

## English 106-896-64135 – Class Information and Policies Spring 2019

### Syllabus Approach and Textbook

There are several approved syllabus approaches for English 106. We will be using the Academic Writing and Research approach, designed to help you practice the kind of reading, research, and writing common to university classes.

The textbook for this class is *Academic Writing and Research*, by Irwin Weiser, a coursepack and the main text. The text is available at Copymat in Chauncey Hill Mall. It costs approximately \$40.00. I may provide supplementary readings on occasion, usually through the class Blackboard site.

### Office Hours and Contact Information

Office:  
HEAV 310D

Office Hours:  
Thursdays  
11:00am – 12:00pm  
Or by appointment

[sweech@purdue.edu](mailto:sweech@purdue.edu)

### Class Meeting Schedule

<b>Monday:</b>	<b>Tuesday:</b>	<b>Wednesday:</b>	<b>Thursday:</b>	<b>Friday:</b>
106-896-64135 Class	106-904-64143 Conferences	106-896-64135 Lab	106-896-64135 Class	106-905-64144 Conferences
7:30 – 8:20am	7:30 – 8:20am	7:30 – 8:20am	7:30 – 8:20am	7:30 – 8:20am
REC 315	HEAV 223	BRNG B282	REC 315	HEAV 223

**Course Goals** (from Students' Guide to ICAp: <http://icap.rhetorike.org/studentguide#outcomes>)

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:

- 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.

In this course, we will address these goals by practicing critical reading, research, and writing strategies frequently used in academic settings, both by students and by faculty. While one class cannot prepare you for every assignment in every course you take, if you understand the principles we will be practicing this semester, you should be able to adapt to a variety of reading, research, and writing tasks. The strategies you learn in this class will be most helpful to you in other courses you take, but you also will find that being able to read and write

critically and to conduct research will serve you well outside of the academic setting, both in your daily life and in your career.

## **Papers and Assignments**

You will be writing four papers for this course. Several of the papers will be fairly short: about 1,000 to 2,000 words. One will be longer: 2,500 to 3,750 words. You will have plenty of time for each paper, and you will have the opportunity to get feedback on drafts of all of them.

In addition, you will do a technology-supported project (sometimes referred to as a remediation because you are presenting information in a different medium) based on two of the three major papers.

I will be giving you specific information about each assignment as you begin it, but here is a brief description of each:

**Review:** This is a brief review of an article from a journal or other periodical. It should be between 1,000 and 1,500 words long. It will count 10% of your course grade.

**Annotated Bibliography:** This is a list of 3-4 peer-reviewed sources that you plan to use for your report. It will count 5% of your grade.

**Report:** This is a 1,500 to 2,000-word explanation of a concept, process, theory, term, etc. It will count 15% of your grade.

**Infographic:** This is a visual presentation of what you discuss in your report. It will count 10% of your grade.

**Research Proposal:** In this 1,000 to 1,500-word paper, you will present a problem or issue you want to investigate further for your research-based argument, based on preliminary research, and the research question(s) you want to answer in the research-based argument paper. I must approve this proposal before you can continue with the research-based argument project. The proposal counts 15% of your grade.

**Primary Research Memo:** This is a 2-3 page memo outlining your Primary Research methods, results, and how it could apply to your Research-based Argument. It will count 5% of your grade.

**Research-based Argument:** This is a 2,500 to 3,750-word research project on a topic of your choice. It will count 20% of your grade. Your paper *must* be based on a topic you have proposed and I have approved. *If you submit a research-based argument on a topic I have not approved, I will not grade it and you will not get credit for it.*

**Research Presentation:** This is a presentation that you will give to the class regarding your research. This will count 10% of your grade.

You may choose your own topics for the report, proposal, and research-based argument, as long as what you write about is related to your major, another course you are taking, or what you plan to do for a career. Think about these papers as a connected series that allows you to become more familiar with a particular issue or topic. For example, if you are majoring in education and are planning to teach students with learning disabilities, your report might explain terms used to classify learning disabilities, or types of assessments used to evaluate and diagnose learning disabilities. You might propose and do your term project on the different kinds of educational interventions for students with learning disabilities that different experts propose, arguing for the efficacy of certain interventions over others.

## Paper Format

Use Microsoft Word for your papers. Follow the MLA guidelines for formatting and documentation, an introduction to which you may find on the Purdue OWL (Online Writing Lab) at <https://owl.english.purdue.edu/owl/resource/747/01>.

Include your name, the date, and the course information (English 106) at the top of the first page, aligned with the left margin. Center the title of your paper below that information.

Here is an example:

Your last name 1
Your Name
Your Instructor's Name
English 106
September 9, 2017
Title of Your Paper
The first line of your paper begins here and then continues. Remember to indent the first line of each paragraph.

Some format basics for MLA are:

- Double-space the entire paper, including all block quotations (quotations of over five lines, which are indented one inch from the left margin) and the Works Cited list.
- Use one-inch margins on all four sides of the page.
- Use a standard font, such as Times New Roman, in size 12.
- Use a paper clip or a staple to hold pages together.

## Submission of Papers

All papers are due by the beginning of class on the day listed on the syllabus. Unless otherwise specified, completed papers should be uploaded as a Word document to Blackboard with the titles following the format of LastName\_Assignment (for example: **Weech\_Review**). I advise submitting assignments from either Firefox or Chrome on a computer or a tablet rather than from a mobile device. Occasionally Blackboard and other browsers don't get along.

## Attendance

I know we meet early; however, because being present is critical to your success in class, I take attendance very seriously. Five minutes into every class period, I will take attendance. If you are not in class by this time, you will be considered absent for that day.

Since much of the work in this class is based on class discussion, conferences, and group work, your regular attendance and participation are vital to your success. For that reason, if you are frequently absent or late, points will be deducted from your semester grade. This applies to all three of our course environments: the regular classroom, the lab, and the conference center.

I do realize that sometimes absences are unavoidable. You may be absent up to 6 times for any reason. For every absence after the sixth, you will lose 20 points (2% of your semester grade). If you miss 12 or more classes, you will fail the course regardless of your earned final grade. University-excused absences do not count toward these instances. Coming unprepared on a peer review, without printed copies of the day's writing, counts as one absence, as you are unable to participate. For procedures for grief absences, please see the Student's Guide to ICaP: <http://icap.rhetorike.org/studentguide>

### **Participation and Engagement (10% of your grade—and should be an easy A!)**

In addition to the formal papers and technology projects, you will have additional short writing and discussion activities in class throughout the semester. You will also be responsible for responding to one or more of your classmates' drafts for assignments.

I expect you to come to class and lab prepared for the day's activity, including bringing the textbook and other materials you will need for the day (a notebook and writing utensil are a must!), having carefully read any assigned reading, and being ready to engage in class or group discussions. Evidence of that engagement includes paying attention and taking notes as appropriate, focusing on specific class activities in both the class and the lab (and not surfing the web, reading or sending emails, texts, tweets, etc. unless those activities are part of the work for the day), etc. Finally, as noted in on page 7, your participation grade can be affected by disrespectful, uncivil, or discriminatory behavior.

I will evaluate your participation and engagement based on your completion of the responsibilities and activities outlined in the previous paragraphs, and I will let you know if your performance is not satisfactory.

Here's how your participation grade will be determined:

- A Student is consistently prepared for class, completes all in-class assignments, provides helpful feedback in peer review, participates appropriately in discussions, is engaged in class activities.
- B Student is generally prepared for class, completes all in-class assignments, provides feedback in peer review, generally participates in discussions, is generally engaged in class activities.
- C Student is not regularly prepared for class, may miss one or two in-class assignments, is present for and provides helpful feedback during peer review, is occasionally distracted from class activities.
- D Student's participation is inconsistent. There are preparation or engagement issues. No one area stands out.
- F Student fails to excel in any way and does not improve in participation and engagement during the semester. Student fails to observe classroom civility.

Please note: You cannot make up in-class work you miss due to absence.

### **Late Work**

I do not accept late work. If you are unable to attend class when work is due, post your paper to Blackboard by the beginning of class. I do, by the way, accept early papers, so if you know you must miss a class when an assignment is due, turn in the work before the class meets. If you believe you have a legitimate reason for not submitting work on time, please reach out to me at least 24 hours before the paper is due to discuss the situation. If after we talk I decide to accept work past the due date, you can expect that it will receive a grade penalty.

### Grading:

You will receive scores on your assignments and for participation and engagement. The table below shows the breakdown of how these assignments will be weighted.

Assignment	Percentage	Points
Review	10%	100
Annotated Bibliography	5%	50
Report	15%	150
Infographic	10%	100
Research proposal	15%	150
Primary Research Write-Up	5%	50
Research-based Argument	20%	200
Research presentation	10%	100
Participation	10%	100
<b>Total</b>	<b>100%</b>	<b>1000</b>

At the end of the semester, I will convert the points to letter grades as indicated below. While I hope that I do not have to impose the excessive absence penalty described above, if I do, that will reduce your total points and can affect your final grade.

Letter	Point range
A+	1000-970
A	969-930
A-	929-900
B+	899-870
B	869-830
B-	829-800
C+	799-770
C	769-730
C-	729-700
D	699-600
F	599-0

### Communication

Please be aware that if I need to communicate anything to you outside of class, I will be doing so via e-mail, so make sure to check your email often. Likewise, feel free to e-mail me with any questions, concerns, or difficulties you may be having. If you want to meet and are unable to make it to my office hours, I'm happy to set up an appointment to meet at another time.

## **Academic Honesty**

The following statement about honesty and the use of sources is from the Students' Guide to ICaP <<http://icap.rhetorike.org/studentguide#academichonesty>>:

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 expressions 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; and (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.

Since we will be discussing how to acknowledge and cite sources, you should be able to learn to avoid accidentally plagiarizing anyone else's work. If you are in doubt, please ask me, since the consequences for plagiarism are severe. The university policies about plagiarism include penalties ranging from failure of an assignment to expulsion from the university. In this class, anyone who plagiarizes will fail the course and will be reported to the Office of Student Rights and Responsibilities. The Department of English & ICaP consider the previous explanation to be official notification of the nature and seriousness of plagiarism.

Recently, Purdue adopted an Honor Pledge, initiated and developed by students. The Honor Pledge, which you probably learned about when you registered or during Boiler Gold Rush, states:

“As a Boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - we are Purdue.”

## **Purdue Writing Lab**

For additional assistance on your writing for this or any other class, I encourage you to visit the Purdue Writing Lab (Heavilon Hall 226). You can schedule an appointment with a tutor online at <https://cla.purdue.edu/wlschedule/>. You can also find helpful information on the Purdue OWL at <https://owl.english.purdue.edu/owl>.

## **Accommodation of Disabilities**

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](mailto:drc@purdue.edu) or by phone at 765-494-1247.

## **CAPS (Counseling and Psychological Services)**

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 <http://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.

## **What to do in an Emergency**

*For any emergency, call 911.* Whether you call from a campus phone or your cell phone, your 911 call goes directly to campus police when you are on campus.

*Indoor Fire Alarm:* Immediately evacuate the building. Do not use the elevator. Move away from the building until emergency response personnel tell you it is safe to return.

*All Hazards Outdoor Emergency Warning Siren:* If you are outdoors, seek shelter in a building. If you are indoors, remain indoors, away from windows and doors.

In Heavilon Hall, the Emergency Warning Sirens are not audible. You may want to sign up with Purdue ALERT so you can receive emergency notifications through text messages. You may do this by logging in at [www.purdue.edu/securepurdue](http://www.purdue.edu/securepurdue) and entering your phone number.

## **Technology**

Use of devices such as laptops, tablets, and phones will be permitted for academic and class purposes only. If you do plan on taking notes on your laptop or tablet, please note that classroom outlets may be limited. The use of cell phones during class time is permitted. However, you will be expected only to use your electronic devices for class related activities such as note-taking and research. If you use your electronic devices in a way that distracts you or other students from the task at hand, I will ask you to put the device away for the remainder of the class period.

## **Civility and Respect**

Often reasonable people have different views, beliefs, and opinions. It may be that during our discussions, those differences will become apparent. Please keep in mind the following College of Liberal Arts Statement on Classroom Civility.

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. Please visit Purdue's Nondiscrimination policy for more information: [http://www.purdue.edu/purdue/ea\\_eou\\_statement.html](http://www.purdue.edu/purdue/ea_eou_statement.html).

The Purdue Nondiscrimination Policy includes the following statement:

Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran.

As noted earlier in the Participation and Engagement section, failure to behave civilly and respectfully will result in a lower Participation and Engagement grade. Serious breaches of either policy may result in additional disciplinary action.

Finally, if you prefer to go by a name other than the one on my roster please let me and the class know during class introductions.

Daily Course Schedule<sup>1</sup>

Abbreviations: *AWR = Academic Writing and Research*

Date	Readings / Homework	In Class Activities	Major Assignments
M Jan 7		Course Introduction Assumptions about Writing	
T Jan 8		Conferences – 106-904 Intro to Conferences	
W Jan 9 Lab	Read Syllabus AWR Chapter 1	Intro to lab Discourse community/audience Arguments and Appeals Intro to Word	
Th Jan 10	AWR Chapter 3, pp. 83-85, 150-151, 161-168)	Active Reading Annotation Identifying Main Ideas	
F Jan 11		Conferences – 106-905 Intro to Conferences	
M Jan 14	AWR: Legalization Articles (pp. 87-114).	Review Assignment Summary and Paraphrase In-text Citations	
T Jan 15	<b>Write a ½- to 1-page outline of one of the articles for Monday.</b>	Conferences	
W Jan 16 Lab	AWR Chapter 4	OWL Evaluating Sources – Assumptions, Fallacies, Traps, Missing Pieces	
Th Jan 17	Time Magazine Article on Blackboard “Fake News”	Review Titles Review Practice	
F Jan 18	<b>Write a ½- to 1-page outline of one of these articles for Monday.</b>	Conferences	
M Jan 21	No Class – Martin Luther King Jr. Holiday		
T Jan 22		Conferences - Reviews	<b>DRAFT OF REVIEW DUE BY 7:30am</b>
W Jan 23 Lab	AWR Chapter 2, pp. 33-65, 74-82	Lab: Research Topics Finding a Topic Web Sources/Search Engines	
Th Jan 24	Bring 3 <u>printed</u> copies of your Review to class.	Peer Review: Review Assignment	
F Jan 25		Conferences - Reviews	
M Jan 28		Intro to Explanatory Reports Explanatory Report Assignment Library Resources Generating a topic Annotated Bibliographies	<b>REVIEW DUE</b>
T Jan 29		Conferences Topics and Sources	
W Jan 30 Lab	Review OWL section on MLA citation	Citing Sources MLA Scavenger Hunt	
Th Jan 31	AWR Chapter 5, pp. 187-203, 215-218	Narrowing Your Topic	<b>ANNOTATED BIBLIOGRAPHY DUE</b>

<sup>1</sup> This schedule is tentative and subject to changes. You may receive additional specific daily assignments and revisions either in class, via email, or on the course Blackboard site.



F Feb 1		Conferences Topics and Sources	
M Feb 4	Read sample Explanatory Reports pp. 205-214	Synthesis Organizing a Report	
T Feb 5		Conferences – Group 1	<b>EXPLANATORY REPORT DRAFT DUE BY 7:30AM (email draft)</b>
W Feb 6 Lab	Read Infographics materials (on Blackboard)	Intro to Infographics Tools for Infographics	
Th Feb 7	Read OWL sections on Visual Rhetoric (links in Blackboard)	Introduction to Visual Rhetoric	
F Feb 8		Conferences – Group 2	
M Feb 11	Bring 3 copies of your Report Draft	Peer Review – Explanatory Report	
T Feb 12		Conferences – Group 3	
W Feb 13		Lab – Work on Infographic	
Th Feb 14	Bring 2 pieces of writing from your discipline (one academic and one non-academic; these can be sources you use in your paper, and can be digital)	Discourse Conventions	
F Feb 15		Conferences – Group 4	
M Feb 18		Making a plan Intro to Research Proposal	<b>EXPLANATORY REPORT DUE</b>
T Feb 19		Conferences – Explanatory Report Reflection	
W Feb 20	AWR Chapter 2, pp. 65-73	Primary Research – Surveys	
Th Feb 21	Driscoll – Introduction to Primary Research (on Blackboard)	Primary Research - Interviews	
F Feb 22		Conferences – Explanatory Report Reflection	<b>INFOGRAPHIC DUE</b>
M Feb 25	Kahn – Putting Ethnographic Writing in Context (on Blackboard)	Primary Research – Observations Ethical Primary Research Primary Research Assignment	
T Feb 26		Conferences – Primary Research	
W Feb 27	AWR Chapter 6 pp. 219-233	Research Proposal Assignment Effective Research Questions	
Th Feb 28		Structuring a Proposal: Clear Statement of the Topic Value of the Topic	
F Mar 1		Conferences – Primary research	
M Mar 4	AWR Chapter 6 pp. 234-245 Review Chapter 4 pp. 169-175	Structuring a Proposal: Literature Review Plan for Future Research	
T Mar 5		Conferences	<b>FIRST 1-2 PAGES OF RESEARCH PROPOSAL DUE IN CONFERENCE</b>
W Mar 6		Work on Proposal	
Th Mar 7	Open Reading: Find OWL entries about sentences, create a top five list of “tips” for making better sentences.	Writing Better Sentences	

F Mar 8		Conferences	<b>FIRST 1-2 PAGES OF RESEARCH PROPOSAL DUE IN CONFERENCE</b>
M Mar 11	No Class – Spring Break		
T Mar 12			
W Mar 13			
Th Mar 14			
F Mar 15			
M Mar 18		Research Proposal Reflection Introduction to Research Based Argument Memos	<b>RESEARCH PROPOSAL DUE</b>
T Mar 19		Conferences – Discuss Research Proposals	
W Mar 20		Conferences – Discuss Research Proposals	
Th Mar 21		Conferences – Discuss Research Proposals	
F Mar 22		Conferences – Discuss Research Proposals	
M Mar 25		Conferences – Discuss Research Proposals	
T Mar 26		Conferences – Follow up on Primary Research	<b>PRIMARY RESEARCH WRITE-UP DUE</b>
W Mar 27	Green, “Argument as Conversation”	Argument as Conversation Claims and Evidence The Backpack	
Th Mar 28		Countering Other Claims	
F Mar 29		Conferences	
M Apr 1	OWL Page about Fallacies	Fallacies and Traps	
T Apr 2		Conferences	
W Apr 3		Topics and Stases	
Th Apr 4	AWR Chapter 7 pp. 252-279	Organization and Thesis Statements	
F Apr 5		Conferences	
M Apr 8		How to Conclude	<b>FIRST DRAFT OF RESEARCH BASED ARGUMENT DUE BY 7:30am</b>
T Apr 9		Conferences – Group 1	
W Apr 10	Kapterev – “Death by PowerPoint” (on Blackboard)	Intro to Research Presentations Presentation Assignment	
Th Apr 11	Link to MLA Citation PowerPoint (on Blackboard)	Organizing and Revising Your Presentation – How to PowerPoint	
F Apr 12		Conferences – Group 2	
M Apr 15	Bring draft of argument to class	Reverse Outlines (or old man rant?)	
T Apr 16		Conferences – Group 3	
W Apr 17	Have a copy of your Presentation available	Peer Review – Presentation Practice	
Th Apr 18	Bring 3 copies of your Research Paper	Peer Review – Research Papers	
F Apr 19		Conferences – Group 4	
M Apr 22		Research Presentations	<b>PRESENTATIONS DUE</b>
T Apr 23		Conferences – Final musings	
W Apr 24		Research Presentations	
Th Apr 25		Research Presentations	
F Apr 26		Conferences – Final musings	<b>RESEARCH-BASED ARGUMENT DUE</b>