WRD 111: Composition and Communication II

Spring 2015
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Section	Time	Location
006	MWF 9-9:50pm	Blazer Hall
028	MWF 1-1:50pm	Blazer Hall

OVERVIEW AND 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, use ethnographic skills 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. The focus will be on investigating the concepts of cultural and community identity using ethnographic practices as well as engaging ethical and critical concerns. By expanding our view of culture and community we will come to recognize and investigate one issue this community faces.

Students will be grouped in teams, each of which will explore a different local community issue or "scene" and determine the discourses and practices related to that scene. For the first two-thirds of the class, students will decide on their team focus and conduct significant primary and secondary research on the issue, carefully making evaluations along the way. In the last third of the class, teams will develop Public Service Announcement (PSA) Campaigns that will include various artifacts designed to bring attention to the issue according to conclusions that the team has decided through their research. These campaigns will be digital projects that communicate well-argued solutions to audiences beyond the classroom. The end goal is to research a problem or controversy uncovered through research of people and spaces, after having identified a community scene.

A significant component of the class will consist of learning to use visual and digital resources using the iPad technology, first to enhance written and oral presentations and later to communicate mass mediated messages to various public audiences. We will use the iPad as our tool of exploration, but also as the object of rhetorical study to investigate how the iPad composes various social communities and how it expands as well as limits creative and intellectual possibilities. **You will produce ALL of your work on the iPad in order to achieve this including taking notes, recording audio or video, composing web sites, etc.** 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 written texts in many different modes and media 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 (PDF provided by professor)
- iMovie for iPad
- Audio editing app (WavePad, SoundCloud, Garage Band, etc.)
- Evernote or other note taking app
- Other apps used to complete assignments

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 but your final course grade will be affected for each unexcused absence thereafter. This will also negatively impact your participation grade, as you will not be in class to contribute. 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. The University Senate and the Division of Writing, Rhetoric, and Digital Media set a limit on total absences—*both excused and unexcused*—at 1/5th of the total class meetings. **Please note: This means that, according to university and class policy you will receive an E for the course on your 9th absence. NO EXCEPTIONS!**

Students who are 15 minutes late will be marked absent for the day, unless otherwise decided on by the instructor and student. If you will have a consistent problem making it to class on time you will need to discuss this matter with the instructor as soon as possible to decide alternatives. Being marked absent for a tardy 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! Ultimately, if you anticipate that you will have a problem arriving to class on time you will need to find another time for the course that will fit into your schedule better.

One more note about attendance and participation: In this section of the class policies I also like to include what I expect from you in terms of our interactions as students and instructors. I take this **very** seriously. This is NOT a class you can miss

and expect to pass. This is not a course that you can come unprepared and expect to pass. Attendance/Participation is not only about your own well-being and learning, but also a matter of ethos and being a citizen of the university and class community. It shows mutual respect to the instructor and your colleagues, not to mention yourself. The policies above outline a basic and practical guide to what these mean to the functioning of the classroom, however, it means much more than simply attending and raising your hand once in a while. It means taking an active part in your learning. The instructor guides the class and assesses progress; the students earn their grades by making it their class

Office Hours and Other Communiqué

I am here to help you succeed, not fail. Sometimes failure is part of this process, but most of the time I find that students rise to the challenges they face and overcome them in novel ways. I cannot help you all in the same way; you all have individual situations. I will hold regular office hours for you every week. These hours are not for me; they are for you. If you have any issues, or questions that need special attention, or if you just feel the need to make sure you are on track and we are both on the same page, please come see me at office hours.

I will NOT discuss grades in any way through email. Do not even try. This is not only a policy of mine, but a very serious university privacy issue. We can discuss grades and performance in person during office hours. I will not respond to any request to discuss grades electronically except to setup an appointment to meet face to face.

I will also refuse to tell you what happened in a particular class you missed, but most especially through email. Most of the time I am asked in an email "Did I miss anything?" Please put yourself in my position: how would you feel about being asked this question? We are learning all about rhetoric and audience, and this is the worst possible question to ask an educator. Of course you missed EVERYTHING!!! And there is no possible way to recreate the events of the class. You missed it and it cannot be recovered; ask another student and move on. You have the syllabus; you know what is going on and when things are due. I also will not respond to emails telling me you will not be in class. I will know when you don't show up, and then I will either await your excuse note or it will go down as an unexcused absence.

Email is my preferred method of getting in touch with me. However, I am not waiting by my computer 24 hours a day for your emails, so please be considerate of my time when you decide to email me. Make sure it isn't a question about what you missed, nor letting me know you will miss class. I will respond to special requests or important concerns, of course.

We may also be using various social media platforms to communicate with one another. Some of you will embrace this and find it a wonderful way to communicate in everyday situations. None of them, however, are efficient ways to contact me when you expect a quick response. For anything important regarding the class I will use Email to alert you. Email will be the official way for me to relay something important to you. Please check your email periodically throughout the day.

Lastly, I will be inputting scores into Blackboard as you receive them for your projects and assignments. There will be a column that claims to give you a grade "total," perhaps in a percentage. This is not your final grade. Final grades are calculated with your assignments as well as attendance and participation scores. These will be included once the semester is over. I am including this part here because your grade should never be a surprise. If you have any concerns we can speak about them in office hours. You should know where you stand; this is up to you. Keep track on Blackboard and with me individually and you should have a perfect idea of your final grade. This will prevent gaps between what you "believe" your final grade "should" be and what it actually "is" once everything has been calculated.

Please note: if you have turned in any assignments late or have missed more than the three unexcused absences for the semester, you can be certain you will not receive an "A" for this class regardless of the quality of the work you have turned in. That should give you a good estimation of where you stand as the semester comes to a close. We will talk

more about this (hopefully outside of class as well) as the semester goes on.

In summary: It is your job to monitor your grades, know your attendance and how much you feel you're engaging the class, and make this class your own. **There is no extra credit in this course**, but you will have ample time and opportunity for peer review, make multiple drafts, and revise your work. This should be a learning experience; a process that will continue even after you graduate.

Late Assignments

Your assignments for this course, including speeches, essays, free writes, informal assignments, and anything else we may do are due on the dates indicated in the class outline below or as indicated in class. Late assignments are NOT accepted. 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 and work hard this semester, 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. In general, I am asking you to attend to the following issues:

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.

I say this with a heavy heart as I acknowledged the place of technology and social media in learning environments. But after years of trying these things have always been more of a distraction than a help. In order to maintain a productive work environment, I expect you to turn off your cell phone before each class period and stay off of social media sites such as Facebook unless otherwise requested by the instructor. We will have times in class when we do things with these technologies, but as a general rule give your respect to the instructor, your classmates, and yourself by staying on task. Also, 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. Engaging in such activities will have an adverse effect on your participation grade and, eventually, your final grade. But more than that these guidelines will help you to take ownership of the class, which is my goal as your learning facilitator.

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

Peer Review Workshops and Instructor Conferences

Because most writers, educators, and other professionals must learn to work collaboratively, you will collaborate extensively with your peers both in and out of class. You will be working throughout the semester with other students in workshops, peer reviews, and projects. 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).

We will have weeks dedicated to both peer and instructor review for most of your major assignments. These weeks will focus on sharing your work with other students or conferencing individually with me to gain greater insight into possible revisions. I expect you to take these days seriously and listen carefully to the feedback. This means taking notes and then following through with what will make your work better. We will discuss how these workshops and conferences when they occur on the schedule.

Blackboard

The daily schedule may change during the semester. You will be responsible for being present in class to be informed of these changes. All of the major assignments will have documents that will outline the guidelines for that particular project, which will be posted to Blackboard. Please refer to these documents for details about the assignments. If you lose an assignment page or handout, you are expected to get a copy from Blackboard or another student rather than from me.

In general, all assignments will require a creative title, your name, my name, and the date, but this is particularly important for items posted to Blackboard or other online space. 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 the correct resource, whether it is Blackboard or not, on time, in the right location, and in the right format.

Writing Center

The Writing Center is located in W. T. Young Library in the Hub (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.

Media Depot

The Media Depot is a student digital media space located in the Hub at W.T. Young. The Media Depot provides; access to recording equipment and space, editing stations with specialized multimedia software, and technical support for students' development of their academic media projects. The Media Depot is funded by the Student Technology Fee and is a collaboration between the University of Kentucky Analytics and Technologies (UKAT) and UK Libraries and is in support of the QEP, Presentation U. This is a relatively new resource from the University that I encourage you all to use. Please see their website at http://www.uky.edu/ukit/mediadepot for more information about their services and to schedule appointments. Also, their YouTube channel http://www.youtube.com/user/UKMediaDepot has video tutorials for many of the programs you may find yourself using over the course of the semester.

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.

ASSIGNMENTS AND MAJOR PROJECTS

The assignments in this class are meant to guide you through an exploration of two things: 1) critical inquiry and deployment of rhetorical discourses and media to examine issues such as ethos, community, modes of writing and communication, social media, etc. 2) the use of multiple modes of communication to examine and articulate ideas of identity related to a relationship to writing. The broad question we will be investigating throughout the term will be: what is your relationship to language? In this course we will be interrogating this in terms of critical inquiry and research.

The biggest difference between WRD 110 and this course is twofold: 1) WRD 111 is a project based course in which most of the assignments will be components of one large project over the course of the semester, and 2) Most assignments after the first couple of weeks will be done within your teams. This means you will be responsible for an individual part of each assignment that you will decide on as part of your group. It also means I will be expecting a lot more out of your projects in terms of length and quality since you will have a built in peer group at all times.

Note on Research: Most of your research sources will come from books, newspapers, blogs, magazines, or websites, just to name a few. This is what we will refer to as the "archive." 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, consult your pocket Style Manual, the online Purdue OWL, visit the Writing Center, or any combination of these things BEFORE you submit your final draft/give your speech. If your assignment is turned in without a properly formatted works cited page I will return it to you for revising and then I will expect it to be resubmitted before the due date. I suggest you leave yourself some time and not submit work a minute before the deadline in case of emergencies.

Note on Submitting Work: You will have many assignments for this class, both formal and informal. The major assignments are listed in the syllabus and you will turn many of these in to the instructor in different ways. There will be others, however, that are not listed and the instructor may ask you to submit these through email as an attached file. If this happens you will be required to label your file in the following way: [student last name]_[assignment title]. If your file is not labeled as such then it will not be graded. I receive a high volume of emails and work can easily get lost if not correctly labeled.

On a related note: every email you ever send to me or any other instructor must have a relevant subject. Never send an email with a blank subject or informal subject. If you are submitting work through email place in the subject header the same label as your attached file. Emails with inappropriate tones, informal or just plain lazy writing will not receive a response. Please put some thought into every piece of writing you do for me and your other instructors. They will be very happy you did.

Public Service Announcement (PSA) Campaign

The major team project for this class will be a PSA campaign that you will research and deploy as part of your team. Throughout the semester there will be individual assignments that will scaffold your experience with PSAs so that you can learn the vocabulary, the genre, and the culture surrounding public service campaigns. The larger project will also be separated into various assignments due throughout the term so that you do not have to do everything all at once. This will also make it possible for you to continue to deepen, focus, and become increasingly familiar with your subject. In other words, every assignment for this class will exist to help you toward your PSA project.

As you will learn, PSAs have been around since about World War II, and we are all well acquainted with them whether or not we are able to recognize them as such. They began as ways for the government to get out particular kinds of messages to the public with the goal of mobilizing people in certain ways. These campaigns usually stem from activist roots: a group or organization sees a need, a problem, or concern within society and desires to advocate for particular changes. Sometimes these advocacies can be general (such as the anti-smoking "Truth" campaign) or more targeted (like the famous "Duck and Cover" films from WWII). What they all have in common is a strong rhetorical element that has an exigence (there is a problem here), identifies an audience (this group needs to hear this) and deploys the best means to advocate for a solution (this is what needs to be done in this way).

You will be doing the work of PSAs by firstly researching particular local communities, spaces, or even social problems you are already aware of and identifying something that needs attention. This will be your issue, the concern you take up to build your campaign around. The end result will be various media and modes that address the issue you choose and offer awareness and even some solutions to the issue. Every group will be required to create a video as part of the PSA campaign. Along with the video you will be required to deploy two other modes for getting your message out to your audience. These modes can be anything from posters to websites, but they need to take both your subject and audience into consideration. All components of the project are of a rhetorical nature; that is, they will, to the best of your ability,

account for exigence, audience, and purpose.

Project Pitch and Speech
The first order of business will be to explore some of your interests and do some preliminary research into one possible topic for your PSA. Before you are placed into teams you will investigate one community, organization, space, etc. that interests you and pitch this to the class as a possible subject of a PSA campaign. I will also be an audience since I will have to approve each of the topics.

The speech length will range from 2-4 minutes. This length will be strictly observed which means that you will have to rehearse multiple times to be able to do well. You are trying to pitch your idea, so you will want to try to convince the class that your topic is worth joining you to research. Although there is no reward for pitching a popular idea you will need to approach the speech as if you want to persuade the whole class to join your project. We will be choosing groups based on the topics you pitch in class.

As part of the speech you will need to turn in a hard copy of your speech to me. This speech is worth 10% of the final grade.

Weekly Campaign Reports
Once you have been placed into teams and you have chosen your topics you will be working collaboratively for the rest of the term. You will have to decide within your groups how you will divide work and what your individual timelines will be. Group work can be extremely challenging for all involved, but it can also be very rewarding. In order to make sure you are continuing to have positive experiences each team will be required to turn in a weekly report that briefly outlines what each of you accomplished on the project. Some weeks you will have more to report than others, but you should always be working on something. These reports will begin on week 6 and be due on the Friday of each week until week 15, for a total of 10 reports. Each report should be about 250-500 words and you need to comment on each member's contribution to the project that week. Each report will be turned in each Friday evening by 11:59 pm through email using the subject: Weekly Campaign Report. Each report is worth 10 points each and altogether the reports are worth 10% of the final grade.

Issue Inquiry Essay
This assignment will ask you as a team to begin researching your topic in earnest. Because your PSAs will either originate from a particular community or address specific community concerns as a team you will seek out the spaces in which these concerns become realities. This requires you to enter into a space in order to begin to analyze and understand the objects and practices associated with your audience and topic. Once you are visiting that space you will perform participant observation, note-taking, and even informal interviews to gain some insight into what is taking place within that space and the interactions between those involved. You will also need to enter the "archives" and research what has been studied, reported on, said about, or left out regarding the issues you are considering. In a 2000-2500 word (~8-10 pages) webtext you will write a research essay that explains what you have found and what the ramifications are of what you have uncovered. You will also be required to provide digital images and/or video shot with appropriate permission (or other kinds of visual evidence) to accompany your scene depiction and captions to explain the various parts. In order to present the webtext you will need to create a group web presence through WordPress. We will talk about how to set this up. It will also be a place to post notes you make and other elements of your project.

The scene depiction will have three sections: an **Introduction** to the general topic you are considering, the **Narrative** section that describes the details of the scene and the issue, and an Analysis of the research you have found about this issue. You will need to perform at least one interview for this assignment and post it to your webtext as audio. You will also be required to post at least 5 original pictures that pertain to your project (or two video clips, or any combination of

the two). The analysis section is the most important and will require you to do some library and academic research into the issue. You will need to do searches to see if anyone has ever done any kind of research into this group, space, or issue and include this past research. You will need to describe how your own research is related to what you have found. The Scene Depiction is worth 10% of the final grade.

PSA Video
The portion of the project that every team will provide will be the PSA Video. The video will need to address the audience and subject of your project very clearly, but it must also be contained in some kind of format specific to your project. In other words, your team will need to decide what venue your video would most likely be viewed: on Youtube, a website, on network TV, before a movie at the theater, etc. There will be several steps involved in creating your video, as well as a first cut due to elicit feedback from the class to make the video the best it can be. Remember that this video is a slightly different genre than a typical documentary, although you will use similar approaches. We will be watching many different kinds of PSA videos to get an idea of how others communicate within the genre.

Storyboard
One of the most important parts of being a writer or other producer is to plan and develop your ideas. This way you can understand how your project will come together, as well as providing a blueprint to communicate to others working with you. This will be a preliminary sketch of the PSA video, specific to the visual medium. In the course of the sketch, think about what you will need to do to get the final project done. This is a work flow as well as an organization assignment: how exactly do you want your video to look? The audience for this component will be different from the pitch; the producers are all on board, they want a plan, a structure, and some promises from you about how the project will be developed and finished. The storyboard will be completed using Powerpoint (or other slideshow application) and will consist of 10 still images each with 50-100 words of text explaining what is going on in that particular scene. The Storyboard is worth 10% of the final grade.

First Cut of Video
All kinds of writing must be continually revised, and this is no less true of video projects. Most likely your first draft will be bulky, long, meandering, and lack focus. Audiences will have confused reactions. This is all part of the process. It is a good thing your producers are here to suggest ways to revise your work so that it reaches that audience better. With that said, this should not be a work in progress (AKA a two minute clip of you talking to the camera) but a relatively finished work with the realization that it will be altered by the critiques of your classmates, your instructor, and yourself. We will all give you feedback for this draft so that you can make it the best you can for the final. Make sure to pay attention and take notes to the feedback you receive from the instructor and your peers. The First Cut is worth 10% of the final grade.

Final Cut
The final project will be turned in at the beginning of the last week of class. It should take into account the critiques performed earlier and be drastically refined from the previous draft. You will present the project to the class (your adoring audience) and be ready to answer any questions as part of your presentation to the class. The finished PSA video should be between 5-10 minutes. Anything over 10 minutes will have points taken off half a letter grade per 30 seconds. The Final Cut is worth 10% of the final grade.

PSA Campaign Components
In addition to the video your team will need to create and deploy two other modes and tactics to get out the message of your PSA. These will also need to be presented at your final presentation and their effectiveness assessed. These

components can range from pamphlets, posters, magazine advertisements, movie trailers, shorter versions of your longer video PSA, etc. The most important part of these components is that they are part of a campaign and that they are audience based. They should complement the work of your video and not seem detached from the rest of the project. Think about creating a logic between all parts of the PSA; it is a campaign, not distinct elements. There needs to be an assessment of their effectiveness in terms of the overall approach of your project These results need to be reported during the final PSA report. Each component of the campaign is worth 10% of the final grade for a total of 20%.

PSA Report and Assessment

As part of the final project each team will create a formal presentation that will be included as part of a course exhibition of class research. Each team should prepare a brief formal demonstration of their campaign as well as answer questions from an audience of their peers. Using the research that you completed you will present your PSA and explain your revisions. The purpose of this presentation is to explain your work and present your video, as well as answer questions. You will also be required to report on the effectiveness of both your video choices and the other components that your team chose to create. Each presentation should run about 20 minutes and is considered a formal speech assignment. Each member of the team will be required to have a brief speaking role. The Formal Presentation is worth 5% of the final grade.

Project Response Essay

All work should be considered always under continual revision. It is a good idea to take a step back from any work you do to evaluate your successes and failures, and take inventory of how you would approach your work if you were to revise once again. A reflection paper will be required from each student. This 500-750 word essay should outline the student's use of peer and self critiques to refine the PSA, explain and defend the choice of medium and how it supports the argument of the composition, and a note on further refinement (if you had another month with this project, what would you do). Also, the essay must reflect on how the student used various ideas, concepts, theories, and class discussions in the development of the PSA project. This means I expect you to cite at least three sources and refer to other readings and discussions as you think through your work. This essay will be turned in as part of your portfolio of writing at the end of the semester.

Participation

Our class is centered on inquiry and research. The goal is to make you curious, encourage you to ask questions, and make connections between things. In this class we are using concepts of communities to explore these kinds of questions and make these connections. In order for any genuine and significant inquiry to be accomplished in this way we will have to do our research in ethical ways. Ethical inquiry begins in the classroom between students and instructors developing an environment of learning for everyone in a way that students take ownership of the class. This doesn't mean that the instructor takes a backseat; in fact the instructor plays an important role in pushing for that learning to take place. The role of the student is to push back in constructive ways, not in resistance, but in mutually productive ways. This kind of learning can only be done when the student is not only present in the classroom, but prepared, engaged, and continually revising thoughts and ideas.

Participation understood in this manner means much more than attendance, and even more than making sure to ask a question in class every once in a while, or responding to a prompt in a discussion (although it means this as well). I will be asking you to continually take notes inside and outside the classroom. These will not be for quizzes, but for a record of your own learning; a learning journal of sorts that demonstrates the development of your thinking in class. I will periodically ask you to show me your notes as a way for me to help you forward in any way you may need. You can choose the format (blog, written, video, audio, etc.). While **regular** attendance will earn you points, so will **regular**

discussion contributions. Significant contributions to workshops will also be required; this means not just saying something is "good" or "needs some work," but offering positive and constructive feedback. There will also be free writes and reading quizzes that will provide a way to help you practice and perform the skills and concepts we are learning in terms of critical inquiry. Finally, there is a section for class citizenship, which takes into account how you have behaved toward the instructor and students, as well as contributions you have made beyond just discussion. These will make you responsible for the material in the class, as well as move you toward taking ownership of the class.

Here is a breakdown of the participation grade:
Regular Attendance (Less than 3 absences for full points): 3%
Discussion Contribution (Regular participation): 3%
Workshop: 2%
Class Citizenship (respect, sharing, helping other students): 2%

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

90 – 100%:	A	Project Pitch and Speech	10%
80 – 89%:	B	Issue Inquiry Essay	10%
70 – 79%:	C	Storyboard	10%
60 – 69%:	D	PSA Video First Cut	10%
59% and below:	E	PSA Video Final Cut	10%
		PSA Components (2)	20%
		PSA Report and Assessment	10%
		Weekly Campaign Reports	10%
		Attendance/Participation	10%

General Course Grading Standards

A   Work is complete, original, insightful, of a level and quality that significantly exceeds expectations for the student's current level of study. Products demonstrate in-depth understanding of course issues, a high level of analytical skills, are clearly and creatively presented with negligible errors in grammar, citation and source referencing, in proper and consistent style and drawn from an extensive and wide range of quality sources. Technology was explored and where appropriate, effectively utilized in research, analysis and presentations.

B   Work is complete, of a level that meets expectations and is of a quality that is acceptable and appropriate given the student's current level of study. Products demonstrate a solid understanding of course issues, good analysis and are clearly and neatly presented with limited errors in grammar and citation and source referencing in generally consistent style (APA or other) drawn from a good range of sources. Technology was explored and where appropriate, utilized in research, analysis and/or presentations.

C   Work is partially incomplete, late (with instructor permission/approval) and/or of a level that only partially meets expectations and/or that does not meet acceptable standards given the student's level of study. Products demonstrate inconsistent or superficial

understanding of course issues with little analysis demonstrated and/or contains significant grammatical errors and incorrect/inconsistent use of citation and referencing drawn from limited and/or mixed quality sources. Technology was minimally or inappropriately used in research, analysis and/or presentations.

D   Work is incomplete, late and/or of a level that only partially meets expectations and/or is largely unacceptable given the student's current level of study and standing. Products demonstrate limited understanding of course issues and exhibit little analysis and/or contains significant grammatical errors and insufficient/incorrect/inconsistent use of citation and referencing drawn from few (if any) low-quality sources. Technology was not used or inappropriately used in research, analysis and/or presentations.

F   Major assignments are missing, incomplete or excessively late without permission of instructor and/or demonstrates lack of effort and/or lack of understanding of central course concepts.

COURSE SCHEDULE

Note: This schedule will change as necessary for the needs of our class. Other reading may be assigned throughout the semester. Students will get ample warning.

Abbreviations

r: reading due that day.
w: writing due that class period
s: speaking assignments/activities due that day

Week	Monday	Wednesday	Friday
1		1.14 Syllabus Introductions	1.16 *Project Pitch and Speech Overview*
2	*1.19 **No classes -** MLK Jr. Day*	1.21	1.23
3	*1.26*	*1.28* **s**: *rehearsal day*	*1.30* **s**: *rehearsal day*
4	*2.2 **Project Pitch Speeches***	*2.4 **Project Pitch Speeches***	*2.6 **Project Pitch Speeches***
5	2.9 **Issue Inquiry Overview** Decide Teams; Brainstorm Topics	2.11	2.13
6	2.16 **PSA Campaign General Overview** **Storyboard Overview**	2.18 Writing Workshop **w**: paper workshop	2.20 Writing Workshop **w**: paper workshop **First Weekly Report due**
7	2.23	2.25	2.27 **Issue Inquiry Due**
8	3.2	3.4	3.6
9	3.9	3.11	3.13 **Storyboards Due**
10	3.16 *SPRING BREAK*	3.18 *SPRING BREAK*	3.20 *SPRING BREAK*

11	3.23 *Visual Arguments* **r:** EAA ch. 14; *Grantland* Morris "What We Talk About When We Talk About Hoodies"	3.25 Image and Text **r:** "Less Talk, More Rock"	3.27
12	3.30	4.1	4.3
13	4.6 The Case of Internet Technology **w:** *Information R/evolution*	4.8 The Case of Internet Technology **r:** "Is Google Making Us Stupid?"	4.10 The Case of Social Media **r:** *Electronic Monuments* (selection) **w:** *Gates of Heaven*
14	4.13 **First Cut PSA Videos Due**	4.15 **First Cut PSA Videos**	4.17 **First Cut PSA Videos**
15	4.20 In-class work day	4.22 In-class work day	4.24 In-class work day
16	4.27 **PSA Reports and Assessments** **ALL PSA VIDEOS DUE**	4.29 **PSA Reports and Assessments**	5.1 **PSA Reports and Assessments** **Portfolios and Response Essays Due**