**WRD 112: Accelerated Composition and Communication**

**Syllabus - Fall 2014**

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| Dr. J. Seth Lee | Office Hours: TR 9:30-11:00 AM |
| 1318 Patterson Office Tower | (859) 257-7055 |
| j.sethlee@uky.edu |  |

**Overview**

WRD 112 is an accelerated version of the standard two-semester composition and communication sequence. It focuses on integrated oral, written, and visual communication skill development and emphasizes *critical inquiry* and *research*. In other words, the course aims to sharpen your ability to conduct research; compose and communicate in written, oral, and visual modalities; and work effectively in groups (dyads and small groups).

Our course assignments and readings will help you assess the ways in which rhetoric (spoken, written, and visual) constructs our understanding of communities and the issues that impact them. They will develop your ability to produce complex arguments that are grounded in significant primary and secondary research and make use of all available media. To reach these goals, you will conduct individual and team-based work and produce a series of communication products that combine modalities (face-to-face, written, oral, visual, digital) in different ways. A significant component of the class will consist of learning to use visual and digital resources, first to enhance written and oral presentations and later to communicate mass mediated messages to various public audiences.

**Student Learning Outcomes**

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

* Compose in writing and deliver orally with visuals (in a face-to-face or digital environment) at least one major project grounded in scholarly research in a manner that is appropriate and effective for the audience, purpose, and occasion.
* Employ advanced strategies for developing ideas and analyzing arguments, with an emphasis on engaging in dialogue with communities outside the university, and with evidence of critical thinking in both the conception and the development of the thesis.
* Employ advanced strategies for developing ideas and analyzing arguments.
* Find, analyze, evaluate, and properly cite pertinent primary and secondary sources as part of the process of conducting significant research on a subject.
* Develop flexible and effective strategies for organizing, revising, practicing/rehearsing, editing, and proofreading (for grammar and mechanics) as a means to improve the construction, design, and delivery of their ideas.
* Define revision strategies for essays, speeches, and visuals, set goals for improving them, and devise effective plans for achieving those goals, in collaboration with peers, instructor, and pertinent members of the public?
* Employ and evaluate interpersonal and small group communication skills, with particular emphasis on critiquing the work of peers and professionals.

**Required Texts**

* Lunsford, Andrea and John Ruszkiewicz. *Everything’s an Argument*. 6th ed.
* O’Hair, Dan et. al. *A Pocket Guide to Public Speaking*. 4th ed.
* University of Kentucky. *The Engaged Citizen*: 2014-2015
* Hacker, Diana and Nancy Sommers. *A Pocket Style Manual*. 6th ed.

**Major Assignments**

**Project 1: Rhetorical Imitation**

Your first project is a *5-page paper* on a topic chosen from a list provided by the instructor or discussed with the instructor. The paper must be written in the rhetorical style of one of the authors we read in class. The paper challenges you to understand and imitate the rhetorical techniques of your chosen author in your own work.

**Project 2: Text to Speech**

You’ll reflect on your project one paper in a *4-6 minute informative speech with supplementary visuals*. In it, you’ll break down for the class your first paper, summarizing its content, but focusing more on the rhetoric it employed. The goal is to both understand and articulate the rhetorical techniques you mastered in the first project by drawing on evidence of that mastery from your own work.

**Project 3: From Imitation to Argument**

The third major project asks you, as a group of 4-5 students, to develop a sustained argument about an issue related to social justice. Your goals as a group will be to convince your audience (students, faculty, or administrators) to agree with your position, propose solutions, and persuade them to take action towards a solution.

Your argument will be presented as a 7-10 page *formal proposal* that includes written and visual information. In order to complete the assignment, your group will need to make two major decisions: First, you will need to develop an appropriate argumentative structure for your argument (i.e. problem, cause, unsatisfactory solutions, proposed solution). Second, you will need to decide what information to include in the written text and what information to include in visual media. In other words, the written material and visual material should both supplement and complement one another.

**Project 4: The Remix**

The final project asks you to “remix” your third project into a new medium for a new audience: a website dedicated to the issue of social justice you chose for project three. You will draw on all of the rhetorical skills you have learned, using both narrative and source-based evidence, engaging counter-arguments, and so on.

To do this effectively, you will need to work with your group to build a website that appears unified in terms of audience, theme, and appearance. The project remixes the relatively static proposal into a multi-modal, audio-visual medium. The website will include sections from the written proposal, but it also recasts sections into new mediums: videos, sound-clips, games, links to other resources, or any other medium(s) relevant to your project. Its purpose, like the proposal, is to inform and persuade the audience of your choice to take action.

**Grading Policies**

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| **Assignment** | **Weight** | **Tentative Due Date** |
| P1: Rhetorical Imitation | 15% | September 17th |
| P2: Text to Speech | 15% | October 1st, 2nd, 3rd, and 6th |
| P3: Imitation to Argument | 20% | November 19th |
| P4: The Remix | 20% | December 12th |
| Annotated Bibliography | 5% | Part 1: Nov. 3rd  Part 2: December 1st |
| Short Assignments | 15% | Daily |
| Participation | 10% | Daily |

Major projects will be graded using a rubric provided on Blackboard. Short assignments will be graded with a √+ (full credit, 10 pts.), √ (partial credit, 8 pts.), or √- (half credit, 5 pts.), unless marked otherwise.

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

90 – 100%: A 60 – 69%: D

80 – 89%: B 59% and below E

70 – 79%: C or > 6 absences:

**Late Assignments**

Your assignments for this course, including speeches, essays, journals, and informal assignments, are due on the dates indicated in the class outline below or as indicated in class. I will accept late work, but only with university approved excuses for their lateness. Unexcused late work will earn a zero.

**Course Policies**

**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 unprepared.

You may accrue **two unexcused absences**, but your participation grade will be reduced by 5% for each unexcused absence thereafter. To receive an excused absence, you must provide official documentation; if for a sponsored University activity (such as intercollegiate athletics), documentation must be provided in advance. *The University Senate and the Department of Writing, Rhetoric, and Digital Studies set a limit on total absences—both excused and unexcused—at 1/5th of the total class meetings. Consequently, you will fail the course if you miss more than 6 days of class, regardless of the circumstances.*

Students who are 10 minutes or more late will be marked absent for the day. That absence will become an unexcused absence, weighing against your total number of unexcused absences, if you cannot provide proper documentation.

**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 obligated 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.

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.

**Class Conduct**

We will have fun 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. I expect you to:

* Come to class prepared (do all reading and come prepared to discuss it; do all homework) and take pride in the work you do
* Talk to me outside of class if anything that happens during class bothers you.
* Turn off your cell phone or pager before each class period and refrain from eating, sleeping, reading irrelevant materials, talking once class is in session unless asked to do so, and entering the classroom late or leaving early without permission. Students who engage in behavior so disruptive that it is impossible to conduct class may be directed to leave for the remainder of the class period.

**Peer Groups**

I will ask you to form groups early in the semester. You will work with this group often in class as well. 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. 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).

**Blackboard**

The daily schedule may change during the semester. You will be responsible for checking the online syllabus and schedule before beginning your homework for each of our class meetings. I will post all major assignments on Blackboard. If you lose an assignment page or handout, you are expected to get a copy from the website or Blackboard rather than from me. You are responsible for keeping back-up (I recommend several) copies of all your work since electronic texts can be lost. I recommend using Dropbox, a free, cloud-based service. You are also responsible for checking to make sure that your assignments are posted to Blackboard on time, in the right location, and in the right format.

**Netiquette**

Online conversations have the same boundaries as any real life interactions. No personal attacks. If you happen to be attacked by a member of the class, it is best to let me handle it. Think of the class as a professional place, like an office, and your fellow classmates as fellow professionals. Within these guidelines, our online interactions should be an enjoyable and productive.

**Writing Center and the Media Depot**

The Writing Center is located in W. T. Young Library near the Hub in room B108B. You can walk in or make an appointment online (https://uky.mywconline.com). The staff can help you identify and correct problems with all aspects of your writing as well as work with you on visual design.

Projects requiring visual or technological components will benefit from a visit the Media Depot. The Depot is also located near the Hub in Young Library. More information about the Depot is available at http://www.uky.edu/ukit/mediadepot.

**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.

**Class Schedule**

The daily schedule is accessible on Blackboard. I reserve the right to make changes to the schedule as the semester progresses with a reasonable amount of prior announcement.