

# English 10600.064: Myths & Monsters

## Fall 2020 Course Syllabus



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**Office Hours:** Tuesdays, 11:00 a.m.-12:30 p.m. (or by appointment) via [Zoom](#)

### About this Class

This description assumes that Purdue remains open and on-site classes and remote learning continue through the semester. However, I have planned this class so that if need be we can move online with few, if any changes. You can access a tentative weekly schedule [here](#).

This class is not in the online-only catalog and therefore meets synchronously at the officially scheduled meeting time. If you are unable to participate at our scheduled class time, you should register for an asynchronous online course. Contact your academic adviser for assistance. If you need an accommodation to complete the class asynchronously for medical reasons, however, please let me know.

### Course Format

This semester, English 10600 is being taught as a hybrid class, combining aspects of traditional in-person classes with aspects of online instruction. You are registered for two different sections with two different CRNs. Your schedule indicates that the main section of the course will meet three times a week in REC 227. In order to meet Purdue's requirements for classroom social distancing, we have divided this section into three smaller "mini-sections." Along with this main section, your schedule shows a section that meets one day per week. This represents the day that we will have online conferences. (There is more information about conferences on page 8.)

Each of you will attend class physically one day per week, according to your mini-section assignment that I will give you soon. You will also participate in online conferences, usually every week though sometimes every other week. I will be providing you information about the initial conference schedule soon, too. On the days that you do have a mini-section or conference, you can expect to have a variety of reading, writing, and viewing assignments. You find those on the course calendar that accompanies this document.

Our classes and conferences will be synchronous. That is, on the day that your mini-section meets, you will attend class in person, and on the day that you have a conference, you will attend online, both at 4:30 p.m. as indicated on your schedule.

### Class Meeting Schedule

<b>Monday:</b>	<b>Tuesday:</b>	<b>Wednesday:</b>	<b>Thursday:</b>	<b>Friday:</b>
106-64-17778 Mini-section 1	106-83-17796 Conferences	106-64-17778 Mini-section 2	106-84-17797 Conferences	106-64-17778 Mini-section 3
<i>4:30-5:20 p.m.</i>	<i>4:30-5:20 p.m.</i>	<i>4:30-5:20 p.m.</i>	<i>4:30-5:20 p.m.</i>	<i>4:30-5:20 p.m.</i>
<i>REC 227</i>	<i>Online</i>	<i>REC 227</i>	<i>Online</i>	<i>REC 227</i>

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### Course Description

English 10600 is the standard 4-credit hour composition course for students at Purdue. 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. This section of ENGL 10600 focuses on academic writing & research, or, the ways that we communicate in and with scholarly communities and disciplines. In this course, we'll explore the facets of academic rhetoric through the theme of "Myths & Monsters." The ideas of 'myths' and 'monsters,' when applied generally, can cover an expanse of concepts, stories, and interests—and even appear in your majors! Don't believe me? Check out this [list](#) for just a taste of how myths and monsters continue to influence our habits, beliefs, pop culture, research and more.

- What it means to compose as a scholar (not just "writing," but designing, drafting, revising, presenting, creating content, etc.)
- How to search for and evaluate information, and how to conduct secondary research using library resources and databases as well as popular search engines and media
- How to be an ethical researcher and writer
- The conventions for communicating with a variety of audiences, including scholarly peers and laypersons
- How different technologies and media change the way that we write, communicate, and share information with each other
- How you'll incorporate writing and media into your future career

**Introductory Composition Learning Goals** For more information, see the [Introductory Composition at Purdue \(ICaP\) website](#).

By the end of the course, students will:

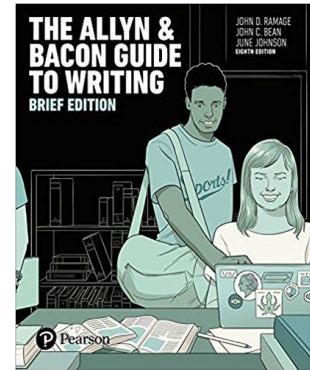
1. Demonstrate rhetorical awareness of diverse audiences, situations, and contexts
  2. Compose a variety of texts in a range of forms, equaling at least 7,500-11,500 words of polished writing (or 15,000-22,000 words, including drafts)
  3. Critically think about writing and rhetoric through reading, 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
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## Course Materials

For this course, you will need to purchase access to our digital textbook and learning platform:

Ramage, J., Bean, J. C., & Johnson, J. (2018). *The Allyn & Bacon Guide to Writing (Brief Edition)*. 8<sup>th</sup> ed. Pearson. ISBN-13: 978-0134407678. @ \$49.99.

You do not need to purchase a print textbook, but you will have the option to buy a loose-leaf version of the book for \$19.99 when you purchase the digital book.



REVEL is the textbook publisher's (Pearson's) fully digital delivery system. You will need REVEL to complete textbook quizzes and other activities that are required for your participation in this course. **You will be able to purchase and access *The Allyn & Bacon Guide (ABG)* directly through our course Brightspace** by following the course link and registering for a Pearson REVEL account.

Other course texts and materials (readings, reports, videos, worksheets, etc.) will be available as links or PDFS on our class Brightspace site and will be listed on the course schedule. You will supplement these materials with resources you discover through your research for the writing projects.

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## Technologies

In order to participate in course activities, you will need:

- A high-speed internet connection, which you will access daily for course communication through email and Brightspace access
- Access to a laptop or desktop computer with Windows Vista or higher, or Mac OS 10.6 Snow Leopard or higher

- A webcam with microphone or working smartphone with camera, for video conferencing and virtual office hours
- A program that can open PDFs (such as Acrobat or Preview)
- Microsoft Office, Apple's Office suite, or open source equivalents (please save documents in .doc, .docx, or .pdf formats—no .pages files, please!)

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## Writing Projects (Due dates are listed on the course calendar):

You will be completing four major writing projects for this course. In addition to the brief descriptions below, I will be giving you specific information about each assignment as you begin it. You will have plenty of time for each paper, and you will have the opportunity to get feedback on drafts of all of them.

### **Project 1: Scholarly Article Analysis.....25%**

For this assignment, you will summarize and respond to a scholarly article written by experts in your discipline. This project will require you to 1) introduce and summarize the content of the article clearly and accurately, and 2) offer your response to the article based on criteria we will discuss. The project is based on Chapter 6 of *The Allyn & Bacon Guide (ABG)* and supplemented with other chapters, readings, and activities. (1,500–1,750 words, not including preliminary writing activities)

### **Project 2: Researched Argument Essay.....25%**

For this assignment, you'll ask questions in order to identify an issue relevant to your area of interest, and you'll investigate the public and scholarly conversations on the topic in order to inform your own position. Once you have engaged with the ideas of others, you will contribute to the conversations on this issue by composing a persuasive, argumentative essay that presents your own take on the issue. You will need to support your position with evidence from those conversations or found in other relevant sources. This project is based on Chapter 16 of the *ABG*, supplemented with other chapters, readings, and activities. (2,250–2,500 words, not including preliminary writing activities)

### **Project 3: Research Poster.....20%**

You will remediate your researched argument into a poster like those presented at research conferences, such as Purdue's Spring [Undergraduate Research Conference](#). You will create a research poster (using PowerPoint, InDesign, Canva, or another page design tool) aimed at educating an audience on the issue you chose for your researched argument essay. This project is based on Chapters 5 & 20 of the *ABG* and supplemented with other readings and activities. (Approximately the equivalent of 2000 typewritten words plus images)

### **Project 4: Digital Portfolio.....10%**

You will compile the work that you have brainstormed, drafted, revised, edited, and reflected on throughout the semester. At the end of the course, you will write a final reflection (1,000 words) that synthesizes all that you have learned. The portfolio is as an opportunity for you to showcase your written communication skills, how they have developed, and how you can adapt and

negotiate your skills based on context. You will receive details about the Digital Portfolio and reminders to save all of your work for this course throughout the semester.

## Topics for your Papers

You may choose your own topics for Writing Projects 1 & 2, as long as what you write about is related to how our theme relates 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 a pre-med student, you may decide to write on the myth that vaccines cause autism. If you are a civil engineering major, you may want to focus on how natural disasters pose a monstrous threat to communities worldwide. If you are a music major, you might be interested in why so many horror films use string music in their scores. Our theme is designed to inspire you to be genuinely curious about and creative with your topics—the possibilities are endless!

## Project Format, Submitting Work, & File Naming

Refer to assignment sheets for specific formatting requirements for each assignment. Filenames for electronic documents must include your name and the title of the assignment. Don't save your project as "Essay.doc." Save it as:

YOURLASTNAME\_ScholarlyArticleAnalysis\_FirstDraft.doc (or something similar), so that your (and my) files stay neatly organized.

In general, use Microsoft Word for your papers. Follow the MLA guidelines for formatting and documentation, an introduction to which you may find in the Purdue OWL (On-Line Writing Lab) [MLA Formatting and Style Guide](#).

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	
Alex Anderson	
ENGL 10600-064	
24 September 2020	
Title of Your Paper	

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.

### **Submitting Work & File Naming**

You will submit (and I will return) all work through Brightspace. If there are technological problems with Brightspace, we will use email attachments as a fallback.

Again, file names must include your name and the title of the assignment. Don't save your project as "Essay.doc." Save it as: YOURLASTNAME\_ScholarlyArticleAnalysis\_FirstDraft.doc or something similar, so that your (and my) files stay neatly organized.

**Late Work:** I do not accept late work unless arrangements have been made at least 48 hours prior to the due date. Final drafts of projects 1–4 must be uploaded to Brightspace by 11:59pm on the assignment due date, unless otherwise specified on the course calendar.

### **Additional Assignments and Graded Activities**

**Short Writings & Discussions**.....10%

As you work towards each of the four major writing assignments, you will be assigned additional written work in the form of pre-writing and planning, peer review, and reflection activities. You may also be required to complete reading quizzes in our REVEL textbook. Additional information on these short assignments will be posted on Brightspace.

**Participation, Engagement, & Attendance**..... 10%—should be an easy A!

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

I expect you to come to class, whether in person or online, prepared for the day's activity, including having access to the textbook and other materials you will need for the day, having carefully read any assigned reading, and being ready to engage in class or group discussions. I expect you to remain engaged during the full class period. Evidence of that engagement includes paying attention and taking notes as appropriate, focusing on specific class activities. Finally, as noted in on page 10, 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 paragraph, and I will let you know if your performance is not satisfactory.

During this unusual semester, I will keep attendance during in-person class meetings and conferences. If you are frequently absent or late, I will reduce your participation grade. You may

be absent up to 3 times before your participation grade is reduced. **Please remember, however, that if you are ill, you are not to come to class.** See the section on Classroom Protocol for COVID-19, below, and the section on Classroom Guidance at the end of this document. If you are staying away from class because you are ill, your participation grade will not be affected. Remember, however, that you must complete assignments as scheduled unless illness makes that impossible.

Here's how your participation grade will be determined:

- A Student is consistently prepared for class, completes all additional assignments, provides helpful feedback in peer review, participates appropriately in class and group discussions, is engaged in class activities.
- B Student is generally prepared for class, completes all additional assignments, provides feedback in peer review, generally participates in class and group discussions, is generally engaged in class activities.
- C Student is not regularly prepared for class, may miss one or two additional 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.

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## Grading

percentage	letter grade
100–97 = A+	4.0 = A
96–94 = A	3.7 = A-
93–90 = A-	3.3 = B+
89–87 = B+	3.0 = B
86–84 = B	2.7 = B-
83–80 = B-	2.3 = C+
79–77 = C+	2.0 = C
76–74 = C	1.7 = C-
73–70 = C-	1.3 = D+
69–67 = D+	1.0 = D
66–64 = D	0.7 = D-
63–60 = D-	0.0 = F
59% or below = F	

## Conferences

Conferences are an important part of ENGL 106 at Purdue. During a conference, students are required to meet with their instructor (sometimes individually, sometimes in small groups) for 10-25 minutes at time to discuss their writing and learning in a more intimate setting. In ENGL 10600 hybrid, conferences are conducted through my Zoom meeting room using your computer's webcam and microphone. During the first few weeks of the course, you will sign up for initial conferencing dates and times for the semester. The Zoom room for conferences is the same as my room for virtual office hours and is listed at the top of this page and on your course's Brightspace page.

Conferences are your time to discuss questions or concerns you have about your writing and/or reading for the class and a time receive more individualized attention and feedback on your learning. It is especially important that you come prepared with *specific* questions or concerns. Your pre-conference prompt will invite you to work through some specific ideas, issues, or insights beforehand so we can get the most out of our conference time together, and do so in a manner tailored to your specific needs. If you aren't prepared for your conference appointment or you're late, your participation grade will suffer.

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## Student Guide

All Purdue policies apply to this course. Learn more in the [Student Guide to ICaP](#).

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## Purdue Writing Lab

Want input on your writing for this class or any others? Did you know working with a tutor, whether for English or any other discipline, leads to better course grades, high GPAs, greater academic success? Sign up to share any writing from this 106 course or any other at <https://cla.purdue.edu/wlschedule/>. They also have evening hours, and you can get feedback virtually without leaving your dorm or apartment. The Writing Lab will work with you where you are, support your writing in your major, and help you learn what you need to become more effective whatever the context.

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## Classroom Protocol for COVID-19

As you know, Purdue has adopted a number of policies and protocols to provide all of us with as safe a teaching and learning environment as possible in the face of the COVID-19 pandemic. But we must do our parts as well. Please follow all of the protocols outlined in the Protect Purdue Plan (see <https://protect.purdue.edu/>) and abide by the Protect Purdue Pledge. Purdue's official classroom guidance appears at the end of this document. Key elements are summarized here.



**You should be wearing a mask that covers your nose and mouth when you are in a campus building, so I expect that you will be wearing one when you come into class.** If you have forgotten your mask, I may be able to provide you with one, but I cannot do so repeatedly.

Because you must wear a face mask while you are in the room, **you may not eat or drink in the classroom.** If you must eat or drink for health reasons, you must leave the classroom.

Please try to maintain 6' of distance from others as you enter the classroom.

Many seats in our classroom are not adequately separated for the best social distancing. When you come into class, please choose a seat that provides at least 6' of separation between yourself and other students.

As you are preparing to sit down, please take a few minutes to sanitize your seat, especially the top surface of the desk or table.

As you are preparing to leave, please take a few minutes to wipe down your seat, especially the top surface of the desk.

Remember, if you feel sick, do not come to class. Follow the protocol you can find here: <https://protect.purdue.edu/what-to-do-if-you-are-sick/>. This protocol includes informing your instructor of your absence, but more importantly, contact the Protect Purdue Health Center 24/7 at [765-496-INFO](tel:765-496-INFO) (4636) or toll-free at 833-571-1043 by pressing "1."

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## **Academic Honesty, Plagiarism, & The Purdue Honor Pledge**

Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breeches of this value by either emailing [integrity@purdue.edu](mailto:integrity@purdue.edu) or by calling 765-494-8778. While information may be submitted anonymously, the more information that is submitted provides the greatest opportunity for the university to investigate the concern.

Incidents of academic misconduct in this course will be addressed by the course instructor and referred to the Office of Student Rights and Responsibilities (OSRR) for review at the university level. Any violation of course policies as it relates to academic integrity will result minimally in a failing or zero grade for that particular assignment, and at the instructor's discretion may result in a failing grade for the course. In addition, all incidents of academic misconduct will be forwarded to OSRR, where university penalties, including removal from the university may be considered.

### **Plagiarism**

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 expression 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; (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.

### **The Purdue Honor Pledge**

In 2016, a group of Purdue students, with the support of several campus governance groups, developed the Purdue Honor Pledge: “As a Boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together—we are Purdue.”

For more information on academic honesty and integrity at Purdue, see the [Office of Student Rights and Responsibilities webpage](#).

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### **Accessibility & Accommodation**

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: 765-494-1247.

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### **Civility & Respect**

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Purdue's nondiscrimination policy can be found at: [http://www.purdue.edu/purdue/ea\\_eou\\_statement.html](http://www.purdue.edu/purdue/ea_eou_statement.html).

Also, if you prefer to go by a name other than the one on my roster please let me and the class know when you introduce yourself during our first class. If you prefer a particular pronoun in connection with your gender identity, please let me and the class know so we can respect your preferences.

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## CAPS & Mental Health Resources

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.

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## What to Do in An Emergency

To report an emergency, call 911. To obtain updates regarding an ongoing emergency, sign up for Purdue Alert text messages at [Purdue Emergency Alert page](#).

There are nearly 300 emergency telephones that connect directly to the PUPD, both outdoors across campus and in parking garages. If you feel threatened or need help, push the button and you will be connected immediately.

*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.

Please review the Emergency Preparedness website for additional information: [Purdue Emergency Preparedness](#).

## Classroom Guidance Regarding Protect Purdue (Official University Policy)

The [Protect Purdue Plan](#), which includes the [Protect Purdue Pledge](#), is campus policy and as such all members of the Purdue community must comply with the required health and safety guidelines. Required behaviors in this class include: staying home and contacting the Protect Purdue Health Center (496-INFO) if you feel ill or know you have been exposed to the virus, wearing a mask [in classrooms and campus building](#), at all times (e.g., no eating/drinking in the classroom), disinfecting desk/workspace prior to and after use, maintaining proper social distancing with peers and instructors (including when entering/exiting classrooms), refraining from moving furniture, avoiding shared use of personal items, maintaining robust hygiene (e.g., handwashing, disposal of tissues) prior to, during and after class, and following all safety directions from the instructor.

Students who are not engaging in these behaviors (e.g., wearing a mask) will be offered the opportunity to comply. If non-compliance continues, possible results include instructors asking the student to leave class and instructors dismissing the whole class. Students who do not comply with the required health behaviors are violating the University Code of Conduct and will be

reported to the Dean of Students Office with sanctions ranging from educational requirements to dismissal from the university.

Any student who has substantial reason to believe that another person in a campus room (e.g., classroom) is threatening the safety of others by not complying (e.g., not wearing a mask) may leave the room without consequence. The student is encouraged to report the behavior to and discuss next steps with their instructor. Students also have the option of reporting the behavior to the [Office of the Student Rights and Responsibilities](#). See also [Purdue University Bill of Student Rights](#).

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### **If You Are Quarantined or Required to Isolate** (Official University Policy)

If you become quarantined or isolated at any point in time during the semester, in addition to support from the Protect Purdue Health Center, you will also have access to an Academic Case Manager who can provide you academic support during this time. Your Academic Case Manager can be reached at [acmq@purdue.edu](mailto:acmq@purdue.edu) and will provide you with general guidelines/resources around communicating with your instructors, be available for academic support, and offer suggestions for how to be successful when learning remotely. Importantly, if you find yourself too sick to progress in the course, notify your academic case manager and notify me via email or Brightspace. We will make arrangements based on your particular situation. The Office of the Dean of Students ([odos@purdue.edu](mailto:odos@purdue.edu)) is also available to support you should this situation occur.