



ENG 1020: Designing Composition Introduction to College Writing



Contact Info:

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Course Info:

8:30am-9:25am MWF 337 State Hall

Office:

Room 9306, 5057 Woodward (the desk with all the pictures)

Office Hours: ?

Online Office Hours: M 10-11

Books:

Wysocki, Anne F., and Dennis Lynch. *Compose Design Advocate*. Pearson Longman, 2005.
Blakesley, David, and Jeffrey L. Hoogevan. *The Thomson Handbook*. Thomson Wadsworth, 2007.
A computer storage device (USB Drive, numerous floppies, or online space)

Course Description:

English 1020 prepares students for academic writing that they will do in other college courses and helps students to develop tools for designing texts and research to use after the university as well. We begin by examining how place, context, and readers change the meaning of words, use this information to write rhetorically constructed narratives, and eventually build to designing arguments based upon divergent research. In addition, the design tools taught in this course can be applied broadly afterward for composing papers, reports, websites, speeches and even graphic design. In the end, students should exit with a better idea of how to use rhetorical language effectively and in what ways they can create powerful combinations of words.

Course Policies:

1. Attendance is mandatory. Excused absences are available for honest excuses (in other words, contact me in the event of an absence). You are given three "freebie" unexcused

absences per term, please use them wisely.

2. Students enrolled in English courses must come to one of the first week sessions in order to remain enrolled in the course. Students are required to drop the class in this situation.

3. Students are required to come to class having read all course materials and ready to participate in class discussion.

4. Late Assignments are accepted, however, they will lose 5 points per every 25 the assignment is worth. All assignments are absolutely due the last class meeting – no exceptions.

5. Cell phones should be off or on vibrate.

6. Plagiarism will result in failure of the assignment at the very least. Plagiarism is the act of stealing another person's words or ideas, so all ideas and words taken from another person or source must be cited in some way. If you are unsure of the proper way of citing sources, one of your texts is the Thomson Handbook which details ways which this may be done.

7. You are expected to make up any work that you miss during an excused or unexcused absence. First consult the syllabus and Blackboard. Second consult other students. Only third should you e-mail or call the instructor to find out what was done in a meeting that has already past. I will be happy to help you before the absence, however.

8. Any time you use material from a source cite it. I prefer MLA citation style. You bought the handbook, it's in there!

9. I will not give extra credit to any student with many missing or late assignments.

10. I do not give out incomplete grades.

Class Recommendations:

1. Take notes on concepts, procedures, and vocabulary that is new for you. This will be easier than going back through the text later looking for them.

2. Back up all your work in at least two places, I cannot be responsible for any files that you lose because your hard drive crashes or because you lose your USB drive.

3. You may check your current grade at any time on Blackboard.

4. Handouts and extra copies of the syllabus are also on Blackboard.

5. Extra Credit is available! Your main source of extra credit

in this course is the class blog. Posting news stories or links that you think the class will be interested in will be worth variable amounts of points. Extra points will also be available for doing exceptionally on any assignment.

ADA and Discrimination Policy

WSU complies with all federal and state laws and regulations regarding discrimination and harassment, including the Americans with Disabilities Act (ADA) of 1990. If you have a disability and need reasonable accommodation for equal access to education and services at WSU, please contact the academic office or education accessibility services. Students that use harassing language toward one another, an instructor, or in their writing will be asked to leave the class and further steps will be taken according to WSU's policies on harassment as necessary.

Assignments and Points:

1. Blog: You will be asked to post to our class blog twice weekly, answering prompts and responding to class and readings. 20 points per week, 170 points
2. Technological and Communication Autobiography: This assignment will get you thinking about how you communicate, what technologies you use, and how technology has changed the way you design communication and composition. Handout on January 10, 2007. Due January 26, 2007. 100 points.
3. Short Story/Creative Nonfiction: You will choose your topic at this time for the rest of the class. You will be asked to write a short story (less than six pages) about a topic of your choosing. You should focus on including both dialogue and exposition. You will be analyzing your own story via the blog for audience and rhetoric. Handout on January 29, 2007. Due February 9, 2007. 100 points.
4. Dialogue: . Your dialogue will map out several different viewpoints on whatever issue or topic you have chosen, with each character taking a viewpoint. It is important that nobody win this argument. Handout on February 12, 2007. Due March 7, 2007. 100 points
5. Argumentative Essay: Using your dialogue, you will build an essay that represents a well researched topic to your instructor and the rest of the class. "Well researched" means that you will present as many different views on your given topic as possible, and IF you decide that one is more important than another, that you advocate for it to the best of your ability using rhetoric and carefully designed language. This will use MLA formatting. Handout February 23, 2007. Rough Draft on March 26, 2007. Due on March 30, 2007. 200 points
6. New Media Group Project: I will place you in groups according to the subjects of your dialogues and argumentative essays. While this is called a "New Media" project, and web pages, animations, and movies might be appropriate, I will also be accepting a wide range of projects, many of which do not have to do anything with technology. Handout on April 2, 2007. Design Plan Due April 11. Project Due when presented, April 18 or 20. 200 points
7. Course participation, 10 points per week, 140 points

Total points: 1010

A	92 - 100%	929-1010
A-	90 - 91%	909-928
B+	88 - 89%	889-908
B	82 - 87%	828-888
B-	80 - 81%	808-827
C+	78 - 79%	787-807
C	72 - 78%	727-786
C-	70 - 71%	707-726
D+	68 - 69%	686-706
D	62 - 67%	626-685
D-	60 - 61%	606-625
F	59%	0-605

Only two "official" forms of digital writing are assigned (the group project and the blog) I welcome students to play with new digital formats for all projects providing that you are still writing the same average amount of words for each project as other students.

To get your current score, please visit Blackboard. You will have to add up the total number of points possible at any given time, then divide your current total by that number.

Education Accessibility Services:

If you have a physical or mental condition that may interfere with your ability to complete successfully the requirements for this course, please contact the EAS at 313-577-1851 to discuss appropriate accommodations on a confidential basis. The office is located in Room 1600 of the David Adamany Undergraduate Library. Please contact me if you have any questions regarding the visual components of the course.

Resources for extra help:

1. Me: Come in during my office hours or make an appointment. Extra help with new media tools and software is available through your instructor's office hours.
2. Writing Center: It is located on the second floor of the Undergraduate Library. You are encouraged to meet with a tutor in organizing your ideas about an assignment, going over a draft, or revising an essay. Sessions are 30-45 minutes in length and are at the beginning of the hour. Call 313-577-2544 or stop in to make an appointment.
3. Extra help on documentation can be found at the OWL site at Purdue University's Website: <http://owl.english.purdue.edu>

Course Schedule:

I reserve the right to change this schedule and resultant point totals at any time.

Week 1: Designing Words

Monday, January 8, 2007
Course, Instructor, Student Introductions
Syllabus overview
Blog set up (if time, otherwise Wednesday)

Wednesday, January 10, 2007

What do words matter?

Looking at specific combinations of words.

Creating new combinations of meaningful words.

What is design?

What does designing words mean?

Project Assigned: Technological Autobiography

Homework:

Read: Introduction, pages 1-16

Friday, January 12, 2007

In Class Project: Free Association

Homework:

Blog Entry: Use your free association project to write a brief overview of "how your mind works." Talk about what words always bring up certain memories you have, what words have special meaning to you, and how someone else using these words might effect you in unexpected ways. What do you think this means for your future writing?

Read: Chapter 2, pages 33-55

Week 2: Designing a plan

Monday, January 15, 2007

Holiday – no Class

Wednesday, January 17, 2007

What is Rhetoric?

What is a Design plan?

Creating a basic design plan

Homework:

Blog Entry: How might a design plan help you write or work on a project that you are likely to have to do for your major or later in life?

Read: Chapter 3, pages 57-76

Friday, January 19, 2007

Designing words and sentences revisited

If Time: Play Catchphrase

Homework:

Blog Entry: How do you communicate a word without saying the word? Why are games like Catchphrase and Pyramid so popular? Do you like these games? Why or why not? Are there any other word games you'd like to share with us?

Read: Chapter 4, 79-107

Week 3: Designing for an Audience, using Rhetoric

Monday, January 22, 2007

Steps of a rhetorical analysis

Performing rhetorical analysis in class

Homework:

Blog Entry: Find a picture, advertisement, movie, or essay online that you believe uses the forms of rhetoric described in the reading. Be sure to also provide a brief explanation of why this is and use the rhetorical analysis steps we learned in class in order to analyze its rhetoric.

Read: Chapter 7, 191-210

Wednesday, January 24, 2007

Audience analysis

Testing for an audience

Performing an audience analysis in class

What does this have to do with design?

Homework:

Blog Entry: Find a picture, advertisement, movie, or essay online and analyze its audience. Who do you think the audience is? Why does the communication work well for their audience? Why might it fail? Please be more descriptive than "yeah, it's good."

Finish Tech Autobiography

Friday, January 26, 2007

Technological Autobiographies due – informal presentations of this material in class

Why does technology change the way we write?

How does technology change the way we communicate with others?

How do you choose a technology based upon your audience?

Homework:

Find a short story online or offline that interests you. Read it, and be prepared to explain why it appeals to you, who the audience for this story was historically as well as now, and what rhetoric may be present.

Blog Entry: Write a brief critical analysis of the short story that you choose

Week 4: Designing Fiction

Monday, January 29, 2007

Fiction is one place where words and situations are carefully constructed

Sharing stories that students bring to class

Begin design plan for own story

Short Story Assigned, Due Friday, February 9

Homework: Work on design plan for story

Wednesday, January 31, 2007

Thinking about dialogue

Rhetoric in fiction

Critical analysis

Homework:

Blog Entry: Think about your favorite story of all time (which can be in a book, in a movie, maybe just a story that someone told you), what is it about that story that "got" to you? Summarize the story for us, and tell us what it means to you.

Friday, February 2, 2007

Happy Groundhog's Day

In class work time on stories

More talk about stories – why do we like what we like?

How to do peer response

Peer Review Practice Exercise

Design plan due

Homework:

Read: Chapter 7, 213-222

Rough Draft of Story by Monday – no name attached!

Week 5: After Design, Sharing, Testing

Monday, February 5, 2007

Looking at rough draft of peers anonymously

Peer response forms

What are stories trying to do rhetorically? Who is their audience?

Look at design plan – how does the story meet up with what the author planned?

Homework:

Blog Entry: What did you learn about your story from reading the comments of others? What surprised you? What didn't? What will you change or redevelop?

Wednesday, February 7, 2007

How do we test other forms of communication?

Why is testing important to design?

Testing design from the internet

What websites do we like, which do we hate? Why?

Homework:

Read: Plato's Dialogue

Friday, February 9, 2007

Presenting stories.

Segueing into argument

What does dialogue in stories have to do with an argumentative dialogue?

Homework:

Read: 316-335 (lots of pictures, no panicking)

Blog Entry: Take your favorite example from this weekend's reading. Construct a "conversation" about it between two individuals who would believe opposite things about your chosen visual.

Week 6, Argument

Monday, February 12, 2007

Dialogue as argument

Dialogue Assigned

How do you design a position, even if you don't agree with it?

Homework:

Read: 347-369 (again, lots of pictures)

Blog Entry: Choose a topic for your dialogue. Why did you choose the one you did? Did anybody else choose the same one? Discuss whether or not you think your topic would make a good dialogue. How many sides do you think you can find to what you may have assumed was a two sided argument?

Wednesday, February 14, 2007

Happy Valentine's Day

Doing research for an argument

Developing several different positions

How to do broad research with no thesis

Looking at arguments of others

Arguments in orality

Friday, February 16, 2007

Playing "Argue!" in class for the first time

How do you construct a rhetorical argument in a hurry?

Homework:

Read: 381-396

Week 7, Argument Online

Monday, February 19, 2007

Argument present in visuals

Examples of visual argument

Thinking about the construction of visual argument

Design plan for Dialogue due

Wednesday, February 21, 2007

Visual arguments constructed in class

Thinking about turning visual arguments into written arguments

How can you capture the power of visuals in words?

Juxtaposition

Homework:

Read 223-237

Friday, February 23, 2007

Spoken Arguments

Speech giving

Why talk about this now?

Argumentative Essay Assigned

Homework:

Read: 509-532 (comics, so no panicking)

Week 8, Dialogues

Student - Teacher conferences

Week 9

Monday, March 5, 2007

How do you go about changing written text to a verbal presentation?

Thinking about: Road to Perdition

Looking at: Comic books

Wednesday, March 7, 2007

Dialogues Due

Dialogues Presented

Friday, March 9, 2007

Argumentative Essay Discussion

Homework:

Read: 112-119, 143-172

Blog: How do you plan to use some of the research techniques that you read about here when doing research for your argumentative essay? Is there anything from your dialogue that you want to re-research, revise, or change? (The answer should be at least partially "yes" with a lot more detail.)

Spring Break

Week 10, Argument to Essay

Monday, March 19, 2007

Changing an argument to an essay

Performing a more advanced critical analysis on other "texts"

More Essay Instruction
Homework:

Read: 428-443

Blog: Write about a favorite song or songs that for you is connected to a particular memory. Describe this memory as well. If you can, link to the song on purevolume.com or myspace music.

Wednesday, March 21, 2007

Watch Fraggles in class

Critical analysis of Fraggles

How is an argument composed here?

Homework:

Read: 445-464

Friday, March 23, 2007

Periodic Table rhetorical analysis

Why is PowerPoint evil?

Week 11, Designing Presentation

Monday, March 26, 2007

Design Plan and Rough Draft of Argumentative Essay Due

Peer Review in Class

Wednesday, March 28, 2007

Thinking outside the University

Where do essays go from here?

Friday, March 30, 2007

Argumentative Essay Due

Research Paper Presentations

Week 12 - New Media Design

Remember to Blog!

Monday, April 2, 2007

Graphic Design Principles: Contrast, Repetition, Alignment, Proximity

Group New Media Project Assigned

Wednesday, April 4, 2007

Group Work Time

Friday, April 6, 2007

Group Work Time

Week 13 - New Media Design Part II

Remember to Blog!

Monday, April 9, 2007

Group Work Time

Wednesday, April 11, 2007

Group Work Time

Design Plan Due

Friday, April 13, 2007

Group Work time

Week 14 - New Media Presented

Remember to Blog!

Monday, April 16, 2007

Group Work Time

Wednesday, April 18, 2007

Group Presentations Begin

Friday, April 20, 2007

Group Presentations End