English 10600-108-43840
First-Year Composition
Writing About Writing
Fall 2014
MTWRF, 7:30 a.m.—8:20 a.m.

<table>
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<tr>
<th>Monday</th>
<th>Tuesday</th>
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<tr>
<td>Computer Lab,</td>
<td>Lecture,</td>
<td>Conferences (A),</td>
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<td>BRNG B275</td>
<td>HEAV 104</td>
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Instructor: Erin L. Brock
Office: HEAV 215
Email: brock7@purdue.edu
Office Hours: Mondays, 8:30 to 9:30; Wednesdays 2:30-3:30. Also, please don’t hesitate to make an appointment with me outside of these times, since I am on campus every day of the week, and I am also usually in Undergrounds (the coffee shop in Hicks Undergraduate Library) on Wednesday mornings from 8:30-10:30, if you want to drop by for a chat!
Course Web Page: https://eng106fall2014.wordpress.com/

General information:
Welcome to ENG 10600, or First-Year Composition, a four-credit course designed to help you cultivate your writing skills through many different avenues, ultimately allowing you to apply your writing knowledge in a wide variety of contexts. Throughout the semester, we will be working in three designated spaces: a traditional classroom, a computer lab, and a conference space, which will allow us to engage in an assortment of learning activities and modes. (I’ll say it again: We will meet in THREE different places around campus each week, so you have to keep on top of things to make it to the right location for each class.) I’m excited for our semester together, and eager to see all of the great things you will accomplish!

English 106 is one of several first-year writing courses administered by Introductory Composition at Purdue (ICaP), part of the Department of English. Our textbook, Composing Yourself, contains more information about the course, but please feel free to bring any questions or concerns to my attention.

What this class is about:
This particular section of English 106 uses an approach called genre awareness, or writing about writing. You’ve no doubt talked about genre before, in regards to movies, books, or music, so you know that different genres have different features, tones, and purposes. For example, a paperback romance novel typically has a very different setting, cast of characters, plot, and language than a science-fiction novel. While this is undoubtedly a valid observation, it is important to first, realize that genre is not just a concept we can use to categorize creative works like music and movies; and second, to understand that a genre is more complex than its characteristics that help us to identify it. We need to think about the purposes that genres serve
in our every day lives, as well as the ways that they affect how we understand and produce information—often through writing.

Consider these different definitions of genre:

• “forms of cultural knowledge that conceptually frame and mediate how we understand and typically act within various situations” (Bawarshi & Reiff, 2010, p. 4).
• “a distinctive type of communicative action, characterized by a socially recognized communicative purpose, and common aspects of form” (Yates & Orlikowski, 1992, p. 543).
• “a classification based in rhetorical practice and consequently open rather than closed and organized around situated actions” (Miller, 1984, p. 155).

While each of these definitions is unique in some way, all three focus on genres as the socially constructed results of repeated acts that are based in particular situations. Moreover, each of these definitions suggests that genres are rhetorical, which means that they shape the ways we read and understand information. (And yes, these definitions contain a lot of jargon, but we will definitely be talking about what each of them mean throughout the semester.)

Our work in this class, which will allow you to think about how culture and text (meaning both visual and alphabetic elements) come together to form genres, is meant to help you think about how we understand the information that is being relayed to us via digital and more traditional forms of media. You will be able to take these skills with you into whatever field you desire—if you understand how genres work, as opposed to merely being able to identify genres of writing, you can more easily write in a multitude of situations and for a variety of purposes. We will spend a lot of time talking about genre in more complex ways than merely classifying texts according to generic category, in hopes that you will be able to take with you a better understanding of how genre is a fluid, complicated concept that stretches beyond types of music or movies. Our course goals include:

• Learning about different approaches to genre and applying these mindsets to the writing of ourselves and others;
• Participating in deep reflection and analysis about genres and writing that allows us to better understand the connections between elements, therefore improving our composing practices;
• Recognizing that our idea of genre is not static or definitive, but is instead an idea always in flux, therefore placing us at the forefront of determining its importance in our writing;
• Familiarizing ourselves with different processes and approaches to writing, both digital and non-digital; and
• Working to understand how genres can continue to affect our lives both inside and outside of the academic community at Purdue, including in our future professions.

Each of these goals for our class corresponds with the larger goals of the ICaP program, which focus on. More detailed discussion of these goals can be found in both Composing Yourself and on the ICaP website.
Required texts:

- Other articles and readings I will provide on our class website or in class.

Major assignments:

Each unit is made up of several components, including shorter writing assignments (assigned as in-class activities and homework), multiple drafts and revisions, conferences, and the final composition. Everything we do in this class will help you with putting together your final project, ranging from invention activities to in-class workshop days.

In addition to the work you will do for class on a regular basis, you will complete four larger writing projects during the semester. Each one is connected to the next, and so they all work together to help us achieve the goals outlined above. These are just basic descriptions of each to let you see how we’ll be working through the semester—I’ll provide more in-depth information later.

- **Project 1: Literacy self-study and narrative** 150 points (15%)
  This project asks you to document the ways your literacy has developed and to focus in on one particular aspect of this development.
- **Project 2: Literacy reflection** 200 points (20%)
  For this assignment, you will further investigate your literacy history and reflect on the cultural forces that shaped this development.
- **Project 3: Discourse community report** 250 points (25%)
  You will engage in a discourse community important to you by conducting primary and secondary research, culminating in a report discussing the genres that shape it.
- **Project 4: Discourse community web presence** 200 points (20%)
  Your final major project for English 106 requires you to continue working on your findings from Project 3 by remediating your report into a multimodal genre that targets a broad audience.
- **Participation** 200 points (20%)
  Participation in this class is necessary, and takes many different forms, including: being on time and prepared for both classes and conferences; completing reading responses thoroughly and thoughtfully; actively participating in class discussions by offering up relevant examples from the reading, your own ideas, and other forms of evidence (*even if it is at 7:30 a.m.*); working diligently on in-class assignments, including individual in-class writing and collaborative work; extending our conversations beyond mandatory conferences and class time by visiting my office hours, forming writing groups with your classmates, or utilizing the writing lab; being a positive member of our class community who is respectful of and encouraging to others.

Grading:

Specific criteria and rubrics for each major assignment will be explained and developed in class.
(in fact, you’ll have a large role in that process). However, all of the writing you produce in this course should: meet the requirements of the specific project, be well-informed, thoughtful, respectful of audience, grammatically and stylistically sound, and rhetorically effective for its intended purpose. Please keep track of your grades! I keep records, and your grades will be available on our Blackboard site, but it’s always good to know where you are at in the course.

Your work will be graded according to Purdue’s standard grading scale. Below, you will find the grading point system that I use for this course.

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<td>95</td>
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<td>A-</td>
<td>91</td>
<td>929-930</td>
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<td>B+</td>
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<td>899-870</td>
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Classroom policies:
Students are expected to follow Purdue’s standards for academic conduct, as outlined at http://www.purdue.edu/studentregulations/. Composing Yourself also has important information about the policies that shape ICaP classes.

Attendance
If you miss more than five classes (and remember, our conferences are considered classes as well), your final grade will be reduced by one step following every subsequent absence. For example, on your sixth absence, your A- will go down to a B+. Absences for bereavement, or for other circumstances which I agree are unavoidable, will not count against this total. However, if you miss more than nine classes, I will recommend that you drop the class. Attending class is an incredibly important aspect of English 106, since it is highly participatory. You can’t participate if you aren’t there! Please see Composing Yourself and the following link for an explanation of Purdue’s grief absence policy: http://www.purdue.edu/odos/services/griefabsencepolicyforstudents.php

Tardiness
While I understand that 7:30 is very early, it is also important to remember that we have a limited time together. When you come in late, you distract both your classmates, and myself, which wastes time for everyone. As a result, consistent tardiness (more than five late arrivals) counts as one absence. If you have a good reason for leaving class early, or know that you will be late to class, let me know in advance.

Class cancellations and emergencies
Check your Purdue email account often—and before you come to class. If I cancel class, I will
notify you via email in advance if at all possible. If class has to be cancelled due to weather or another emergency, or if an emergency occurs during classes, we'll follow Purdue's procedures and notifications from Purdue ALERT. 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.

Distractions
We will be using technology quite a bit during our class. If you use your computer in the lab to participate in activities not conducive to what we are working on in class (like going on Facebook), your participation grade will be affected. If you are using your cell phone during class, you will lose participation points. If you are talking to the student next to you and ignoring me or one of your classmates who has the floor, you will lose participation points. This sort of behavior is disrespectful and will not be tolerated.

Backing up work
Back up copies of your work, in whatever way is comfortable to you; email it to yourself, put it on a flash drive or external hard drive, store it in the Cloud, whatever. Here at Purdue, you have many resources at your disposal, including an H-drive and a service called Boiler Backpack (http://www.purdue.edu/boilerbackpack) that you can access from any computer, giving you even more options to back up your work. Given the many opportunities you have for backing up your work, losing your work due to technological difficulties is not a valid excuse for late or missed work.

Being prepared for class
When you come to class, whether it is a lecture, computer lab, or conference session, you must come with any assignments or readings I asked you to complete, as well as any other materials I asked to you bring. The homework for the day (and any instructions for class) will be posted and updated frequently on our class site. Further, being prepared means that you are coming in, ready to talk and work—so, reading, writing, and thinking are all prerequisites for course work.

Missed or late work
Unless prior arrangements have been made with me, no late work will be accepted. I understand that sometimes, the unexpected happens, and we can work out an alternate deadline—but you have to come and talk to be about it beforehand for us to work together.

Academic integrity and plagiarism
Plagiarism is when someone claims the ideas or writing of someone else as their own, and will not be tolerated in this class, or anywhere in Purdue’s community. All academic honesty violations will be reported and will result in a failing grade for the assignment and likely the course. See Composing Yourself for details, including the definition of plagiarism used by the Department of English (this site also has information: http://www.purdue.edu/odos/osrr/academicintegritybrochure.php). Also, just keep in mind that plagiarizing does more harm to you than anyone else—and the way this class is designed, your final papers are a culmination of work we do in and out of class, so it’s ultimately going to be a lot easier for you to write your own paper.
Classroom community and safety of others.
While we will do a lot of talking and writing about a variety of issues in this class, personal insults or attacks on an individual’s race, class, gender, sexuality, or disability will not be tolerated. Further, you will be required to show respect and kindness to every member of our class community. In order for a classroom to be an engaging and fruitful environment, we all have to respect one another. Below is the University’s statement on violent behavior: *Purdue University is committed to providing a safe and secure campus environment for members of the university community. Purdue strives to create an educational environment for students and a work environment for employees that promote educational and career goals. Violent Behavior impedes such goals. Therefore, Violent Behavior is prohibited in or on any University Facility or while participating in any university activity.*

Access and accommodations.
I am committed to maximizing your learning potential and making this course as accessible as possible. If there is any way that I can adapt this course to better meet your unique needs as a learner, please let me know. If you have a documented disability, I am especially interested in providing any accommodations that have been best determined by you and the Disability Resource Center in advance. Just keep in mind that according to Purdue policy and federal law, you must initiate contact between the DRC and myself—please do so within the first three weeks of class.

Resources.
As I hope you are aware, Purdue University is a campus filled with resources, many of which can help you in this course. Chapter 3 of *Composing Yourself* is all about this topic, so check it out, but I want to emphasize the importance of both our classroom community of writers and the Purdue Writing Lab—a space that you can visit to work with a peer consultant on any paper for any class.

And perhaps most importantly, please keep in contact with me about your concerns and questions about the class. Send me an email and I will get back to you as soon as possible, usually within 24 hours. Come to my office hours. Speak up in class or in conferences. I am committed to making English 106 a productive and enjoyable experience for all of us, and I look forward to the semester!
Reading/Writing Schedule  *Subject to change, so pay attention to our website

**Week 1: 8/25 — 8/29: Introduction and rhetorical situation**  
Read: *Composing Yourself*, ch. 1-2; *Norton Field Guide (NFG)*, ch. 1-4  
Writing Due: Blog #1 due 8/26

**Week 2: 9/1 — 9/5: How genre works**  
*NO CLASS MONDAY, 9/1—Labor Day*  
Read: Dirk, “Navigating Genres”; NFG ch. 7 & 21  
Writing Due: Project 1 starter due 9/4

**Week 3: 9/8 — 9/12: Key genre features for literacy narratives**  
Read: *NFG* ch. 36, 38, 40, 47; Straub, “Responding—Really Responding—to Other Students’ Writing”  
Writing Due: Blog #2 due 9/11

**Week 4: 9/15 — 9/19: Sponsors of literacy**  
Read: Nielsen, “Twitter Postings: Iterative Design”; Brandt, “Sponsors of Literacy”  
Writing Due: Project 1 FINAL due 9/19

**Week 5: 9/22 — 9/26: Literacy, genre, and technology**  
Read: Spinuzzi, “(writers love txt)”; WIDE, “The Writing Lives of College Students”; NFG ch. 43, 44, 45  
Writing Due: Blog #3 due 9/25; first participation self-evaluation due 9/26

**Week 6: 9/29 — 10/3: Key genre features for reflection**  
Read: *NFG* ch. 18, 32, 37, 39  
Writing Due: Project 2 starter due 9/29

**Week 7: 10/6 — 10/10: Conducting research**  
Read: *Composing Yourself* ch. 5; *NFG* ch. 43, 44, 45; Driscoll, “Introduction to Primary Research”  
Writing Due: Project 2 FINAL due 10/10

**Week 8: 10/13 — 10/17: Discourse communities**  
*NO CLASS 10/13 or 10/14—Fall Break*  
Read: *NFG* ch. 9 & 14; Swales, “The Concept of Discourse Community”; Tan, “Mother Tongue”  
Writing Due: Blog #3 due 10/16

**Week 9: 10/20 — 10/24: Discourse communities & activity systems**  
Read: Kain and Wardle, “Activity Theory”  
Writing Due: Project 3 starter due 10/21

**Week 10: 10/27 — 10/31: Genre and discourse community in *Toms River***  
Read: *Tom's River* (excerpts TBD)  
Writing Due: Blog #4 due 10/21

**Week 11: 11/3 — 11/7: Genre and discourse community in *Toms River***  
Read: *Tom's River* (excerpts TBD); *ATTEND DAN FAGIN TALK ON 11/6 @ 7:30 p.m.*
Writing Due: Project 3 draft due 11/07

**Week 12: 11/10 — 11/14: Revision of discourse community report**
Read: NFG ch. 26, 27, 28; Dethier, “Revision Attitudes”
Writing Due: Blog #5 due 11/11

**Week 13: 11/17 — 11/21: Writing style**
Read: Williams, “Characters” and “Actions”; Ronald, “Style”
Writing Due: Project 3 FINAL due 11/21

**Week 14: 11/24 — 11/28: THANKSGIVING WEEK!**
Read: NFG ch. 5 & 55
Writing Due: Blog #6 due 11/25

**Week 15: 12/01 — 12/05: Visual mediums of communication**
Read: Blackburn, “The Web Surfer”; NFG ch. 52, 53, 54
Writing Due: Project 4 starter due 12/2

**Week 16: 12/08 — 12/12: Remediation**
Read: Wysocki, “The Multiple Media of Texts”; “Everything is a Remix”
Writing Due: Blog #7 due 12/9; final participation self-evaluation due 12/12

**Exam Week: 12/15 – 12/19**
Read: NONE
Writing Due: Project 4 FINAL due 12/17; optional Project 3 revision due 12/17