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|  | WRD 110: Composition and Communication I  Fall 2012  Instructor: Joshua Abboud Section Time Location  Office Location: 1319 POT 014 10-10:50am  Office Hours: [and by appointment] 026 1-1:50pm  Phone: 859.257.8947  Email: [j.abboud@uky.edu](mailto:j.abboud@uky.edu) |
|  | Overview and Goals Composition and Communication I is a course in speaking and writing emphasizing critical inquiry and research. Throughout the course, I will encourage you to explore your place in the broader community and take a stance on issues of public concern—that is, to begin to view yourself as an engaged citizen. You will engage in reflective thinking and analysis, conduct primary research in the community and secondary research using Library resources, and learn how to write and speak effectively about a local issue not only for your classmates but also for audiences beyond the classroom. A significant component of the class will be learning to use visuals and online resources to enhance writing and oral presentations. Over the course of the semester, class members can expect to work independently, with a partner, or with a small group of classmates to investigate, share findings, and compose presentations of their research, as well as to practice and evaluate interpersonal and team dynamics in action. Student Learning Outcomes By the end of the semester, students will be able to   * + compose written texts and deliver oral presentations that represent a relevant and informed point of view appropriate for its audience, purpose, and occasion in an environment that reinforces the recursive and generative nature of the composition and delivery rehearsal processes.   + demonstrate an awareness of strategies that speakers and writers use in different communicative situations and media, and in large and small groups; learn to analyze and use visuals effectively to augment their oral presentations; to employ invention techniques for analyzing and developing arguments; to recognize and address differing genre and discourse conventions; and to document their sources appropriately.   + find, analyze, evaluate, and properly cite pertinent primary and secondary sources, using relevant discovery tools, as part of the process of speech preparation and writing process.   + develop flexible and effective strategies for organizing, revising, editing, proofreading, and practicing/rehearsing to improve the development of their ideas and the appropriateness of their expression.   + collaborate with peers, the instructor, and librarians to define revision strategies for their essays and speeches, to set goals for improving them, and to devise effective plans for achieving those goals.   + engage in a range of small group activities that allow them to explore and express their experiences and perspectives on issues under discussion.  Required Materials  * Lynch, Dennis A. and Anne Francis Wysocki. *Compose, Design, Advocate: A Rhetoric for Integrating Written, Visual, and Oral Communication*. New York: Pearson, 2007 * Other readings will be provided by the instructor.  Course PoliciesOn-Time Attendance and Participation Since discussion will be an integral part of the course, you must be prepared for class, on time, and offer productive comments based on the assigned readings. Preparation involves not only reading but also making notes about the reading so that you are prepared to discuss issues in depth. I reserve the right to add quizzes to the class agenda if too many class members appear to be unprepared.  You can accrue three unexcused absences without penalty on a MWF schedule or two unexcused absences on a TTh schedule, but your final course grade will be reduced by a half letter grade for each unexcused absence thereafter. To receive an excused absence, you must provide official documentation; if for a sponsored University activity (such as intercollegiate athletics), documentation must be provided in advance. 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.**  Students who are 10 minutes late on a MWF schedule or 15 minutes late on a TTh schedule will be marked absent for the day. That absence will become an unexcused absence, weighing against your total number of unexcused absences, if you cannot provide proper documentation. If a quiz occurs, you can only make it up if you have a valid, documented excuse for your tardiness. So be prepared and on time!  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 ethics 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, repeat, 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 awaiting 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 will 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 Twitter as only one way to alert you to something. Email will be the official way for me to relay something important to you. Please check your email at least once per 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. 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, and I will assume that this is a process that will continue even after you graduate. Late Assignments Your assignments for this course, including speeches, essays, journals, and informal assignments, are due on the dates indicated in the class outline below or as indicated in class. Late assignments are NOT accepted. You may request (in advance) one two-day extension of the due date on the final draft of a major written assignment (not drafts). Late assignments are not accepted unless a two-day extension has been requested and approved in advance of the deadline. If you are absent on a day when an assignment is due, your speech is scheduled, or an exam is given, you will be allowed to hand in or make-up that work only if the absence is officially excused. Plagiarism Part II of Student Rights and Responsibilities states that all academic work‚ written or otherwise‚ submitted by students to their instructors or other academic supervisors‚ is expected to be the result of their own thought‚ research‚ or self–expression. See section 6.3.1; online at  <http://www.uky.edu/StudentAffairs/Code/Section%20VI.pdf>  In cases where students feel unsure about a question of plagiarism involving their work‚ they are obliged to consult their instructors on the matter before submission. When students submit work purporting to be their own‚ but which in any way borrows ideas‚ organization‚ wording or anything else from another source without appropriate acknowledgment of the fact‚ the students are guilty of plagiarism.  Plagiarism includes reproducing someone else's work‚ whether it be published article‚ chapter of a book‚ a paper from a friend or some file‚ or another source, including the Internet. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own‚ whoever that other person may be. Plagiarism also includes using someone else’s work during an oral presentation without properly citing that work in the form of an oral footnote.  Whenever you use outside sources or information‚ you must carefully acknowledge exactly what‚ where and how you have employed them. If the words of someone else are used‚ you must put quotation marks around the passage in question and add an appropriate indication of its origin. Plagiarism also includes making simple changes while leaving the organization‚ content and phrasing intact. However‚ nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.  You may discuss assignments among yourselves or with me or a tutor‚ but when the actual work is done‚ it must be done by you‚ and you alone unless the assignment has been designed to be conducted with a partner or small group of classmates. All work submitted must be new, original work; you may not submit work you have produced for another purpose or class, including a previous CIS or WRD 110 course. Class Conduct We will have fun this 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.   In order to maintain a productive work environment, I expect you to 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. Engaging in such activities will have an adverse effect on your participation grade and, eventually, your final grade.  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 Groups Because most writers, educators, and other professionals must learn to work collaboratively, you will collaborate—cheerfully—with your peers both in and out of class. You will be working throughout the semester with other students in workshops, peer reviews, and assignments. 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). 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 on the online syllabus and on Blackboard. If you lose an assignment page or handout, you are expected to get a copy from the website or Blackboard rather than from me.  In general, all assignments will require a title, your name, my name, and the date, but this is particularly important for items posted to Blackboard. You are responsible for keeping back-up (I recommend several) copies of all your work since electronic texts can be lost. Copies of work can be saved in the “Content Collection” area of your Blackboard account. You are also responsible for checking to make sure that your assignments are posted to Blackboard on time, in the right location, and in the right format. Writing Center / Multimodal Communication Lab 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. Assessment Each Composition and Communication student will be required to complete a pre-test at the beginning of the semester and a post-test at the end of the semester for assessment purposes. You can find these surveys at the following link:  <http://comm.uky.edu/courses/CC2/survey>  You will also receive an email reminder with a link for the surveys. The pre-test will be open during the first two weeks of the semester and the post-test will be open during the last two weeks of the semester. You will receive 2% of your final course grade for completing them. 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 ProjectsThe assignments in this class are meant to guide you through an exploration of two things: 1) critical inquiry and deployment of electronic 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 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 writing and technologyIgnite Speech Using the Ignite Speech model you will present a short speech to the class that explores your relationship with technology. The idea here is to establish your "digital life" or examine how technology and digital media frame, maintain a background, or provide a *mise-en-scène* for your understanding of the world (here we discuss the concept of ethics and *ethos*). You will need to include multiple modes of presentation including oral, visual, aural, etc. This should demonstrate the wealth of information available for your research. I will show you various examples of the Ignite presentations as well as model it for you.  **Parameters** Your Ignite speech must be 5 - 7 minutes, and you can use 3 x 5 inch note cards. You may not use a lectern for this speech. Your speech must include at least 4oral citations; no more than one source can come from class readings, and you may cite no more than one website. You will turn in a portfolio that will include multiple outlines (outline drafts, a copy of note cards, a works cited), self-critiques, and peer critiques. This speech will be worth 15% of your final grade.  **Recorded Talk**  This assignment will further develop the ideas of ethos and technology from the Ignite speech, but we will now add a new mode of critique. There are two parts to this project. For the first part we will focus primarily on the content of a recorded talk and you will write a ~1000 word essay that is designed to be read and recorded. This recorded talk will follow the format and guidelines of the NPR *This I Believe* essays which function as brief personal statement that draws upon experiences from your life and communicates some learned belief. You will also begin to formulate an ethos tied to a definition of "digital life." You will be using this essay as the inspiration for the other projects. Here are the guidelines for the *TIB* essays: <http://thisibelieve.org/guidelines/>  **Audio Essay** The second part to the project asks you to revise your recorded talk, now experimenting with the form of the recording rather than only the content. The audio essay asks you to add to your talk by mixing in other sounds and music, as well as introducing distortions and remixes to create a wholly new artifact. The purpose of this new artifact is to be self-reflexive about the recording and archiving process, to reimagine your experience from the recorded talk as a sonic investigation, and to make audio composing a source of creative research and invention. You will need to remake your essay into a sonic composition that turns your words into music using sound, repetition, echoes, distortions, fades, and other sampled sounds. The purpose will be to break your essay down to a few important parts that not only represent your belief in words, but also as sounds and music. You will also need to turn in an accurate works cited page for every sound used in your essay that will be uploaded to your blog along you’re your audio file. The two parts of the assignment, including the written portion, will be worth 10% of your final grade each, for a total of 20%.  **Media/App Tutorial** During the semester you will have ample time to do research in a variety of media and modes. In order to facilitate your understanding and abilities using these forms of research, each student will get the opportunity to give a brief 3-5 minute tutorial to the class that covers one computer program, app, or service. These presentations will be spread out throughout the term beginning with the second week. Students will sign up for a class during the first week of classes. Although this tutorial will not be as formal as the other speeches, it will require practice and a thorough understanding of what you are presenting so that you can present in the time frame required. You can make a decision on what to present at any time, just make sure that I can approve of it before your tutorial day. This tutorial will be worth 10% of your final grade.  **Wiki Research Project**  Minimum 750 word equivalent entry about one writing technology chosen in class and submitted to the class wiki. This entry will function as a research equivalent paper focusing on the history of the technology chosen, the agents involved, its influence on writing culture, and its current legacy. You will be required to include appropriate images and a thorough reference section for your citations, as well as an archive for those interested in further information.  **Wiki Entry Peer Review** You will be required to peer review and supplement at least two other entries in the class wiki. Review will include proof reading and making general suggestions, as well as writing the equivalent of a 250 word section to add information to the other students' wiki entries  **Note on Research:** Most of your research sources will come from books, newspapers, blogs, magazines, or websites, just to name a few. Regardless of the type of resource, you will select credible sources relevant to your project and contribute to rich development of your essay and speech. We will spend extensive time in class discussing what makes a good resource and how to best find and incorporate research.  We will also cover how to properly cite a resources both in-text, on a works cited page, and as an oral citation. Remember that all resources MUST be properly cited. If they are not, you have committed plagiarism. If you have questions or concerns about how to cite a resource make sure to ask me about it during office hours, consult the online Purdue OWL, visit the Writing Center, or any combination of these things BEFORE you submit your final draft/give your speech. Short Documentary We will now add images to your developing ideas of your relationship to technology and digital media, as well as building an understanding of rhetoric and language in written and visual modes. For the most part, documentary films are meant to do what their name implies: create an archive about particular issues and subjects. They can make overt arguments about an issue, or they can assume more subtle approaches. The argument of a documentary forms in the editing/composing stages. You will create a short documentary that visualizes the issues raised in your recorded talk with video footage that you will shoot yourself. This is a documentary rather than a narrative film because you will be presenting a visual interpretation of your essay, but in so doing creating a new argument as you compose your statement around moving images. This also means more than simply speaking to a camera on a tripod. You will need to experiment with locations, camera effects, audio, and much more. The quality of the camera and the video does not matter, what matters is that you explore the possibilities of using moving images. This means that you can shoot on a camera phone or even a web cam if you have to, as long as you understand the rhetorical nature of these choices. We will discuss what these are in class together.  The most important part of the final project is that it is divided into a few sections that will correspond to different pieces of the planning process. You will be required to submit a proposal, an audience analysis, and an outline/storyboard that will be all included in a portfolio turned in to the instructor along with the video. You will have an opportunity to present your project to the class and answer questions. As with most any project, you will do most of the planning and development work in writing, but the final project will take the form of a self-contained video that readers can watch or view on the web. Each section is worth a percentage of your final grade and altogether is worth 30% of your final grade.  **Audience Analysis** The largest written portion of this project is an audience analysis of your proposed topic. This will be due after your proposal but before you begin shooting to make sure you have a solid idea of a specific audience and how you will be framing your story. This analysis requires that you take into consideration whom you plan to reach with this video, how this documentary will appeal to them, and why they would be interested. The analysis will be ~1500-2000 words. Digital Campaign Using the idea of a “digital campaign,” you will compose a multimodal archive around your documentary that will serve as a place to house your project as well as advertise your purpose. This can be done in several ways and needs to at include at least one website and one social media platform. You will use the website to post your video, as well as make a written case in the form of webtexts and still imagery that will explain your purpose (exigency), who you hope to reach (audience), and the constraints under which you worked (framing). The focus is on your individual project but the broader topic will center on what it means to compose in digital spaces, rather than in textual spaces, how they relate. You need to think about combining the ideas of objective/subjective viewpoints and take advantage of possibilities such as animation, interviews, home movies, photographs, flash movies, comics, children's books, journals/diaries, hyperlinks, blogs, wikis, Twitter, Facebook, etc.  Like the Short Documentary project, the most important part of the final project is that it is divided into a few sections that will correspond to different pieces of the planning process. You will be required to submit a proposal, an outline/storyboard, and a reflective paper that will be all included in a portfolio turned in to the instructor along with the video. You will have an opportunity to present your project to the class and answer questions.  As with most any project, you will do most of the planning and development work in writing, but the final project will take the form of a self-contained multimedia story that readers can watch or view on the web. By “multimedia” I mean that the story must be told using more than one medium of communication, such as a combination of alphabetic text, moving images, still images, and sound.  ***Proposal*** For the proposal you will be giving the instructor an idea of your argument that answers what it means to you to compose in digital media and formats. Give the basic version of your argument here, understanding that it will be refined throughout the semester. (~500 words)  ***Outline/Storyboard*** This will be a preliminary sketch of the project, specific to the medium you have chosen. In the course of the sketch, think about what you will need to do to get the final project done. What hurdles do you see ahead? How will you leap over them? (~500 words)  ***Draft of Final Project*** This should not be a work in progress but a finished project with the realization that it will be drastically altered by the critiques of your classmates, your instructor, and yourself.  ***Final Project and Presentation*** 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 in three minutes, allowing two minutes for Q&A.  ***Reflection Paper*** A reflection paper will accompany the final draft. This (~500 word) essay should outline the student’s use of peer and self critiques to refine the artifact, 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). Digital Campaign Launch As part of the final project each student will create a digital presentation that will be included as part of a course exhibition of class research. Each partnership should prepare a brief 10-15 minute demonstration of their digital research archive as well as answer questions from an audience of their peers. Using the research and analysis that you completed for the essay portion of this unit, you will develop an informative panel that will present your research and projects. You will need to coordinate your efforts as you present each of your findings together. At the end of your panel, time will be opened for Q&A; each person will be responsible for fielding at least one question.  **Parameters** The purpose of this presentation is to demonstrate your knowledge of the subject as well as show off your digital work. Each of your speaking parts will need to be about 5 minutes. This project will be worth 10% of your final grade.  **Blog** As part of your participation in this class you will be maintaining a blog of your writing throughout the term. I will give you writing assignments most nights that will ask you to do a bit of research and to then post your responses to your blog. During class I will refer to the assignments and will periodically ask students to share their responses with the class as a way to begin (or sometimes continue) our conversations. You are free to choose the platform of your blog (Blogger, WordPress, Tumblr, etc.) and you must email me your URL within the first few days of class. We will spend some time in class introducing the role of blogs and how to set one up.  **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 Ignite Speech: 5%  80 – 89%: B Recorded Talk/Audio Essay 20%  70 – 79%: C Short Documentary 10%  60 – 69%: D Audience Analysis 5%  59% and below: E Digital Campaign 20%  Digital Campaign Launch 10%  Media/App Class Tutorial 5%  Wiki Research Project 5%  Wiki Entry Peer Review 5%  Blog 5%  Attendance/Participation 5%  Syllabus Quiz 3%  Assessment Pre/Post tests 2% Course ScheduleWeek 1: Introduction to Composition and Communication/ What is a "Digital Life"? Introductions; syllabus quiz; read CDA 1-9; 17-22; *What the World Eats* Parts I and II Photo Essay; Week 2: Rhetoric and Writing Arguments sign up for media tutorial; read CDA 23-32; 181-219; ; *Fight* Club & writing inventory Week 3: Audience & Purpose / The Rhetorical Situation read CDA 57-78; 110-142; “The Rhetorical Situation” Bitzer; *Mad Men* and audience; “Is Google Making Us Stupid?” and *2001: A Space Odyssey* Week 4: Conducting Primary Research/ Outlining, Rehearsing, Critiquing read CDA 223-260; Outlining; *The Great Dictator* and speech mapping; rehearsals; peer reviews Ignite Speech working outline 1 due Week 5: Unit 1 Ignite Speeches bring in one paragraph from your Wiki page; Ignite Speech due Week 6: Designing Rhetorical Research/Ethics; Conducting Secondary Research read CDA 143-176; MLK visualization map; *The Conversation* and audio modes Week 7: Writing Workshop Recorded Talk due Week 8: Technology: Style/Modes & Tropes (What Is a Text?) read CDA 79-109; *Information R/evolution*; “Letter from Birmingham Jail” and “untimeliness”; Audio Essay due Week 9: Arrangement, Space & Archive sign up for a conference time; Lumiere documentaries, *The Archive*; *Mr. Death* and the archive of architecture Week 10: Digital Texts: Document Design & Using Images/Audio read CDA 263-305; “Less Talk, More Rock” and media languages Week 11: Conference and Research Week (Effectively Integrating Resources) Short Documentaries dueWeek 12: Workshopping & OutliningWeek 13: Presentations I Week (Peer Critiques)Week 14: Workshopping & Rehearsing Thanksgiving Break Week 15: Workshopping & RehearsingWeek 16: Presentations II Week (Project Launch) Digital Storytelling Projects due inl part of the course, you s, on timeve |
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