WRD 110: Composition & Communication I

*Instructor: Craig Crowder*

*Office Location: 1202 Patterson Office Tower*

*Office Hours: TR 11:00 AM – 12:30 PM and liberally by appointment*

*Email:* *craig.crowder@uky.edu*

*Faculty Mailboxes: 1243 Patterson Office Tower*

*Class Schedule: TR 9:30-10:45 AM*

## Overview and Goals

WRD 110 is a course in speaking and writing emphasizing *critical inquiry* and *research*. Our concept of research will go far beyond an ordinary (and, frankly, boring) idea of looking up information and plugging it into essays. Research is a creative, complex, and exciting process.  You will engage in reflective thinking and analysis, conduct primary research in the community and secondary research using print and online resources, and learn how to write and speak effectively about a local issue not only for your classmates but also for audiences beyond the classroom.  Your research will be presented in a number of media, including text, images, sounds, and speeches.   You can expect to work independently, with a partner, or with a small group of classmates to investigate, share findings, and compose presentations of your research, 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 written texts and deliver oral presentations that represent a relevant and informed point of view appropriate for its audience, purpose, and occasion in an environment that reinforces the recursive and generative nature of the composition and delivery rehearsal processes.
* demonstrate an awareness of strategies that speakers and writers use in different communicative situations and media, and in large and small groups; learn to analyze and use visuals effectively to augment their oral presentations; to employ invention techniques for analyzing and developing arguments; to recognize and address differing genre and discourse conventions; and to document their sources appropriately.
* find, analyze, evaluate, and properly cite pertinent primary and secondary sources, using relevant discovery tools, as part of the process of speech preparation and writing process.
* develop flexible and effective strategies for organizing, revising, editing, proofreading, and practicing/rehearsing to improve the development of their ideas and the appropriateness of their expression.
* collaborate with peers, the instructor, and librarians to define revision strategies for their essays and speeches, to set goals for improving them, and to devise effective plans for achieving those goals.
* engage in a range of small group activities that allow them to explore and express their experiences and perspectives on issues under discussion.

### Required Materials

* ***Town Branch Writer***
* ***The Engaged Citizen***
* ***4GB flash drive***

### On-Time Attendance

Regular attendance is required, and habitual lateness will not be tolerated. University Senate Rules state that students who accumulate excused absences equal to 20% of class contact hours can be asked to withdraw from the course. If you have unexcused absences equal to 20% of class contact hours, you cannot receive credit for the course and will receive a grade of E if you do not withdraw. For a course meeting two times a week times a week, 20% is six classes. That means you will receive an E in this course upon the sixth unexcused absence if you do not withdraw. In order to have your absence excused, you will need to provide official documentation within one week of returning to class, and it is your responsibility to find out what work you missed. If you have a combination of excused and unexcused absences equal to 20% of class contact hours, your instructor may also encourage you to withdraw. Please see University Senate Rules <http://www.uky.edu/StudentAffairs/Code/part2.html> for an explanation of excused absences.

Further, if you miss class you must find out what assignments were given and be caught up with the syllabus before the next class period. Note that there will be in-class assignments and unannounced exercises and quizzes that will count towards a considerable portion of the final course grade. These exercises cannot be made up due to unexcused absences. Class work missed due to excused absences must be made up within one week of returning to class.

Most importantly, attendance and participation in class discussions and activities will improve the quality of the work you produce; therefore, regular attendance is crucial to your success in this class.

### Late Assignments

Assignments for this course, including speeches, essays, and informal assignments, are due on the dates indicated in the class outline below or as indicated in class. Late assignments are not accepted.  Unless otherwise indicated, all assignments must be posted on Blackboard, which applies a date/time stamp to them.  They must be posted BEFORE class in order to be marked as “on time.” If you are absent on a day when an assignment is due, your speech is scheduled, or an exam is given, you will be allowed to hand in or make-up that work *only* if the absence is officially excused.

### Plagiarism

Part II of Student Rights and Responsibilities 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 6.3.1; online at

<http://www.uky.edu/StudentAffairs/Code/Section%20VI.pdf>

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.

### Course Policies and Procedures

* Learning is not a spectator sport. If it were, teachers would wear protective gear while students sat in the classroom with hot dogs and beer. Since that is not the case, you are expected to take an active role in your education by coming to class prepared to write about and discuss that day’s assignments. Sleeping, reading texts unrelated to our class, or allowing a tech gadget to lead you too far away from the topic at hand are all impediments to participation and are therefore forbidden in our class. When you are in class, you are expected to be on point.
* During any discussion or activity, it is essential that we respect the rights of others, including the right to hold a viewpoint different from our own. Towards that end, any student who acts disrespectfully towards anyone in the class will be asked to leave the classroom.
* Due to the fact that we must cover a significant amount of material each meeting, you are expected to arrive in class on time. Should you arrive more than five minutes late, you will be considered absent and receive no credit for attendance that day. While on rare occasions tardiness is unavoidable, habitual lateness is unacceptable.
* I **do not** accept email submission of assignments. Likewise, a printer or computer malfunction is not an acceptable excuse for late or missing assignments. Unless otherwise indicated, the major projects must be submitted through Blackboard, available online at https://elearning.uky.edu/.
* Finally, if anything that happens in our class bothers you, please talk to me about it outside of classroom hours.

### Grade Questions

Due to federal privacy policy (FERPA), no grades will be discussed over email. This is the policy of the Division of Writing, Rhetoric, and Digital Studies. If you wish to discuss any grades, from individual projects or your final semester grade, you will need to make an appointment to speak with me in person.

### Writing Center

The Robert E. Hemenway Writing Center is located in W. T. Young Library in the Hub, room B108B (phone: 257-1368).  You can walk in or make an appointment online (http://web.as.uky.edu/oxford). The staff can assist you at any stage of the writing process and can help you learn to identify issues with all aspects of your writing as well as work with you on visual design.

### 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.

### Grading Policy

Only students who have completed all components of the major assignment are eligible for a passing grade in this course.

90 – 100%:                             A

80 – 89%:                                B

70 – 79%:                                C

60 – 69%:                               D

59% and below:                     E

### Grade Percentages

* Homework, Exercises, Workshops, and Quizzes..........................10%
* Introduction Speech....................................................................................5%
* Ongoing Research Archive......................................................................15%
* In-class Presentation of Research.......................................................15%
* Formal Proposal..........................................................................................15%
* Formal presentation of final website project...............................20%
* Final website project…….......................................................................20%

**PLEASE NOTE:** This course requires a final portfolio with reflective statement: (You must turn in or you will receive an E  for the semester.)

### Peer Groups

Because most writers, educators, and other professionals must learn to work collaboratively, you will collaborate with your peers both in and out of class. You will be working throughout the semester with other students in workshops, peer reviews, and assignments. Treat everyone in this class as a valued colleague, and you will have few problems. *That means that you will honor all deadlines agreed to by your classmates as though I were the one who set them and in general be respectful.* Consequences for "slacking" may result in anything ranging from a full letter grade deduction for the assignment to a zero (determined on a case-by-case basis).

#### Major Assignment Descriptions

All communities tell stories. The places in which communities are situated also tell stories, and our interpretations of stories about any given community often depend on our relationship to that community. To put it differently, the way we view any place and the people who inhabit it is influenced by our level of familiarity with the customs and practices of that community. A small town that seems perfectly normal and reasonable to an insider, for example, might be interpreted as eccentric or odd to an outsider. Our work in this WRD 110 course will draw upon our developing roles as former outsiders—now insiders—of the University of Kentucky community. Using the multifaceted perspectives afforded by our statuses within and without this community, we will create a portrait, an interpretation of the UK community. These interpretations will build toward a website that tells a set of stories about little-known aspects of our campus and its people. Composed collaboratively with a partner, your website will be presented in a formal presentation to your peers during the final week of classes. The following major projects are designed to help you collect and think through source materials needed to create a successful website project.

### Introduction Speech

Our first public speaking opportunity of the semester provides you the chance to introduce yourself and your interests to the class. Specifically, in this short, two-minute speech, you will provide your classmates some brief background information on where you are from and what you are about. This presentation will be done in class with minimal notes on Wednesday, September 4 and is worth 5% of your grade.

### Ongoing Research Archive

To get us thinking about what aspects of community might contribute to our semester project, we will create and share publicly-accessible photos, videos, and articles on Pinterest as a way of collecting and organizing research. Starting from week of September 9, you will be expected to pin a minimum of 10 items each week to a unique Pinterest board for each week. These can be photos or short videos you shoot yourself, articles that you find online about UK, Lexington, or other communities, or something else entirely. When posting these items, be sure to add a quick note to them as well: some information about where a picture was taken (or found online), some info about a community that the item relates to, or perhaps some questions you have about the entry. Ideally, you will find a variety of sources to add to the board you create for each week, and eventually we will begin to see patterns emerge in this ever-growing archive of materials.

Additionally, about once a week during our research process, I will provide you with specific, directed research items to add to your Pinterest boards. My goal with these targeted assignments is to further our research and thinking on spaces and communities.

Your Pinterest research will be an ongoing assignment through the week of October 14 and is due by noon on Friday each week. This assignment will be graded at the end of each full week for a cumulative 15% of your final course grade.

### Research Presentation

Now that you have collected a considerable amount of information on Pinterest, it is time to shape that information into a narrative of your research that you can present to the class. To start forming that narrative, take another look at the research you have amassed in Storify and make note of any patterns that you see. Do substantial portions of your research relate to an identifiable group? Is there a common space that keeps occurring in your Pinterest? Are there recurring images, and if so, what can we infer from them? Was there an idea or theme that you found interesting in your research?

After identifying a pattern—indeed, a story—in your Pinterest, your assignment is to craft that story into a 3-4 minute presentation (with visuals taken from your research that will be projected for the audience) that summarizes the story you have found so far. Your goal is to demonstrate persuasively that you have found important and interesting research that will inform your website project. In your presentation, you will not only summarize what this research means, but how it might continue to develop it through future exploration and research. Since after these presentations, we will be choosing partners with whom we will work for the remainder of the semester, the presentation should conclude by defining a potential website project’s focus or research questions as clearly as possible. This presentation will be given October 2-4 and is worth 15% of your final course grade.

### Formal Proposal

With your partner, you will write a 1,500 word minimum proposal that presents background and history related to the facet of the UK community you are writing about and will show why this aspect is one worthy of your time and efforts. This proposal will also explain why your topic is significant for a target audience of freshmen who will arrive at UK in 2016. The proposal must also outline the research plan with specific assigned tasks and due dates. We will workshop these proposals in small groups before a final draft is due. This formal proposal is worth 15% of your final course grade and is due on October 21.

### Final Website Project

All our work this semester will culminate in a collaboratively created webpage that showcases a little-known aspect of the UK community and is aimed at an audience of freshmen who will arrive at UK in fall of 2016. Composed of images and a minimum of 2,500 words, this website will be produced collaboratively with your partner. The goal for the webpage is to tell a story to your audience about an aspect of our UK community that they might not otherwise have known. This investigative website will use ample primary and secondary research collected over the course of the semester and must include documentation of those sources. A complete working draft of this website is due on November 11 for in-class workshop, and a final draft is due on December 4. This website counts for 20% of your final course grade.

### Formal Presentation of Website Project

With your partner, you will deliver a formal 4-6 minute speech summarizing and presenting parts of your final project for our classmates. As part of the presentation, you might include some reflection on the work that went into the process: what was it like for you assembling this research and telling this story? Were there any unforeseen challenges you surmounted? How did you work through those challenges? What do you wish you could have done differently? What are you most proud of? This speech should be done with only a minimal outline, and it must include visuals. This formal presentation is scheduled for December 4-11 and is worth 20% of your final course grade.