WRD 111: Composition and Communication II

UK Activism Then and Now [WRD 111-xxx]

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Tuesday/Thursday 12:30-1:45pm

Funkhouser Building 306A

Office Hours: M/W 12:30-2:00 pm and by appointment

Course Description/ Overview and Goals

The University of Kentucky has been the site of controversy and activism throughout its history. In this class we will examine activism and controversy in UK’s past and make connections with activism and controversy currently active in and around the UK campus and larger community.

Students in this course will work extensively in the M. I. King Library archives, as well as doing significant research online and in the other UK Library holdings.

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, students will explore issues of public concern using rhetorical analysis to engage in deliberation over those issues and ultimately propose solutions based on well-developed arguments.  Students will sharpen their ability to conduct research; compose and communicate in written, oral, and visual modalities; and work effectively in groups. The focus will be on investigating current public issues using primary and secondary research and making arguments that are strongly grounded in that research.

Students will be grouped in teams, each of which will explore a different local or significant public issue. For the first half of the semester, students will decide on their team focus and conduct significant primary and secondary research on the issue. In the second half of the semester, teams will develop digital projects to communicate their well-argued solutions to audiences beyond the classroom.

Student 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.

Required Materials

* ***Everything’s An Argument 6th edition***
* ***The Engaged Citizen 2014-2015 edition***
* ***Pocket Guide to Writing* and *Pocket Guide to Public Speaking***
* **One package of 3x5 notecards (you can split a pack with classmates)**
* **A Dropbox.com account with at least one folder dedicated to this class and shared with the instructor. If you use iCloud (Mac) or Skydrive (PC), that is acceptable.**
* **Microsoft Office and Adobe PDF editing software must be downloaded to your personal computer (or whatever computer you use to do your coursework). Free downloads are available via Campus Technology Services.**

Course Policies

## On-Time Attendance and Participation

**You can get up to 4 absences without major penalty, however, your participation grade and work quality will suffer. Absence #5 lowers your final course grade by 1 full letter grade. If you have 6 absences you have missed 20% of the class and according to university and class policy you automatically receive an E and cannot pass the class.**

**You are adults, use your absences wisely. You will get sick. You will make unwise decisions on the weekend that make a Monday class difficult to get to. You will need days off for physical or mental health.**

Students who are absent or who are 15+ minutes late on a MW schedule will receive a 0 for that day’s participation grade. So be prepared and on time!

One more note about attendance and participation: 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. 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. Even if you have perfect attendance, you cannot receive an A if you are not an active and engaged participant of the class. 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.

NOTE: You cannot be penalized for an excused absence. The University defines excused absences in the current edition of *Student Rights and Responsibilities*, available online at <http://www.uky.edu/StudentAffairs/Code/Section%20V.pdf>. “**Significant** illness of the student or serious illness of a member of the student’s household or immediate family” is the official language. Illness (unless it requires hospitalization or extended absence from class) and family emergencies (aside from the death of an immediate family member) do not count as excused absences. **Both excused and unexcused absences count against your total # of absences in the class**. Significant is not a cold, flu, or other minor infection. Please do not send me your Dr.’s note for single class absences.

## 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. 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 can result in a 0 for your participation grade and, will eventually, affect 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

## Technology use in class

Cell phones and other electronic devices, including laptops, are to be used only to access course material or to participate in course activities. **Unless otherwise indicated, all electronic devices should be turned off and put away in your bag or pocket.** If you are found to be texting, using social media of any kind, or working on work for other classes during class activities, you will receive a 0 for participation for that class period. Repeated offenses may result in disciplinary action.

## 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 put in teams early in the semester. You will work with this team often in class as well. 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).

## Late Assignments

Your assignments for this course, including speeches, essays, and informal assignments, are due on the dates indicated in the class schedule or as indicated in class. Late assignments are NOT accepted. If you are absent on a day when an assignment is due or your speech is scheduled, you will be allowed to hand in or make-up that work *only* if the absence is officially excused or if you communicate with me **before** the absence.

## Office Hours and Other Communiqué

* 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. This is not only a policy of mine, but a very serious university privacy issue. We can discuss grades and performance in office hours.
* **I refuse to tell you what happened in a particular class you missed.** You have the syllabus; you know what is going on and when things are due. Make sure you have the contact information of at least one classmate so you have someone to ask about missed class periods.
* Email is my preferred method of communication. That said, I am not waiting by my computer 24 hours and will not answer emails sent after 8pm. 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.
* **Email will be the official way for me to relay something important to you. Please check your campus email at least once per day. If anything changes regarding assignments or class activities, I will notify you via email through the Bb portal.**

Writing Center / Media Depot

The Writing Center is located in W. T. Young Library, Room B108, The Hub (phone: (859) 257-1368, <http://wrd.as.uky.edu/writing-center>). You can walk in or make an appointment online. The staff can help you identify and correct problems with all aspects of your writing as well as work with you on visual design.

The Media Depot is located in W. T. Young Library, The Hub (phone: (859) 323-1105, <http://www.uky.edu/ukit/mediadepot>). You can walk in or make an appointment online. The Media Depot provides an array of services and technology to help you produce professional multimedia projects.

## 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. ***Turning in work done for a previous course*** also is plagiarism. Any act of plagiarism, intentional or unintentional, will result in a 0 on the assignment. This is the minimum penalty. Students who have prior offenses can get an E in the course.

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 Projects

*\*\*All description below is general and will be supplemented with additional instructions in class and online\*\**

**Attendance, question cards, and in-class work – 20%: 10% at midterm and 10% at finals**

You will be responsible for bringing a single 3x5 card with 2 questions or a question and a comment regarding the reading to every class period where a reading is assigned. These cards will give you something to turn to as an aid in discussion. Cards will be collected at the beginning of every class period, evaluated, and returned the following class period. In-class work will be assigned as needed and will be collected at the end of the class period. In-class work and notecards cannot be made up if you are absent. Cards and in-class work count for 1/3 of your participation grade. You cannot get higher than a C if you do not do these required components.

**Mid-term writing portfolio– 40%**You will create four different types of writing as part of this assignment: an introductory writing reflection, a visual analysis, an argument analysis, and a stakeholder rhetorical analysis. These assignments will be due approximately weekly for the first half of the semester. Each assignment will receive feedback, but you will only receive an official letter grade based upon the entire portfolio as a whole. These assignments are an opportunity to try out new ideas, to stretch your writing skills, and to build a collection of writing that you can draw on for your final project. In addition to the assignments below, you will also include a reflection letter of 1-2 pages single-spaced as an introduction to your portfolio. The portfolio grade is divided as follows: 50% of the grade is based on successful execution of the assigned writing and 50% is based on your thoughtful reflection and proof of engagement in the writing process.

1. Writing Reflection 1: As an introduction to the class and as an exploration of what writing means to you, you will write a 500-800 word essay relating your writing experience/writing persona to an image or object.
2. Visual analysis: During the research phase of your project you will write a 750-1000 word essay in which you do a rhetorical analysis of a poster of your choice. You will analyze the way that the creator(s) of the text use rhetoric and argumentation to make their own argument and be arguing for the effectiveness or ineffectiveness of their choices.
3. Rhetorical analysis: During the introductory research phase of your project you will write a 750-1000 word essay in which you do a rhetorical analysis of an *Engaged Citizen* essay. You will analyze the way that the creator(s) of the text use rhetoric and argumentation to make their own argument and be arguing for the effectiveness or ineffectiveness of their choices.
4. Stakeholder rhetorical analysis: During the research phase of your project you will also write a 1000-1500 word essay in which you do a rhetorical analysis of **one single written text**, i.e. website, newspaper article, pamphlet, opinion piece, etc. that was **produced by your stakeholder**. You will not be arguing a pro/con position about the topic of the text in this paper, but rather analyzing the way that the creator(s) of the text use rhetoric and argumentation to make their own argument and whether or not you believe it is effective.

**Final Research Project Portfolio – 40%**You and your team will create four different types of writing/communication as part of this assignment: group proposal, an annotated bibliography, research update video, and final project. Each assignment will receive feedback, but you will only receive an official letter grade based upon the entire portfolio as a whole. In addition to the assignments below, you will also include a team written reflection letter of 1-2 pages single-spaced as an introduction to your portfolio. This portfolio is made up of final drafts only and the grade will be divided as follows: 60% is based on successful execution of assigned pieces, 30% is based on in-class final presentation, and 10% is based on the average of your team evaluations.

1. Team Project Proposal: After you and your team identify a particular question (or sets of questions) that you want to explore, you will create a formal proposal for your final project. This proposal will be a minimum of 8-pages (approximately 2400 words), and it will contain the following sections: (1) a description of your **main question** and a mini-argument for why this question is significant enough to explore, (2) a description of what the central **problem** **or issue** is, and (3) who the various **stakeholders** are, (4) an **analysis of your targeted audience**, (5) a description of the **media your project will use and why** this is appropriate for the audience and topic, and a (6) detailed **timeline and plan**.
2. Annotated bibliography: 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 should have **at least 6 sources for each person in your group**. Each source should be properly cited in MLA or APA format and include a ~100–word summary of each source, as well as the name or initials of the team member who located and summarized the source. If your sources are unbalanced in type, content, or position, you will be required to locate and annotate new sources before you submit the final portfolio
3. Research Update video**:** You will need to update me on your progress and research findings midway through your project. This update should be a formal video presentation that outlines what you have found so far in your research. You should describe **at least three significant pieces of research you have discovered** (e.g., interviews you have conducted, articles you have read, images you have found, etc.) and explain how this research has helped to shape your project so far. You should conclude by revisiting your proposal and discussing whether or not your original topic and argument has changed at all. If so, explain how some of your ideas have shifted and changed. If not, explain how your original ideas have been strengthened by the research you have found. You will complete this research update as video recording. You will be graded on this research update as a group, and your entire group must contribute.
4. Final Project:Your group will be creating a major digital project throughout most of the semester. This is a lengthy and significant argument that tackles a serious issue or problem that is currently being experienced by an identifiable group of stakeholders and also has roots in past activism on campus or in the community. Your group does not need to pretend that you are going to “save the world” by creating a website or making a documentary, but you do want to create some kind of project that may actually address the problem. You can choose which forms of media best fit your project’s goals and audience needs. For some topics, a website might make sense. You might also consider such forms as podcasts and videos. Once I evaluate and respond to your group’s proposal, I will provide you with a specific set of constraints for your project. Your final project must have both a text/audio component and a visual component.

**Final WRD portfolio and reflective statement – Must complete in order to pass course.** This portfolio is similar to the final portfolio you submitted at the end of WRD 110. This is **not** the same as the mid-term or final project writing portfolios mentioned earlier. This portfolio includes work from the entire semester, as well as work from other classes. We will take time at the end of the semester to assemble these portfolios electronically.

## 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- Consistently excellent work Attendance, note-cards, in-class work: 20%

80 – 89%: B- Consistently above average work Mid-term portfolio: 40%

70 – 79%: C- Consistently average work Final Project portfolio: 40%

60 – 69%: D- Consistently below average work

59% and below: E- Unacceptable work

**PLEASE NOTE:** Final portfolio with reflective statement is not graded; however, you must turn in or you will receive an E for the semester.