English 106: First-Year Composition: Digital Rhetorics
Fall 2019
M-F 1:30-2:20 pm
Instructor: Mr. Daniel Froid (dfroid@purdue.edu)
Office Hours: W, 12:00-1:00 pm & by appointment (HEAV 207)

Monday	Tuesday	Wednesday	Thursday	Friday
Classroom REC 227 ENGL 10600-714 CRN: 58430	Conference HEAV 225 ENGL 10600-705 CRN 58421	Classroom REC 227 ENGL 10600-714 CRN: 58430	Conference HEAV 225 ENGL 10600-704 CRN 58420	Computer Lab BRNG B274 ENGL 10600-714 CRN 58430

Course Description
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 situations. In short, writing is a way of learning that spans all fields and disciplines.

The Digital Rhetorics Syllabus Approach aims to situate students within digital discourses while they investigate the applications of digital spaces in their classes, their work, and their lives. While the course is grounded within textual composition, writing concerns, and rhetorical appeals, we will also focus on questions of access, literacy, play/invention, genre/medium, and fair use/ownership. These questions will apply both to ourselves as writers and our audiences as we work with digital rhetorics on- and offline, with new technology, and with digital spaces such as sites, forums, wikis, blogs, and YouTube. During the course, we establish digital rhetorics as an umbrella term for how we interact with information today. This course does not aim to study digital rhetorics as a type of cultural studies separate from ourselves, but instead as the very grounding of our ability to find, interpret, and use information in the digital age.

Learning Outcomes
By the end of the course, students will be able to:
1. Demonstrate rhetorical awareness of diverse audiences, situations, and contexts
2. 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)
3. Critically think about writing and rhetoric through reading, analysis, and reflection

4. Provide constructive feedback to others and incorporate feedback into their writing
5. Perform research and evaluate sources to support claims
6. Engage multiple digital technologies to compose for different purposes

Required Text

The Norton Field Guide to Writing with Readings, 4th edition by Richard Bullock and Maureen Daly Goggin (Norton, ISBN 978-0-393-26578-1)*
*Note that this is an e-book. I specifically request that you purchase the e-book and that you bring with you a means of accessing it every day, such as a laptop or tablet computer (but not a cell phone). If you are averse to using an e-book, or if you do not have such a device, then you may purchase the print version instead, ISBN 978-0-393-61737-5, $75.

Course Website

You will need to use Blackboard (mycourses.purdue.edu) to access required these ideas into practice.

Grading/Assignments

Professional Documents (15%)

This is a short unit that involves writing a résumé and cover letter, along with other small assignments that introduce you to major aspects of rhetoric (genre, audience, purpose, etc.) and asks you to use those ideas to craft a presentation of yourself to a specific audience. The total word count is 1000-1500 words.

Annotated Bibliography (15%)

This assignment involves research, critical reading, summarizing, and writing. You will craft annotations of eight sources that includes a brief evaluation of each source emphasizing its significance, credibility, and relevance. In addition, you will compose a brief headnote that explains the question(s) driving your research and describes your approach to finding sources. The total word count is 1500-2000 words.

Project Proposal (15%)

This document asks you the student to summarize, reflect on, and describe the key rhetorical features of a project that engages with a controversial topic and with scholarship on that topic. Total word count is 1200-1500 words.

Research Poster (20%)

This project that synthesizes your research and seeks to make an argument about your chosen topic in the form of a research poster, which you will present to the class. Total word count is 1500-2000 words.

Semester Reflection (15%)
This document reflects on the trajectory of your writing over the course of the semester paying particular attention to the skills you have gained or improved on and your development as a writer. Total word count is 1000-1500 words.

Professional Ethos (20%)
Professional ethos refers to your attendance and participation in class, especially in group work and peer-review sessions, as well as communication with your instructor and classmates and use of technology in the lab.

Over the course of the semester, you will have composed 7,500-11,500 words of polished writing (or 15,000-22,000 words including drafts). Each unit will require written pieces that support the final product of the unit, and many of these pieces will be graded as part of the project. You will have a detailed assignment sheet and a rubric for each main unit that will tell you how your projects will be assessed. For each unit, pre-writing, drafts, proposals, micro-assignments, and other written pieces are all part of the process that lead to the finished product.

 Note that all documents should be printed in a readable serif font (such as Times New Roman) in 12-point size, with double spacing and a page number in the upper right-hand corner. Citations should follow MLA format.

For more information on this format, please see the most current (eighth) edition of the MLA handbook or consult the Purdue OWL website: (https://owl.english.purdue.edu/owl/section/2/11/).

 Finally, note that I request that you submit electronic copies of your files only. These documents should be uploaded on the class Blackboard site before class begins. Please submit your documents as Word (.doc/.docx) or PDF files.

Note on Attendance
We cover a lot of material and do many activities and group work in this class. Thus regular attendance and participation are vital to your success. Still, sometimes things happen, so everyone has a total of three unexcused absences (no note required).

 Conferences: This class has a conference (recitation) component, in which you will meet individually with me every other week. I will provide the class with a conference schedule that will tell you when you need to be ready for your conference. I will also let you know what you will need to bring with you during the conference time (typically some short piece of writing).

Course Schedule
Most of the readings listed below can be found in the assigned text (NFG). Supplemental readings are marked "Bb" (for Blackboard). Please complete assigned readings before each day's meeting and bring the text(s) to class with you.

Week | Unit	Monday Class: REC 227	Wednesday Class: REC 227	Friday Lab: BRNG B274	Tuesday/Thursday Conf: HEAV 225
Week 1 Introduction Prof. Documents 1/8-1/12	Introductions Interest Inventory	Open-Note Syllabus Quiz Read: Course Syllabus	MS Word Diagnostic Intro to Unit 1-A: Professional Email	Discussion: Writing goals/anxieties
Week 2: UNIT 1 Prof. Documents 1/15-1/19	MLK, Jr. Day NO CLASS	Rhetorical Situations Read: NFG, 1-52	Rhetorical Situations Peer Review Exercise Read: NFG, 53-70	Discussion: Writing goals/anxieties
Week 3: UNIT 1 Prof. Documents 1/22-1/26	Intro to Unit 1-B/1-C: Resume/Cover Letter Rhetorical Analysis Read: NFG, 253-64 Submit: Professional Email by 1:30pm	Document Design Read: NFG, 597-606	Drafting the Cover Letter	Bring: Résumé Draft
Week 4: UNIT 1 Prof. Documents 1/29-2/2	Cover Letter Analysis/Workshop	Writing Introductions and Conclusions Read: NFG, 331-43	Photoshop Demo	Bring: Résumé Draft
Week 5: UNIT 1 Prof. Documents 2/5-2/9	Intro to Peer Review Group Peer Review	Peer Review	Using Peer Feedback	Bring: Draft of Résumé *or* CL

	Read: Richard Straub, "Responding—Really Responding—to Other Students' Writing" (Bb)			
Week 6: UNIT 2 Annotated Bib 2/12-2/16	Intro to Unit 2 Writing Annotations Read: NFG, 188-96	Analyzing Headlines	Digital Scavenger Hunt Submit: Professional Documents today by midnight.	Bring: Draft of Résumé *or* CL
Week 7: UNIT 2 Annotated Bib 2/19-2/23	Source Vetting Read: NFG, 445-72	Writing Research Questions	Practice AB Entry	Bring: Possible Topic
Week 8: UNIT 2 Annotated Bib 2/26-3/2	Annotated Bib Analysis	Citations Read: NFG, 473-99	Plagiarism	Bring: Possible Topic
Week 9: UNIT 3 Proposal 3/5-3/9	Peer Review	Intro to Unit 3 Proposal Inventory	Proposal Workshop Submit: Annotated Bib today by midnight.	Open Conferences
Week 10 3/12-3/16	SPRING BREAK	SPRING BREAK	SPRING BREAK	SPRING BREAK
Week 11: UNIT 3 Proposal 3/19-3/23	Visual Rhetoric Analysis	Proposal Analysis Activity Read: NFG, 911-38	Work Day	Bring: Proposal Draft

Week 12: UNIT 4 Proposal 3/26-3/30	Visual Rhetoric & Research Posters Read: 607-15	Peer Review	Thesis Statements Read: NFG, 156-82	Bring: Proposal Draft
Week 13: UNIT 4 Research Poster 4/2-4/6	Intro to Unit 4 Infographic Analysis	Research Poster Design Analysis	Fair Use/Creative Commons Submit: Proposal today by midnight.	Bring: Poster Text
Week 14: UNIT 4 Research Poster 4/9-4/13	Research Poster Analysis	Writing Poster Text Read: NFG, 355-73	Writing Poster Text	Bring: Poster Text
Week 15: UNIT 4 Research Poster 4/16-4/20	Intro to Semester Reflection	Peer Review	Work Day	Bring: Semester Reflection
Week 16: UNIT 4 Research Poster 4/23-4/27	Poster Presentations Submit: Poster (before you present).	Poster Presentations Submit: Poster (before you present).	Poster Presentations Submit: Poster (before you present).	Bring: Semester Reflection
Finals Week: Semester Reflection 4/30-5/4	—	Submit: Semester Reflection today by noon.	—	—