

Fredrik deBoer  
English 106— Introductory Composition  
Spring 2013 Time: 2:30-3:20 M-F\*  
Syllabus Approach: Academic Writing and Research

Office: Heav 209  
Email: fdeboer@purdue.edu  
Office Hours: 1:30-2:30 T/R or by appointment  
CRN: ENGL 10600-800-58547

Monday	Tuesday	Wednesday	Thursday	Friday
HEAV 107	HEAV 223	BRNG B274	HEAV 107	HEAV 223

\*Half the class will conference on Tuesdays, the other half will conference on Fridays.

## Syllabus

Welcome to English 106, the Introductory Composition course at Purdue. We'll be working in three different spaces this semester—a traditional classroom, a conference room, and a computer classroom. And we'll be engaging in challenging activities that will involve reading, writing, collaborative work, visual design, and rhetorical/creative uses of technology.

### required texts:

- *A Short Guide to College Writing*, 5<sup>th</sup> edition, by Barnet, Ballanca, and Stubbs
- *Composing Yourself*, Introductory Composition at Purdue

### course objectives

We now live in constant contact with the written word. Text has been a primary method of delivering information and sharing knowledge for centuries, and now the digital revolution has deepened the importance of literacy and writing even further. The preeminence and importance of the written word have only increased as the Internet has become a more integral and ubiquitous part of our daily lives. The advent of the computer and the Internet, and the new forms of communication that emerged with them, are continuing to revolutionize our world.

What's more, the arguments that are contained in writing are the very basis for informed opinion and effective communication, strengths that are essential for anyone living and working in a free and open society. It is through writing, and the practices of rhetoric—how we do things with words— as expressed in that writing that we best train citizens who are ready to confront the challenges of an uncertain world.

In completing this course successfully, you will become more confident in using a number of writing strategies; you'll be able to respond effectively to the writing of others; you'll recognize different genres and purposes and be able to adapt to different audiences or demands. Generally speaking, at the end of this class, you'll be better prepared to face any writing task.

Upon completion of ENGL 106 you will have:

- Gained experience in writing effectively, reading complex texts, and using information technologies;
- Analyzed a number of rhetorical situations that writers face depending on the discipline, group, or community with whom they are attempting to communicate;
- Read a variety of texts from *A Short Guide to College Writing*—essays, posters, ads and everything in between—and been challenged to re-think how messages reach us, how we respond to them, and how we in turn create them;
- Improved your ability to write effectively in various academic and public genres;
- Discovered, reflected upon, and improved your writing process;
- Collaborated effectively with your peers to develop, draft, and revise focused, well-organized, coherent, polished documents;
- Sharpened your ability to observe and gather various forms of data as well as to locate and use library, field, and electronic resources to support your ideas;
- Identified, studied, and taken a stand on selected issues or cultural controversies.

### conferencing

Half of you are already scheduled to meet with me in Heavilon 223 on Tuesdays, the other half on Fridays. During the first week, we will acclimate ourselves to the rooms and cover my conferencing guidelines. You'll sign up to meet with me individually in sessions that will vary depending on our needs and schedule. This is your time to discuss with me a question or concern you have about your writing and/or reading for the class. For some conferences, you will need to either

- bring a passage from your writing you would like us to discuss and a half-page of writing, typed and single-spaced, in which you explain what you're trying to do in that passage, how it fits into the rest of the piece of writing, and why you're concerned about it, or
- bring a passage from your reading you would like us to discuss and a half-page of writing, typed and single-spaced, in which you explain your question about the passage and what you think is going on in the passage.

For other conferences, I will present you with a task or goal to accomplish, including occasional written work. At times, we will spend conferencing in an informal discussion of your progress through class and any recent assignments or projects. Conferences are the key to success in this class! Don't lose out on the opportunity they present to improve your work and your grades.

### assignments and grades

You have four major projects to do throughout the semester. Several of these projects will include multiple parts, involve composing in various mediums, and require revisions. These projects will be the main focus of the course. Additionally, we will have five writing assignments that will be integral to the composition of the larger projects, and I will be making such assignments regularly. These informal writing assignments may be assigned for homework, or they may be undertaken in class, whether during our regular classroom days or during our time in the computer lab. Some informal writing assignments will be preannounced, but some will not be.

Grade distribution:

- Four major projects at 15 points each = 60 pts
- Five Informal Writing Assignments at 5 points each = 25 pts
- Classroom participation and Attendance Penalty= 15 pts

### attendance

The small-class environment of writing classes makes dedicated attendance and full participation the responsibility of each and every class member. Absences for religious holidays, athletic participation, or other university-sanctioned events are excused, but please let me know in advance. Other absences (for illness, accident, or personal tragedy) may be instructor-approved; however, it is the student's responsibility to contact the instructor to explain the absence within 24 hours of the missed class, or to provide documentation at the following class meeting. Absences that are not university-sanctioned or instructor-approved will mean a loss of points or a deduction to the final grade. Absent of a legitimately documented illness, **informal work that is missed due to absence may not be made up.** Because attendance is so important to success in this class, students who miss more than the equivalent of two full weeks of class will fail regardless of their other grades. Given our schedule, that means that **students who exceed eight (8) absences will fail automatically.**

Conference attendance is also mandatory; if you miss your conference, it will count as an absence. The days we do peer critiques are days you are required to have a rough draft of your project. If you do not have a rough draft, you cannot participate effectively in class that day, and therefore you will be considered absent.

### tardiness policy

Every class, I will distribute a sign-in sheet at the beginning of class. I will collect it once the sheet has gone around the classroom and everyone has signed in. If you come to class so tardy that you miss the sign-in sheet, **that class will be considered an absence.** You are free to attend the class, complete the work, and learn the material for that day, but you will be charged one of your recorded absences.

## plagiarism

Please consult the Purdue undergraduate Code of Conduct, available on the university website, about academic honesty and related issues. The penalty for plagiarism is an automatic zero for the assignment and the possibility of failure for the course and permanent note on your academic record. If you need more help understanding when to cite something or how to make clear your references, **please ask**. I take plagiarism very seriously, and the consequences for plagiarizing work in this class will be severe.

## disability

Any student with a documented disability is welcome to contact the instructor early in the semester so that reasonable accommodations may be worked out to support his or her success in this writing course. Also, please contact the Disability Resource Center by calling (765) 494-1247.

## emergency procedures

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. Information about possible changes will be communicated by me through email. If you have questions, please email me, and for more information, see ITAP's Campus Emergency website:

<http://www.itap.purdue.edu/ilt/faculty/> .

## tentative schedule (subject to change!)

### Week 1

- class** Class introductions, syllabus distribution and explanation  
Introduction to our textbook, *A Short Guide to College Writing*  
Discussion of *Composing Yourself*, conference policies, expectations, and procedures
- computer** Adjusting to computer classroom space, rules and expectations in computer lab, free write
- conference** Acclimating to the conference space

### Week 2

- class** **Assign Project 1, the Rhetorical Analysis**  
*Short Guide*, Ch. 8—Analyzing Texts  
An Introduction to Rhetorical Analysis
- computer** The Rhetorical Appeals of Advertisements
- conference** Visits to Writing Lab

### Week 3

- class** **Martin Luther King Day—No Class Monday**  
Context, Purpose, Audience  
Writing about rhetoric—rhetors, appeals, and audience
- computer** The Drafting Process—Tips and Tricks
- conference** Strategize for Project 1; discuss any concerns or issues

### Week 4

- class** **Project One First Drafts due Monday**  
Ethos, Logos, Pathos
- computer** Digital Rhetoric, Digital Tools
- conference** Discussion of Project 1

### Week 5

- class** Return Drafts Monday  
“the means of persuasion”  
**Project 1 Final Drafts Due Thursday**
- computer** Work on final drafts of Project 1
- conference** Revising

### Week 6

- class** **Assign Project 2: The Argument** on Monday  
Introducing argument and opinion writing  
*A Short Guide*, Ch. 9—Persuading Readers
- computer** Examining editorials online (The Exponent)
- conference** Discussing potential topics for Project 2

### Week 7

- class** Distribute, Read and Discuss Argumentative Essays  
Rhetorical appeals in our own writing
- computer** In-Class Work on Project 2
- conference** Choosing Topics and Status Report

### Week 8

- class** **Project 2 First Draft Due Monday**  
Different Arguments for Different Purposes
- computer** Open Date
- conference** Last Thoughts on Project 2

### Week 9

- class** Styles and Genres: what styles tend to be employed for which writing tasks  
In-class work on developing and honing topic and ideas  
**Project 2 Final Drafts Due Thursday**
- computer** Informal writing assignment on style
- conference** Postmortem of Project 2

### SPRING BREAK

### Week 10

- class** **Assign Project 3: The Annotated Bibliography** on Monday  
Research at Purdue University
- computer** Exploring the library website
- conference** Choose Topics for Project 3