Instructor: Mr. Shank

Office Location, Phone: 1518 POT, (859) 257-1840

Office Hours: MWF 9:00am-10:00am and by appointment

Course Information: TR 12:30 pm - 1:45 pm, CB 316

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Overview

This course asks you to ask questions. How do we speak? How do we write? What beliefs do we hold, and how should we communicate those? To begin this search, we will investigate ethics as a means of approaching the skills of composition and communication in written and oral forms. We will critically engage with our internal beliefs, with the beliefs found in the public sphere, and with the correlations between them. By doing both formal and informal research, we will inquire into the kinds of ethics that are important to the world beyond our personal experiences. We will study what strategies work well for sharing these beliefs in meaningful ways. You will work individually and in pairs to locate, analyze, present, and revise this knowledge. You will present speeches to the class on your findings and collate it into visual and written compositions with attention to design. You will pursue ethical topics which stem from your own interests. By keeping inquiry central to our methods, we will focus on both process and product. We will not use memorization or other test-taking skills. This course will help the you be more aware, intentional, and effective at speaking and writing across different contexts.

Required Materials

* *Compose, Design, Advocate: A Rhetoric for Integrating Written, Visual, and Oral Communication*, custom version

→ A note on the text: Unlike traditional textbooks, this one has information scattered throughout its pages, not always in a linear fashion. I strongly recommend reading all the material on each assigned page, even when it appears to be optional exercises, as you never know when one of these sidebars will spur you on to an idea.

* *A Pocket Style Manual*, custom version
* *The Engaged Citizen* E-Reader
* 3x5 inch index cards for speech notes

Grading Policy

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

* Feet-Wet Speech 5%
* Personal Ethics Speech: 10%
* Source Analysis 5% A = 90-100
* Ethics Research Essay 20% B = 80-89
* Dialogue: 20% C = 70-79
* Design Project: 20% D = 60-69
* Quizzes 10% E < 69
* Homework/Weekly Writing 10%

A rubric will be distributed in advance of all major assignments.

Participation and Attendance

Since discussion is an integral part of the course, you should 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. Pop quizzes will occur frequently to make sure all students have read the assigned material.

You can accrue three unexcused absences without penalty, but your final course grade will be reduced by a half letter grade (5%) for each unexcused absence thereafter. To receive an excused absence, you should provide official documentation; if for a sponsored University activity (such as intercollegiate athletics), documentation should 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.

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

Late Assignments

Your assignments for this course—including speeches, essays, and informal assignments—are due on the dates indicated in the class schedule below or as indicated in class. Late assignments are not accepted. All assignments should be posted on Blackboard, which puts a date-time stamp on them. They should be posted before class in order to be marked as on time. If you are absent on a day when an assignment is due or your speech is scheduled, you will be allowed to hand in or make-up that work only if the absence is officially excused.

Revision Policy

You may rewrite one paper that gets a C, D or F. It must be turned in no later than two weeks after you get the paper back. You should meet with me before rewriting the paper to discuss changes. This paper will need to be accompanied by a typed explanation listing the major changes that were made to the paper. I will re-evaluate the paper and assign a new grade. The highest possible grade on the revision is an 85% B.

This course offers no extra credit assignments.

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/Student Affairs/Code/Section%20VI.pdf

For cases in which 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 a published article‚ a chapter of a book‚ a paper or file from a friend‚ or another source, including anything from 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 crediting that work in the form of an oral citation.

Whenever you use outside sources or information‚ you should carefully acknowledge exactly what‚ where and how you have employed them. If the words of someone else are used‚ you should 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 should be done by you alone unless the assignment has been designed to be conducted with a partner or small group of classmates. All work submitted should 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. If you do, you will have plagiarized.

Class Conduct

In order to maintain a productive work environment, I expect you to turn off your cell phone before each class period and refrain from eating, sleeping, reading irrelevant materials, talking once class is in session unless asked to do so, and entering the classroom late or leaving early without permission. Texting is not permitted in class. Students may receive a zero on that day’s class participation grade for texting during class. 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 UKY's Code of Student Conduct for further information on prohibited conduct: http://www.uky.edu/StudentAffairs/Code/part1.html

Blackboard

The daily schedule may change during the semester. You will be responsible for checking the online syllabus and schedule before beginning your homework for each of our class meetings for any changes or updates. I will post all major assignments here and on the announcements section on Blackboard. You are responsible for keeping back-up (I recommend several) copies of all your work since electronic texts can be lost. Copies of work can be saved in the “Content Collection” area of your Blackboard account. You are also responsible for checking to make sure that your assignments are posted to Blackboard on time, in the right location, and in the right format. Additionally, you are expected to check your email on a daily basis in case I need to contact you.

Resources

The Writing Center is located in W. T. Young Library, Thomas D. Clark Study, 5th Floor, West Wing (phone: 257-1368). You can walk in or make an appointment online (http://web.as.uky.edu/oxford/). The staff can help you identify and correct problems with all aspects of your writing as well as work with you on visual design. If you have additional problems with your speaking, you may also go to the Multimodal Communication Lab in 106 Grehan (phone: 859-257-8370). I recommend that you consider going to either location if you feel stuck at any stage of the communication process.

Students with Special Needs

If you are registered with the Disability Resource Center (DRC) and require special accommodations to complete the work for this course, you should get 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 859-257-2754 if you have questions about your eligibility for special accommodations.

Echo Policy

Because this class involves live speeches, classes will be recorded by the Echo video service. We will use this technology to study our speeches in order to improve them. Please be aware that these videos are private and protected, and you may use them only for purposes related to the completion of this course.

Student Learning Outcomes

By the end of the semester, you 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 your oral presentations; to employ invention techniques for analyzing and developing arguments; to recognize and address differing genre and discourse conventions; and to document your 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 your ideas and the appropriateness of their expression.
* collaborate with peers, the instructor, and librarians to define revision strategies for your 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 you to explore and express your experiences and perspectives on issues under discussion.

Important Dates

* Labor Day 9/3
* Personal Ethics Speech: 9/20-25
* Ethics Research Essay: 10/25
* Last Day to Withdraw from a Course: 11/2
* Ethics Dialogue: 11/8-13
* Thanksgiving Holiday 11/21-4
* Ethics Design Project: 12/13, 10:30am

**Project 1: Personal Ethics: “This I Believe”**

This two-part project includes a speech on your personal view of an ethical issue and a researched essay over that issue. Both of these assignments are governed by the strategy of inquiry. Their goal is to be exploratory, rather than argumentative, in order to progress in your thought-models of ethics. Successful projects will demonstrate curious, thoughtful, and nuanced ideas, which, while still in process, attempt to avoid parroting back an unquestioned response.

Personal Ethics Speech

*Content:* What do you believe? In this speech, you will present on an ethical issue that has influenced your personal beliefs. We will discuss the purview of ethics in class so that you can choose an appropriate topic. You will then model your speech after the “This I Believe” recordings we go over, keeping in mind that some of these examples are not as closely related to ethics as yours should be. As you design this speech, illustrate why this particular belief is meaningful to you by giving examples, both personal and ones you have heard or read about. You should contextualize them within your own lifestory by explaining why this ethical issue matters to you. You should include a significant or formative moment from your life which has helped shaped your ethical belief (e.g., how you were changed by a story, quote, book, song, person, or event). So, in telling your own narrative of what this ethical issue means to you, this speech should arrive at a presentation of an ethical belief tailored to your own experience.

*Requirements:* Besides having content which matches the above description, your speech should contain at least one credible websource, orally cited during the speech. Your speech should last 4-6 minutes and show evidence of having been rehearsed. A Powerpoint or Prezi presentation is also required, containing 2-3 slides (not counting a title slide) of minimal, supporting content and no sentences unless in a quotation. A working outline will be due the week before the speech and a final, full-sentence outline due the day you present. You may use no more than 4 3x5 notecards (one-sided) during the speech, which may not contain full sentences except for quotations or your first or last spoken line. You may not use the lectern for this speech. This speech is worth 15% of your final grade.

*Feet-Wet Speech:* To help practice the public speaking skills required for this first major assignment, at the beginning of this unit you will give a one-and-a-half-to-two-minute speech over someone who has been influential in your life, whether for good or ill. A brief outline is required for this speech. This assignment is worth 5% of your final grade.

Ethics Research Essay

*Content:* Building on what you have begun to question in the personal ethics speech, you will now investigate your ethical issue through formal research. Your ethical issue should narrow to become more specific in this incarnation (for example, instead of studying poverty, I might study American urban homelessness). The goal of this essay is to find out what scholars—those who study your topic as a lifecalling—are saying about an issue that is important to you. Your opinion and knowledge of the issue should expand based on feedback from your peers and instructor, in addition to the research you do. This paper will be informative but much less personal than your speech. Focus on laying out the major aspects of this topic based on what you discover from researching, since as you research, the major ideas of any issue will surface.

*Requirements:* Focused on research, this paper should include at least 5 sources, 4 of which come from UK Library resources (book, journals, databases, etc.). In-text citations, a Works Cited page, and correct introduction and integration of sources are indispensable for a successful paper. The essay should have 1500-2000 words (not counting the Works Cited page). A 1000-word rough draft will be due a week before the final version. This paper is worth 20% of your final grade. Plagiarized papers will receive a zero.

*Source Analysis:* To practice synthesizing source material, you are required to write a 250-word analysis of one of your sources for this essay. The analysis should include these three parts: the source’s basic bibliographic information, a summary of it, and a brief explanation of your opinion of the source, grounded in examples from the text. More specific instructions will be presented in class.

**Project 2: Social Ethics: “This We Believe”**

Turning from your own ethical concerns, the second speech-essay pair develops your ability to question through ideas with another person. Many great thinkers have noted the importance of relationships and social bonds as foundational for ethics. These two assignments will both engage you interpersonally through partner work and let you present your ideas, as you continue to revise them, with an added viewpoint, a counterpart with whom you must find resolution. Design also moves to the foreground in these two assignments through your consideration of audience and composition in a specific context. That context is TED, the nonprofit group with the tagline “Ideas Worth Spreading.” For the dialogue, you will compose it as though presenting at a TED conference, and for the design project, you will compose it as though it is part of the portfolio you would give someone after a TED talk to provide more information.

Ethical Dialogue

*Content:* Working with a partner, you will take up both of your ethical issues and pair them together, discovering relationships and points of similarity and difference. The goal is to discover areas of overlap between the topics that you might not have noticed before and to see your own topic in a new light. Your method will be to revise your two topics based on instructor feedback, discuss what the two issues have in common, and then present a cooperative dialogue in which you explain how your ethical issues relate. One way to do this is to find a situation, location, organization, event, or web community to which both issues apply. In other words, discover a case study for the ethical issues and show how they interrelate in that context. For example, if your topic were the human right called freedom of movement and your partner’s topic were homelessness in urban centers, you might discuss the rights of the homeless when they have been forced to leave a city which hosts the Olympics, as occurred in the 1996 Atlanta Olympics. Another option is to show how both your ideas fit into a larger one. For example, if your topic were the ethics of euthanasia, and your partner’s topic were the ethics of the right to bear arms, then you could both research and discuss the ethics of freedom as it connects with both topics.

*Requirements:* After deciding where the two topics match up, you and your partner will then do additional research, collate your material together, and present a 6-8 minute dialogue which explains the relationship of both ethical issues. There should be at least 7 exchanges (in which each person speaks) and 4 new credible sources, either library or web. Oral citations are required whenever sources are employed (so, at least 4 times). A successful dialogue appears impromptu even though it has been carefully designed. Your audience and context, as mentioned, is a TED conference.

You will write a script to the dialogue which sketches out who will say what when. Though it need not contain every word you will speak, the script should be typed and cover the whole dialogue. Turn it in when you give your dialogue. You and your partner should develop a single slideshow that complements but is only peripheral (background) to your dialogue. You may use video or play a song in it, but the length of the video or song will not count toward your total time. You will submit a proposal the week before the dialogues begin. A Q&A will follow the formal portion of your dialogue in which the class will be required to ask questions about your topic and you will respond from what you have learned. You may use no more than 5 3x5 notecards (one-sided) each, none of which may contain full-sentences unless they are quotations from sources.

This speech is worth 20% of your final grade, 10% of which comes from your individual work and 10% from the dialogue as a whole. Note that “individual work” includes drafts, outlines, peer review, individual speech delivery and content of lines, and individual use of audiovisuals. The “dialogue as a whole” portion includes the design and organization of the exchanges, the connections made between the two topics, the script, and the Q&A.

Ethics Design Project

*Content:* Working with your partner, you will craft a document which details the ethical positions and issues you and your partner have studied in your dialogue into a carefully designed document. The goal here is to create a visually-appealing project that reflects the ethical dimensions of your topics. Your stance should be both informative and interrogative, giving information while also making inquiry into the topic using critical thinking skills. Your audience is the CEO of a Fortune 500 company who would like to give money to two ethical causes and has attended your TED talk. She is rich but feels uncomfortable talking and reading about finances and is much more interested in ideas. She loves creativity, style, emotionally crafted ideas, and innovative design. Above all, she wants to give to causes that matter. Craft your project to inform and inspire her.

*Requirements:* Based on the feedback you will receive from peers and instructor from the dialogue, revise your ideas into the design project. Which sections to include and the overall design of them are up to you. Digressions are encouraged if they relate to both topics and offer specific information. Microsoft Publisher will be the platform for this document on which you can design an overall look to your composition. For example, if you are writing on the importance of the environment, you might have a motif of green and brown and uses tree and plant shapes as sidebars. At least 5 visuals are required in addition to other design elements such as charts, diagrams, sidebars, pulled quotes, and image-text overlaps. One of those visuals should be a diagram or chart of some kind created by you, not taken directly from a source. Good projects will be at least as visually dense as the examples we go over in class. You should include at least 6 sources in this paper, but citations should adapt to your design and need not be MLA. The final word count should be no fewer than 2500 words and 15 pages. Although you may not copy from previous work, you are encouraged to rework the same issues, displaying how your views have progressed. This essay is worth 20% of your final grade.

**Weekly Writing and Speaking**

At the beginning of each week, a short 150-200-word written assignment will be due. Although you will have a prompt for each of these, they will typically be open-ended in order for you to explore what interests you—to go out and research and brainstorm through topics that have caught your notice. Typically, 3-4 students will summarize their weekly writings in front of the class on the day they are due. This will allow you to practice speaking and writing on a regular and informal basis. The prompt for the next week will be posted as an announcement on Blackboard each Tuesday but will be the homework assigned on the Thursday of that same week. All submissions are due the following Tuesday by classtime. For the very first assignment, everyone will present their responses.

**Course Schedule**

The following course outline is subject to change. See Blackboard for more updated information.

Week 1: Introduction to Course 8/22-24

Tuesday

* Syllabus
* Course introduction
* **Homework:**
  + Read “Sight into Insight” by Annie Dillard
  + Read CDA (*Compose, Design, Advocate*) 252-3
  + Prepare for quiz

Thursday

* Questioning
* Speech anxiety
* **Homework:**
  + Read CDA 62-66, 90-96, possible quiz
  + **Weekly Writing:** Prepare Feet-Wet Speech

Week 2: Ethics 8/27-31

Tuesday

* Feet-Wet Speeches
* Introduction to ethics
* **Homework:** Write 250 words attempting to answer any or all of these questions: What is ethics? Where does it come from? What are its most important principles? Try to think beyond the surface, the expected answers. Print your response and bring it to class. Be prepared to explain it to the class.

Thursday

* Ethics continued
* Introduction to This I Believe assignment
* Developing ethical questions
* How to analyze ethics
* **Homework:**
  + Listen to 4 “This I Believe” Speeches from
    - <http://www.npr.org/series/4538138/this-i-believe>
    - <http://thisibelieve.org/essays/listen/classic/>
  + **Weekly Writing:** Write a 3-4 sentence paragraph analyzing each one and be prepared to discuss the ones you listened to

Week 3: Composing an Ethics Speech 9/3-7

Tuesday

* Discussion of weekly writing
* Avoiding clichés in composition
* **Homework:** Read CDA 223-32, possible quiz

Thursday

* Developing ethics speech
* **Homework:**
  + Read CDA 143-50, *A Pocket Style Manual* 87-103, possible quiz
  + **Weekly Writing:** Think of a topic you would enjoy researching apart from a class and come up with one of each of the six kinds of questions from CDA 148 for that topic.

Week 4: Speaking Skills 9/10-14

Tuesday

* Introduction to web research: finding credible sources
* Powerpoint
* Outlining, sample student outlines
* **Homework:**
  + Begin researching for speech: read and print a potential source
  + Read CDA 239-55, possible quiz
  + Complete the outline that was begun in-class

Thursday

* Sources discussion
* Public speaking skills
* **Homework:**
  + Be prepared to give a full-length rehearsal of your speech
  + **Weekly Writing:** Working outline due

Week 5: Speeches 9/17-21

Tuesday

* Rehearsals in groups
* **Homework:** Prepare for speech

Thursday

* Speeches
* **Homework:**
  + **Weekly Writing** (due next Thursday): Write two 6-8 sentence paragraphs, each one about one of the class’s speeches, explaining specifically what went well, what could be improved.
  + Get ahead on next week’s readings

Week 6: Social Justice 9/24-28

Tuesday

* Speeches
* Introduction to social justice if time permits
* **Homework:**
  + Read about analysis:
    - CDA 320-1
    - The United Nations Universal Declaration of Human Rights: <http://www.un.org/en/documents/udhr/>
  + Read Jonathan Kozol, “Still Separate, Still Unequal,” from e-reader
  + Possible quiz

Thursday

* Introduction to social justice
* Summary and analysis of Kozol
* Research techniques
* **Homework:**
  + Research
    - Determine what key terms you believe Kozol’s essay falls under
    - Search for these and find an article which broaches the same topic
    - Print your article
    - Read and annotate it and be prepared to discuss its main points with the class
  + **Weekly Writing:** Review your speech using Echo and compose a 250-word analysis of what you did well and poorly.

Week 7: Social Justice 10/1-5

Tuesday

* Social justice and brainstorming ethical issues
* Mantsios’ article
* **Homework:** Read Jonathan Rauch, “Why Incendiary Speech Must Be Protected,” from e-reader, possible quiz

Thursday

* Rauch discussion: Prejudice and Political Correctness vs. Justice
* **Homework:** 
  + **Weekly Writing:** Mini-Analysis of Rauch
  + Print two sources and annotate them

Week 8: Research and Writing Skills 10/8-12

Tuesday

* Research
* Source analysis
* **Homework:**
  + Draft your source analysis assignment
  + Be researching for paper

Thursday

* Research: Introduction and integration
* Revision of source analysis assignment
* Writing skills
* **Homework:**
  + Read *A Pocket Style Manual* 104-118, 121-3, possible quiz (Thursday)
  + Source Analysis paragraph due, uploaded to BB by conference time
  + **Weekly Writing:** 1000-word PRINTED rough draft due to class next Thursday; bring scissors

Week 9: Fine-tuning Essays 10/15-19

Tuesday (no class)

* **Conferences:** Meet at your scheduled time in POT 1518

Thursday

* Transitions
* MLA & plagiarism
* **Homework:**
  + Full-paged draft due (no weekly writing due)
  + Read CDA 221, possible quiz
  + Read *A Pocket Style Manual* 1-15

Week 10: Dialogue 10/22-6

Tuesday

* Peer review
* **Homework:** Ethics Essay due

Thursday

* Introduction to dialogue
* **Homework:**
  + Upload a link to a dialogue from a Youtube clip to Blackboard
  + Work on Dialogue: Come up with a set of deadlines for your pair
  + **Weekly Writing**: Draft proposals

Week 11: Dialogue Design 10/29-11/2

Tuesday

* Dialogue discussion
* Pair work: Dialogue composition and interpersonal skills
* **Homework:** Proposals due (be prepared to explain proposal to class)

Thursday

* Proposal presentations
* Pair work: Dialogue composition
* **Homework:**
  + Complete pair-assigned homework
  + Read CDA 262-9 on design, possible quiz
  + Meet with partner to prepare to rehearse dialogue

(no additional weekly writing)

Week 12: Dialogue Presentations 11/5-9

Tuesday

* Design principles I (CARP)
* Rehearsals
* **Homework:** Prepare Dialogue

Thursday

* Dialogues
* **Homework:** No homework (or begin next reading)

Week 13: Revising Essay Skills 11/12-16

Tuesday

* Dialogues
* **Homework:** Read CDA 270-304 on design, possible quiz

Thursday

* Introduction to final project
* Design project structure
* **Homework:** **Weekly writing:** Review your dialogue using Echo and compose a 250-word analysis of what you did well and poorly

Week 14: Design 11/19

Tuesday

* Microsoft Publisher skills
* **Homework:**
  + Read CDA 329-44, possible quiz
  + **Weekly Writing:** Find an uncommon website which you believe is visually appealing and write 250 words analyzing why it is visually appealing using design principles

Thursday

* Thanksgiving Holiday—no class

Week 15: Visual Analysis 11/26-30

Tuesday

* Design principles II
* **Homework:** Work on final project

Thursday

* Visual Analysis
* **Homework:**
  + Work on final project
  + **Weekly Writing:** Complete one of the sections of your final project and be prepared to present it to the class.

Week 16: Finishing Final Projects 12/3-7

Tuesday

* In-class work
* **Homework:** Work on final project; rough draft of Design Document due, brought to class

Thursday

* Peer review of final projects
* **Homework:** Final Projects due by the final exam time (12/14 at 1:00pm), uploaded to Blackboard.

Week 17: Finals

We will not meet for class during finals week. Read a good book instead. http://www.npr.org/series/153632828/2012-summer-books