WRD 110: Composition and Communication I

**We shall not cease from exploration and the end of all our exploring will be to arrive where we started and know the place for the first time**.

***--* T.S. Eliot**

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Semester Time Location

Summer II, 2015 (Sec 020) MTWRF 2:30-3:50pm Patterson Office Tower OB3

MTWRF 10:00-11:20am Patterson Office Tower OB5

Link to schedule: https://docs.google.com/document/d/1Ai26qQgrSdbk3UdeLtkjB-A-3hnf5zm32R9MMUMH75I/edit?usp=sharing

# Overview and Goals

Composition and Communication I is a course in speaking and writing, emphasizing *critical inquiry* and *research*. Throughout the course, I will encourage you to explore your place in the broader community and take a stance on issues of public concern—that is, to begin to view yourself as an engaged citizen. You will engage in reflective thinking and analysis, conduct primary research in the community and secondary research using Library 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. A significant component of the class will be learning to use visuals and online resources to enhance writing and oral presentations. Over the course of the semester, class members can expect to work independently, with a partner, or with a small group of classmates to investigate, share findings, and compose presentations of their 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

Our textbook is called *Town Branch*. The book is available as a PDF free of cost to you and can be found on our Blackboard shell. Readings outside of the textbook will also be available to you on Blackboard and in *The Engaged Citizen*. You may also need:

3 x 5 inch index cards

2-pocket portfolio folder

Other content for reading and/or viewing on Blackboard.

# Course Policies

## On-Time Attendance and Participation

Since discussion will be an integral part of the course, you must be prepared for class, on time, and offer productive comments based on the assigned readings. Preparation involves not only reading but also making notes about the reading so that you are prepared to discuss issues in depth. I reserve the right to add quizzes to the class agenda if too many class members appear to be unprepared.

You can accrue three unexcused absences without penalty on a MTWThF schedule, but your final course grade will be reduced by a half letter grade for each unexcused absence thereafter. To receive an excused absence, you must provide official documentation; if for a sponsored University activity (such as intercollegiate athletics), documentation must be provided in advance.

Students who are 10 minutes late will be marked absent for the day. That absence will become an unexcused absence, weighing against your total number of unexcused absences, if you cannot provide proper documentation. If a quiz occurs, you can only make it up if you have a valid, documented excuse for your tardiness. So be prepared and on time!

## Late Assignments

Your assignments for this course, including speeches, essays, journals, and informal assignments, are due on the dates indicated in the class outline below or as indicated in class. Late assignments are not accepted. 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.” You may request (in advance) one two-day extension of the due date on the *final draft* of a major written assignment (not drafts). Late assignments are not accepted unless a two-day extension has been requested and approved in advance of the deadline. 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.

## Class Conduct

We will have fun this session, and there will be a great deal of give and take in our discussions. But we will only have fun if you conduct yourself with respect for yourself and others. I expect you to

1. come to class prepared (do all reading and come prepared to discuss it; do all homework) and take pride in the work you do
2. offer support and encouragement to your classmates
3. listen to others carefully before offering your opinion
4. talk to me outside of class if anything that happens during class bothers you.

In order to maintain a productive work environment, I expect you to turn off your cell phone before each class period and refrain from eating, sleeping, reading irrelevant materials, talking once class is in session unless asked to do so, and entering the classroom late or leaving early without permission. Students who engage in behavior so disruptive that it is impossible to conduct class may be directed to leave for the remainder of the class period. See the UKY's Code of Student Conduct for further information on prohibited conduct:

http://www.uky.edu/StudentAffairs/Code/part1.html

## Gender and Pronoun Reference

It is no longer customary to use the masculine pronoun for cases of indefinite pronoun reference, e.g., "When a professor grades papers, *he* is often swayed by a student's degree of effort." Instead, style books recommend changing pronouns to the plural form, e.g., "When professors grade papers, *they* are often swayed by a student's degree of effort." Some call this practice "gender-fair language." Others just call it good sense. Regardless of the reason, it is standard procedure in professional settings and this class.

## Blackboard

The daily schedule may change during the semester. You will be responsible for checking the online syllabus and schedule before beginning your homework for each of our class meetings for any changes or updates. I will post all major assignments here and on Blackboard. If you lose an assignment page or handout, you are expected to get a copy from the website or Blackboard rather than from me. In general, all assignments will require a title, your name, my name, and the date, but this is particularly important for items posted to Blackboard. You are responsible for keeping back-up (I recommend several) copies of all your work since electronic texts can be lost. Copies of work can be saved in the “Content Collection” area of your Blackboard account. You are also responsible for checking to make sure that your assignments are posted to Blackboard on time, in the right location, and in the right format.

## Netiquette

When communicating online, consider the conversations as having the same boundaries as any real life interactions. No personal attacks. If you happen to be attacked by a member of the class, it is best to let me handle it. If you feel compelled to respond, I recommend a request for information, e.g., "What makes you say that?" Responding in kind feels good momentarily, but escalating the flame will only quash discussion for the rest of us. In addition, do not download material to the class listserv or send messages to members in private or on Blackboard that could make other members of the class uncomfortable. Think of the class as a professional place, like an office, and your fellow classmates as fellow professionals. Within these guidelines, our online interactions should be an enjoyable and productive.

## Class Discussion Board

You may be required to post a message to the class discussion board on Blackboard. To try to make our messages to each other easy to recognize, try to place in the subject heading a meaningful phrase describing the content of your message. For instance, if you are discussing a chapter in Williams, you could write in the subject line "Ch. 1 of Williams." If you have a response to someone's comments, you might put in the subject line, "Re: Linda's Response to Williams." If you have a question about a class policy, please post it to this list so others can benefit from my response. So, for instance, if you want to ask about the grading policy, write "Question about Grading."

## Writing Center / Multimodal Communication Lab

The Writing Center is located in The Hub (the basement) of the W.T. Young Library. You can walk in or make an appointment 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 your speaking, you may also go to the Multimodal Communication Lab in 106 Grehan (phone: 859-257-8370). I recommend that you consider going to either location if you feel stuck at any stage of the communication process.

## 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.

# Major Assignments

Detailed prompts and rubrics will be distributed at the time of project introductions.

**Observing a Space (500 words)** – This short, investigative essay asks you to rely upon your senses, as well as a bit of technology like your phone or a camera, to investigate a space. In 500 words, you will begin to describe, notice, and record, in text and image, the contours of a space that interests you.

**Rhetorical Analysis of a Space (2500 words)** – Let’s start to connect the dots between your space and how community members make use of the space. Using your 500 word space observation essay as a jumping off point, as well as primary and secondary source materials to back up your observations, you will rhetorically analyze your space and assert an argument about it.

**Research Symposium (4-6 minute speech)** –In addition to doing short, informal speeches throughout the course, each student will present their research as part of a formal panel. Your goal as a panelist is to present your individual research findings but as part of a group (I will assign groups) of similarly themed projects. While the group speech should feel cohesive, each individual within the group will be responsible for delivering their own 4 - 6 minute speech complete with visuals.

**Final Reflection (1000 words)** – In what ways did your project connect to or overlap with others on your panel? What did you find most challenging about the project? What surprised you most about your space? These are the kinds of questions you will grapple with in the final reflection for the course.

#### Other Helpful Research Information

Conducting research requires special attention to the safety and comfort of both you and the person you are interviewing. For this reason, please conduct fieldwork in a safe manner (i.e. safe settings, traveling in pairs, etc.) and with respect for your informants. One absolute rule is that covert research is not permitted; you must have the written approval of the people you study for the research for this assignment. You should explain to the persons you interview what you are doing and get permission to record them. This written permission must be submittedif requested.

If you are investigating a setting where you have a prior role, or are interviewing people with whom you have a prior relationship, do not rely on your own memory to fill in gaps. We will talk about these issues in class. Issues discussed in class are absolutely confidential; you may not discuss any aspect of others' research and/or research issues with anyone outside this class**.** We need this confidentiality to ensure that everyone feels comfortable raising the often unusual and difficult questions that arise during field research

We will discuss what makes a good resource and how to best find and incorporate them.  We will also cover how to properly cite resources in text and orally. Remember that all resources MUST be properly cited. If they are not, you have committed plagiarism. If you have questions or concerns about how to cite a resource make sure to ask me about it during office hours, visit the Writing Center, or any combination of these things BEFORE you submit your final draft/give your speech.

You are required to conduct at least one interview. The other research sources you use can be from books, newspapers, blogs, magazines, or websites, just to name a few. Regardless of the type of resource, you will select credible sources relevant to your project and contribute to rich development of your essay and speech. We will spend extensive time in class discussing what makes a good resource and how to best find and incorporate research.  We will also cover how to properly cite a resources both in-text, on a works cited page, and as an oral citation. Remember that all resources MUST be properly cited. If they are not, you have committed plagiarism. If you have questions or concerns about how to cite a resource make sure to ask me about it during office hours, visit the Writing Center, or any combination of these things BEFORE you submit your final draft/give your speech.

### Portfolio

The last bit of writing required for successful completion of WRD 110 is the creation of a portfolio. Portfolios are collections of your works in progress and their final products. They show your process and your revisions and showcase your identity as a writer and communicator for this class. Instructions for how to compile and gather your portfolio will be posted on Blackboard. Portfolios will not be graded. The cover letter will count as a daily grade, but you will not be able to pass the class without submitting one.

## Grading Policy

Only students who have completed all components of the two major assignments are eligible for a passing grade in this course. In addition, all basic requirements as outlined in each project prompt, must be fulfilled in order for major assignments to be eligible for a passing grade.

90 – 100%: A

80 – 89%: B

70 – 79%: C

60 – 69%: D

59% and below: E

***Grade Percentages***

Observation essay . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 10%

Rhetorical analysis . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 20%

Informal speeches . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 10%

Research symposium . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 25%

Final reflection . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 15%

In-class participation, homework, reading quizzes etc. . . . . . 20%

## Important Dates:

## *P1 Proposal -TBA*

## *P1 Due -TBA*

## *P2 due -TBA*

## *Speeches –TB*

## *All other important dates - TBA*