WRD 110-000

Composition & Communication I

Semester Year

**Instructor:** TBA

**Email:** TBA

**Office:** TBA

**Office Hours:** TBA

**Classroom:** TBA

**Class Days & Time:** TBA

PREPARING FOR WRD 110

Required Texts

* *Rhetoric—TBA*
* *Handbook—TBA*

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
* Blackboard (Bb) access

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***
* Atleast ***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](http://www.google.com/url?q=http%3A%2F%2Fjava.com&sa=D&sntz=1&usg=AFQjCNH9CXBhkX8N0Rhp_lGI6kJG0jQ11A). 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](http://www.google.com/url?q=http%3A%2F%2Fwww.microsoft.com%2Fwindows%2Fwindowsmedia%2Fplayer%2F10%2Fdefault.aspx&sa=D&sntz=1&usg=AFQjCNG0IiO6rzFq-605LnesaEaDDvT-xA)

Download ***Microsoft Office Suite*** (including ***Word*** and ***PowerPoint***) from this site: [https://download.uky.edu/](http://www.google.com/url?q=https%3A%2F%2Fdownload.uky.edu%2F&sa=D&sntz=1&usg=AFQjCNEEdUeI5nger1p01MsI3i2xJ-m_8A). You will need to login with your UK LinkBlue username and password first.

Instructor Contact

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 any aspect of the course. Take advantage of my office hours, or if they are not convenient for your schedule, let me know, and we can make an appointment for another time. You are also welcome to email me with questions and concerns. While I will discuss project drafts with you in person, I don’t accept emailed drafts or homework assignments; however, I am happy to email answers to general questions or your concerns.

When you email me (or any other professional), be sure to use proper correspondence etiquette. This includes using a descriptive subject heading, a greeting, using capitals and punctuation, and a signature from you at the end. Also, please contact me far enough in advance that I can respondand you can make adjustments or corrections using my feedback or answers. You can expect a response by the next weekday (excluding holidays). Contacting me an hour or two before an assignment is due will be a waste of time for both of us. This means you need to 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. 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.

WRD110 OVERVIEW


# Course 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.

COURSE POLICIES

Attendance

Attendance and participation are crucial to your success in C&C I. After all, education occurs when you show up and contribute. This class relies heavily on in-class discussions, individual and group activities, and impromptu writings and speeches, so prompt and regular attendance is essential for you to benefit from the work we do. For general information on UK policies regarding attendance, see the UK *Student Code of Conduct* (Part II, section V, Academic Standards, parts 5.2.4.1, and 5.2.4.2). This is available online for your convenience at http://www.uky.edu/StudentAffairs/Code/part2.html#

**Absences**: In accordance with UK’s “One-Fifth” rule, upon (not after) your \_\_\_ absence you will not be eligible to pass the course. This rule applies even for excused absences. Excused absences will be given at my discretion only with documentation as defined by the UK *Student Code of Conduct* 5.2.4.2. Students missing class due to an excused absence must provide documentation the day they return to class (except where prior notification is required). Whether excused or unexcused, it is your responsibility to track total absences and keep up with assignments.

**Tardies**: The largest complaint that students make about classroom disruptions is tardies.Tardy means 1-5/1-10 minutes past the start of class. More than 5/10 minutes, and the tardy will be counted as an unexcused absence. Every student will get two tardies without penalty to allow for unavoidable delays. However, to discourage distractions and ensure students don’t miss any required material for each meeting, after the second tardy, students earn half an unexcused absence for each additional tardy.

**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. Students who do not turn in work due to an unexcused absence will receive a zero on any assignments due in class the day they miss. If students have an excused absence, they have one week from the day they miss to turn in work that was due on that day, or they will receive a zero on work that isn’t made up. All homework assignments and project work is posted on *Blackboard* (Bb), so even if students are absent, they can keep up with the work. Students are responsible for finding out what they missed. When absent, students should first check Bb, then contact me with any questions.

**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 Bb.***

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.

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

A safe and positive environment is essential for learning, and we are all responsible for protecting our writing community. You deserve to be treated with respect and courtesy at all times as a member of this class, and I expect you will return that respect to others. This means that I protect our community by not tolerating negative student conduct that might infringe on your learning experience. ***Students who violate conduct policies or contribute to a hostile or negative environment will receive a warning, possible assignment deductions, or, if necessary, be referred to the Writing Division for further action.***

Preparation**:** Unprepared students are unable to participate in the writing community and interfere with the learning process. You should not have to make up for another student’s lack of planning or effort, so I require students to bring relevant texts, writing materials, and homework assignments to each class and complete all readings for that day.

Language**:** Our community is a place to create and explore ideas. I encourage intellectual freedom and welcome open expression, so you can benefit from new ideas and even controversial points of view. There may be debates, lively discussions, and even some arguments. 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.

Behavior**:** So you can remain fully engaged with our writing community, I expect all students will:

* Refrain from using electronic devices in class (cell phones, laptops, ipods/MP3 players, etc.)
* Stay awake for the entire class and not put their heads down on the desk.
* Avoid doing work that should be done at home while in class (whether for our class or another class).
* Avoid whispering or talking when another member of the class is speaking during relevant discussion.

Peer Groups**:** Because most professionals must learn to work collaboratively, you will collaborate with your peers both in and out of class. Treat everyone in this class and in your group with respect, as a valued colleague, and you will have few problems. Consequences for “slacking” will range from a full letter grade deduction for the assignment to a zero (determined on a case-by-case basis).

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 services; rather, they offer helpful feedback to guide you as you revise your own compositions.

COURSEWORK



|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assignment** (due dates are listed on Bb) | **Worth** | **Grade** **Scale** |
| **Project 1** | P1 component 1: position shift podcast | 10% | A=90-100%B=80-89%C=70-79%D=60-69%E=0-59% |
| P1 component 2: position shift PowerPoint | 10% |
| P1 component 3: position shift essay | 15% |
| **Project 2** | P2 component 1: analysis essay | 20% |
| P2 component 2: analysis speech | 20% |
| **Major Assignments** | Individual blog; component proposals; podcast & speech transcripts; speech outlines; & final reflection podcast | 10% |
| **Peer Review** | Includes all feedback work and revision plans | 5% |
| **Homework** | Includes process work, research, exercises, activities, & pop quizzes | 10% |

General Coursework Information

* Instructions for all projects, major assignments, & homework are listed by due date on Bb. It is your responsibility to check the deadlines and read instructions carefully on Bb and contact me with any clarifications you might need.
* 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 will allow you to become a more effective communicator. While there may not be an activity or assignment directly following each reading, you are responsible for all assigned content—both for understanding it and applying it to your assignment and project compositions.

Project 1 (P1)

# Overview

Project 1 has 3 components that share a common theme. The theme for P1 will be a time in your life when you had a “position shift” (change in position or way of thinking) about a certain issue or value that is important to whom you are today. Each component is explained separately below.

**Skills Outcomes**

This assignment introduces you to the process of writing and speaking for an audience as you rework the content for both written and spoken components. Your goal should be to make a personal journey come to life for the audience in a way others outside of the experience can relate to and understand. Your position shift development will combine skills that include:

* Narration and description
* Reflecting on and analyzing your personal experiences
* Audience analysis
* Visual composition and design
* Spoken delivery
* Substantial content revision

We will be doing homework assignments to aid you through all steps in the composition process of this project.

**Choosing Project Topics**

Your shift topic should be something that is both unique to you and engaging for an audience who won’t know you well and who will need a reason to be invested in your experience. Use invention strategies to really search your memory for an experience that will set you apart.

To encourage original insights, you cannot write about the following two topics because they are overdone and hard to approach creatively.

* Coming to college (you have a classroom of peers who have similar stories)
* Current romances (it’s hard not to get too wrapped up in emotions and lose the analysis)
* You will turn in a project topic proposal for instructor approval to ensure you’re topic is on track

**Assessments**

The 3 components of P1 add up to 35% of your total course grade. All component due dates are listed on Bb.

**Guidance**

Remember, your instructor is a useful resource. Anytime you are unsure about instructions, requirements, or your approach to the project, please ask, and you will receive assistance.

# Component 1 Instructions:

# Position Shift Podcast

Your podcast will be a brief recorded audio narration and description that explains your actual shift to the audience, so they can understand what happened to you and why you changed.

**Timing**

Your podcast must fall within a 3-5 minute time limit to avoid extensive grade deductions.

**Approach**

You will be using narration and description, focusing on details and examples that make your shift “real” for the audience. The shift needs to include these three aspects of your change:

* The before: whom you used to be (or what you used to do, like, dislike, etc.)
* The change: what happened (it could be gradual or sudden or could occur over several incidents)
* The after: whom you are now (or what you do, like, dislike, etc. now)

You can organize this content in whatever way you see fit. Maybe you want to explain more about the after than the before, maybe your change was the most interesting part. Maybe you want you use a flashback, starting with the after. You decide what will be the most engaging and appropriate for your story.

**Transcript**

This podcast requires an accompanying typed transcript. Basically, this will be a formally (meaning edited) typed script of what you will be reading for your podcast. You do not have to memorize the content. You will submit a final draft of this outline the day your podcast is due.

**Please note:** 300 words takes about two minutes to read at a reasonable pace, depending on the person. So, a 600-word transcript will be around 4 minutes. Be sure to practice to help your voice sound more natural as you read and also to help you time yourself and avoid extensive grade deductions.

**Delivery**

This spoken component requires you to use a conversational tone and ensure your voice projects. Your delivery will be part of the overall component assessment.

**Posting**

For your component 1 podcast to be considered on time, the following submissions must be made by the deadline posted on Bb.

* Your podcast audio recording must be posted on your individual blog.
* Your podcast transcript file must be submitted to Bb.

**Assessment**

This position shift podcast that you post on your blog comprises 10% of your final course grade. This 10% will cover the spoken content, the organization, and the delivery. The transcript will be assessed separately as a major assignment based on formal writing criteria (refer to syllabus for coursework explanations).

# Component 2 Instructions:

# Position Shift PowerPoint

Your PowerPoint presentation will overview the way that you communicated your shift to others and how you dealt with their response to your change.

**Timing**

Your presentation must be saved and presented as a slideshow (the best file format for this is to save the slideshow as a movie, with the extension .mov). You do not have to time the slides. There is no limit to how many slides you can use, but keep the number high enough to address the required content but not so high that the presentation seems endless (between 12-18 slides is a rough estimate).

**Approach**

You will continue to use reflection while you move toward analysis. You may organize the slide content however, seems appropriate, as long as your presentation content covers the following sections:

* Title page slide and content overview slide.
* Briefly summarize your shift—the before, change, and after—using no more than 2 slides
* Examine how you communicated your shift to those around you, including:
	+ your rhetorical strategies (how you told people, showed, them, etc.)
	+ ways you adapted different strategies for different audiences and situations (how you communicated your shift to friends, family, professionally, personally, etc.)
* Consider how others responded to your change and reflect upon your response to their response. Maybe address what you would change now about how you communicated your position shift.

**Research**

Your PowerPoint needs to include an epigraph (an introductory quote that often appears at the beginning of essays). Pick one quote from a non-anonymous source that captures the essence of your position shift to include at the beginning of your presentation slideshow. You will use an MLA format in-text citation at the end of the quote and include a Works Cited page at the end of your slideshow (this is to ensure you avoid plagiarism). See the handbook for more details on MLA formatting.

**Design**

Using principles from your readings on design, you will want to ensure that your slideshow:

* Combines text and visuals in balance.
* Uses full sentence points but does not include paragraphs of text.
* Has an effective (i.e., readable, not overwhelming or distracting) color scheme, font, etc.
* Includes appropriate visuals (like examples of your shift from your personal albums, visuals you create to represent the shift, visuals you find that represent the shift as a metaphor, like the way I used visuals of knitting to represent rhetoric).

**Posting**

For your component 2 PowerPoint to be considered on time, post your presentation to your individual blog by the deadline posted on Bb (submit early to avoid possible delays caused by technology).

**Assessment**

This position shift PowerPoint comprises 10% of your final course grade.

#  Component 3 Instructions:

# Position Shift Essay

Your essay will focus on making your personal experiences meaningful for your chosen audience, helping readers understand what they can learn from your shift, how knowing what you experienced can change their own lives.

**Word Count**

Your essay must meet the minimum requirement of at least 1500 words to avoid extensive grade deductions. This number isn’t arbitrary; it designates the basic length that will allow you to develop this topic enough, while addressing the necessary content.

**Approach**

Your essay will combine reflection and persuasion, where you will use what you learned through your personal shift as to persuade others to consider making a similar shift (to make the same change) or to consider using the tactics that brought about your shift to encourage a shift of their own (to make a different change).

A key aspect of this essay is that you will substantially revise the content from the first two components as a summary reflection that will help you develop your persuasive approach. You can organize the content in whatever order seems best, but your essay will need to:

* Briefly summarize your shift—the before, change, and after (no more than 400 words)
* Briefly summarize your experiences communicating that shift to others (no more than 400 words)
* Develop your persuasion by including additional personal experiences or information, by considering how it relates to current events issues in the news or in your various affiliations, by noting similarities between your experience and other people’s circumstances, etc.

**Posting**

For your component 3 essay to be considered on time, the following submissions must be made by the deadline listed on Bb.

* The essay must be posted on your blog.
* The essay file must be submitted to Bb—be sure to verify that the submission goes through.

**Assessment**

The position shift essay comprises 15% of your final course grade.

**Getting Started on P1**

Think about a time when you had a very strong idea about a person, place, thing, or event that, as you grew older, changed dramatically to the very opposite or to an entirely different view. Or, think about an experience that showed you that you were not who you thought you were. The more of an impact the change had on your life, the more you will remember it, so you may want to focus on major themes like personal tastes, interests, beliefs/values, politics, religious views, etc..

**Choosing Your Topic**

The key to choosing your shift is to make sure that your topic will provide you with ample evidence/examples to use that will give the audience an appropriate sense of who you once were and why and how that differs from who are now. The actual shift may have been gradual or abrupt; you can characterize it in whatever way adds to the narrative, focusing on some periods of the shift more than others. You can also address the different periods of your shift in a variety of orders. You don’t necessarily have to organize the events chronologically, as long as the organization is coherent.

Here are examples of different position shift topics to give you an idea of what this kind of assignment entails (not for you to copy):

* You used to hate beets until you had a great beet stew, and now it’s your favorite vegetable
* You had a crush on the most popular person in school, until you saw him or her teasing someone.
* You voted Republican/Democrat until you learned something that made you switch your position
* You were a Christian until you visited a temple in China and decided to become Buddhist
* You thought you were an unprejudiced person until you met someone from a race/religion/culture who was completely different from you, and you reacted with prejudice.

**Common Pitfalls**

There are two common pitfalls when writing a position shift.

* First, trying to make an argument about your beliefs rather than focusing on the process of the shift—where you were before, what happened, where you are now, and what it all means to you and to someone who doesn’t know you.
* Second, forgetting the audience. A personal assignment that relies on your stories and experiences can easily turn into a confession, so you have to give the shift meaning. This means including thoughtful reflections about how your personal experiences can translate on a general scale. For example, if I wanted to write about my shift being a college dropout to graduating magna cum laude, instead of subjecting you to grand stories about how much schoolwork I did, which could sound self-congratulatory, I might instead reflect on the general difficulties of being a good college student today (points to which more people might relate).

Project 2 (P2)

# Overview

Project 1 allowed you investigate your past and reflect on the experiences that shaped you to connect with your audience. Project 2 will have you broaden your investigation to the world around you, and you will expand on your reflection skills as you interpret what you see in a way that is, again, meaningful for the audience.

Project 2 has 2 components that share a common theme. The theme for P2 will be a “space analysis,” where you will analyze a space and the underlying message or messages the space sends that may not be readily apparent or obvious to others. Each component is explained separately below.

**Skills Outcomes**

This assignment allows you to use observation and inquiry to see the intentions behind each space, to recognize how every space comes with assumptions (how and why it was designed, built, and used for specific purposes). You will then interpret what those assumptions are and why it’s important to be able to “read” spaces. In addition to continued audience analysis and visual composition, your analysis work will combine skills that include:

* Analysis and interpretation
* Description and explanation
* Making and supporting claims for your interpretation
* Fieldwork and research, both primary and secondary

**Choosing Project Topics**

To complete fieldwork observations, you need to choose a local space you can take pictures of and easily visit a few times to gather details. Also, choose a relatively small space, maybe one or two rooms, or a small structure, one with enough meaningful details that you can develop effectively.

You cannot write about the following kinds of spaces because they are not conducive to analysis:

* Do not use a personal space, meaning a space you have designed or one you normally spend a lot of time in—anywhere in your home/family, work, or church environment.
* Do not use a natural space, meaning one that is not human-made or that isn’t shaped by human intentions or needs (like the Grand Canyon or a lake).
* You will turn in a project topic proposal for instructor approval to ensure you’re topic is on track

**Required Research**

Your project requires engagement with both primary sources produced by your fieldwork and secondary sources written about the controversy in general. To avoid plagiarism, all of your research MUST include proper MLA documentation for both in-text citations (quotes, paraphrases, or summaries) and the Works Cited page. If you have ANY questions about citation, make sure to ask me, consult the handbook, visit the Writing Center, or any combination of these things BEFORE you submit your final draft/give your presentation.

**Assessments**

The 2 components of P2 add up to 45% of your total course grade. All component due dates are listed on Bb.

# Component 1 Instructions:

# Analysis Essay

Your essay will present a basic analysis of the space, meaning you will develop a claim based on your interpretation of the space’s underlying meaning and give evidence from your observations and research to support that claim.

**Word Count**

Your essay must meet the minimum requirement of at least 2400 words to avoid extensive grade deductions. This number isn’t arbitrary; it designates the basic length that will allow you to develop this topic enough, while addressing the necessary content.

**Approach**

To some extent, your essay should include the following information based on your observations and research process, though you can add other relevant information and address these points in any order you feel best suits your needs:

* Your interpretation of the underlying message(s) this space sends.
* What this space says about those who created/designed/decorated it.
* What this space assumes about those who use it (or how it defines those who use it).
* Specific details you found to support your interpretations and how they “prove” your claim.
* What your audience can learn from your process of observing and interpreting this space (to make your conclusions matter to their lives).

**Research**

Using MLA documentation, you will need to both quote from and closely engage with a minimum of 4 sources, both primary and secondary sources. You must have both in-text citations and a Works Cited page for all source references to avoid committing plagiarism. You will do readings and activities to help you determine 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.

***Source Types***

You are required to conduct at least one interview that will be posted as a transcript or a recording on your blog. 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, select credible sources relevant to your project and contribute to rich development of your essay and speech.

**Blog Interview Transcript**

An important facet to a productive interview is a good note-taking process. To ensure that you practice the skills we cover regarding interview techniques, you will post to your blog either a typed transcript (for electronic interviews or transcribed oral interviews) or a recording of your interview. This means YOU MUST RECEIVE PERMISSION FROM THE PERSON YOU INTERVIEW TO MAKE THE INTERVIEW PUBLIC, either on the recording or through written documentation. If you cannot get this permission but you feel this person’s insights will benefit your research, you can make arrangements with me for a private submission, but you must do so in advance of the due date in the course schedule to post your transcript on the blog.

**Visuals**

On your blog, you will need to post a minimum of three pictures from your fieldwork or other relevant pictures you find in your research that will add visual support to your analysis. Be sure to label each one, so the audience can tell what they represent.

**Online Published Essay**

In addition to submitting the final draft of your essay on Bb, you will publish your essay with the Works Cited page online on your blog. Your online essay requires hyperlinks for your in-text citations to link to the Works Cited at the end of the essay. You can include any other relevant links you care to make.

Publishing online will let you connect your work into a network of other related websites. This publishing requirement is meant to help you imagine a broader public audience for this work and to encourage you to see yourself as creating materials that may be interesting to and useful for others. Feel free to experiment with formatting and design for the web.

**Posting**

For your component 1 essay to be considered on time, the following submissions must be made by the deadline listed on Bb.

* The essay must be posted on your blog, including the Works Cited page and hyperlinks.
* The essay file must be submitted to Bb—be sure to verify that the submission goes through.
* The visuals must be posted on your blog.
* The interview transcript must be posted on your blog.

**Assessment**

The analysis essay comprises 25% of your final course grade.

The interview transcript, visuals, and blog essay (for hyperlinks and design) will be assessed separately as major assignments (refer to syllabus for coursework explanations).

# Component 2 Instructions:

# Analysis Speech

Your speech will overview your experiences with your investigation as much or more than the analysis itself.

**Timing**

Your analysis speech must fall within a 4-6 minute time limit to avoid grade deductions.

**Approach**

For this project, you will give a speech for the class. Your speech needs to address the following points based on both your interpretation and your fieldwork process:

* What assumptions about the space did you have going into this project? Did they change? Explain.
* What was your central claim (your interpretation of the space’s underlying meaning)?
* Describe your fieldwork and observation processes and what you learned about primary research.
* What did you learn about yourself, your community, your culture, etc. through this analysis?
* What would you like your audience to learn from your experience, or how can you make your interpretations and discoveries meaningful for them?

Determine the organizational pattern most appropriate to your speech: your speech should have a clear structure including an interesting introduction, clear purpose statement, supporting evidence, and a strong conclusion.

**Research**

In your speech, you need to do a verbal citation of at least three different and relevant outside sources. You will submit a Word document file with your MLA Works Cited page for these sources the day your speech is due.

**Notecards**

You may use a maximum of four 3 x 5 one-sided index cards to guide your speech. Notecards should use key words only––no complete sentences.

**Formal Outline**

This analysis speech requires an accompanying formal speaking outline using proper outline formatting (i.e., roman numerals, proper subheadings, etc.)

* This will be a kind of practice script or transcript that develops your key points.
* The outline will not be a keyword outline—each section should be written in full sentences.

**Posting**

For your component 2 speech to be considered on time, the following steps must must be completed by deadlines listed on Bb (submit early to avoid possible delays caused by technology).

* The speech must be presented to the class.
* The formal speech outline file must be submitted to Bb.
* The Works Cited page file must be submitted to Bb—verify that all submissions go through.

**Assessment**

This analysis speech comprises 20% of your final course grade. The outline and Works Cited page will be assessed separately as major assignments (refer to syllabus for coursework explanations).

**Getting Started on P2**

Choose a space for your analysis, and then start your fieldwork by observing and compiling detailed notes about that space. Describe every little thing there—objects, colors, structure, people, lighting, and write everything you can about the space. These notes will then make up the foundation of your examples and evidence. Don’t interpret, yet; just gather data. The better your description in the notes, the more you will have to refer to as you develop support for your interpretation later.

Remember, you will be composing this analysis for an audience who is likely unfamiliar with the space you have chosen. Using what you learned in P1, you will need to make the space come alive for them with your details and make sense through your interpretations and explanations.

**Choosing Your Topic**

Other students have written about restaurants, video stores, a glamour studio, a friend’s unique bedroom (not their own bedroom, which is personal), a money-lending office—there are countless opportunities out there for interesting spaces. The best spaces are those that have a good deal of details for you to investigate, so a sparse room with no colors, furniture, etc. would not work as well. If you have questions about your space choice, let me know.

**Common Pitfalls**

There are two common pitfalls when developing an analysis.

* First, explaining the obvious rather than giving the underlying meaning. For example, if you write about a space where something is being sold (food, clothes, movies, etc.), your claim would not be about how the meaning behind the space is to sell something or to make money. Everyone already knows that.

Instead, point out something people might not realize about the space if they aren’t looking closely. Spaces are built to imply certain values or ideals; they often manipulate other interests or needs to encourage people to use them—like providing comfort, security, excitement, adventure, sophistication, an unusual education, or feelings of camaraderie.

* Second, only describing and not analyzing. Describing is certainly necessary—you need to give the details about the space. However, you need to then explain how and why those details function as they do. For example, you would describe the general color scheme of the space, but then you need to continue and be sure to explain why that particular color scheme was chosen, how it works with the larger meaning of the space.

# MAJOR ASSIGNMENT:

# Individual Blog

# Prompt

Today, many engaged citizens make their most exciting connections with the world around them through blogs. In fact, there are blog communities that are as intimate and supportive as our local communities. This semester, you will create a blog to help you learn how to use the Internet as an engaged citizen and communicate well by considering the needs of broader audiences.

# Assignment Goals

As Madonna once pointed out, we used to live in a material world. Now, we live in a technological world, and it helps to be a technological person. Learning to negotiate the blog community can be both informative and fun—there are a lot of smart people out there sharing a lot of smart ideas, even as it can be a wakeup call—there are just as many frightening people with scary ideas, too. It doesn’t hurt to be aware of both. Blogs connect us to like-minded people, or they allow us to discover people, cultures, and interests outside of our own. They even provide a forum for self-promotion. When you are negotiating the job market, having a blog that represents your best, marketable self can set you apart from the large crowds. Thus, this assignment applies to your life academically, professionally, and personally.

# Requirements

Your blog must be launched by the assigned due date on Bb. On your blog, you will post project component work and a final reflection podcast. You will also need to write an engaging bio—I recommend you avoid using your full name or specific details about your location. **For your own safety and security, refrain from posting personal information like phone numbers or addresses on your blog. If you want people to get in touch with you, email addresses should suffice.**

**Format**: I recommend that you use a simple blog service like blogger.com or blogspot.com, which are very user friendly. Please do not use any pre-existing blogs that you began before this course.

**Design**: Since the outcomes of this class include learning appropriate visual communication skills, your webpage should reflect the proper design principles you will be learning about this semester. The team should collaborate on the design choices. Feel free to experiment. Effective design principles include:

* Clarity (easily readable pages)
* Interest (functional design doesn’t mean boring or cookie-cutter)
* Consistency (all elements should look cohesive and share design principles like font, color, etc.)

**Blog Gallery**: On Bb, I will post a gallery of your blog links for easier class access. You will have assignments that require you to access your peers’ blogs to provide comments and feedback, and you can use the “BLOG GALLERY” button on the Bb menu to access their work.

**Assessment**

This blog is worth 50 points and will consist of part of your overall major assignments grade, which is worth 10% of your final course grade. Though you will have deadlines for creating the blog and for posting different project components on the blog, the blog will not be assessed until the end of the semester. The assessment will focus on design and blog-specific content (this includes your bio. You will not be graded on previously assessed component content or other assignment content, though the way you organize/arrange your components on the blog does count as design).

# MAJOR ASSIGNMENT:

# Final Reflection

# Prompt

You will write a brief reflection capturing your experiences in this classroom and providing self-assessment of your composition skills.

**Assignment Goals**

Being able to critically reflect on skills development and intellectual growth enhances critical thinking ability in general. Not only will thinking about your progress, your strengths and weaknesses, solidify the skills you learn and the content we address in this course, so you can remember it long after. Reflection also encourages you to take responsibility for making what you learn in each college class your own—you will make your work meaningful for you the same way you make your messages meaningful for your audience.

**Requirements**

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.

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 110.

The reflection essay must:

* + Meet the word count limit of 500-900 words.
	+ Be submitted to Bb on the due date.
	+ Be published on your individual blog.

**Assessment**

This reflection is worth 50 points and will consist of part of your overall major assignments grade, which is worth 10% of your final course grade.