WRD 110-021: Composition and Communication I – Summer 2015

MTRF 10:00-11:20 a.m. and MTWR 2:30-3:50 p.m.

Fine Arts Library 302

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**Please read this syllabus closely. Remaining enrolled in this class means that you have read and understood all of the content in this syllabus and that you agree to abide by all of the outlined guidelines and policies contained within.**

Course Description

In this course, we will be investigating ideas of community and difference. During our investigation, we will consider several questions: how do we define community? What is our place in our community? How does community treat those who are different from the “norm”? What does it mean to be different? What makes us different? Throughout the course, I will encourage you to explore your place, and the place of others, in the broader community and take a stance on issues of public concern—that is, to begin to view yourself as an engaged citizen.

Overview and Goals

WRD 110 is a course in speaking and writing emphasizing critical inquiry and research. Our concept of research will go far beyond an ordinary (and frankly, boring) concept of looking up information and plugging it into essays. Research is a creative, complex and exciting process. You will engage in reflective thinking and analysis, conduct primary research in the community and the archives and secondary research using library resources, and learn how to write and speak effectively as we answer questions focusing on our place in different communities and in evolving places in our lives. 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, you 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 in many different modes and media 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

* *Town Branch Writing Collection*, (An electronic copy will be provided the first day of class)
* *The Engaged Citizen, ’15-’16* edition
* Access to a digital camera (cameras that are part of a smart phone and/or a tablet are fine) It is also possible to check out a digital video camera from the WRD office in 1315 POT.
* Google Drive account
* UK email address
* Blackboard (Bb) access

Other content/readings will be sent via email, handed out in class, or made available through Blackboard.

Course Policies

# On-Time Attendance and Participation

Since discussion will be an integral part of the course, you must be prepared for class, on time, and you must 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. Please expect regular freewrites and possibly reading quizzes – they will be a routine way to reflect on the previous night's reading and a way to help prepare you for class discussion.

As per the attendance guidelines of the Freshman Summer Program, absences are taken very seriously and are reported daily. From your 2015 Freshman Summer Program Policies page: “Class attendance is mandatory. Absences and tardiness are reported daily. Any student absent from or tardy to class will be scheduled for a conference with the program director who will

* Determine the legitimacy of absence
* Notify instructors of the disposition on each absence/tardy
* Maintain a profile on student’s class attendance

Absences will require a written excuse and the only acceptable excuse is illness.

If you are 15 minutes late to class, you will receive a 0 for participation, unless otherwise decided on by the instructor and student ahead of time. If a quiz or freewrite 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:

* This is not a class you can miss and expect to pass.
* This is not a course that you can come to unprepared and expect to pass.
* Attendance and participation are not only about your own well-being and learning, but also a matter of ethos and being a citizen of the university and class community. It shows mutual respect to the instructor and your colleagues, not to mention to 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.**
* I will offer plenty of opportunities for you to participate through in-class writing, group work, workshops, presentation responses, and class discussions.

## Office Hours and Instructor Communication

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, and as a result, you will most certainly benefit from one-on-one discussion with me about your performance.**

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, concerns, 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. I strongly encourage you not to wait until there's a problem to come to see me. Often the best way to make sure you're staying on track is to check in with me on a regular basis so that you know your areas of strength and areas of needed improvement and can work to enhance both throughout the semester.

If you miss a class and want to know "Did I miss anything?" do not ask me to attempt to recreate for you in a conversation or via email what happened in class. That is impossible; what happens in the classroom can simply not be recreated. **If you do miss a class, ask a classmate, do the work missed and move on**. And do your best to make sure your absence is excused.

Email is my preferred method of communication. If you email me, I will respond by the next weekday (excluding holidays).

* Please be courteous and professional in your correspondence (use a subject heading, complete sentences, sign your name at the end, etc.). I do not open emails that do not have a subject heading and will not open an attachment that is not introduced in the body of the email.
* Please be courteous and professional in your expectation of a response (in other words, if you email me at 3 a.m., don't expect me to respond before class the next day) - this is good practice for the kind of communication you'll be expected to engage in the working world.
* Email will be the official way for me to relay something important to you. Please check your email at least once per day and before each class session, if possible.

## Grade Questions

I will not discuss grades in any way through email – no exceptions. This is not only a policy of mine, but a university privacy issue and an issue of federal privacy policy (FERPA). I am happy to discuss grades, participation and performance at any time during the semester as long as the discussion is in person during office hours or by appointment. Please remember, however, that it is your job to monitor your grades, know your attendance, be aware of 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, to create multiple drafts, and to revise your work.

Lastly, I will be inputting scores into Blackboard as you receive them for your projects and assignments. Final grades are calculated with your assignments as well as attendance and participation scores. These will be included once the semester is over. Your grade should never be a surprise. If you have any concerns we can speak about them in office hours. 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 regardless of the quality of the work you have turned in. 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.

## Late Assignments

Your assignments for this course, including speeches, essays, journals, informal assignments, and anything else we may do 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 and work hard 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 and put it away in your purse or backpack before each class period and stay off of social media sites such as Facebook unless otherwise requested by the instructor. We will have times in class when we do things with these technologies, but as a general rule give your respect to the instructor, your classmates, and yourself by staying on task. Also, 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. But more than that these guidelines will help you to take ownership of the class.

The use of laptops and/or tablets for taking notes, drafting assignments, or engaging in research that is directly related to our class is appropriate. Please also remember that, although you may consider them antiquated, a pen and paper are perfectly acceptable technological tools for taking notes in 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 the UKY's Code of Student Conduct for further information on prohibited conduct:<http://www.uky.edu/StudentAffairs/Code/part1.html>

## Peer Review Workshops and Instructor Conferences

Because most writers, educators, and other professionals must learn to work collaboratively, you will collaborate extensively 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).

We will have classes dedicated to both peer and instructor review for most of your major assignments. These classes will focus on sharing your work with other students or conferencing individually with me to gain greater insight into possible revisions. I expect you to take these days seriously and listen carefully to the feedback. This means taking notes and then following through with what will make your work better. We will discuss how these workshops and conferences will work when they occur on the schedule.

## Blackboard

The daily schedule may change during the semester. You will be responsible for being present in class to be informed of these changes. All of the major assignments will have documents that will outline the guidelines for that particular project, which will be posted to Blackboard. Please refer to these documents for details about the assignments. In general, all assignments will require the following:

* creative title that is directly related to your topic
* your full name
* my name
* the date

This is particularly important for items posted to Blackboard or other online space. 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. I also recommend that you keep copies in a cloud-based storage solutions such as Dropbox, Google Drive, iCloud, etc. You are also responsible for checking to make sure that your assignments are posted to the correct resource, whether it is Blackboard or not, on time, in the right location, and in the right format.

## Writing Center/Media Depot/Campus Technology Resources

The Writing Center is located in W. T. Young Library in the Hub, room B 108B (phone: 859-257-1368). 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. Again, I encourage you to seek out their help well in advance to stay on top of possible issues in your work rather than waiting until an issue arises.

Since we will be working with digital media this semester, I also suggest that you plan a visit to the Media Depot, also in the Hub. They have equipment such as green screens, professional recording equipment and software, cameras, and media experts to help students with presentations and projects. Read more online at [www.uky.edu/ukit/mediadepot](http://www.uky.edu/ukit/mediadepot).

For a brief overview of all of the technology resources that are at your fingertips while a UK student, please visit [www.uky.edu/ukit/techtips](http://www.uky.edu/ukit/techtips).

## Students with Special Needs

Your success in this class is very important. If you are registered with the Disability Resource Center (DRC) and require special accommodations to complete the work for this course, please talk to me the accommodations that you need. We can work together to adapt assignments to meet your needs and the requirements of the course. Please be aware that I will need to see a copy of your letter from the DRC before I offer accommodations; they cannot be granted retroactively. Please contact the DRC at 859-257-2754 if you have questions about your eligibility for special accommodations.

Assignments and Major Projects

The assignments in this class are meant to guide you through an exploration of two things: 1) critical inquiry and deployment of rhetorical 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 community and change. The broad question we will be investigating throughout the term will be: what is your understanding of your own identity and the identity of others, and how can/does it evolve? In this course we will be interrogating this in terms of writing and community.

**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 essays and speeches. 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 your textbook (*The Town Branch Writing Collection*), the online Purdue OWL website, visit the Writing Center, talk to your tutor, or any combination of these things BEFORE you submit your final draft/give your speech.

### Tumblr Documentary Project

Your final project will be a combination of images and words (and video, if there are pertinent video sources to include) in the form of a Tumblr page. This final project will tell a narrative about community and difference primarily through the use of a series of 15-22 images accompanied by short commentary of 100-200 words each. During the course of the semester you will collect images from your research, both created by you and located in the archives or other research sources, and use these images to tell a story about community and difference that is compelling, creative, and shows an engagement with the complexities and controversies both of the what it means to be part of community and how difference functions in a community.

Over the course of the semester we will do formal and informal writing and research to prepare you to tell your narrative. You will be responsible for selecting an audience, locating useful primary and secondary research, and creating a narrative that is unique and insightful.

**As a whole, this project is worth 30 % of your final grade. See division of grade components below.**

### First Cut of Tumblr Project

All kinds of writing must be continually revised, and this is no less true of digital projects. Most likely your first draft will be bulky, long, meandering, and lack focus. Audiences will have confused reactions. This is all part of the process. It is a good thing your producers are here to suggest ways to revise your work so that it reaches that audience better. With that said, this should not be a work in progress (AKA a 5-10 images with minimal or no text) but a finished work with the realization that it will be drastically altered by the critiques of your classmates, your instructor, and yourself. We will all give you feedback for this draft so that you can make it the best you can for the final. Make sure to pay attention and take notes to the feedback you receive from the instructor and your peers.

**The first cut is worth 10 % of the Tumblr Project grade.**

### Final Cut of Tumblr Project

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 (your adoring audience) and be ready to answer any questions. The finished Tumblr project should be between 15-22 images with accompanying text. Anything less than 15 images or over 22 images will have points taken off half a letter grade for every 2 images under or over the minimum or maximum length.

**The final cut is worth 10% of the Documentary Project grade.**

### Formal Documentary Presentation

As part of the final project, you will create a formal presentation that will be included as part of a course exhibition of class research. You should prepare a brief formal demonstration of your subject as well as answer questions from an audience of your peers. Using the research that you completed you will present your Tumblr and explain your revisions.The purpose of this presentation is to explain your work and present your Tumblr, as well as to answer questions. Each presentation should run about 5-7 minutes and is considered a formal speech assignment.

**The formal presentation is worth 10 % of the Documentary Project grade.**

### Project Pitch

No matter what kind of project a producer wants to make, be it written or otherwise, they must always learn to pitch their ideas to various folks who will be helping to fund and work on the project. This essay will give you an opportunity to pitch your Tumblr narrative to the instructor to persuade them that it should be made. The Tumblr project will be a response to the question of what individual in your community has a compelling story to tell and how that story fits in to the community at large. Your purpose here is to argue for the importance of your answer to the question and why your project should be produced. Give the basic version of your argument here, understanding that it will be refined throughout the project. You will be required to create a creative tentative title and slogan and explain how you foresee completing the project. The pitch should also include at least 5 citations from outside sources, formatted correctly in MLA style and have a total of ~2500 words.

**The project pitch is worth 10 % of your final grade.**

### Outline/Storyboard

One of the most important parts of being a writer or other producer is to plan and develop your ideas. This way you can understand how your project will come together, as well as providing a blueprint to communicate to others working with you. This will be a preliminary sketch of the Tumblr, specific to the visual medium. 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? This requires that you turn in both a text-based essay answering these questions and explaining your aim, as well as a visual storyboard that explains how the Tumblr will look and flow. The audience for this component will be different from the pitch: the producers are all on board, they want a plan, a structure, and some promises from you about how the project will be developed and finished. The outline essay should be at least 800 words; the visual storyboard part will vary depending on the medium, but in general will be about 3-5 pages of images and will include an additional 4 sources of quality research.

**The outline/storyboard is worth 10 % of your final grade.**

### Project Reflection Essay

All work should be considered always under continual revision. It is a good idea to take a step back from any work you do to evaluate your successes and failures, and take inventory of how you would approach your work if you were to revise once again. A reflection paper will accompany the final draft. This 1000-word essay should outline your use of peer and self critiques to refine the artifact, explain and defend the choice of images and text and how these choices support the narrative of the composition, and a note on further refinement (if you had another month with this project, what would you do). Also, the essay must reflect on how the student used various ideas, concepts, theories, and class discussions in the development of the project. This means I expect you to cite at least 3 sources and refer to other readings and discussions as you think through your work.

The project reflection essay is worth 10 % of your final grade.

### 1-Minute Speeches

You will have ample time during the semester for formal and informal public speaking opportunities. You will be graded on five formal speeches that will assess your ability to speak successfully to a group under different kinds of contexts and variables. The first four are called “1-minute speeches” and are exactly what the name implies: short 1 to 1½ minute speeches that will test you not only on effective delivery but also efficiency by giving you a short amount of time to prepare. The range of preparation time will vary from a couple of class sessions to several days, depending on the topic. Each 1-minute speech will assess different aspects of speech making and delivery, and the rubric for each will change based on what you need to focus on for that particular speech.

The two speeches that will change the format a bit will be the second 1-minute speech (the “Project Pitch”) and the final Project Presentation speech. With the “Project Pitch,” you will have more time to prepare and deliver the speech. This will be a persuasive speech and ask you to persuade the class and instructor that the individuals you have chosen to profile in your semester project are a good fit for the project medium and scope. At the end of the semester you will present your final documentary project to the class and have a brief moment to introduce and explain your project's successes and failures.

**Together, these four 1-minute speeches are worth 20 % of your final grade.**

### Attendance/Participation

Our class is centered on inquiry and research. The goal is to make you curious, encourage you to ask questions, and make connections between things. In this class we are using concepts of communities to explore these kinds of questions and make these connections. In order for any genuine and significant inquiry to be accomplished in this way we will have to do our research in ethical ways. Ethical inquiry begins in the classroom between students and instructors developing an environment of learning for everyone in a way that students take ownership of the class. This doesn’t mean that the instructor takes a backseat, in fact the instructor plays an important role in pushing for that learning to take place. The role of the student is to push back in constructive ways, not in resistance, but in mutually productive ways. This kind of learning can only be done when the student is not only present in the classroom, but prepared, engaged, and continually revising thoughts and ideas.

Participation understood in this manner means much more than attendance, and even more than making sure to ask a question in class every once in a while, or responding to a prompt in a discussion (although it means this as well). I will be asking you to continually take notes inside and outside the classroom. These will not be for quizzes, but for a record of your own learning, a learning journal of sorts that demonstrates the development of your thinking in class. I will ask periodically to look at your notes as a way for me to help you forward in any way you may need; I will also ask you to turn in these notes at the end of our class, so please be diligent about keeping them – they are part of your participation grade.

While **regular** attendance will earn you points, so will **regular** discussion contributions. Significant contributions to workshops will also be required; this means not just saying something is “good” or “needs some work,” but offering positive and constructive feedback. There may also be free writes and reading quizzes that will provide a way to help you practice and perform the skills and concepts we are learning in terms of critical inquiry. These will make you responsible for the material in the class, as well as move you toward taking ownership of the class.

**Participation is worth 20 % of your final grade.**

**PLEASE NOTE: In addition to these assignments, you will be responsible for turning in a final portfolio with a reflective statement. While it will not technically be worth a percentage of your grade, you must turn in this portfolio or you will receive an E for the entire course.**

GRADING POLICY

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

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| --- | --- | --- | --- |
| 90 – 100%: | A  | Tumblr Documentary: | 30 % |
| 80 – 89%: | B  | Project Pitch: | 10 % |
| 70 – 79%: | C  | Outline/Storyboard: | 10 % |
| 60 – 69%: | D | Project Response Essay: | 10 % |
| 59% and below:  | E | 1-Minute Speeches (x4): | 20 % |
|  |  | Attendance/Participation: | 20 % |

General Course Grading Standards (Sample)

**A** Work is complete, original, insightful, of a level and quality that significantly exceeds expectations for the student’s current level of study. Products demonstrate in-depth understanding of course issues, a high level of analytical skills, are clearly and creatively presented with negligible errors in grammar, citation and source referencing, in proper and consistent style and drawn from an extensive and wide range of quality sources. Technology was explored and where appropriate, effectively utilized in research, analysis and presentations.

**B** Work is complete, of a level that meets expectations and is of a quality that is acceptable and appropriate given the student’s current level of study. Products demonstrate a solid understanding of course issues, good analysis and are clearly and neatly presented with limited errors in grammar and citation and source referencing in generally consistent style (APA or other) drawn from a good range of sources. Technology was explored and where appropriate, utilized in research, analysis and/or presentations.

**C** Work is partially incomplete, late (with instructor permission/approval) and/or of a level that only partially meets expectations and/or that does not meet acceptable standards given the student’s level of study. Products demonstrate inconsistent or superficial understanding of course issues with little analysis demonstrated and/or contains significant grammatical errors and incorrect/inconsistent use of citation and referencing drawn from limited and/or mixed quality sources. Technology was minimally or inappropriately used in research, analysis and/or presentations.

**D** Work is incomplete, late and/or of a level that only partially meets expectations and/or is largely unacceptable given the student’s current level of study and standing. Products demonstrate limited understanding of course issues and exhibit little analysis and/or contains significant grammatical errors and insufficient/incorrect/inconsistent use of citation and referencing drawn from few (if any) low-quality sources. Technology was not used or inappropriately used in research, analysis and/or presentations.

**E** Major assignments are missing, incomplete or excessively late without permission of instructor and/or demonstrates lack of effort and/or lack of understanding of central course concepts.