

WRD 110 Summer 2015

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Overview and Goals

WRD 110 focuses on critical inquiry and research. Throughout the course, students are encouraged to explore their place in the broader community and engage in reflective thinking and analysis. WRD 110 asks students to write and speak effectively about local issue not only for their classmates but also for audiences beyond the classroom. WRD 110 places special emphasis on the skills of conducting primary and secondary research, as well as how 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 for class

- *Town Branch Writing Collective (provided)*

Attendance policy

You may accrue three unexcused absences, 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 within a week of the missed class; 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 Studies set a limit on total unexcused absences at 1/5th of the total class meetings. If you miss more than 1/5th of total class meetings (8), you will receive an “E” for the semester. Excused absences include jury duty, religious days, documented medical emergencies, and university-related obligations.

Late assignment policy

Your assignments for this course, including speeches, essays, and informal assignments, are due on the dates indicated in the class outline or as indicated in class. Late homework assignments are not accepted. If posted online, the assignment must be posted BEFORE class in order to be marked as “on time.” 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. Late major projects will be accepted, but will be deducted one letter grade for each day past the due date.

Plagiarism policy

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.

Writing Center

The Writing Center is located in W. T. Young Library in the Hub (phone: 257-1368). You can walk in or make an appointment online (<http://web.as.uky.edu/oxford>). The staff can assist you at any stage of the writing process and can help you learn to identify issues with all aspects of your writing as well as work with you on visual design.

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. You may bring your laptop or tablet, but you may only use it when permitted (while accessing readings or specific in-class writing activities). 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.

Students will be expected to contribute to the discussion on a regular basis. If you have particular speaking anxieties, please speak to me outside of class. You should always come to class prepared, having read the assignments, having printed out your paper for peer review days, and always be ready to share! I want for everyone to know each other's names by the end of the semester. Though I want everyone to feel comfortable talking, it is important that we all practice good listening skills and that no particular student dominates the conversation. We will also practice moments of silence or meditation in most classes. This is a part of our course, and students will be expected to participate respectfully. If this practice makes you uncomfortable, speak with me about it.

Guidelines for Class Discussion

- "Staying in the room."
- Address one another by name.

- Pay attention to the speaker and do not interrupt.
- Have the courage to ask for clarification.
- Engage in the conversation, but do not dominate it.

Email Conduct

You are required to check your UK e-mail daily. Your main communication with me outside of class is through e-mail, so it is important that you conduct yourself professionally. Always address your e-mails, always write a full message, never simply attach a document without comment, and never e-mail me to ask “what we did in class today” if you miss.

Grade Questions

Due to federal privacy policy (FERPA), no grades will be discussed over email. This is the policy of the Department of Writing, Rhetoric and Digital Studies. If you wish to discuss any grades, from individual projects or your final semester grade, you will need to make an appointment to speak with me in person.

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.

Major project and assignment descriptions

Blog - 10% - Due throughout semester

You will create your own blog, hosted on Google’s Blogger. Throughout the semester you will be asked to submit 8 200-300 word blogs on various topics. You will submit blogs on your writing process, a campus space, your chosen topic, and on primary and secondary research. Each blog entry is weighted equally.

“My Community” speech - 5% - Due June 15

You will give a 2-3 minute speech to the class about a community that you belong to. For example, this community could be based on region, family, interests, ethnicity, religion, hobbies, career, or identity. You will introduce us to your community and discuss your involvement in it.

Photo Essay - 15% - Due June 22

After having chosen which community, place, or organization you wish to film your documentary about, you will submit a 800-1000 word essay exploring your topic. You must include at least 3 photos you have taken and at least 2 secondary sources that help support your knowledge of the topic. This essay is mostly an exploratory summary of your topic, though you are encouraged to begin investigating what issues your chosen community, place, or organization is facing.

Research Speech - 10% - Due June 29

You will give a 3-4 minute speech to the class, presenting your primary and secondary research on your topic. The information you present will come from your blog, but you must translate it into an engaging and thought-provoking speech that shows the work you have done and generates interest in your topic. You will begin by introducing the community, place, or organization you have researched and then discuss the primary and secondary artifacts you have found so far. You must present at least 3 primary (eg: photos, interviews, reports) and 3 secondary sources. You will turn in a bibliography in addition to your speech.

Documentary Storyboard - 15% - Due July 6

You will submit a storyboard for your documentary that maps out your plan for your video. This is a very detailed outline that should include both written information and visuals, either photos you will include or screenshots of video. You should include transcripts for voice-over you have planned, and/or transcripts of interviews you have performed. You should describe the tone and execution of your documentary in terms of how you intend for it to look. 1000-1200 words.

Documentary - 20% - Due July 15

Using iMovie, Windows Movie Maker, and/or other technology available in the Media Depot, you will create a 5-7 minute documentary about your chosen community, place, or organization. Your aim is to explore and inform an uneducated audience about the nature of your topic. You will use rhetorical techniques to persuade your audience to listen to you. In addition to exploring your topic, you should inform your audience about potential issues that your community, place, or organization faces, and persuade them to either act or respond.

Final Presentation Speech - 15% - Due July 15

Immediately after you show your documentary, you will deliver a 3-4 minute speech in which you describe your process of creating the documentary. Discuss why you chose the topic, what obstacles you faced, where you found success, and what you learned from working on this project. After your speech, your fellow students are encouraged to ask you questions.

Participation - 10%

You will receive four participation grades throughout the semester. You will be graded on your participation using the following guidelines:

- Attentiveness and alertness while others speak
- Participation in class discussion
- Performance on impromptu speeches and quizzes
- Bringing class readings/homework assignments
- Being on-time to class
- Being pro-active in group work
- Only using technology when necessary/appropriate

You will be expected to meet all of these guidelines in full in order to receive an “A” for participation.

Grading Policy

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

90 – 100%:	A	Blog:	10%
80 – 89%:	B	“My Community Speech”:	5%
70 – 79%:	C	Photo Essay:	15%
60 – 69%:	D	Research Speech:	10%
59% and below:	E	Documentary Storyboard:	15%
		Documentary:	20%
		Final Presentation Speech:	15%
		Participation:	10%

PLEASE NOTE: Final portfolio with reflective statement: (You must turn in or you will receive an E for the semester.)

It is up to each student to check on his or her grade deduction due to lateness or absences. Remember that your final Blackboard percentage will not reflect deductions due to lateness or absences.

Course Calendar:

https://docs.google.com/document/d/1pZOImXd6KiwRCDk_bx3IZcFjECz3faDsHa2vCYzgWT0/edit?usp=sharing