WRD 111-028

Composition & Communication II

Spring 2013, MWF 1-1:50, CB 201

Please read this entire syllabus closely; it contains important course policy information & coursework overviews. Remaining enrolled in this class means both that you have read and understood all of the content in this syllabus

and that you agree to abide by the guidelines & policies outlined herein,

just as you can expect me to uphold these policies & teach according to these guidelines.

**Instructor**: Jenna Goldsmith

**Email**: goldsmith.jenna@gmail.com

**Office**: 1206 POT

**Office Hrs**: M 2-4, W 2-3

PREPARING FOR WRD 111

Required Texts & Materials

* *Everything’s an Argument*. Lunsford & Ruszkiewick. 2013. UK edition
* *A Pocket Style Manual.* Hacker & Sommers. 6th ed. 2012. UK edition.
* *WRD e-reader*. Van Griner. Online access with a purchased code at wrdreader.com
* Active library account & UK email address
* *Blackboard* (Bb) access
* Reliable computer & internet access
* Flash drive or cloud to back up your work
* 3x5 in. index cards
* Digital video camera & voice recording device

Minimum Technology Requirements for *Blackboard* (Bb)

You will not be able to access course material or complete assignments if you do not have the software listed.

* ***Firefox internet browser***
* ***Java***
* ***Flash***
* ***Adobe Acrobat Reader***
* ***Adobe Connect***
* ***QuickTime movie player***
* ***Windows Media Player***
* Atleast ***Microsoft Word*** & ***PowerPoint)***

To find out if your computer meets the hardware and software requirements for Bb, click on the link, then click BbGo! http://wiki.uky.edu/blackboard/Wiki%20Pages/Browser%20Check.aspx You can also access links to access free downloads of ***Firefox, Adobe Reader, Flash,*** & ***QuickTime.***

Download ***Java*** at [http://java.com](http://www.google.com/url?q=http%3A%2F%2Fjava.com&sa=D&sntz=1&usg=AFQjCNH9CXBhkX8N0Rhp_lGI6kJG0jQ11A). Click the Free ***Java*** Download button; run the installer to get the latest version.

Download ***Windows Media Player*** at [http://www.microsoft.com/windows/windowsmedia/player/10/default.aspx](http://www.google.com/url?q=http%3A%2F%2Fwww.microsoft.com%2Fwindows%2Fwindowsmedia%2Fplayer%2F10%2Fdefault.aspx&sa=D&sntz=1&usg=AFQjCNG0IiO6rzFq-605LnesaEaDDvT-xA)

Download ***Microsoft Office Suite*** (including ***Word*** and ***PowerPoint***) from this site: [https://download.uky.edu/](http://www.google.com/url?q=https%3A%2F%2Fdownload.uky.edu%2F&sa=D&sntz=1&usg=AFQjCNEEdUeI5nger1p01MsI3i2xJ-m_8A). You will need to login with your UK LinkBlue username and password first.

Instructor Contact

I am here to offer assistance whenever you have questions or concerns on any aspect of the course, so please let me know whenever you are unsure, are struggling, or would like feedback. Take advantage of my office hours; if they are not convenient for your schedule, we can make an appointment for another time. You may also email me with questions and concerns. I don’t accept emailed drafts or homework assignments, but I will discuss drafts with you in person.

Email Etiquette

When you email me (or any other professional), be sure to use proper correspondence etiquette. This includes:

* using a descriptive subject heading,
* starting with a respectful a greeting
* using capitals and punctuation throughout
* ending with a signature of your name

Please email me far enough in advance that I can respondand you can make adjustments or corrections using my feedback or answers. While I am often able to respond the same afternoon for emails I receive in the morning, I may not get back to you until the next weekday (excluding holidays). Contacting me an hour or two before an assignment is due will be a waste of time for both of us. Get assignments done as far advance of deadlines as possible to avoid any problems or to give you time to contact me with questions that might arise. You never know when you might need clarification before an assignment is due. This is also a good way to avoid any issues with technology that can and will happen. ***Due to problems with virus transmission, I do not accept email attachments of essays or homework—all work must be submitted online.***

WRD111 OVERVIEW

“Education is not the filling of a pail,

but the lighting of a fire”

 ~ William Butler Yeats

Course Goals

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, 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 (dyads and small groups). To learn to analyze a public issue using rhetorical analysis, the entire class will explore together one contemporary social issue and related texts about it. Students will then be grouped in teams, each of which will explore a different public controversy with a local face (e.g., the use of renewable energy vs. fossil fuels--local angle:  coal mining practices in Eastern Kentucky).

For the first two-thirds of the class, students will decide on their team focus and conduct significant primary and secondary research on the issue, culminating in a series of reports 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. 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, class members 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.

# Student Learning Outcomes

By the end of the semester, students will have been introduced to skills that allow them 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 Policies

Attendance

Attendance and participation are crucial to your success in C&C II. After all, education occurs when you show up and contribute. This class relies heavily on in-class discussions, individual and group activities, and impromptu writings and speeches, so prompt and regular attendance is essential for you to benefit from the work we do. For general information on UK policies regarding attendance, see the UK *Student Code of Conduct* (Part II, section V, Academic Standards, parts 5.2.4.1, and 5.2.4.2). This is available online for your convenience at http://www.uky.edu/StudentAffairs/Code/part2.html#

**Absences**: In accordance with UK’s “One-Fifth” rule, upon (not after) your \_\_\_ absence you will not be eligible to pass the course. This rule also applies to excused absences. Excused absences will be given at my discretion only with documentation as defined by the UK *Student Code of Conduct* 5.2.4.2. Students missing class due to an excused absence must provide documentation the day they return to class (except where prior notification is required). Whether excused or unexcused, it is your responsibility to track total absences and keep up with assignments.

**Tardies**: The largest complaint that students make about classroom disruptions is tardies.Tardy means 1-5/1-10 minutes past the start of class. More than 5/10 minutes, and the tardy will be counted as an unexcused absence. Every student will get two tardies without penalty to allow for unavoidable delays. However, to discourage distractions and ensure students don’t miss any required material for each meeting, after the second tardy, students earn half an unexcused absence for each additional tardy.

**Late Assignments**: To maintain academic integrity and keep the class on track, I assign deadlines and expect students meet those deadlines, so I do not accept late work except for excused absences with documentation. If students have an excused absence, they have one week from the day they miss to turn in work that was due on that day, or they will receive a zero on work that isn’t made up. Students who do not turn in work due to an unexcused absence will receive a zero on any assignments due in class the day they miss.

**Excuses**: Personal obligations, including work and travel, and mechanical failures are not acceptable excuses for late work, though I will accept work submitted early. Organize your time, back up ALL work, and schedule around your other responsibilities.

Backing up Assignment Work

In addition to all the flashdrive and cloud technology of late, Bb has a handy feature under the *eContent Collection* to store all of your work on the network server; thus, there is no reason not to back up your work. Backing up work includes not only essay and speech drafts but also your discussion board and blog posts, which you should compose on *Word* documents that you can save as you go, rather than composing directly in the message box. Then, when the assignment is complete, copy and paste the content into the discussion board or blog message box. This way, if you encounter any technical problems while submitting, you have a backup saved.

Assignment Requirements

You are expected to produce a minimum amount of formal composition in this course as an indicator of your facility with the skills you learn. ***Assignments that don’t meet minimum length requirements earn a failing grade, in accordance with WRD policies. This policy allows instructors to be fair to students who follow directions and make sincere efforts in their work.***

Student Conduct

A safe and positive environment is essential for learning, and we are all responsible for protecting our writing community. You deserve to be treated with respect and courtesy at all times as a member of this class, and I expect you will return that respect to others. This means that I protect our community by not tolerating negative student conduct that might infringe on your learning experience. ***Students who violate conduct policies or contribute to a hostile or negative environment will receive a warning, possible assignment deductions, or, if necessary, be referred to the Writing Division for further action.***

**Preparation:** Unprepared students are unable to participate in the writing community and interfere with the learning process. You should not have to make up for another student’s lack of planning or effort, so I require students to bring relevant texts, writing materials, and homework assignments to each class and complete all readings for that day.

**Language:** Our community is a place to create and explore ideas. I encourage intellectual freedom and welcome open expression, so you can benefit from new ideas and even controversial points of view. There may be debates, lively discussions, and even some arguments. Students have a right to share their own opinions in an appropriate manner, but I will not allow anyone in class to subject you to aggressive language founded in ignorance or hate.

**Behavior:** So you can remain fully engaged with our writing community, I expect all students will:

* Refrain from using electronic devices in class (cell phones, laptops, ipods/MP3 players, etc.)
* Stay awake for the entire class and not put their heads down on the desk.
* Avoid doing work that should be done at home while in class (whether for our class or another class).
* Avoid whispering or talking when another member of the class is speaking during relevant discussion.

**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.

Plagiarism

Part II of the UK *Student Code of Conduct* 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 VI, 6.3.1 online at http://www.uky.edu/StudentAffairs/Code/part2.html#

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.

Students who cheat disrespect themselves and our writing community. To protect our community and the standards of UK’s education, I teach prevention strategies and immediately address any academic integrity violations. Should plagiarism or cheating occur, I will directly refer the violating student to the Writing Division’s office to begin official plagiarism proceedings. ***As plagiarism and cheating are serious offenses with equally serious consequences, the minimum penalty for either offense is a zero on the assignment.***

MLA Documentation

To reduce instances of plagiarism, pay attention to discussions and readings about MLA documentation and keep track of your sources as you draft. Any time you use and refer to sources in your assignment work, you must use MLA in-text documentation and include a properly formatted Works Cited page to avoid plagiarism or misrepresentation. For all typed major and minor assignment work in this class, students should follow the MLA formatting guidelines in your handbooks.

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.

Writing Center/Multimodal Communications 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 by phone (859-257-1368) or online (http://web.as.uky.edu/oxford/). The staff can help you identify and correct problems with all aspects of your writing and work with you on visual design. If you want assistance with speaking, you may go to the Multimodal Communication Lab in 106 Grehan (859-257-8370). Consider going to either location if you feel stuck at any stage of the communication process. **Please Note:** these labs do not offer editing services; they offer feedback to guide you as you revise your own compositions.

COURSEWORK

General Coursework Information

* Instructions for all projects, major assignments, & homework are listed by due date on Bb. It is your responsibility to check the deadlines and read instructions carefully on Bb and contact me with any clarifications you might need.
* Coursework that does not follow instructions or meet project and assignment requirements (beyond minimum length requirements) will receive grade deductions that could lead to a failing grade on the work.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assignment** (due dates on course schedule & Bb) | **Worth** | **Grade** **Scale** |
| **Project** | Component 1: team website | 10% | A=90-100%B=80-89%C=70-79%D=60-69%E=0-59% |
| Component 2: individual summary podcast | 15% |
| Component 3: individual rhetorical analysis essay | 20% |
| Component 4: team persuasive speech | 30% |
| **Major Assignments** | Proposals; transcripts; outlines; & final reflection podcast | 10% |
| **Peer Review** | Feedback letters, marginal notes, summaries, & responses | 5% |
| **Homework** | Process work, research notes, exercises, activities, & pop quizzes | 10% |

Verifying Assignment Submissions

Since the only way I can verify that you have completed an assignment on time is to note the time stamp when you submit the work online, it’s important that you verify submissions you make to Bb when you post document files. To check document uploads: After you submit an assignment, click the “My Grades” button. If you see an exclamation point (!) next to that assignment, it worked. If you don’t see it, resubmit the file and re-verify. To verify discussion board and other posts, simply click on the link to your thread and review the submission.

Checking Grades

While I do not post grades on Blackboard, I do keep your grades in a grade book; at any point, you can come to office hours or make an appointment with me to discuss your grade. Please do not contact me via email to inquire about your grade; I am not allowed, by law, to discuss grades over email. I grade assignments within two weeks of the due date, so please do not contact me before the end of these two weeks to ask about your grades. My assessments for project work and major assignments usually include both general and specific comments and a grading rubric gauging your skill levels. When you receive these with my feedback, please read them carefully. My critiques are meant to help you improve on future assignments. If you need clarification on my comments, please email me once you have read all of my feedback.

**COURSE PROJECT**

Overview

There is only one overarching project for C&C II; this project is broken down into 4 separate, though interrelated, components or assignment task. You will be assigned to a team of 3-4 students, and together you will select one public controversy topic as your “case study” for this project; you will use this topic as a group throughout the semester. We will be doing homework assignments to aid you and your team through all steps in the composition process of this project. The components are listed and explained in detail on the following pages.

Choosing Project Topics

The controversy topic you choose must currently be in the news at the ***local*** and ***national*** levels, but it’s still important to pick topics from your interests, what excites you, as you connect with the debates around you.

Topics to Avoid: To encourage original insights, your team cannot select over-researched, overdone topics like:

* **Abortion**
* **The death penalty**
* **Gun control**
* **Illegal drug regulation**
* **Global warming**
* **Oil / Coal**
* **Gay marriage**
* **Higher education (class case study**

Proposals: Each team will turn in a minimum 300-word formal project topic proposal. Each team member will turn in a minimum 200-word formal proposal for each of the 4 components of the team topic. Due dates for these proposals will be assigned throughout the semester.

Required Research & Documentation

Your project requires engagement with both primary sources produced by those involved in the controversy and secondary sources written about the controversy in general. You may also produce your own data through fieldwork or interviews with those involved or by observing some facet of the controversy in action.

To avoid plagiarism, all of your research must include proper MLA documentation for both in-text/in-speech citations (quotes, paraphrases, or summaries) and the Works Cited page. ***If you do not include the required citations (either verbal or in-text, depending on the component), and/or if you do not cite all sources, your speech will be subject to extensive grade deductions and a possible failing grade.***

Team Work

This project requires a good deal of team collaboration, even though the components are often individually created. You will all sign a team contract, and you will all submit regular assessments of your team. Working effectively with your group will require you all to:

* Make and meet deadlines
* Coordinate assignment and component elements
* Assign tasks equally: you will need to choose members to turn in work, create consistent designs, edit team texts, etc. These tasks will need to be equally divided between members. In other words, the same person should not to do all the work each time.
* Your team will submit task assignments, deadlines, and plans periodically to the instructor. Instructions for these tasks will be posted on Bb.

Assessments

The 4 components add up to 75% of your total course grade. All separate component due dates are on Bb.

# TEAM COMPONENT 1:

# Website

Every team will create a website on which to post both individual and group component work. By making your work public, you will be required to consider the needs of a diverse community of audience members as well as consider the appropriateness of your style, content, and design.

Approach: Website Pages

Team websites will be broken down into individual pages and team pages. I recommend using Wix.com (it’s user-friendly and free, and if I can use it, anyone can). Wix will require your team to create an account with a login and password. Be sure all members of the team know this, so they can access the website to make changes.

Individual page: Each individual team member will have a separate page on the website on which to post individual component work. The individual page must include a biography and engaging introduction (minimum 300 words) of the team member including an explanation of your interest or stake in the topic you’re researching. **For your own safety, please DO NOT provide your phone number or address or identify where you live on the website; use an email address for contact purposes.**

Team page: Team pages are collaborative and should be based on team consensus for design and content.

* + **Main team page**: should include your team’s name (something you all agree on that is fun and fits your team personality) and an explanation/overview of your topic (minimum 300 words).
	+ **Speech page**: should include your recorded speeches in the appropriate order, your team speech PowerPoint, speech outline, and full Works Cited.
	+ **Resources page**: should include a list of links & other useful sources where interested parties can find more information. This page will offer more than what your combined Works Cited offer.

Design

Since the outcomes of this class include learning appropriate visual communication skills, your webpage should reflect the effective design principles you will be learning about this semester. The team should collaborate on the design choices. Feel free to experiment.

Assessment

This team website comprises 10% of your final grade (5% for individual page / 5% for team pages), based on web design and the website-only content (like the team topic overview and your individual biography).

You will have deadlines for creating the website and for posting different project components on the website, but the website as a component will not be assessed until the end of the semester.

# INDIVIDUAL COMPONENT 2:

# Summary Podcast

You will make an oral recording (podcast) summarizing one side/viewpoint/perspective of the different possible arguments being made about the controversy your group is studying. Each team member will select a different argument or viewpoint to research and summarize in this podcast. This viewpoint can be held by a group of people or by one individual. You will need to coordinate with your team, so you can all choose different sides—don’t overlap viewpoints. However, you will not collaborate on the podcast—this is an individual project component.

Required Length

Your individual podcast must fall within a 4-6 minute time limit to avoid grade deductions. **Please note:** 300 words takes about two minutes to read at a reasonable pace, depending on the person. So, a 600-word transcript will be around 4 minutes. Be sure to practice to help your voice sound more natural as you read and also to help you time yourself and avoid extensive grade deductions.

Approach

Your podcast will be a summary, meaning it will provide only information about the viewpoint you have chosen in this controversy. A summary means a fair and balanced overview of that argument position or side. You will not argue or agree with the position; you will merely translate the viewpoint you have chosen.

Research

Using MLA documentation, you will need to both quote from and closely engage with you’re the research you use to help you learn about and understand the viewpoint you have chosen in the controversy. This means you must have both verbal citations in the podcast and that you will submit a Works Cited page for all source references to avoid committing plagiarism. ***If you do not include verbal citations or if you do not cite all sources, your speech will be subject to extensive grade deductions and a possible failing grade.***

Transcript

This podcast requires an accompanying transcript. Basically, this will be a formally (meaning edited) typed script of what you will be reading for your podcast. You do not have to memorize the content. You will submit a final draft of this outline the day your podcast is due.

Delivery

This spoken component requires you to use a conversational tone and ensure your voice projects.

Posting Checklist

The following submissions must be made by the component deadline listed on Bb.

* Your podcast recording must be posted on your individual page of the team website.
* Your Works Cited page must be posted on your individual webpage.
* Your transcript file with a Works Cited at the end of the document must be submitted to Bb.

Assessment

This individual podcast comprises 15% of your final course grade. The transcript will be assessed separately as a major assignment (refer to syllabus for coursework explanations).

# INDIVIDUAL COMPONENT 3:

# Rhetorical Analysis Essay

Each team member will write a rhetorical analysis essay on one document created by a person or a group making an argument about a subtopic related to your team topic (the document can be a website, an essay, an editorial, a podcast, a graphic/comic/other visual). Reminder, you should each choose different arguments/viewpoints, and you should all pick different documents for your analysis—again, don’t overlap.

The document you analyze should clearly present the individual or group’s position or argument. It should also provide enough detail (textual and/or visual) to analyze in depth. For example, a bumper sticker wouldn’t work well. As with component 2, you will not collaborate on the essay—this is an individual project component.

Required Length

Your essay must meet the minimum requirement of at least 1800 words to avoid extensive grade deductions. The Works Cited page does not count toward the final word count.

Approach

An effective analysis will break down and evaluate the rhetorical strategies used in this document while putting the content into context and analyzing the author’s bias (whether as a group or individual).

* Introduction:
	+ Briefly identity the context or circumstances behind the document creation—what is the controversy and who is the person or group who created the document?
	+ Identify the argument the person or group makes with the document—what is their claim?
* Briefly pinpoint any possible bias the person or group shows based on your research about the document, the author/creator, or reviews related to it.
* Briefly explain any assumptions the document makes about the audience reading/viewing/listening to it.
* In depth, explain the document’s use of rhetorical strategies including logos, pathos, and ethos.  This portion should be the bulk of your essay, meaning at least ¾ of the content.

Research

Using MLA documentation, you will need to both quote from and closely engage with your document as your primary source, but you should also find relevant and credible sources that offer insight into your analysis of this document. Proper research means that you must have both in-text citations and a Works Cited page for all source references to avoid committing plagiarism. ***If you do not include in-text citations or if you do not cite all sources, your essay will be subject to extensive grade deductions and a possible failing grade.***

Posting Checklist

The following submissions must be made by the component deadline listed on Bb.

* The essay must be posted on your individual page on the team website, including the Works Cited page at the end. Do not post a link to the essay. Embed the full essay on the website.
* Your essay file with a Works Cited at the end of the document must be submitted to Bb.

Assessment

This individual essay comprises 15% of your final course grade.

# TEAM COMPONENT 4:

# Group Speech

Your team will choose a subtopic under your main team topic controversy and make a group argument that you will present as a team speech. Your team’s persuasive presentation has the following objectives: convince your audience to agree with your position; propose solutions; persuade the audience to take action to help solve it. Your audience should be the local component of your group’s argument, meaning you will direct your speech content to a specific local group or person based on those who are involved directly in the controversy.

Timing

Your individual speech must fall within a 4-6 minute time limit to avoid grade deductions. Thus, with three team members your total individual speeches will add up to 12-16 minutes; four members, 16-24 minutes.

Approach

Each group member will record a separate speech on her or his own that will fit within an overall organization with the other team member speeches. Thus, your team first needs to decide what type of speech you want to make (like Monroe’s Motivated Sequence, Problem-Cause-Solution, Problem-Solution, Rogerian, etc.; see textbook).

* Your team will divide the speech into different parts, depending on your chosen organization, meaning each member address only one aspect of the persuasive speech.
* Each individual speech should make sense on its own and contain all sections of a formal speech including an introduction (with attention getter and thesis), body (with main points and developing examples, explanations, and data), and conclusion (with a reflection and clincher).
* To maintain a logical organization for all the speeches together, at the end of your individual presentation recording—*following* your clincher—you will introduce the next speech by identifying the group member's name and briefly previewing what the speech will address.

Research

In your speech, you need to do a verbal citation of at least three different and relevant outside sources.

* Your team will have a combined MLA Works Cited page for these sources in the team visual (explained below).
* ***If you do not include verbal citations or if you do not cite all sources, your speech will be subject to extensive grade deductions and a possible failing grade.***

Notecards

You may each use a maximum of five 3 x 5 one-sided index cards to guide your speech. Notecards should use key words only––no complete sentences. You will turn your notecards in after you give your speech.

Formal Outline

Each team member will create a formal outline for her or his speech to be combined into one team document. This outline will provide basically a transcript of the team speeches that develops each section’s key points, and it will need to be approximately 500-600 words.

* Use formal outline formatting (i.e., roman numerals, proper subheadings, etc.).
* The outline will not be a keyword outline—each section should be written in full sentences.
* Identify the presenter for each section of the outline, so I can tell which portion belongs to whom. For example: II. Other Solution Proposals (Jami Student).
* Final team outline must be consistent in design—using all the same font, spacing, numbering, etc.

Visuals

Each team member will create a PowerPoint slideshow for her or his speech to be combined into one team presentation file.

* Each individual portion of the team slideshow should have a minimum of five slides. It should have a title page with the presenter’s name and subject (i.e., solution, background, etc.). It should also include some kind of visual aid or symbol (like a chart).
* The final team presentation should include a team title page at the start and a combined MLA-style Works Cited page (including the sources from all research) at the end of the slideshow.
* The final team presentation needs to be consistent in design—using all the same template, font, spacing, numbering, etc.

Posting Checklist

The following submissions must be made by the component deadline listed on Bb.

* Your team speech must be given on the assigned due date.
* The team PowerPoint slideshow must be posted on your speech website page.
* The team speech outline file must be submitted to Bb.

Assessment

This team speech comprises 30% of your final grade. The outline will be assessed separately as a major assignment. This percentage will be broken down into:

* 20% individual speech: The individual assessment will reflect the content of your speech, visual, and your portion of the team outline.
* 10% group dynamics: The group dynamics grade will reflect the overall design of the outline and the slideshow presentation (based on consistency and design principles) and the final group evaluation that will be conducted at the end of the project*.*

**EXAMPLE CASE STUDY**

For our practice topic, I have chosen “The purpose of higher education in the 21st century.” We will use this general topic throughout the semester to exemplify the kind of case studies you can work with in your team and to practice skills you will all need in your own project work and assignments.

How is this topic appropriate for what we are doing?

* This topic is ***controversial*** because many people have different ideas about what the purpose is, what higher education means, how to achieve it, etc.
* The topic has both a ***local*** and a ***national*** relevance—after all, we are all functioning in a higher education environment right here at UK; nationally, we face a presidential election and controversies about increasing community college enrollment, student loans, the economy and job market and people returning to school for both.
* The topic broad enough because there are several subtopics into which it can be broken down, which will allow my group could address in the different component assignments.

Getting Started on the Summary

In order to determine the possible arguments being made or viewpoints and sides that people might take when dealing with this controversy, I have to brainstorm subtopics (which your team will do in class and for homework assignments). Questions provide a good source for brainstorming (though I encourage you try all the different invention techniques you learned in WRD110 or find on OWL, the amazing Purdue website on composing skills).

* Should students go into major debt to get a higher education?
* What is the government’s responsibility with regard to higher education?
* Do people need higher education to be successful?
* What should higher education consist of or what is its purpose?

Each team member can choose different subtopics, or you can all use the same subtopic and choose different viewpoints. Either way, you will all need to choose different arguments.

So, say my group chooses the same subtopic about the government’s responsibility. Different viewpoints include:

* Those who think that the government should not provide any assistance for higher education.
* Those who think that the government should forgive all student loan debt after a certain length of time
* Those who think that the government should allocate more federal funding to higher ed institutions
* Those who think the government should offer more grants

Or, say my group wants to do different subtopics. Different viewpoints then would depend on the subtopic.

* Those who think that any amount of debt is worth getting a college degree
* Those who think that all higher education should be free, subsidized by the government
* Those who think that higher education isn’t necessary for success
* Those who think that higher education is about becoming a well-rounded person

Once my group chooses viewpoints, we will each begin researching our side. Who are the people who believe these things and want to persuade others that their side is the most effective? What documents do they use to make their arguments and where can these be found? What are their main points, reasons, motivations? During brainstorming, it’s fine to be general about “those people,” but after researching, I need to be able to pinpoint names of groups or individuals who actually make these arguments (like Jeffrey Sachs who wrote *The Price of Civilization*). These are the people (or the person) my individual podcast will summarize.

Avoiding Pitfalls:Summaries are effective when they are presented in an unbiased manner. So, even though you will have an opinion on the issue, this is not the venue to address your side. Thus, I highly recommend you choose a side you don’t agree with or that you aren’t familiar with because it will make this experience more informative and even help you understand your perspective more. When I write my summary, I will be clear that this is the idea of the person or people I have researched (using author attribution—also known as verbal citation—regularly, like “Mr. Sachs points out” and “He also argues”).

Getting Started on the Rhetorical Analysis

Our group then decides to use the research and brainstorming we did for the summary in finding different subtopics and arguments about those subtopics, and we decide to each take a different argument under the subtopic about the government’s responsibility in relation to higher education.

The argument I decide to focus on is the side that thinks the government should fund higher education the way it funds primary and secondary education. So, I find a document where an author makes this argument: Bob Samuels, who wrote “Why All Public Higher Education Should Be Free.” Here is the link for the document: http://www.huffingtonpost.com/bob-samuels/why-all-public-higher-edu\_b\_1099437.html

In my essay, I will start by explaining the relevance of why I am writing about who should be funding higher education (we’re in a recession, so more people are returning to school—I would want to get a source to use for statistics to back up this point). In other words, what’s the context of this particular argument as a whole? Then, I will name the author and document I have found that chooses a side in this argument and briefly summarize the author’s claim.

I would then spend a little time explaining where I found this source, whether or not it was a response to something someone else wrote (and what that was), and who I believe the audience for this author’s document is and why/how I know that from the document itself. Identifying the assumed audience will let me tie elements of my rhetorical analysis back when necessary.

The majority of my essay, however, is going to look at the rhetorical strategies. Where does this author use appeals to logos (reasons, support, data, research, etc)? How are these appeals achieved? Why does he choose these specific appeals based on the assumed audience? What are the effective and ineffective aspects of these appeals? I will do the same for pathos and ethos.

Avoiding Pitfalls: First, like the summary, you will be remaining neutral in your tone. Your goal is not to assert your argument but to help your readers understand the author’s argument. Second, you will be reading example rhetorical analysis essays, learning the ways to break down and explain strategies, and to support your overview. These resources are invaluable. Third, analysis is difficult and requires a lot of proof. It’s not enough to simply state that the author makes an appeal. You need to show it and in developed detail explain how that appeal works and why—from what you can tell in the document—the author used it.

Examples for Group Speech

If you have read the syllabus up to this point, please email me at goldsmith.jenna@gmail.com. In the subject line of the email, please indicate our class (WRD 111) and our section number. In the content area of the email, indicate your name and that you've read the syllabus. Thanks! The first thing each team must do when preparing the group speech is to decide what argument everyone wants to make or can agree to make. Then, you have to decide who your ideal audience would be, the people you want to persuade to actually make something happen.

My group has decided to create a persuasive speech that will convince the audience of academic administrators at the University of Kentucky (the board in charge of determining the general education requirements) to increase the general education requirement credits from 30 back to 36 credits. This is a subtopic related to our main topic on “the purpose of higher education in the 21st century.” It has a national relevance because many universities around the country are reducing gen ed requirements. Our audience is local/UK. We chose it based on group consensus. Two people members in the group agree with this; two members don’t agree.

We have decided to organize the speech based on the Rogerian style, which means that we will spend a lot of time developing the opposition, presenting the entire argument neutrally, and giving a solution that engages the values and needs of multiple sides.

* + Person A will introduce and discuss the background of the issue. So, she will explain the context of the topic, why our group feels the need to even address the issue of general education credits. What brought this about? What is the importance of addressing gen eds in higher education right now, locally and nationally? Who’s talking about this issue? Etc. This section of the Rogerian is to establish that there is a problem/controversy that people want to solve, and many people agree that higher education needs reform to be more effective.
	+ Person B would summarize the different positions people hold that encourage fewer gen ed requirements. Who are these people? What are their different reasons? What research supports fewer gen ed credits? What are the assumptions these people make about the purpose of higher ed that makes them want fewer credits for it (and more credits for the major).
	+ Person C would summarize the different positions people hold that makes them want more gen ed classes. Who are these people? What are their different reasons? What research supports more gen ed credits? What are the assumptions these people make about the purpose of higher ed that makes them want more credits for it.
	+ Person D would find the common ground between the groups and provide a solution or call to action based on this common ground. What values do all the sides share, and how can we use that to fix the problems of higher education? What compromises or negotiations might we want to make? For example, maybe just one more gen ed class for 33 credits and then a class in the major that provides gen ed skills but does it specifically within the major field of study.

But what if we want to do the problem-solution style?

* + Person A would again introduce and discuss the background of the issue, ending with the group’s proposed solution.
	+ Person B would talk about other solution proposals people have made. What ways have people or groups tried to address the general education requirements, maybe over the long history of higher ed or the more present attempts.
	+ Person C would explain the limitations of those other solutions, why they won’t work.
	+ Person D would discuss advantages of the team’s proposed solution in contrast to other solutions and make a call to action.

Avoiding Pitfalls:Part of making an argument effective is projecting confidence in your ideas. This requires a clear and directly worded claim, so at some point (depending on your speech organization), a team member needs to make a clear argument claim (usually at the end of the introduction to the topic, except in Rogerian) and other team members need to revisit this claim throughout the speeches. I mention this because vague, unclear claims that are wishy-washy or don’t really take a stand can deflate the persuasive effects of the speech as a whole.

Some groups will have three rather than four members, so one member may need to cover two aspects, like combining B and C of the problem-style example. Some groups lose most members by the semester’s end, where only two people remain. In this case, each one can combine two sections. No matter what happens with group size, your individual speech length will not change, even if you have to cover more content. This will mean a loss of content development, but that will just require you to spend more time picking the most effective research and content to pack a punch with less detail.

**TENTATIVE COURSEWORK SCHEDULE**

(Subject to Change with Notice)

* Videos, weblinks, PowerPoints, & PDF attachments are on Bb under folder links according to due date.
* Abbreviations used in the schedule are as follows:
	+ **Bb:** Blackboard
	+ **Db:** Discussion board
	+ **Group Db:** Group discussion board, under assigned group links
	+ **HB:** Handbook
	+ **EAA:** *Everything’s an Argument*
	+ **WRD:** Word e-reader online
	+ **OWL:** link to OWL Purdue website
	+ **PDF:** Supplementary handout (posted on Bb)
	+ **PPT:** PowerPoint viewing (posted on Bb)

A Note on Readings

Readings cover the skills and content lessons that will allow you to become a more effective communicator. While there may not be an activity or assignment directly following each reading, you are responsible for all assigned content—both for understanding it and applying it to your assignment and project compositions.

Assignments will be posted on Blackboard several times per week. Please follow my announcements for information on homework, as well as updates about what we will be doing in class and what we've done.