WRD 111: Composition & Communication II
Section 071: T/Th 3:30–4:45 p.m., Fine Arts Music Lab LCLI-004B

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“The first thing I want to say to you who are students, is that you cannot afford to think of being here to receive an education; you will do much better to think of yourselves as being here to claim one.”
Adrienne Rich “Claiming an Education”

Course Description

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, we will explore issues of public concern that are of local and national importance. Each of you will develop rhetorical analysis skills; sharpen your ability to conduct research; compose and communicate in written, oral, and visual modalities; and work effectively in groups. 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. Over the course of the semester, you 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.

Students will form teams, each of which will explore a different public issue with a local face. For the first two-thirds of the class, you will decide on your team focus and conduct significant primary and secondary research on the issue, culminating in a series of projects and a group symposium. In the last third of the class, teams will develop digital projects to communicate their well-argued solutions to audiences beyond the classroom.
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. (The development of one or more major research projects is the course’s primary educational focus.)
• conduct significant research on a subject, using the resources of the UK Libraries.
• employ advanced strategies for developing ideas and analyzing arguments, with greater emphasis on addressing and mediating issues of public interest, and with evidence of critical thinking in both the conception and the development of the thesis.
• refine their speaking, writing, and visual communication skills, focusing on matters of construction, design, and delivery style.
• critique the work of peers and professionals.
• revise their written and oral presentations, in collaboration with peers, instructor, librarians, and pertinent members of the public.
• employ and evaluate interpersonal and small group communication skills.

Course Materials


Please note: This online textbook (eHandbook) is designed for this course with material from over seven different textbooks. While this book is organized to meet the needs of this course, you may use it as a reference in any other UK course in which you are asked to provide work in writing, speaking, or visuals as part of your coursework. When you go to the bookstore you will purchase a card that says “The St. Martin’s Handbook for the University of Kentucky.”

Grading Scale

Grading will be completed according to the following University Senate guidelines:

A: Represents an exceptionally high achievement as a result of aptitude, effort and intellectual initiative. It is valued at four (4) grade points for each credit hour.
B: Represents a high achievement as a result of ability and effort. It is valued at three (3) grade points for each credit hour.
C: Represents average achievement. It is valued at two (2) grade points for each credit hour.
D: Represents the minimum passing grade (not to be used for graduate students). It is valued at one (1) grade point for each credit hour.
E: Represents unsatisfactory performance and indicates failure in the course. It is valued at zero (0) grade points and zero (0) credit hours.
# Grading Breakdown

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Minor Assignments &amp; Class Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Peer Evaluations</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Major Projects</strong></td>
<td></td>
</tr>
<tr>
<td>Annotated Bibliography x 2</td>
<td>10%</td>
</tr>
<tr>
<td>Rhetorical Analysis Paper</td>
<td>15%</td>
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<tr>
<td>Stakeholder Dinner Party Dialog</td>
<td>15%</td>
</tr>
<tr>
<td>Symposium</td>
<td>20%</td>
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<tr>
<td>Digital Project</td>
<td>15%</td>
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## Minor Assignments & Class Participation

Throughout the course you will build toward your major projects with a variety of minor assignments including homework, in-class work, quizzes, short speeches, speech outlines, research assignments, drafts, and workshop exercises. I will intermittently check these assignments and will tally these grades at the midterm and at the end of the semester, which will cumulatively be worth 20% of your final course grade.

Each student’s class participation will also be factored into this grade. Students are expected to participate and share their work regularly. While I understand that some people may be shyer than others, everyone is expected to be actively engaged in the class and on Blackboard. This means that you should pay attention throughout class, offer your classmates feedback, and contribute to in-class and online discussion. 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](http://www.uky.edu/StudentAffairs/Code/part1.html). If you interrupt class by having side conversations or checking your phone, 1/3 of a letter grade will be deducted from this portion of your grade for each interruption.

## Peer Evaluations

Because group work is critical to this course, you will be grading each member of your group through peer evaluations. Completed twice during the semester—once orally and once in writing—these evaluations will be worth 5% of your final course grade and will be based on your performance as a group member and the quality of the evaluation you provide for your group members. Though it can be difficult to honestly evaluate your peers, you will be expected to develop frank and respectful feedback to help each of your teammates improve their group communication skills. If you score all of your teammates high or low, irrespective of their performance in the group, your own grade will be penalized.
## Major Projects

### Overview
In groups of 4–5 students, you will select a public controversy to study and participate in throughout the semester. Each group will choose their own issue that is currently in the news at the local and national levels. Your group will find original documents produced by those involved in the controversy and secondary sources written about the controversy. You may also produce your own data through interviews with those involved or by observing some facet of the controversy in action. Since you will be expected to offer original insights, you will not be allowed to select a subject that has been thoroughly researched, such as the abortion controversy, legalization of marijuana, etc.

### Annotated Bibliography x 2
Research on your topic will be an ongoing and continuous process as questions come up throughout the semester. However, at two different moments during the semester we’ll spend specific time focused on developing your group’s research archive. To help keep track of your research, as a group you’ll create an annotated bibliography that is split into primary and secondary sources (primary sources are created directly by those involved in your issue and secondary sources are created about your issue, often pertaining to the primary sources). You’ll submit this twice during the semester. The first time, you should have at least two sources for each person in your group. Each source should be properly cited in MLA format and include a ~100–word summary of each source. The second time, I’ll ask you to keep all of the original sources (with revisions) and add at least two more per person, also correctly cited and including annotations. These will be worth 10% of your final grade.

### Rhetorical Analysis Paper
Every group will generate a list of major stakeholders within the controversy that your group is studying. Within your team, each group member will select one stakeholder that they will become an expert on, irrespective of your own position on the issue. Using careful research and critical thinking, each team member will write a rhetorical analysis paper of at least 2000 words (~6 pages) analyzing his/her stakeholder’s position, argument, and rhetorical strategies. Each group member’s rhetorical analysis should focus on one artifact produced by the stakeholder and should include at least two supporting images and/or graphics. These analyses should strive to provide a fair analysis of your stakeholder’s position by quoting from and closely engaging with sources produced by that stakeholder. This individual essay will be 15% of your final grade.

### Stakeholder Dinner Party Dialog
Imagine that you can gather all of these stakeholders together for dinner. What would they say to one another? What would be the points of agreement and disagreement? Who would have the strongest voice at the table? Together, the group will create a dinner party dialog among your stakeholders that you will record and remix in GarageBand. Each person will represent 1-2 stakeholders and should speak for about 4 minutes total (very roughly 600 words). When you begin speaking, make sure you introduce yourself (as your stakeholder) and feel free to be in character. The host can also introduce people as they are about to speak. As the host of the dinner party, it’s polite to let your guests speak first, but you are expected to have an opinion about this issue as well. Once the stakeholders have chimed in, your group (represented by one person) should join the conversation by adding to and departing from the opinions of the stakeholders. This is your place to join the dialog and take a stand on the issue. Think of this as a public speaking exercise—you will be graded on the diversity of views represented, the quality of the content, and the delivery of the materials. Each group should submit a recorded and written version of the dialog, including an MLA-formatted Works Cited list. This group project will be worth 15% of your final grade.
Major Projects

Symposium

Your group will give a symposium-style presentation on your controversy with the following objectives: convince your audience to agree with your position; propose solutions; persuade the audience to take action to help solve it. Each group will choose a pattern for persuasive speeches that every member of the group will follow (e.g. Monroe’s motivated sequence, Rogerian, etc.). One person will serve as the moderator for the symposium, offering an introduction and conclusion and introducing each member of the group (the moderator will also provide a full speech). The group will create one typed formal outline, which will include each individual member’s outline. After the presentation, the group will participate in a question and answer session with the class.

Each individual within the group will provide a 4–5 minute speech from a lectern, directly citing at least two relevant outside sources and using at least two PowerPoint/Prezi slides containing a title, key words, and one nonverbal symbol (e.g., image, pie chart, line graph, or a diagram) that helps listeners to better understand the message. You may each use a maximum of five 3x5 one-sided index cards (key words only—no complete sentences). This will be 20% of your final grade including 15% individual speech, and 5% group symposium.

Digital Project

Now that you have developed an argument about your controversy, you will use digital tools to launch your message in a broader public sphere. This artifact must including visuals (moving or still), graphics, and spoken words. For example, the group may decide to produce a video for YouTube that includes a voice-over and moving and still images. Or, the group may produce an audio essay that is loaded onto a blog with visuals and other graphics (see NPR for examples). The digital project should be produced in a genre that is fitting for your topic and familiar to the public audience you are trying to reach. There is no set length requirement because it will vary by group size and topic but it should be long enough to be persuasive. You must include not only supporting evidence, but a fair engagement with opposing arguments and a persuasive response to those arguments. These projects should be submitted by posting them online on a public site (such as a blog, Facebook, YouTube, etc.). The digital project will be worth 15% of your final grade.

Before you jump into this project, each group will prepare a 1500-word (~5 pages) proposal that includes the following sections: 1) a discussion of how your argument will be refined based on the feedback you received in the symposium; 2) an audience analysis (i.e., who is the specific audience you want to reach and how will you persuade them?); 3) a detailed outline of the project; 4) a project plan, with assignments to group members and deadlines associated with each task. These proposals must be approved before you move forward with your project.
Course Policies

Attendance
Attendance is expected at every class. Please realize that class time cannot be reconstructed and your performance and final course grade will be negatively affected by absences. For any class you miss, excused or unexcused, you are responsible for getting notes from a classmate and you must make up all work completed in class and assigned.

Excused absences will only be granted in the following cases: 1) Significant illness of the student or a member of the student’s household or immediate family, documented within one week of the absence; 2) The death of a member of the student’s household or immediate family, documented within one week of the absence; 3) Trips for official University business, documented at least one week prior to the absence.

Each student is permitted two unexcused absences without penalty if your work is made up. Each unexcused absence after the second will result in 1/2 of a letter grade deduction on your final course grade. If you miss more than 5 classes, either excused or unexcused, you will not be able to pass the course.

Coming to class late or leaving early is also part of this attendance policy. Lateness is considered 1-15 minutes past the start of class (more than 15 minutes of class missed is counted as an absence). Each student is given two free latenesses and each subsequent lateness will be counted as an absence.

Workshops
Students will participate in a series of writing and speaking workshops throughout the semester. For each of these workshops, you will be given a minimum length requirement for your draft/speech. You may also be asked to read/view and respond to a peer’s project in advance. Participating in these workshops is a critical part of the course and you are discouraged from missing class on these days. If you must miss class or if you come to class unprepared or underprepared, it will be your responsibility to reconstruct the workshop outside of class to get feedback. Failure to complete or reconstruct a workshop will lower your project grade.

Late Work
Your assignments are due by the start of class time on the due dates listed, even when you cannot attend class on the day an assignment is due. If you have an extenuating circumstance and feel that you absolutely need an extension, it is your responsibility to contact me at least 24 hours before an assignment is due to request an extension. Turning in any assignment late without having received an extension will hurt your grade for that assignment and you may not receive credit for it at all. Some assignments will be due on Blackboard while others will be due in class—it is your responsibility to know the submission requirement.

Peer Groups
Because most professionals must learn to work collaboratively, you will collaborate with your peers both in and out of class. We will ask you to form groups early in the semester and you will be expected to honor all deadlines agreed to by your classmates. Treat everyone in this class and in your group with respect, as a valued colleague, and you will have few problems. Consequences for “slacking” will range from a full letter grade deduction for the assignment to a zero (determined on a case-by-case basis).
Writing Center/ Multimodal Communication Lab
The Writing Center is located in W. T. Young Library, Thomas D. Clark Study, 5th Floor, West Wing. You can walk in or make an appointment 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. I recommend that you consider going to either location if you feel stuck at any stage of the communication process.

Email/Blackboard Policy
Please allow 24 hours for me to read and respond to your emails. I will do my best to respond sooner, but please do not put yourself in a situation where you need an immediate reply. In general, I am not on email from 9:00 at night until 8:00 in the morning and I am only on sporadically over the weekends. If you haven’t heard back from me within 24 hours, feel free to send a follow-up email and/or approach me before or after class.

You are also expected to read your email and check Blackboard on a regular basis. I will often use email as a means to contact you about course business, so please be in the habit of checking your “uky.edu” email account.

Online Classes
Throughout the semester some of our classes will be held online rather than in our classroom. I will note these classes on the course calendar whenever possible but I may also announce them in class. For these sessions, instead of coming to class you will find materials for that day’s lesson on Blackboard. I will provide clear instructions and an activity for you to do. These sessions are often a really helpful time to break down the boundaries of the classroom and get some experiences in alternative learning environments. Your participation in these classes will count toward the minor assignments blog and class participation portion of your grade.

Academic Accommodations
Students who are in need of disability-related academic accommodations must register with the Disability Resource Center and should speak with me to discuss accommodations.

Syllabus
The instructor reserves the right to make changes to this syllabus throughout the semester, as necessary.
Plagiarism

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. 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 whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her/hir own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student’s assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she/ze has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. 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. (Part II, 6.3.1 of Student Rights and Responsibilities)