

First Year Composition Course Syllabus

English 10600-070/075-075

Academic Research and Writing

Fall 2018

7:30 AM

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Office Hours: Tuesday 9:00-11:00 or by appointment

Course Website: Blackboard

Monday	Tuesday	Wednesday	Thursday	Friday
Computer Lab B275 ENGL 10600-070 22405	Classroom REC 225 ENGL 10600-070 22405	Conference HEAV 225 ENGL 10600-074 22411	Classroom REC 225 ENGL 10600-070 22405	Conference HEAV 225 ENGL 10600-075 22413

Course Description and Expected Outcomes

English 10600 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 10600 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 institutions. In short, writing is a way of learning that spans all fields and disciplines.

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

Required Texts and Materials

The following texts are required for our class:

- *Writing Situations*, by Sidney I. Dobrin. (2015) There is a regular and a brief edition of this textbook. Either is appropriate for this class, and electronic/rented copies are also permissible. (Possible ISBNs: 978-0205735433, 978-0205735648).
- *Urbanized* a documentary film by Gary Hustwit (2011). You can stream the film from Amazon or from the director's website: www.hustwit.com/urbanized/. There will also be a DVD copy on reserve in HSSE library.

Along with our required texts, you can expect supplementary readings that will be posted on Blackboard. You are always required to have the reading for the day with you, along with your reading notes.

You must also have the following materials:

- a flash drive or other storage device and/or cloud storage;
- a binder or folder in which you will keep your assembled coursework.
- notebook paper and a writing utensil (for taking notes and brainstorming in class).
- a Google Drive account
- a Wordpress account (we will set these up together in class.)

Our Approach to First Year Composition

Academic Writing and Research

This approach focuses on developing skills in inquiry and research, research methods, practicing and improving writing processes including rhetorical awareness, and invention, revision, organization, drafting through multiple drafts, editing, and repurposing work for multiple audiences or or mediums. This course will help you practice critical thinking, approach writing as rhetorical project, and produce writing that serves specific audiences, purposes, and field specific conventions.

What to Expect from our Learning Community

We have the unique opportunity to learn together across three courses this semester (ENGL 106, ENGR 131, and ENGR 103). Because our course focuses on writing, your English 106 classes are smaller, but you and the rest of your classmates will be reading the same texts, doing similar assignments, and learning the same vocabulary for talking about writing. The three instructors teaching this class (McMullin, Costa, and Smith) will be meeting regularly and sharing your questions, roadblocks and breakthroughs in order to improve our teaching. While we will share common vocabulary and core assignments will be the same across all three classes, we are not clones, and our approaches, points of view, and smaller generative assignments might differ. So, while you and your classmates are all taking a similar class, experiences, expectations, and grading practices may differ slightly. We will sometimes use your work in other classes, for example a homework assignment in 131, to study writing concepts in context. Our goal is to help you improve your writing in all three classes, and to give you a foundation for thinking and writing like an Engineer.

My Teaching Philosophy

My job is to help you to identify problems, ask good questions we don't know the answer to, and then work with you to figure out:

- Who else cares about these questions?
- Where do these kinds of questions get asked?
- What kind of evidence matters, and how could we collect it?
- What are our ethical responsibilities as we collect evidence and formulate answers?
- How do we compose communication that effectively response to problems?

If you're thinking to yourself, "hey, I thought this was an English class, what's all this?" I understand. There's a lot to unpack here. What I hope you will see as we work together this semester is that writing gives you ways of thinking and approaches to work that will help you ask big questions, solve problems, build teams, get access to resources, and organize work.

This class will be challenging. I want you to take risks and try new things. I will support you with strategies, tools, and conversations that will help you learn ways of thinking, writing, and researching that add to what you already know. You bring with you to our class, and to Purdue perspectives and expertise that are unique, and valuable. We'll add to them as we go.

I take my my role as your instructor seriously. I also think of our work as collaboration. We'll learn together. I invest time and energy in planning, reading, feedback, and coaching. I expect you to take your work seriously as well. Respect me, respect your classmates. Show up willing to go to work everyday and we'll do some awesome stuff this semester.

Your responsibilities as a student

It is incredibly important that you are in class, on time, ready to engage with me and your fellow students. Our class is early, and 7:30 AM might be tough sometimes, but this is a “doing” class. If you're absent you are going to miss important conversations, generative writing, and instruction regarding assignment expectations that is difficult to “make up”.

While there is not a participation grade in our class, twenty percent of your grade will come from small assignments and tasks that build on each other. These assignments will be noted on our detailed weekly calendar, and you should plan accordingly. If you are sick or have an emergency I would appreciate an email. Make sure you have the contact information of at least one other member of the class, and take responsibility, in the case of an absence, to check in with them or with me about what you need to do before the next class. Absence from class is not a satisfactory excuse for lack of preparedness. Assignments are due on the day they are assigned, even if you are absent. This includes in class writing and small assignments listed on the calendar.

Grading and Assignments

West Lafayette and Purdue University are experiencing new building and infrastructural changes that support a growing community. Our class will use this growth as a jumping off point for research and discussion about the problems and opportunities of community development.

Writing project #1: Research Proposal

Proposals are a common genre in many aspects of academic and industry work. In a nutshell, proposals are about getting stakeholders to say yes. We will use this assignment to think about genre conventions and learn strategies for figuring out what is required when we encounter a new genre. You will present a problem you want to investigate further, situate that problem in context, and based on preliminary research, formulate some possible research questions for further inquiry.

Writing Project #2: Group Research Report

Using the proposals you draft as our first writing project, we will decide on five projects to move forward for further research. You will work with a team to develop a scope of work, determine research methods, analyze data, and present your findings to an interested audience.

Writing Project #3: Reflective Portfolio

Over the course of the semester you will keep a reflective journal that helps you keep track of what you are learning, where you encounter difficulties, and where you experience breakthroughs. In this assignment, you will compile a portfolio of your work, reflecting on your growth and revision processes, as well as the Learning Community role in your development. You will also begin to develop your professional identity by creating a website that presents a portfolio of your work this semester to an outside audience

Grades and Grading

Grading is based on 1000 points possible, and will follow university guidelines for grade distribution. Grading will be updated regularly on Blackboard. Final grades are not negotiable. **If you are concerned about grading or how to improve, come talk to me before the next assignment is due, not at the end of the semester.** Your work is cumulative, and you are accountable for it as it is assigned. Remember that average work, or simply meeting course requirements isn't the basis for an **A** grade. **Cs** are average. **A** work requires exemplary attention to coursework and consistently exceeding expectations.

Grade Breakdown:

A	1000-94	A-	939-899	B+	898-870	B	869-840
B-	839-799	C+	798-770	C	769-740	C-	739-699
D	698-640	F	640 or less.				

Assignment Breakdown

All major assignments will have a rubric with a detailed set of expectations and a grade breakdown related to that assignment. Smaller assignments will be graded on a $\sqrt{+}$, $\sqrt{}$, $\sqrt{-}$ system. These marks represent A, B, or C grades. If your daily/generative work doesn't meet at least minimum requirements for thought and effort you will receive no credit.

Reflective Journals (10 Entries)	200 Points
Generative Work (small assignments and in class work)	200 Points
Writing Project #1 Research Proposal	150 Points
Writing Project #2 Group Research Report	250 Points
End of Semester Portfolio Revisions	200 Points

Each project will require small assignments and generative work that support the writing for the project. You will have an assignment sheet and a rubric for each main writing project.

Missed or Late Work

Pay attention to the [detailed weekly calendar](#) and listen for changes throughout the semester. Keep track of your deadlines, and plan to meet them. You will often be managing more than one task at a time. You will be negotiating multiple deadlines in our class, and in other classes as well. I know you're busy. **Regardless, as is often the case in life, late work will not receive credit.** Any exceptions to this policy will only be made if you have made arrangements with me prior to a deadline, or when extreme circumstances warrant it. **The bottom line is, talk to me. Respect your work and our working relationship.** If you're in trouble and need to talk about deadlines, sooner is always better. **Any negotiation about deadlines needs to happen before your work is late.**

Assignment Submission and Document Conventions

How you organize, name, and archive your work is important for data management and version control. As engineers you will spend most of your academic career working in groups or teams. Learn now to effectively name and archive your digital work so it is easier to retrieve and share with others.

All filenames for our class should use the following naming convention:

yourname-descriptive-title-date-version.

For example, the filename for this syllabus is mcmullin-ENGL-106Rsyllabus-fall-2018-final.

This might seem like a long file name, but descriptive file names are important. Even 10 years from now, I'll have no questions about what this document is (and neither would anyone else in the first year writing program who might need to reference this file.)

For our class, please use the following document conventions:

- Use 11- or 12-point in a standard word processing font.
- Assume that your assignments should be double spaced unless otherwise specified. See your assignment sheets for these conventions.
- In most cases we will use APA citation conventions for documenting sources.
- Use a header on documents that includes your name

Most assignments will be submitted digitally via Blackboard, though there may be exceptions for journals and group work which is better managed via Google Drive. Occasionally, you may be asked to print hard copies of your work, or turn in hand-written in-class assignments. This will be noted on the course calendar.

Course Policies

Communication

In most cases we will conference in small groups at least once a week. We will meet three days a week in a classroom or computer lab. Outside of our class time, I am still available to you for questions, coaching, and discussion about your work. I am nearly always available via email to answer quick questions. I will usually respond within 24 hours to all email. If your question takes more than a sentence or two to answer, you should plan on meeting with me. I am on campus every day. I have office hours, and I'll often work in other locations on campus. Make an appointment or drop by if you want to talk about concerns, questions, or complications with your work.

Email

I expect you to check your purdue email daily. Class changes and important information will sometimes be communicated via email. When you are contacting me via email, make sure you Use basic email etiquette. If you're not sure what this means, please visit the Purdue Owl: https://owl.purdue.edu/owl/general_writing/academic_writing/email_etiquette.html

Classroom Etiquette

Be on time. Be prepared. Be focused and ready to work. When it comes to cell phones, tablets, laptops and other electronics, I expect you to be respectful of me and of your classmates. I expect you to be on task. There are benefits to having easy access to technology, and I would like you to be able to use your electronics for quick reference and/or note taking, but if those electronics become a distraction or an annoyance I will make this policy more restrictive. Manage your technology respectfully.

Attendance

If you miss more than four classes, your final grade will be reduced by one-half letter for every subsequent absence. After the first week of class you get one free tardy. After that **three tardies count as an absence.** Absences for university excused events, bereavement, or for other circumstances which I agree are unavoidable, will not count against this total. However, if you miss more than eight classes, for whatever reason, I will recommend you drop the course. See *Composing Yourself* for the complete university attendance policy

Conferences

One day a week we will conference in small groups. We will meet for 15-20 minutes on conference days. We will use this time to focus on writing concepts or tasks related to your work in English 106. Later in the semester we may use this time to workshop writing assignments for Engineering 131 as well. Conference days are important. If you miss your conference time, you miss opportunities to engage with me and with your classmates on a more personal level. A missed conference will be counted as a full absence.

The Writing Lab

Besides seeing me during your conference time or in my office, you have other resources at Purdue to help you with your writing and writing assignments. 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 <https://owl.purdue.edu/>

University and Program Policies

You need to be familiar with the university and program policies found in the *Student Guide to ICaP*, located at icap.rhetorike.org/studentguide. During the first week of class, we will spend some time going over the policies in the guide.

Academic Integrity and Plagiarism

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 acknowledgment, 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.

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

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

If you still have questions about what is and is not plagiarism, do not hesitate to ask me in class, in my office, or during conferences.

The Purdue Honor Pledge

In 2016, a group of Purdue students, with the support of several campus governance groups, developed the Purdue Honor Pledge: “As a Boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together – we are Purdue.”

Accessibility and Accommodations

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. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247.

If you are having a difficult time meeting the obligations of this class for any reason, please talk to me so we can figure out what resources may be available to you.

Building an Inclusive Classroom

Our class will be inclusive of all students. We will listen, respect each other, and foster an environment where everyone in our class is seen and heard. We are responsible to and for each other. If you violate responsibility by word or action, you may be asked to leave the class. Further violation of this policy will result in referral to the ODOS. You may review full university inclusion, violence, and discrimination policies at <http://www.purdue.edu/diversity-inclusion/>. Be kind to one another. Respect your classmates. No exceptions.

Counseling and Psychological Services (CAPS)

Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at (765) 494-6995 and www.purdue.edu/caps/ during and after hours, on weekends and holidays, or through its counselors physically located in the Purdue University Student Health Center (PUSH) during business hours.

Campus Emergencies

If you are experiencing or witnessing an emergency, call 9-1-1. We will spend some time during the first week of class discussing what to do in case of an immediate campus emergency. The website on Emergency Preparedness is at www.purdue.edu/ehps/emergency_preparedness/. In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes necessitated by a revised semester calendar or other circumstances beyond my control.

Emergency Notification Procedures are based on a simple concept – if you hear a fire alarm inside, proceed outside. If you hear a siren outside, proceed inside.

- Indoor Fire Alarms mean to stop class or research and immediately evacuate the building.
- Proceed to your Emergency Assembly Area away from building doors. Remain outside until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.
- All Hazards Outdoor Emergency Warning Sirens mean to immediately seek shelter (Shelter in Place) in a safe location within the closest building.
- “Shelter in place” means seeking immediate shelter inside a building or University residence. This course of action may need to be taken during a tornado, a civil disturbance including a shooting or release of hazardous materials in the outside air. Once safely inside, find out more details about the emergency. **Remain in place** until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.