

Paul X. Rutz <prutz@purdue.edu>
English 106 – Introductory Composition
Time: 10:30 – 11:20 a.m. M—F
Location: HEAV 109 M, R
 HEAV 223 T
 ENAD 130 W
 HEAV 225 F

Office: HEAV 209
Office Phone: 49-47808
Office Hours: 11:30 a.m. – 1:30 p.m. M
English Office Phone: 49-43740

Spring 2007

Syllabus:

Welcome to English 106, Purdue's first-year composition course. As noted above, we will be meeting in three different locations where each week we'll use computers, work one-on-one, and meet in a normal classroom setting in the pursuit of better writing practices.

Texts:

Wysocki and Lynch, *Compose Design Advocate*
Additional Readings as assigned

To help you through this class and beyond, I recommend you find a good college dictionary and a writing handbook. Although such things are easily found on the Web (Purdue has an excellent MLA stylebook at <http://owl.english.purdue.edu/owl/resource/557/01/>), if the Internet connection fails, you don't want to be on deadline without a dictionary.

Composition:

Since long before the Internet and other new technologies offered us our current options for obtaining and disseminating information, people have been born communicators. We compose every day, whether we're speaking across the aisle to a classmate, typing an email to someone in South Africa, or scribbling a note to self to buy more milk. No matter what we do in today's world, everyone in this room is a writer a significant part of the time.

This course aims, first and foremost, to help you write more effectively. The best way to learn that is through practice—both reading other people's discourse, and writing your own. With a critical eye, we'll look at how to differentiate between popular forms of writing and those more common in the academic world, and we'll practice writing both ways. Since writing these days goes beyond text on a page, we'll look at visual and audio communication as integral parts of our literary culture, practicing the practices that lead to productive, critical reception of that literature. Tied to a semester-long introduction to rhetoric, we'll discuss the choices we make—consciously and otherwise—as readers and writers. We'll look at the news and discuss which motivations drive what gets printed in newspapers. We'll also look at advertising and learn why it's such an effective way to get people to do things.

Rhetoric:

Defined simply, rhetoric is the art of using language persuasively. By the end of the semester, this course aims to help you see every text around you through the lens of rhetoric. In other words, every choice you make with a text, whether it be putting posters on a wall, playing music in the car, or choosing what to wear to class can be seen as a rhetorical decision. Every writer has a motive behind what he or she writes, and learning to see the motivational clues in a text helps us become more discerning, more mature citizens.

Conferencing:

Already, you have been split into groups of ten, half scheduled to meet me in Heavilon 223 on Tuesdays, the other half in Heavilon 225 on Fridays. During our first meeting as an entire class, we'll pass around a sheet on which you'll sign up for a ten-minute block to meet with me and one of your classmates every week for the rest of the semester. This will be your time to discuss questions you have about your writing, problems with the readings, or other issues you may decide to address.

It is your responsibility, every week, to bring an issue for us to discuss. Much of the time, you will probably want to bring your own writing. Keep in mind we only have ten minutes. For each of these sessions, bring a half-page, typed, which explains your question and how it fits into the questions we're addressing in the class.

Attendance:

In this class, you will participate in discussions and hands-on writing activities. Your success depends on you being here to do those things, so I require your attendance. I understand that problems do arise, however. You will be allowed four (4) absences this semester. Starting with your fifth absence, I will lower your final grade by one full letter grade per absence. If you miss a conference, it will count as an absence.

Do not make tardiness an issue. If you are consistently late, I will count that as an absence. The same goes if you show up to class without your required work.

Assignments and Grades:

You will do four major projects this semester, which will include working on multiple drafts in different types of media. Finishing early drafts on time will give me and your classmates time to help you make a better final product. You will also be assigned short homework from time to time, as well as other writing assignments to reinforce your work on the major projects. Unless otherwise specified, you should write these assignments in MLA format.

Grading will go this way:

Projects: 4 X 20% = 80%
Short Work: = 20%

Plagiarism:

Using or passing on someone else's ideas as your own, whether you mean to or not, is plagiarism. It can result in your failure of the project, the course, or other disciplinary action. We will discuss this further in class, but do all you can to avoid it. When in doubt, check with me.

Late Work:

Again, I understand that problems arise. The key to keeping problems from becoming F's is communication. Let me know when you have problems, and avoid showing up with nothing. If you will be absent for class on the day a project is due, submit it to me as an email attachment in Word or Rich Text Format.

Rewrites:

You may rewrite your first two projects for credit as long as they are turned in before the next project is due. The grade the rewrite receives will be averaged with the original project's grade. (You may want to think of this as your chance for extra credit.)

Disability:

If you have a disability that requires special accommodations, please see me within the first week of class to make arrangements.

Tentative Schedule (We'll adjust as necessary):**Week 1 Jan. 8-12**

- M Class introductions, conference sign-ups
 Assign: Write film review
- T Conferences (Tuesday Group)
- W Turn in film review, introduction to *Compose Design Advocate* (CDA) pp. 1-22
- R Discuss common writing and rhetorical practices (claims)
 Assign: Writing exercise on dubious claims (refer to claims handout)
- F Conferences (Friday Group)

Week 2 Jan. 15-19

- M **Martin Luther King Jr. Day, No Class**
- T Conferences (Tuesday Group)
- W Discuss claims handout, in-class computer exercise
 Assign: Newspaper Exercise #1 (science or healthcare)
- R Class presentations and discussion on NE #1; poster translation work
 Assign: Read CDA Ch. 9; write short response
- F Conferences (Friday Group)

Week 3 Jan. 22-26

- M Discuss Ch. 9
 Assign: **Project 1**
- T Conferences (Tuesday Group)
- W Visual rhetoric lecture
 Assign: Read CDA Ch. 10, write short response
- R Discuss Ch. 10, with elephant example
- F Conferences (Friday Group)

Week 4 Jan. 29-Feb. 2

- M Brainstorm a rubric for evaluating Project 1
- T Conferences (Tuesday Group)
- W **Drafts Due**; Class discussion with online work
 Assign: Newspaper Exercise #2 (arts)
- R Class presentations and discussion on NE #2
 Assign: Read CDA Ch. 1, 2; write short response

F Conferences (Friday Group)

Week 5 Feb. 5-9

M Discuss Ch. 1, 2; discuss rough drafts
Assign: Sample paper exercise

T Conferences (Tuesday Group)

W Intro to research methods; possible library visit

R **Project 1 Due**; sample paper discussion
Assign: Read CDA Ch. 13, write short response

F Conferences (Friday Group)

Week 6 Feb. 12-16

M Discuss Ch. 13
Assign: Newspaper Exercise #3 (op-ed)

T Conferences (Tuesday Group)

W Class presentations and discussion on NE #3
Assign: Short Writing exercise

R Class discussion
Assign: **Project 2** including **Design Plan**

F Conferences (Friday Group)

Week 7 Feb. 19-23

M **Design Plane Due**; brainstorm a rubric for Project 2
Assign: Read CDA Ch. 6, write short response

T Conferences (Tuesday Group)

W In-class writing exercise; discussion on incorporating graphics into formal writing

R Discuss CDA Ch. 6; In-class work on developing and honing topic and ideas.

F Conferences (Friday Group)

Week 8 Feb. 26-Mar. 2

M **Drafts Due**; class discussion

T Conferences (Tuesday Group)

W Class discussion on drafts; in-class writing
Assign: Read CDA 61-76, write short response

R Class discussion on CDA 61-76

F Conferences (Friday Group)

Week 9**Mar. 5-9**

- M Brainstorm a rubric for Project 3
Assign: **Project 3**
- T Conferences (Tuesday Group)
- W Discuss CDA Ch. 7
- R **Project 2 Due**; class discussion.
- F Conferences (Friday Group)

Week 10**Mar. 12-16****Spring Break, No Class****Week 11****Mar. 19-23**

- M In-class writing exercise
- T Conferences (Tuesday Group)
- W Continue in-class writing exercise
- R **Drafts due**; peer critiques
- F Conferences (Friday Group)

Week 12**Mar. 26-30**

- M Class discussion
Assign: **Project 4**, including **Design Plan**
- T Conferences (Tuesday Group)
- W In-class computer work
- R **Project 3 Due**; in-class work
- F Conferences (Friday Group)

Week 13**Apr. 2-6**

- M Visual rhetoric review
- T Conferences (Tuesday Group)
- W **Design Plan Due**, class discussion on ad analysis
Assign: Write short essay on advertising
- R Class discussion on ad design
- F Conferences (Friday Group)

Week 14 Apr. 9-13

- M In-class computer work
- T Conferences (Tuesday Group)
- W In-class computer work
- R Class discussion
- F Conferences (Friday Group)

Week 15 Apr. 16-20

- M Lecture on advertising
- T Conferences (Tuesday Group)
- W In-class computer exercise
- R Class discussion
- F Conferences (Friday Group)

Week 16 Apr. 23-27

- M Class discussion
- T No Conferences
- W Student presentations and audience feedback
- R Student presentations and audience feedback, wrap-up
- F No Conferences

Final Projects due Wednesday of Finals Week, accompanied by Self-reflexive Essay