below = F	

CONFERENCING

Conferences are an important part of ENGL 106 at Purdue: they are times when students are required to meet with their instructor (sometimes individually, sometimes in small groups—see the course schedule for details) to discuss their writing and learning in a more intimate setting. In ENGL 106Y, conferences are conducted through [Purdue's WebEx virtual meeting portal](#), where you will call in with your computer's webcam and microphone. During the first few days of the course, you will sign up for conferencing dates and times for the eight-week term. Your instructor will link to their WebEx room on your course's Blackboard page.

Conferences are your time to discuss with me questions or concerns you have about your writing and/or reading for the class, as well as to receive more individualized attention and feedback on your learning. For some conferences, you will be required to do reading or writing beforehand: it is especially important that you come prepared with *specific* questions or concerns, since we will typically only have 10 minutes to discuss. Your pre-conference homework and preparation gets you to work through some specific ideas, issues, or insights *beforehand* so we can get the most out of our conference time together, and do so in a manner tailored to your specific needs. If you aren't prepared for your conference appointment, or you're late, I'll take points off of your discussion grade.

If you are unable to web conference with the instructor for this course during the required times throughout the semester, you will have to seek alternate arrangements to fulfill the conferencing requirement. This could be meeting in a text-based chatroom, or corresponding about written work asynchronously through email. **If you will be unable to web conference through the WebEx system, you must notify your instructor within the first week of the term.**

STUDENT GUIDE

All Purdue policies apply to this course. Learn more in the [Student Guide to ICaP](#).

ONLINE ETIQUETTE

Online courses provide an excellent opportunity for students to freely share ideas with each other—in fact, many students who are uncomfortable speaking up in a traditional face-to-face classroom find that they prefer the online experience, because they can ask questions without feeling intimidated. However, sometimes this sense of freedom can be abused, and lead to rudeness or disrespect in digital interactions. Online courses do afford us relative anonymity, which sometimes emboldens us to write things that we wouldn't say to someone in person.

I expect that you all will respect your classmates and their opinions. Flaming and/or trolling will not be tolerated in this course; *if you engage in a disrespectful way towards your classmates or instructor, it will negatively affect your grade*. It is important to be concise, informative, and polite when communicating with your colleagues in this course, as well as your instructor.

ACADEMIC HONESTY

Academic honesty is required. Please do your own work and cite your sources. All academic honesty violations will be reported, and may result in a failing grade for the assignment and likely the course. For more information on academic honesty and integrity at Purdue, see the [Office of Student Rights and Responsibilities webpage](#).

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. Alternate assignments can be provided for students who may face difficulties or be otherwise unable to complete them due to disability (for example, a different remediation assignment than designing an infographic may be provided to a student with visual impairments for Writing Project 3). It is best to send an email or stop by my virtual office hours early in the semester. You are also encouraged to contact the [Disability Resource Center](#) at: drc@purdue.edu or by phone: 765-494-1247.

EMERGENCIES

To report an emergency, call 911. To obtain updates regarding an ongoing emergency, sign up for Purdue Alert text messages at www.purdue.edu/ea.

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.

Please review the Emergency Preparedness website for additional information:

<http://www.purdue.edu/emergency/>.

CLASS SCHEDULE

This schedule is tentative. If additional readings are posted or anything is changed, a revised class schedule will be posted.

week	topic, readings & videos	assignments
1	<p><i>defining literacy & technology; writing about our digital lives</i> (10/18-10/21)</p> <p><i>read</i></p> <ul style="list-style-type: none"> • <i>Compose, Design, Advocate</i> (CDA) Introduction (pgs. 1–16) • CDA Chapter 1: “A Rhetorical Process for Designing Compositions (pgs. 19–33) • CDA Chapter 2: “Composing a Statement of Purpose” (pgs. 33–54) • James Paul Gee, “What is Literacy?” <p><i>watch</i></p> <ul style="list-style-type: none"> • Welcome (Dr. Bradley Dilger) • Course Introduction • Module 1 Introduction 	<ul style="list-style-type: none"> • Weds, 10/18: Sign up for WebEx conference groups with instructor • Fri, 10/20: Introduction post due to discussion board by noon EST • Fri, 10/20: Reading response to Gee due to discussion board by noon EST <p><i>Conferences: all students in groups of 5</i></p>
2	<p><i>drafting and revision; visual communication</i> (10/22-10/28)</p> <p><i>read</i></p> <ul style="list-style-type: none"> • CDA Section 2 Introduction, “Researching to Support Composing” (pgs. 93–102) • CDA Chapter 9: “About Multimodal Communication” (pgs. 305–324) <p><i>watch</i></p> <ul style="list-style-type: none"> • Module 2 Introduction • Bill Hart-Davidson, “Describe-Evaluate-Suggest: Giving Helpful Feedback” • Digital resources on literacy (see Bb) 	<ul style="list-style-type: none"> • Sun, 10/22: 2 replies to discussion board introductions due by 11:59pm EST • Mon, 10/23: WP1 Statement of Purpose due by noon EST • Mon, 10/23: Replies to Gee discussion board posts due by noon EST • Wed, 10/25: Reading response due by noon EST • Wed, 10/25: WP1 draft due by 11:59pm EST • Fri, 10/27: Replies to reading responses due by noon EST • Fri, 10/27: Peer feedback on WP1 due by 11:59pm EST <p><i>Conferences: Individual, Group A</i></p>

week	topic, readings & videos	assignments
3	<p><i>generating research questions</i> (10/29-11/4)</p> <p><i>read</i></p> <ul style="list-style-type: none"> • CDA Chapter 5: “Researching for Argument & Advocacy” Part I (pgs. 121–139) • Nicholas Carr, “Is Google Making Us Stupid? What the Internet is doing to our brains” • danah boyd, “Did Media Literacy Backfire?” • Purdue OWL, “Stasis Theory” <p><i>watch</i></p> <ul style="list-style-type: none"> • Module 3 Introduction • Jeff Grabill, “Texting is Good for Us” 	<ul style="list-style-type: none"> • Wed, 11/1: Reading response due by noon EST • Wed, 11/1: Final WP1 with reflective memo due by 11:59pm EST • Fri, 11/3: Replies to reading responses due by noon EST <p><i>Conferences: Individual, Group B</i></p>
4	<p><i>finding & evaluating sources</i> (11/5-11/11)</p> <p><i>read</i></p> <ul style="list-style-type: none"> • CDA Chapter 5: “Researching for Argument & Advocacy” Part II (pgs. 140–160) • ACRL’s Framework for Information Literacy in Higher Education • Purdue OWL, “Evaluating Sources of Information” <p><i>watch</i></p> <ul style="list-style-type: none"> • Module 4 Introduction 	<ul style="list-style-type: none"> • Wed, 11/8: Reading response (annotations) due by noon EST • Wed, 11/8: Partial WP2 draft (750–1000 words) due by 11:59pm EST for peer review • Fri, 11/10: Replies to reading responses due by noon EST • Fri, 11/10: Peer reviews of partial WP2 drafts due by 11:59pm <p><i>Conferences: 5-person groups, Group A</i></p>
5	<p><i>rhetorical appeals; organizing researched arguments</i> (11/12-11/18)</p> <p><i>read</i></p> <ul style="list-style-type: none"> • CDA on rhetorical analysis & appeals (pgs. 60–67) • Purdue OWL, “Rhetorical Appeals” <p><i>watch</i></p> <ul style="list-style-type: none"> • Module 5 Introduction • Conor Neill, “What Aristotle and Joshua Bell can teach us about persuasion” 	<ul style="list-style-type: none"> • Mon, 11/13: Completed WP2 draft (1500–2000 words) due for instructor feedback by 11:59pm • Wed, 11/15: Reading response due by noon EST • Fri, 11/17: Replies to reading responses due by noon EST <p><i>Conferences: 5-person groups, Group B</i></p>

week	topic, readings & videos	assignments
6	<p><i>revision & remediation</i> (11/19-11/25)</p> <p><i>read</i></p> <ul style="list-style-type: none"> • CDA Chapter 3: “Composing a Design Plan” (pgs. 55–92) • CDA Chapter 8: “Visual Modes of Communication” (pgs. 263–304) <p><i>watch</i></p> <ul style="list-style-type: none"> • Module 6 Introduction 	<ul style="list-style-type: none"> • Tues, 11/21: Final WP2 with reflective memo due by 11:59pm EST • No reading responses—happy Thanksgiving! <p><i>Conferences: virtual office hours as needed</i></p>
7	<p><i>visual modes of communication</i> (11/26-12/2)</p> <p><i>read</i></p> <ul style="list-style-type: none"> • Curtis Newbold, “The 50 Most Important Rules of Document Design” • Karl Gude, “Seven Design Tips for Making Great Infographics” <p><i>watch</i></p> <ul style="list-style-type: none"> • Module 7 Introduction 	<ul style="list-style-type: none"> • Mon, 11/27: WP3 design plan due by 11:59pm EST • Wed, 11/29: Reading response due by noon EST • Fri, 12/1: Replies to reading responses due by noon EST <p><i>Conferences: Individual, Group A</i></p>
8	<p><i>displaying information & making arguments with visuals</i> (12/3-12/9)</p> <p><i>read</i></p> <ul style="list-style-type: none"> • Sam Dragga & Dan Voss, “Cruel Pies: The Inhumanity of Technical Illustrations” • HackDesign, “Achieving Visual Hierarchy” • Keith Collins, “The Most Misleading Charts of 2015, Fixed” <p><i>Watch</i></p> <ul style="list-style-type: none"> • Module 8 Introduction 	<ul style="list-style-type: none"> • Mon, 12/4: WP3 rough draft due by noon EST • Wed, 12/6: Peer reviews of WP3 due by noon EST • Fri, 12/8: Discussion board posts due by noon EST (no replies needed) • Please submit your course/instructor evaluations this week using MyCoursEval! <p><i>Conferences: Individual, Group B</i></p>
9 (F)	<p><i>presenting & reflecting</i> (12/10-12/13)</p>	<ul style="list-style-type: none"> • Wed, 12/13: Final WP3 due with reflective memo by 11:59pm EST <p><i>Conferences: virtual office hours as needed</i></p>