

Jon Wallin <wallinj@purdue.edu>
English 108— Accelerated First-Year Composition
Time: 2:30 – 3:20 p.m. MWF
Spring 2014
CRN/Section: 63659/006

Office: Heav 303A
Phone: 801-497-1706
Office Hours: 10:30-12:30 T, and by appointment

Welcome to English 108, the accelerated first-year composition course at Purdue. We'll be working in three different spaces this semester—a traditional classroom, a computer classroom, and at the Celery Bog, our community partner for the semester. We'll be engaging in challenging activities that will involve reading, writing, collaborative work, visual design, and rhetorical/creative uses of technology.

schedule

We meet in different places on different days, so I've crafted this handy box to help you keep days and locations straight.

Monday	Wednesday	Friday
HEAV 106	HEAV 106	WTHR 214

required texts:

- Blair, Murphy & Almjeld, *Cross Currents: Cultures, Communities, Technologies*. (ISBN 1413014747)
- *Composing Yourself*, (ISBN: 9781598717457)
- Dan Fagin, *Toms River* (ISBN: 055380653X)
- class website: <http://www.itap.purdue.edu/learning/tools/blackboard/>

culture, community, technology, and place

Media play a significant role in creating and maintaining our cultural identities. This course seeks to explore the relationship between media, culture, Throughout the semester, we'll explore the relationship between place, culture, identity, work, and writing. We'll do this by engaging in readings from the book and other sources, writing—both personal, introspective writing and public writing, and working within the community in which Purdue plays such an integral part.

We'll pay close attention to the "currents" mentioned in the introduction of our primary text: "The relationship between larger national and global cultures and local subcultures, the relationship between these cultures and the values and alliances that circulate within them, and the relationship between these values and the communication genres and technologies we use to share the values and thus create and sustain local and global communities.

assignments

Here's what we'll be working on throughout the semester. Our first project will be the **Student Mapping Project**. In short, this assignment will involve creating various non-traditional maps that illustrate how you interact with the place of Purdue, and maps that might encourage others to interact with campus and the surrounding area in somewhat untraditional ways. The second major assignment is a **personal narrative / TED talk**, in which the student will explore the connection between their life experiences, area of study, and the relationship between health and the environment. The final major assignment is the Celery Bog collaboration project. This will involve working with Dan Dunton of the Celery Bog to develop various resources that will help with community outreach and project development. Aside from these three major projects, you'll also be expected to keep a weekly journal to catalogue both the work you do in the class (reading responses, project notes, etc.), and the work you do with our community partner.

grades

The grades break down like this:

- Projects: 3 x 25% = 75%
- Reflection Journal X = 15%
- Participation: 10%

All major assignments will be graded on the standard plus-minus letter-grade scale: A=100-94, A-=93-90, B+=89-87, B=86-84, B-=83-80, C+=79-77, C=76-74, C-=73-70, D+=69-67, D=66-64, D-=63-60, F=59 or below.

Students must participate in all of the three major projects and complete a majority of the required journal entries in order to pass this class. Students with questions about final grades should review university policies regarding grade appeals, which are outlined by the Dean of Students here: <http://www.purdue.edu/odos/osrr/gradeappeal.pdf>. The University regulations are here: http://www.purdue.edu/univregs/pages/stu_conduct/stu_regulations.html.

behavior

This course relies heavily on discussion. We'll be doing a lot of reading, and discussing most of the reading in class. While it can be intimidating to make comments in front of your peers, you're expected to make a good effort to do so. Being nervous about class discussion is completely understandable. It's also appropriate to react and respond to the comments people are making in class. Learning to think quick and respond coherently in face-to-face interaction is an important rhetorical skill. But the class must always be considered a safe zone—a place where you can comment without fear of being mocked or belittled. Inflammatory remarks, personal attacks on me or other class members, racism (serious or humorous), or other hurtful comments will not be tolerated. If you make these types of comments I'll first call it to your attention. If, after you've been warned, you continue, I will ask you to leave class. If you consistently violate the [Purdue University Student Bill of Rights](#), (the above incidents are covered under Articles 4, 6, and 8), I'll call campus security and have you escorted to the Dean's office.

attendance

Here's how I account for “regular” attendance. I don't use a system of “excused” and “unexcused” absences. Instead, you're allowed to miss **three classes** for any reason. I don't care what it is. Your first three absences, regardless of the reason you missed class, count towards these allowed absences. After that, I lower your grade as I see fit. Attention to personal life while in the computer labs (Facebook, email, texting, etc) will result in you being marked absent for the day. If you're texting or sleeping regularly during class, I'll notify you out of class. If you don't stop, you'll be marked absent. If you are consistently late, you stand to forfeit a portion of your attendance/participation grade, depending on the frequency and severity of your lateness. Generally speaking, if you're late three times, it counts as a full absence.

If you have three (or less than three) absences, your grade won't be adversely affected by attendance, and you'll be well on track to receiving full credit for participation. For each absence you accrue over the allowed limit (3), you will lose 1/3 of a full letter grade from your final grade. That means, if you have earned an A, but have missed class five times, you will receive a B+. However, if you miss more than 11 class periods, you will fail the course, even if you've completed and submitted all major assignments.

If my attendance policy is unclear, please drop by my office and we'll talk about it (HEAV 303A).

participation

You get credit for participating in discussions, doing group and individual presentations, and doing assigned readings throughout the semester. If you are consistently absent or late to class, you will lose participation points (on top of attendance penalties).

grief absence policy

Purdue University recognizes that a time of bereavement is very difficult for a student. The University therefore provides the following rights to students facing the loss of a family member through the Grief Absence Policy for Students (GAPS). GAPS Policy: Students will be excused for funeral leave and given the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments in the event of the death of a member of the student's family.[...]

A student should contact the ODOS (the Office of the Dean of Students) to request that a notice of his or her leave be sent to instructors. The student will provide documentation of the death or funeral service attended to the ODOS. Given proper documentation, the instructor will excuse the student from class and provide the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments. If the student is not satisfied with the implementation of this policy by a faculty member, he or she is encouraged to contact the Department Head and if necessary, the ODOS, for further review of his or her case. In a case where grades are negatively affected, the student may follow the established grade appeals process.

plagiarism

This is the copying, deliberate or not, of another person's work and/or ideas without the proper citation. If you plagiarize,

regardless of your intention, you will fail the assignment in question and you will be referred to ODOS. This can result in failure of the project, the course, and other disciplinary action. We will discuss it further in class, but you also need to be aware of what it is and how to avoid it. When in doubt, you can always check with me.

academic honesty

Academic honesty is similar to plagiarism. In fact, plagiarism falls under the umbrella category of academic dishonesty. Other dishonest behavior in the classroom—lying about attendance, file submission, group work participation, or other academic proceedings will result in you being referred to ODOS, and the impact these offenses have on your grade will be determined by myself and ODOS.

late work

I will count off a letter grade for each day your work is late unless you make arrangements with me prior to the due date. Problems can arise, but the key to their successful resolution is communication. Keep me informed; avoid simply not showing up. And don't come to class the day of the due date hoping to get an extension. Let me know ahead of time why you can't turn your work in, and chances are we'll be able to work something out.

disability

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

pandemic and catastrophe

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/tlt/faculty/>

This project consists of three distinct phases. During the first phase you'll be gathering information about and paying attention to the places you frequent across campus and beyond. You'll then use that information to form an alternative map of campus—one that gives a personalized account of the ways you move across and interact with places throughout your day. During the final phase of the project you'll create a key that serves to elucidate your creation to others—both in the class and beyond.

Phase 1

Visit an information desk and collect everything that includes a map. Compare the maps and make a checklist for what the maps show and don't show (building names, streets, bus routes and stops, bike routes, parking, landmarks, hotels, and more).

Augment one of the maps you've found to contain insider knowledge that would not appear on the maps produced by Purdue (or its auxiliaries / subsidiaries). For example, where can you find a good burger on or close to campus? The best coffee or cookies? Quiet places to study? Places to meet friends? Make a list of places that need to be included in your map and draw it up.

Phase 2

On a large sheet of paper, draw a map of campus that is rich with places and pathways you inhabit today. In particular, pay attention to the places that you normally reside in, locations of important people who are important to you, commonly traveled routes, bike or walking trails, parks, locations on campus, sites where memorable events occurred, favorite places, businesses you frequent, bodies of water, landmarks, other geographic elements. **You will have to differentiate these different types of movement and places as best as you can.**

Above all, this map must make sense to you. Don't worry about accurate measurements, but do try to make your map proportionally consistent. The rest of us should be able to make sense of your map's scale. Also consider the scope of the map. Is the place you currently inhabit concentrated in one area of Purdue? Does it extend beyond campus into West Lafayette or Lafayette? You might also draw one or two detailed inset maps of areas that deserve mapping out in more detail. Or, you might draw a locator inset map that positions your local map within some geographically larger area.

Phase 3

You should also make a key. This key should be (1) a visual representation attached or included on your map and (2) a narrative that answers these questions:

- a) What images/locations feature most prominently on your map? What is the centermost "thing on your map? What is at the edges?
- b) What people or groups of people do you associate different locations on your map?
- c) What plants and animals inhabit your map (if any—don't just add them if they don't matter)?
- d) What places do you walk, ride or drive by regularly? How did you represent these places? Why?
- e) What places do you walk, ride or drive by regularly but never enter (indoor and outdoor places)?
- f) Who does *not* inhabit your map?
- g) What is *not* on your map?
- h) How would you describe the place in which you live to others?
- i) What would you title your map?

For this assignment, you will be asked to write a type of personal narrative that pulls from genres such as a memoir, a commentary, and a more traditional argument. We will, in part, be modeling talks given at TED conferences. TED was founded as a means [platform] through which people could spread ideas, “usually in the form of short, powerful talks.” Though many of these talks come from business, industry, or leaders of an intellectual field, many also come from people who have nothing more than a compelling story to share. Your goal is to write such a story, centering it around the theme for the November 3 TEDxPurdueU event, “Confronting Our Environmental Health Risks.”

Writing an effective TED talk will require you to do a number of things. First, you must make a connection between the theme and your own life. [Using the concept mapping skills you’ve built up during the previous unit,] try and chart the connections between your past experiences, the environment, and either your health or public health in general. Look for connections that might not be initially obvious, as often more subtle connections will lead to a more interesting story.

You should also try and make connections between your life experiences and the path you’ve chosen (or are considering) here at Purdue. Since most of you are just starting your educational career, you will need to research where your field has connections with health and the environment. For example, if you are studying to become a mechanical engineer, you might look at health problems MEs work to solve. If your major is Applied Exercise and Health, your exploratory research would be somewhat different. Some of you will have compelling stories that don’t seem to fit with your major or course of study, which is fine. Though you’re not required to connect your story to your major, doing so can add purpose and meaning to the story you want to tell.

Finally, your talk must make an effective argument. Effective writing has a clear purpose, and this assignment is no different. Though you might start your work by making connections between various aspects of your past and future experience, the finished product will need to argue for something. Many TED presenters make heavy use of visuals. Don’t be afraid to do this yourself. The final product doesn’t have to be just words on a page. Consider your purpose and context, and choose a medium that best suits your message. While some of your talks will most resemble an essay, others will produce annotated presentations, photo essays, or even videos.

TED Talk	
Length:	750-900 words
Draft due:	Oct 10
Final due:	Oct 17

Course Schedule
 English 108
 Fall 2014
 Jon Wallin

	Date	Topic	Readings	Assignments Due
WEEK 1	Mon Aug 25	Syllabus		
	Wed Aug 27	Literacy and Community	<i>CrossCurrents</i> (CC) ch. 1	Info Sheet
	Fri Aug 29	Information Literacies, professional communication	Lopez, “The American Geographies” and Stilgoe, “Beginnings” (Blackboard)	Community Literacy write-up
WEEK 2	Mon Sept 1	Labor Day—No class		
	Wed Sept 3	Mapping and Place – Intro to Unit 1	CC ch. 2: 23-44, 61-73 <i>Composing Yourself</i> ch.1-5	ICaP policy sheet
	Fri Sept 5	Mapping 2	Barton and Barton, “What Deep Maps Are.” (Blackboard)	
WEEK 3	Mon Sept 8	Identity and Memory	CC ch. 3: 77- 104	
	Wed Sept 10	Potential Bog Visit / Identity 2	CC ch. 3: 115-125	
	Fri Sept 12	Community Engagement	CC ch. 6: 225-235, 246-259	Place profile due (CC 126)
WEEK 4	Mon Sept 15	Peer Workshop – Campus Maps		Map drafts due
	Wed Sept 17	Intro to TED talk assignment		
	Fri Sept 19	Health and Environment	CC ch. 8: 311-320, 326-328	Journal Check 1
WEEK 5	Mon Sept 22	Health and Environment 2	CC ch. 8: 329-341	Mapping assignment due
	Wed Sept 24	Celery Bog – Preliminary Research		
	Fri Sept 26	Visual Arguments		visual

WEEK 6	Mon Sep 29	Social Networks	CC ch. 7: 263-289	
	Wed Oct 01	Innovation/Industry and Ecology	<i>Toms River</i> ch. 1-2	
	Fri Oct 03		CC ch. 7: 292-306; Blackboard readings	
WEEK 7	Mon Oct 06	Celery Bog – Project plan		
	Wed Oct 08	Exploring the TEDyouth project	http://goo.gl/oIRTLh	
	Fri Oct 10	Peer Workshop – TED talk		TED talk drafts due
WEEK 8	Mon Oct 13	No Class – October Break		
	Wed Oct 15	Conferencing 1		
	Fri Oct 17	Conferencing 2		
WEEK 9	Mon Oct 20	Group Breakout Session – Bog plans		TED talk due
	Wed Oct 22	Group Breakout Session 2 – Finalized Bog Plans		
	Fri Oct 24	Toms River – Audience analysis	<i>Toms River</i> ch. 3-4	Journal Check 2
WEEK 10	Mon Oct 27	Toms River – Establishing Place	<i>Toms River</i> ch. 5-7	
	Wed Oct 29	Grants and Funding for Bog Project		
	Fri Oct 31	Group Workshop w/ Jon		
WEEK 11	Mon Nov 03	Cancer, Culture, Community week – Dan Fagin questions	<i>Toms River</i> ch. 9-14, 22	
	Wed Nov 05	Group Breakout Session 3 – Progress Update and forecasts		
	Fri Nov 07	No Class – Attend TEDx / Dan Fagin talk		
WEEK	Mon Nov 10	Project Workshop – peer audits		
	Wed	Dan Dunton Presentations		

	Nov 12			
	Fri Nov 14	Workshop w/ Dunton feedback		
WEEK 13	Mon Nov 17	Project Workshop		
	Wed Nov 19	Project Workshop		
	Fri Nov 21	Group Conferences 1 – 2:30 — 2 – 2:50		Journal Check 3
WEEK 14	Mon Nov 24	Group Conferences 3 – 2:30 — 4 – 2:50		
	Wed Nov 26	No Class – Thanksgiving Break		
	Fri Nov 28	No Class – Thanksgiving Break		
WEEK 15	Mon Dec 01	Group Conferences		
	Wed Dec 03	Project Workshop		
	Fri Dec 05	Project Presentations		Proposal Final Draft
WEEK 16	Mon Dec 08	Present work to Celery Bog		
	Wed Dec 10			
	Fri Dec 12			Journals