

Please read this entire syllabus closely; it contains important course policy information & coursework overviews. Remaining enrolled in this class means that you have read & understood all of the content in this syllabus & that you agree to abide by the guidelines & policies outlined herein, just as you can expect me to uphold these policies & teach according to these guidelines.

WRD 111-000

Composition & Communication II

Summer 2013, Online

Instructor: Ms. Allison Palumbo, ABD
Office Hours: available in *Skype* by appointment
Email: allison.palumbo@uky.edu (**spell my first name with two 'I's in my email address**)
Classroom: *Blackboard* at <http://elearning.uky.edu>; login with your LinkBlue username and password.
Class Time: This course & all deadlines are based on the Eastern Time Zone.

PREPARING FOR WRD 111

Required Texts

- *Everything's an Argument*. Lunsford & Ruskiewicz. 5th ed. 2010
- *A Pocket Style Manual*. Hacker & Sommers. 6th ed.

Required Materials

- Active library account & UK email address
- Reliable computer & internet access
- Flash drive or cloud access to back up work
- 3x5 in. index cards
- Digital video camera
- Voice recording device

Minimum Technology Requirements for *Blackboard* (Bb)

You will not be able to access course material or complete assignments if you do not have the software listed.

- *Firefox internet browser*
- *Java*
- *Flash*
- *Adobe Acrobat Reader*
- *Adobe Connect*
- *QuickTime movie player*
- *Windows Media Player*
- At least *Microsoft Word & PowerPoint*

To find out if your computer meets the hardware and software requirements for Bb, click on the link, then click BbGo! <http://wiki.uky.edu/blackboard/Wiki%20Pages/Browser%20Check.aspx> You can also access links to access free downloads of *Firefox*, *Adobe Reader*, *Flash*, & *QuickTime*.

Download *Java* at <http://java.com>. Click the Free *Java* Download button; run the installer to get the latest version.

Download *Windows Media Player* at <http://www.microsoft.com/windows/windowsmedia/player/10/default.aspx>

Download *Microsoft Office Suite* (including *Word* and *PowerPoint*) from this site: <https://download.uky.edu/>. You will need to login with your UK LinkBlue username and password first.

Taking WRD 111 Online

An online class has unique requirements and circumstances. There is a “Help” button on the main menu in your WRD111 course that will take you to useful wikis and Bb FAQ areas. Here is some additional information.

Technical Issues: Having trouble submitting a file, downloading a PDF, accessing a link, etc.? The UK helpdesk is available for technical support 24 hours a day 7 days a week. When you experience technical difficulties, contact the Customer Service Center before contacting your instructor. Call **859-218-HELP (4357)** or email (slower response) helpdesk@uky.edu . After you contact the helpdesk, then inform your instructor (be sure to include the helpdesk ticket number in your email for verification)

Bb 101 for First-Time Online Students: This is a brief introduction for students who are new to Bb.

- Go to <http://elearning.uky.edu> and log in with your **Link Blue ID**.
- Click on the Courses link near the top left of the page (to the right of My Bb and under Library tab).
- In the Course Search line, type **Bb9-101** (exactly as you see it there, including the hyphen).
- Find Course ID (first column) **Bb9-101-OnLine-Stu**; click the down arrow next to the Course ID.
- Click **Enroll** then **Submit**.

Contact Distance Learning Library Services

- **Main website:** <http://www.uky.edu/Libraries/DLLS>
- **Carla Cantagallo**, DL Librarian, Email: dlservice@email.uky.edu
- **Local phone number:** 859. 257.0500, ext. 2171;
- **Long-distance phone number:** (800) 828-0439 (option #6)

Group Work & Technology: To foster collaboration skills, you will be assigned groups. Within the group function in Bb, you can exchange *Word*, audio, and video files that you have created. At times, you will be asked to view/read and respond to a classmate’s work that has been posted to Bb. Know that using video and audio technologies well will be absolutely vital to this course, as this course focuses on written, verbal, and visual composition and communication skills (see the course description and student learning outcomes). You may also be using *Adobe Connect Pro* or Skype or Google Circles for synchronous peer feedback and presentations. Directions for these assignments and technologies will be posted on Bb.

Instructor Contact

While we won’t meet face-to-face, my purpose as your instructor is to offer assistance whenever you have questions or concerns, so please let me know whenever you are unsure, are struggling, or would like feedback. I can help with anything from testing topic ideas to answering requests for assignment clarifications. I can also explain anything that is unclear or confusing in your syllabus or assignment instructions; however, emailing me should not replace your careful reading of the instructions. If something doesn’t make sense or you have questions, please let me know specifically what confuses you. For example, saying that the assignment is unclear doesn’t help me help you. Give me an example of what specifically you need help with, so I can respond with more helpful guidance (you can even quote the part of the instructions that seem perplexing). When you email me for assistance, please keep these points in mind.

- **Use proper correspondence etiquette** when you email me or any other professional. This includes using a descriptive subject heading, a greeting, using capitals and punctuation, and a signature from you at the end.
- **Contact me far enough in advance that I can respond** and you can make adjustments or corrections. While I may respond the same afternoon for emails I receive in the morning, I may not respond until the next weekday (excluding holidays). Contacting me an hour or two before a deadline will be a waste of time for both of us. Get assignments done as far in advance as possible to avoid problems or to give you time to contact me with questions that might arise. You never know when you might need clarification before an assignment is due. This is also a good way to avoid any issues with technology that can and will happen.

WRD111 OVERVIEW

Course Goals

Composition and Communication II is the second of two general education courses focused on integrated oral, written, and visual communication skill development emphasizing *critical inquiry* and *research*. In this course, students will explore issues of public concern using rhetorical analysis, engage in deliberation over those issues, and ultimately propose solutions based on well-developed arguments. Students will sharpen their ability to conduct research; compose and communicate in written, oral, and visual modalities; and work effectively in groups (dyads and small groups).

To learn to analyze a public issue using rhetorical analysis, the entire class will explore together one contemporary social issue and related texts about it. Students will then be grouped in teams, each of which will explore a different public controversy with a local face (e.g., the use of renewable energy vs. fossil fuels--local angle: coal mining practices in Eastern Kentucky). Students will decide on their team focus and conduct significant primary and secondary research on the issue, culminating in a series of composition assignments.

A significant component of the class will consist of learning to use visual and digital resources, first to enhance written and oral presentations and later to communicate mass mediated messages to various public audiences. Over the course of the semester, class members can expect to work independently, with a partner, and in a small group (team) to investigate, share findings, and compose and deliver presentations, as well as to practice and evaluate interpersonal and team dynamics in action.

Student Learning Outcomes

By the end of the semester, students will be able to:

- Compose in writing and deliver orally with visuals (in a face-to-face or digital environment) at least one major project grounded in scholarly research in a manner that is appropriate and effective for the audience, purpose, and occasion. (The development of one or more major research projects is the course's primary educational focus.)
- Conduct significant research on a subject, using the resources of the UK Libraries
- Employ advanced strategies for developing ideas and analyzing arguments, with greater emphasis on addressing and mediating issues of public interest, and with evidence of critical thinking in both the conception and the development of the thesis.
- Refine their speaking, writing, and visual communication skills, focusing on matters of construction, design, and delivery style.
- Critique the work of peers and professionals.
- Revise their written and oral presentations, in collaboration with peers, instructor, librarians, and pertinent members of the public.

COURSE POLICIES

Attendance

Online classes require excellent time management and self-motivation. Attendance means participating in assigned activities, submitting work according to course schedule deadlines, and checking *Blackboard* daily for messages or assignment information. My expectation is that you will treat this course as you do a face-to-face class and that you reserve time for it in your schedule; this will prevent procrastination and unforeseen delays. Failure to submit assignments on time or missing feedback or formal speech sessions will affect your grade because it will affect your performance. For further information on UK policies regarding attendance, see (Part II, section V, Academic Standards, parts 5.2.4.1, and 5.2.4.2) <http://www.uky.edu/StudentAffairs/Code/part2.html#>

Excused Absences: Even though I will not take attendance, there may be times during the semester when you are unable to meet an assignment or feedback deadline due to circumstances beyond your control. Excused absences will be given at my discretion only with proof as defined by the UK *Student Code of Conduct* 5.2.4.2. Students missing work due to an excused absence must inform me about their excused absence within one week following the period of the excused absence (except where prior notification is required), so we can determine a new deadline. Students will not be penalized for excused absences, and only for excused absences will students be given an opportunity to turn in work after the deadline.

Late Assignments: To maintain academic integrity and keep the class on track, I assign deadlines and expect students meet those deadlines, so ***I do not accept late work except for excused absences with documentation.*** Late means any time after the time listed in the course schedule. This policy allows me to keep equitable expectations for all students, and it prevents delays that keep me from grading and responding to student work in a timely manner. As I mentioned earlier, get assignments done as far advance of deadlines as possible to avoid any problems or to give you time to contact me with questions that might arise.

Excuses: Personal obligations, including work and travel, and mechanical failures are not acceptable excuses for late work, though I will accept work submitted early. Additionally, emailing me at the last minute with a problem that you could have addressed earlier is also unacceptable. Organize your time, back up ALL work, and schedule around your other responsibilities. ***Due to problems with virus transmission, I do not accept email attachments of essays or homework—all work must be submitted through Blackboard.***

Feedback Sessions: This semester, you get to participate in peer feedback sessions for your project work. Peer feedback groups include three to four students and may require synchronous meeting through Adobe Connect. Specific requirements for each session will be provided in advance on Bb. ***Students who do not submit a draft and provide peer comments on a feedback session for an essay or speech project receive a full letter grade deduction from the final grade for that project.***

Backing up Assignment Work

In addition to all the flashdrive and cloud technology of late, Bb has a handy feature under the *eContent Collection* to store all of your work on the network server; thus, there is no reason not to back up your work. Backing up work includes not only essay and speech drafts but also your discussion board and blog posts, which you should compose on *Word* documents that you can save as you go, rather than composing directly in the message box. Then, when the assignment is complete, copy and paste the content into the discussion board or blog message box. This way, if you encounter any technical problems while submitting, you have a backup saved.

Please Note: *Microsoft Office Suite*, which includes *Word*, is one of the free downloads you receive as a UK student. Review links above under the “Minimum Technology Requirements” for more information.

Assignment Requirements

The Writing Division sets assignment length requirements, so students must meet minimum word counts and minimum speech lengths for project work to be eligible for a passing grade. You are expected to produce a minimum amount of formal composition in this course as an indicator of your facility with the skills you learn. ***Assignments that don't meet minimum length requirements earn a failing grade, in accordance with WRD policies. This policy allows instructors to be fair to students who follow directions and make sincere efforts in their work.***

Student Conduct

Education requires a safe, positive environment, and we are all responsible for protecting our class community. As a member of this community, you deserve respect and courtesy, and I expect you will return that respect to others. Our community provides a forum for creating and exploring ideas. I encourage intellectual freedom and welcome open expression, so you can benefit from new ideas and even controversial points of view during debates and discussions. Students have a right to share their own opinions in an appropriate manner, but I will not allow anyone in class to subject you to aggressive language founded in ignorance or hate. Thus, I protect our community by not tolerating negative student conduct that might infringe on your learning experience. Although there is some face-to-face communication in this class, we will get to know each other primarily through writing, so think carefully about your tone when posting to *Blackboard*, emailing me or your classmates, etc. ***Students who violate conduct policies or contribute to a hostile or negative environment will receive a warning, possible assignment deductions, and, if necessary, be referred to the Writing Division for further action.***

UK Guidelines for Appropriate Online Behavior

Students are expected to maintain decorum that includes respect for other students and the instructor, to regularly log in to the course, and to display an attitude that seeks to take full advantage of the educational opportunity. All students are expected to be prepared to work and actively participate in class activities. Consult Part I of the UK *Student Code of Conduct* regarding the steps for more information on student conduct and addressing unresolved academic issues: <http://www.uky.edu/StudentAffairs/Code/part1.html#>

- Normal rules of social interaction apply to virtual communication and discussion “in cyberspace.” Communicating online is no excuse to behave in an anti-social manner and post unacceptable messages.
- Unacceptable messages include those that harass, intimidate, threaten, belittle, ridicule, expressed hatred for, or aggression toward others. Let us be mindful to avoid words that imply that some groups of people are less worthy than others (e.g., avoid racist, sexist, anti-Semitic, age-ist, and homophobic language).
- Discussion board and other electronic communication for this course should relate only to the course subject matter, generally respond to the instructor threads, and always seek to further the aims of that particular discussion forum or chat session (e.g., stay on topic).
- Contributions to discussion boards and synchronous chat are the intellectual property of the authors. Students who quote another person in class projects, publications or even in remarks made on the discussion board should always acknowledge the source of that quote (e.g., do not plagiarize your classmates).
- Personal comments about other users or their views should be shared only in your private communications.
- Do not copy private messages to another person without the author's explicit permission.

Plagiarism

Part II of the UK *Student Code of Conduct* states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. See section VI, 6.3.1 online at <http://www.uky.edu/StudentAffairs/Code/part2.html#>

In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or another source, including the Internet. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Plagiarism also includes using someone else's work during an oral presentation without properly citing that work in the form of an oral footnote.

Whenever you use outside sources or information, you must carefully acknowledge exactly what, where and how you have employed them. If the words of someone else are used, you must put quotation marks around the passage in question and add an appropriate indication of its origin. Plagiarism also includes making simple changes while leaving the organization, content and phrasing intact. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

You may discuss assignments among yourselves or with me or a tutor, but when the actual work is done, it must be done by you, and you alone unless the assignment has been designed to be conducted with a partner or small group of classmates. All work submitted must be new, original work; you may not submit work you have produced for another purpose or class, including a previous CIS or WRD 110 course.

Students who cheat disrespect themselves and our writing community. To protect our community and the standards of UK's education, I teach prevention strategies and immediately address any academic integrity violations. Should plagiarism or cheating occur, I will directly refer the violating student to the Writing Division's office to begin official plagiarism proceedings. *As plagiarism and cheating are serious offenses with equally serious consequences, the minimum penalty for either offense is a zero on the assignment.*

MLA Documentation

To reduce instances of plagiarism, pay attention to discussions and readings about MLA documentation and keep track of your sources as you draft. Any time you use and refer to sources in your assignment work, you must use MLA in-text documentation and include a properly formatted Works Cited page to avoid plagiarism or misrepresentation. For all typed major and minor assignment work in this class, students should follow the MLA formatting guidelines in your handbooks.

Students with Special Needs

If you are registered with the Disability Resource Center (DRC) and require special accommodations to complete the work for this course, you must produce a letter from the DRC that details what you need *before* I can grant you these accommodations. Special accommodations cannot be granted retroactively. This is a non-negotiable class policy. Please contact the DRC at 257-2754 if you have questions about your eligibility for special accommodations.

Writing Center/Multimodal Communications Lab

The Writing Center is located in W. T. Young Library, Thomas D. Clark Study, 5th Floor, West Wing. You can walk in or make an appointment by phone (859-257-1368) or online (<http://web.as.uky.edu/oxford/>). The staff can help you identify and correct problems with all aspects of your writing as well as work with you on visual design. If you have additional problems with speaking, you may go to the Multimodal Communication Lab in 106 Grehan (859-257-8370). Consider going to either location if you feel stuck at any stage of the communication process. Take advantage of tutoring assistance early, so you have time to get feedback and make changes.

Please Note: these labs do not offer editing/proofreading services; rather, they offer helpful feedback to guide you as you revise your own compositions.

COURSEWORK

	Assignment (due dates on separate course schedule)	Worth	Grade Scale
Project	Component 1: Website	15%	A=90-100% B=80-89% C=70-79% D=60-69% E=0-59%
	Component 2: Podcast component	15%	
	Component 3: Essay component	15%	
	Component 4: Speech component	30%	
Major Assignments	Proposals; transcripts; outlines; & reflections	10%	
Peer Reviews	Drafts, feedback, and all peer critique content	5%	
Homework	Process work, Db posts, Db comments, responses, emails, activities, & pop quizzes	10%	

General Coursework Information

- Project work and major assignments that include written text count as formal writing for this course. Formal writing means that you are expected to revise the work through a series of drafts and submit a final version that is edited, properly formatted, and indicates careful attention to proofreading.
- Instructions for all projects, major assignments, & homework are listed by due date on Bb. Click on the week button corresponding to the course schedule below (on the left-side Bb menu), then click on the folder with the relevant due date to access instructions.
- Coursework that does not follow instructions or meet project and assignment requirements (beyond minimum length requirements) will receive grade deductions that could lead to a failing grade on the work.

Verifying Assignment Submissions

Since the only way I can verify that you have completed an assignment on time is to note the time stamp when you submit the work online, it's important that you verify submissions you make to Bb when you post document files. To check document uploads: After you submit an assignment, click the "My Grades" button. If you see an exclamation point (!) next to that assignment, it worked. If you don't see it, resubmit the file and re-verify. To verify discussion board and other posts, simply click on the link to your thread and review the submission.

Checking Grades

All assignment grades will be posted regularly under the "My Grades" button on the main menu. This allows you to track your progress throughout the class. I grade assignments within two weeks of the due date, so please do not contact me before the end of these two weeks to ask about your grades.

My assessments for project work and major assignments usually include both general and specific comments and a grading rubric gauging your skill levels. When you receive these with my feedback, please read them carefully. My critiques are meant to help you improve on future assignments. If you need clarification on my comments, please email me once you have read all of my feedback.

A Note on Readings

Readings cover the skills and content lessons that allow you to become a more effective communicator. Some readings have PPT or video supplements—use them in conjunction with the reading, not in place of it because the readings are more detailed. While there may not be an activity or assignment directly following each reading, you are responsible for all assigned content—for understanding and applying it to your project compositions.

Please Note: The compressed nature of summer courses means that what you would normally do over two weeks, you will now do over one week. This means that every due date covers one week of material. Thus, the reading and composing work will seem heavier than normal, even though you will cover the same amount as you would in a traditional WRD 111 class. If you manage your time well, you will be more likely to succeed.

WEEK	LESSON OVERVIEW & ASSIGNMENT DEADLINES
Week 1	<p>LESSONS</p> <ul style="list-style-type: none">Read syllabus & tipsWatch Instructor Welcome VideoRead EAA: Ch. 1Review OWL weblink sections: Rhetorical Situations<ul style="list-style-type: none">Read all 11 sections, through the conclusionhttp://owl.english.purdue.edu/owl/resource/625/01/Read PDF:<ul style="list-style-type: none">Project OverviewReeves "College Isn't for Everyone"View PPT: Case Study <p>HOMEWORK DUE SUN 6/10</p> <p><u>Instructions on Bb</u></p> <p>R: Syllabus quiz</p> <p>Db: Post Personal Introduction</p> <p>This class involves a lot of student interaction. Thus, it's important to get to know the peers. In a minimum 250-word post, introduce yourself. Possible things to include in your post: where you plan to study, your hometown, your interests, something unique about you. Remember, this is to help break the ice and help you connect with your classmates.</p> <p>To complete this post, first, type your response in a Word document and save it (to avoid losing work by composing it online). Once you are ready, click on the link above to get to the Db, then click "Create Thread." Then, start your subject title with your last name, followed by whatever title you care to create. Copy and paste from your Word document into the message box. Click "Submit."</p> <p>C: 2 Personal Intro peer comments</p> <p>Comment on two different peers' posts with a minimum 100-word response per post. Engage with his or her introduction, share commonalities, remark on what you find interesting, whatever interests you. To reply to a peer, click on his or her thread link, read it, then click "Reply." Copy and paste your reply into the reply message box (again, it's better to compose on a Word document you can save), and click "Submit."</p> <p>R: EAA Ch. 1 Response</p> <p>Write a 300-word minimum response to the following prompt: Taking into consideration what you read in EAA, analyze the design and content of the syllabus to explain: 1. What seems important to me as your instructor? What specific elements from the syllabus tell you this? 2. Why do you think the syllabus is designed this way? 3. How does the syllabus content and design compare to other syllabi you have seen? What does this comparison tell you? 4. Name one policy you agree with and one you don't and explain why for both.</p> <p><u>Instructions on Case Study PPT</u></p> <p>Db: Topic Brainstorm</p> <p>For this Db post, you will generate four lists with at least three options in each list. List 1: Personal Issues; List 2: School Issues; List 3: Community Issues; List 4: National Issues (example on the Db). Avoid topics that have been prohibited on the project instructions. Then, pick two issues from the list as a whole and freewrite for 3-5 minutes on each (shoot for a minimum of 100 words for each of the two issues). Freewriting means writing without stopping to think, edit, or listen to your inner critic. Just let the ideas flow. This isn't about perfect writing, it's about exploring ideas.</p> <p>C: 2 Topic Brainstorm peer comments</p> <p>Comment on two different peers' posts with a minimum 100-word response per post. Pinpoint the topics they have mentioned that you think are unique or unexpected and that you would like to learn</p>

more about and why.

TUESDAY 6/12

LESSONS

Read instructor announcement/email on possible topics (to be posted by midnight Sunday, 6/10)

Read PDF:

"Critical Reading"

"Writing Summaries"

"Summary of Reeves" or an example summary of Occupy situation

Read HB:

Ch. 28, Managing info; avoiding plagiarism

Ch. 30, Avoiding Plagiarism

Ch. 31, Integrating nonfiction sources

Review OWL weblink sections: Source Use

Quoting, Paraphrasing, and Summarizing

Paraphrasing

Paraphrasing: Sample Essay

<http://owl.english.purdue.edu/owl/resource/563/1/>

HOMEWORK DUE

Instructions on Bb

R: Critical Reading Response

Write a 300-word minimum response to the following prompt: 1. You have been reading for many years—why teach you about reading now? What is different? 2. What are key points you learned about critical reading? 3. Evaluate your usual note taking process. In what ways are they effective or ineffective? How could they be more effective? 4. What have you learned about writing summaries? Compare and contrast it with paraphrasing.

E: Email your instructor

First, read the announcement/email you received with the list of possible topic choices from the instructor. Then, click on the above link to send your instructor an email with your top 4 topic choices, which will help determine your group assignment.

Db: Education Video

Locate one Youtube video about any aspect of college education that you find particularly effective and interesting. Summarize the video in around 150-300 words. Refer to specific evidence from the video, and provide a link to it.

C: 2 Education Video peer comments

Comment on two different peers' posts with a minimum 100-word response per post. Address their summary tactics—did they use the proper structure? Follow the guidelines from the "Writing Summaries" PDF? What was effective? What was ineffective?

FRIDAY 6/15

LESSONS

Read instructor announcement/email on team assignment/topic based on preferences (to be posted by midnight Tuesday, 6/12)

Read PDF:

"Group Presentations" pp. 347-353

"Group Problem-Solving"

Atkins "Collaborating Online"

HOMEWORK DUE

Instructions on Bb

Db: Working with a Team

Write a 300-word minimum response to the following prompt: 1. What are the key points to making group communication work? 2. Explain the key points to problem-solving in groups. 3. What are some potential problems you foresee with working in a group or what concerns do you have? 4. How can you use what you have learned to prevent or resolve these problems?

C: 1 Working with a Team peer comment

Comment on one peer's post with a minimum 100-word response, engaging with their concerns and ideas about group work.

Group Db: Individual Freewrite.

This is a group Db activity. To complete this assignment, click on the "GROUPS" button, click on the link for your group's Db, then find the forum with the same assignment title. Click "Create Thread." Then, start your subject title with your last name followed by whatever title you care to create. Copy and paste your post from the Word document you saved into your message box. Finally, click "Submit."

Complete this prompt. As individuals (not with your group), do basic Google research on the topic assigned to your team, and freewrite for 20-30 undisturbed minutes on what you learn and what your interest in this topic is. You can include arguments for or against, describe experiences with the issue, etc. Just make sure you write without stopping as much as possible. Your freewrite should be fairly long if done right (more than

Week
2

		<p>300 words, which is the absolute minimum, but expect closer to 600).</p> <p>C: 2 Individual Freewrite peer comments Comment on two different peers' posts with a minimum 100-word response per post. Pinpoint elements of their freewrite that you think are interesting or might provide new ways into the topic as an argument.</p> <p>E: Email your group and the instructor To complete this assignment, click on the "GROUPS" button, click on the link for your group's "send email." Choose all of your team members' names, including your instructor. Provide a contact phone number, your preferred email address, and two of your skill strengths and two of your skill weaknesses that relate to the requirements of group work in a composition course.</p>
Week 3	TUESDAY 6/19	FRIDAY 6/22
	<p>LESSONS Read HB: Ch. 25, Posing a research question Ch. 26, Finding appropriate sources Ch. 27, Evaluating sources Ch. 33, MLA documentation style Ch. 34, MLA manuscript format</p> <p>If you would like more information on source use, review the OWL weblink sections on Research and Citations at http://owl.english.purdue.edu/owl/section/2/ View PPT: Informative Presentations</p> <p>HOMEWORK DUE <u>Instructions on Bb</u> E: Email your instructor Designate one team member to email the instructor the following information.</p> <ol style="list-style-type: none"> 1. Team name 2. URL for team website page (does not have to be final design/version, but it should have the main team page and the individual pages for each team member set up) 3. The division of stakeholders (what team member will address which stakeholder) <p>R: Group Contract Designate one group member to submit this assignment by the deadline, though the contract content should reflect group consensus.</p> <p>MA: Project Proposal As a team, compose a 600-word topic proposal that explains the general issue you</p>	<p>LESSONS Read EAA: Ch. 2, Arguments Based on Emotion Watch Video: "College Grads Entering Workforce" http://www.youtube.com/watch?v=Ui6t_QIsRYQ Review weblink: Rhetorical Appeals http://www.authorstream.com/Presentation/Beckelhimer-499822-rhetorical-appeals-and-strategies/</p> <p>HOMEWORK DUE <u>Instructions on Bb</u> R: Response to Pathos Write a 300-word minimum response to the following prompt: 1. Summarize the main argument this video makes. 2. Identify places in the video that make an appeal to pathos. To what values or emotions do these examples appeal? How do they make this appeal? Why appeal those specific values or emotions (meaning how does this kind of appeal help the argument?)?</p> <p>Db: Pathos Practice Write a 150-word minimum Db post to the following prompt. Pick one these situations: convincing a supervisor to give you a raise, a professor to allow you into a full class, or someone to go on a date with you. Then, create a proposal thesis statement (one-two sentences that encapsulate the main action you want from the person). Then, develop a reason that uses an appeal to pathos to</p>

	<p>have been assigned and that discusses the national and local dimensions within it. Only one proposal is due per group, and all student names should be on it. Designate one group member to submit this assignment by the deadline. This proposal is worth 50 points and will consist of part of your overall major assignments grade, which is worth 15% of your final course grade. All team members will receive the same grade for the activity.</p> <p>PR: Working Bibliography As a team, develop a working bibliography (working meaning it might change as you go) of at least 10 diverse sources that you might be able to use in your project (diverse means print and web, scholarly and popular, primary and secondary). Bibliography should be properly formatted using MLA. Consult your writing handbook and OWL Purdue for MLA documentation conventions. Only one bibliography is due per group, and all student names should be on it. Designate one group member to submit this assignment by the deadline.</p>	<p>persuade the person to take your proposed action.</p> <p>C: 1 Pathos Practice peer comment Comment on one peer’s post with a minimum 100-word response. Explain whether or not their example was effective and why. In what way did your peer appeal to pathos? What emotion or values did he or she invoke?</p>
Week 4	TUESDAY 6/26	FRIDAY 6/29
	<p>LESSONS Review OWL weblink: Peer Review Presentation http://owl.english.purdue.edu/owl/search2.php Read PDF: Straub “Responding, Really Responding”</p> <p>HOMEWORK DUE Sunday, 6/24 (Note extra due date) <u>Instructions on Bb</u> PR: Stakeholder Podcast Transcript Draft. To complete this assignment, first, attach a draft Word file of your podcast transcript on the Group Db forum for this assignment. In the message box of your Db post, pinpoint two specific concerns you would like your peers to address in their feedback.</p> <p>Then, submit a Word document file of your transcript draft under today’s due date. Both the group Db version and the file submission must be completed for you to receive credit for this assignment.</p> <p>This is a working draft, not a final version. I assign drafts to ensure students stay on track with development.</p> <p>Thus, your final draft should show extensive content and organization revisions and more careful editing and proofreading. You should not just turn in this same file again on the podcast due date.</p>	<p>HOMEWORK DUE PW: Stakeholder Podcast—post on individual webpage PW: Stakeholder Podcast Works Cited—posted on individual webpage PW: Stakeholder Podcast Transcript—submit file to Bb</p>

HOMEWORK DUE Tuesday, 6/26

Instructions on Bb

PR: Podcast Peer Feedback

First, make at least three marginal comments (using the "review" and comment function in Word) on each of your peers' drafts from your assigned group. These comments should give feedback on effective or ineffective elements in the draft, places the authors can look to strengthen their writing. Save the draft file with the title: Your Last Name_Comments on Peer's Last Name (for example, Palumbo_Comments on Smith)

Your marginal comments should use full sentences (not just cryptic fragments) and should be constructive (use examples, give details, etc.).

Effective comment example: I'm not sure what you mean when you say the space is bright. Can you give more specific detail?

Ineffective comment example: This is confusing.

Then, post the saved file as an attachment on the Group Db forum for this assignment. The message box of your post should include a minimum 200-word general reflection of your thoughts on the draft and should also answer the two concerns your peer should have included in the Db post they made with their draft.

These feedback files are also worth 50 points (total) and will consist of part of your overall major assignments grade, which is worth 15% of your final course grade.

TUESDAY 7/3

FRIDAY 7/6

LESSONS

- Read EAA: Ch. 5, Rhetorical Analysis
- Read PDF: Rhetorical Analysis Overview
- View PPT: Writing a Rhetorical Analysis
- Review weblinks:

Link to analysis of Anne Roiphe's 1972 *New York Times* article, "Confessions of a Female Chauvinist Sow":

<http://isucomm.iastate.edu/105samplerhetoricalanalysisessay>

Link to a sample analysis of an Old Spice ad. Note that if you analyze an ad or series of ads, be sure to include images or links in your essay that show what you are discussing:

<http://muecke1020.pbworks.com/f/Rhetorical+Analysis+Sample+Essay+2.pdf>

Link to a sample visual rhetoric analysis ("Sympathy or Opportunity") by Marshall University student Jun Zhao—

LESSONS

- Read EAA: Ch. 4, Arguments Based on Facts & Reason
- Watch Video: "A Vision of Students Today"
<http://www.YouTube.com/watch?v=dGCJ46vyR9o>

HOMEWORK DUE

Instructions on Bb

E: Email your instructor

Assign one team member to send this email by clicking on the above link to email your instructor. The email should include each team member's individual choices for analysis (the specific text from each stakeholder that each person will use for the essay).

R: Response to Logos

Write a 300-word minimum response

**Week
5**

note that if you analyze pictures, photographs, or film be sure to include images in your essay that show what you are discussing :

<http://marshalleng102spring09.wikispaces.com/file/detail/sample+comparative+visual+rhetorical+analysis+essay.doc>

Link to a rhetorical analysis of a song—note that if you analyze music or audio, include links to the music, speech, or film to illustrate your key points:

<http://grammar.about.com/od/essayassignments/a/Rhetorical-Analysis-Of-U2s-Sunday-Bloody-Sunday.htm>

Read EAA: Ch. 3, Arguments Based on Character
Watch Video: “Invest in Yourself”

<http://www.YouTube.com/watch?v=IkgQZU9r1jE>

HOMEWORK DUE

Instructions on Bb

R: Response to Ethos

Write a 300-word minimum response to the following prompt: 1. Summarize the main argument in this video. 2. What audience is this video trying to reach and why? How do you know? 3. Identify places in the video that make an appeal to ethos. How do they fulfill this appeal? 4. Considering the audience, why do you think the authors chose these types of ethos appeals?

Db: Ethos Practice

Write a 150-word minimum Db post to the following prompt. Using the same situation and proposal statement you chose for the pathos practice, develop a reason that uses an appeal to ethos to persuade the person to take your proposed action.

C: 1 Ethos Practice peer comment

Comment on one peer’s post with a minimum 100-word response. Explain whether or not their example was effective and why. In what way did your peer appeal to ethos? What emotion or values did she or he invoke?

to the following prompt: 1. Summarize the argument thesis you interpret from this video. 2. Identify places in the video that make an appeal to logos supporting the thesis. 3. Consider purpose and audience: Why do you think the authors chose these lines of reasoning and support instead of other possible forms of support? 4. What other types of support do you think they could have used (more in terms of generic logos appeals rather than specific reasons and evidence)?

Db: Logos Practice

Write a 150-word minimum Db post to the following prompt. Using the same situation and proposal statement you chose for the pathos and ethos practice, develop a reason that uses an appeal to logos to persuade the person to take your proposed action.

C: 1 Logos Practice peer comment

Comment on one peer’s post with a minimum 100-word response. Explain whether or not their example was effective and why. In what way did your peer appeal to logos? What emotion or values did he or she invoke?

TUESDAY 7/10

LESSONS

Review weblink: “Industrial Education”
<http://teachingamericanhistory.org/library/index.asp?document=62>

View PPT:

Using Quotes
Integrating Sources

HOMEWORK DUE

FRIDAY 7/13

LESSONS

Read EAA: Ch. 17, Argument Fallacies
View PPT: Logical Fallacies

HOMEWORK DUE

Instructions on Logical Fallacies PPT

Complete doodle survey
<http://www.doodle.com/urp8trrrqytm9ri>
Db: Fallacies Practice

Week
6

	<p><u>Instructions on Integrating Sources PPT</u> R: Washington Response R: Integrating Sources <u>Instructions on Bb</u> Db: Argument Response Do some basic internet research on this speech and author. Write a 150-word minimum Db post to the following prompt: 1. Describe the historical context or situation behind this piece (as in why it was written or what historical issue or controversy it addressed). 2. What issues were at stake? 3. What was the purpose of the argument? 4. What makes it memorable? 5. How does this argument relate to contemporary arguments about higher education? C: 1 Argument Response peer comment Comment on one peer's post with a minimum 100-word response. Engage with your peer's ideas, either critiquing, responding, etc.</p>	<p>Write a 150-word minimum Db post to the following prompt. First, complete the Doodle survey to choose one of the fallacies listed (there are 15, which coordinate with the EAA reading). Then, using the same situation and proposal statement you chose for the pathos, ethos, and logos practice, develop an example of the fallacy you chose in a reason to persuade the person to take your proposed action. Try to have fun with this. Then, at the end of your reason, start a new paragraph, explain the fallacy and how your example fits it. C: 1 Fallacies Practice peer comment Comment on one peer's post with a minimum 100-word response. Explain whether or not their example of their chosen fallacy effective and why. Db: Fallacy Example Researching on the internet, find an example of any fallacy listed in EAA Ch. 17 (it can be in a video, website, document, etc.). First, give the text's argument (summarize the thesis/main point of persuasion). Then, describe (for visuals) or quote (for writing) the fallacious text. Then, explain what the fallacy is, why the example is a fallacy. Finally, provide a brief alternative reason that might have been more effective for the argument being made. C: 1 Fallacy Example peer comment Comment on one peer's post with a minimum 100-word response. Did your peer identify the proper fallacy? Reflect on your peer's alternative reason.</p>
Week 7	TUESDAY 7/17	
	<p>LESSONS Read EAA: Ch. 7. Structuring Argument Ch. 12, Proposals Ch. 16, What Counts as Evidence View PPT: Persuasive Speaking Read PDF: Continue "Group Presentations" pp. 353-360</p> <p>HOMEWORK DUE <u>Instructions on Persuasive Speaking PPT</u> R: Response to Structuring Arguments Write a 300-word minimum response to the following prompt: Summarize each of the three types of argument structure addressed in the readings. Then, explain</p>	FRIDAY 7/20
	<p>HOMEWORK DUE PW: Analysis Essay—post on individual webpage PW: Analysis Essay—submit file to Bb</p>	

	<p>key differences between them.</p> <p>R: Ch. 12 Response Complete question three in Ch. 12, p. 398.</p> <p>R: Ch. 16 Response Complete question one in Ch. 16, p. 513</p>	
Week 8	TUESDAY 7/24	
	<p>LESSONS</p> <p>Read EAA: Ch. 15, Presenting Arguments Review weblink: Speech Preparation #3 http://sixminutes.dlugan.com/speech-preparation-3-outline-examples/ Read PDF: “Speech Outline Example” “Persuasive Speaking Goals” “Motivated Sequence” “Problem Cause Solution” “Problem Solution”</p> <p>HOMEWORK DUE <u>Instructions on Bb</u></p> <p>E: Email your instructor Designate one team member to email the instructor the argument speech structure your group presentation will follow.</p> <p>R: Speech Outline Draft Submit your individual working outline (meaning you will continue to revise before the final is due). Use the group’s chosen speech structure, and be sure to include the linking examples/transitions that will connect your speech to the team member’s speech before, after, or both.</p>	<p style="text-align: center; background-color: #008000; color: white;">FRIDAY 7/27</p> <p>LESSONS</p> <p>Review OWL weblink: Designing Effective PPT (3 sections) http://owl.english.purdue.edu/owl/resource/686/01/ View PPT: Using PPT Read PDF: “Group Delivery”</p> <p>HOMEWORK DUE <u>Instructions on Bb</u> PR: Team Speech Video Rehearsal</p> <p>Make a video recording of yourself practicing. Taking the opportunity to record yourself doing your speech can be invaluable practice to help you get through it with less mistakes and problems. To encourage you to take advantage of practice time, I have assigned a rehearsal recording.</p> <p>You can read from your speech transcript, but try to look up at the camera for "eye contact" regularly (meaning you should have read it through all the way to yourself once or twice BEFORE you try this rehearsal recording).</p> <p>Do not worry if you mess up as you do this recording. You don't have to stop the recording and try again to get it right. If you mess up, stop, take a breath, and keep going. This is good practice.</p> <p>PLEASE NOTE: This is a rehearsal recording, so I do not expect a great performance. I will not assess delivery or the timing--you can take 10 minutes to get through it if you need to. All I look for is a completed recording that includes a full speech and makes a sincere attempt.</p>

		<p>PR: Revision plan Based on what you learned by watching your speech rehearsal, write a minimum 300-word response that explains strengths and weaknesses you noticed in your content and delivery and how you plan to improve as you revise for your final speech.</p>
<p>Week 9</p>	<p>TUESDAY 7/31</p>	<p>THURSDAY 8/2</p>
	<p>HOMEWORK DUE PW: Speech Video—post on team webpage PW: Group Speech Outline—submit to Bb PW: Group Speech PPT—posted on team webpage</p>	<p>HOMEWORK DUE MA: Final Reflection—submit to Bb For this final major assignment, write a reflection of at least 300-600 words. The content of your reflection should explain what strengths you have developed and how you developed them through the class thus far. Also, identify what weaknesses you still need to address and why.</p> <p>Think of this as an opportunity to tell the story of who you are now based on what you have experienced through your work in WRD 111.</p> <p>MA: Team Reflection—submit to Bb Use the attached worksheet to create a Word document of at least 300-600 words reflecting on and assessing your team’s work this semester.</p> <p>PW: Team Website & Individual Pages—content and design finalized for assessment</p>