Composition
UN 2001 section R97
Spring 2011
Meeting time: MWF 11:35-11:55
Location: Walker 144

Instructor's Name: M. Elizabeth Coyne
Instructor's Office: Walker 344
Instructor's Email: mcoyne@mtu.edu
Office phone: (906) 487-1084

Instructor's Office Hours:
Monday & Friday 12:00 - 1:00 pm
Thursday 3:30 - 5:30 pm

Course Goals
- Experience and come to understand the composing process in written, oral, and visual communication
- Acquire practice in revising written, oral, and visual communication
- Learn a rhetorical process for analyzing and producing different forms of communication
- Understand how audience and purpose in any communication situation shape effective communication
- Experience both the personal and collaborative dimensions of learning and communicating
- Acquire practice in rhetorical analysis and critical reasoning
- Learn how to conduct, communicate, and document research for a substantive piece of argumentative communication

Required Texts:
We will be using these books so bring them to class on days readings are assigned:


Recommended Materials:
A composition notebook for in class writing and a binder/folder to keep handouts and drafts

Overview
Composition is one of four general education courses that Michigan Tech requires of every undergraduate student. Composition is required because it covers many aspects of written and multimodal communication that are widely regarded as essential skills to ensure your future success in academic and professional life. In this course we will learn to apply rhetorical principles to research, analyze and compose supported arguments for written, oral, and visual communication.
Assignments

The projects you will work on are designed to develop skills in critical thinking, rhetorical analysis, research and composition. You will learn to choose reputable sources, evaluate evidence, and use rhetoric to create supported arguments. In the process, you will refine your proofreading, editing and revising skills by responding to and giving feedback. The course is structured around readings, discussions, research, writing, and reflection, all meant to teach a realistic process applicable to almost any project in any discipline.

The assignment sequence culminates in three major projects, each of which will have a written, visual and oral component. At the end of the semester you will compile a portfolio and showcase your process in a reflective summary. The major assignments are structured to help you build a successful research based project. Minor assignments may be inserted at times to illuminate important concepts related to specific steps. The major assignments are outlined as follows:

Rhetorical analysis 100

- Persuasive research based essay:
  - proposal 50
  - annotated bibliography 100
  - rough draft 100
  - final draft 150

Audio visual collaboration:

- rhetorical analysis of visual argument 100
- written design plan 50
- visual argument presentation 100

Portfolio:

- designed documents 50
- Reflective Summary 100

Responses and minor assignments 100

Grading System for responses and minor assignments: Each response is worth 1 point.

0.0 = Not doing assignment or not making any effort
0.5 = Did the assignment, but put little thought into--Grammatical and organizational errors
1.0 = Did the assignment well--Followed instructions--Well written with few grammatical errors.
1.5 = Very thoughtful and polished--Pushed beyond basic requirements. These will be averaged and the percent will translate to points out of 100. You can earn up to an extra 50 points if you write thoughtful polished, and clear responses each time. Conversely, points are lost for missed or poor responses.

Overall Grade Scale:

A 93% and above = 930+
AB 86-92% = 880 - 929
B 82-87% = 820 - 879
BC 76-81% = 760 - 819
C 70-75% = 700 - 759
CD 65-69% = 650 - 699
D 60-64% = 600 - 649
F 59% and below
Important Resources

- Multiliteracies Center (formerly known as the Writng Center): Walker 107, 487-2007 http://www.humanities.msu.edu/wc
- a great no-nonsense meta-search engine www.juxtap.com
- Purdue OWL - Online Writing Lab http://owl.english.purdue.edu/

Attendance Policy
Attendance is mandatory. Much of the course involves conversation about course readings and assignments. If you miss those conversations, you will have missed a good deal of the course content. More than three unexcused absences will affect your grade.

Discrimination and Harassment
“Michigan Technological University complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990. If you have a disability and need a reasonable accommodation for equal access to education or services at Michigan Tech, please call the Dean of Students Office, at 487-2212. For other concerns about discrimination, you may contact your advisor, Chair/Dean of your academic unit or the Affirmative Programs Office, at 487-3310.”

Disability Services (http://www.admin.mtu.edu/urel/studenthandbook/student_services.html)

Academic Integrity Policy
Plagiarism is defined by MTU as “Knowingly copying another’s work or ideas and calling them one’s own or not giving proper credit or citation.” If you have any questions about what constitutes plagiarism please talk with me or consult a coach in the Multiliteracies center. An anti-plagiarism service is available for instructors to detect plagiarized material. The consequence of plagiarism could be failure. Plagiarism will be handled according to the University’s policy. You can view the University’s academic integrity policy at:
http://www.studentaffairs.mtu.edu/dean/judicial/policies/academic_integrity.html

Please note:

- This syllabus may be modified by me during the semester, in which case I will make sure to provide sufficient prior notification in writing and usually via e-mail as well. I will often use e-mail to reiterate and follow up on what was covered in class.

- Drafts and revisions of some written projects may be submitted, with names removed, to the UN2001 Program Director for assessment purposes.
# Calendar (draft)

This calendar will be updated with more reading assignments and due dates as the semester progresses. A revised syllabus will be e-mailed, posted on Blackboard, and distributed in class prior to any changes taking effect. Come to class prepared to hand in assignments and discuss the day’s readings.

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<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>What's Due?</th>
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<tbody>
<tr>
<td>Jan 10</td>
<td>Introductions, course goals &amp; syllabus</td>
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<tr>
<td><strong>Jan 12:</strong></td>
<td>Rhetorical principals and artistic appeals:</td>
<td>Read Craft of Research (COR) part 1 (pp.3-26)</td>
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<td>Audience, Context, Purpose,</td>
<td>Everything's an Argument (EAA) ch.1-4 (p</td>
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<td>Emos, Pathos, &amp; logos</td>
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<td><strong>Jan 14:</strong></td>
<td>Rhetorical analysis</td>
<td>Read EAA chapter 5 (p.95-130)</td>
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<td>Jan 17 no class (MLK day)</td>
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<td>Jan. 19 Rhetorical Analysis peer review</td>
<td>Rhetorical Analysis due</td>
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<td>Jan. 21 Asking questions, finding answers</td>
<td>Read COR part 2 (pp.31-101)</td>
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<td>Jan 24 Invention</td>
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<td>26 Making a claim and supporting it</td>
<td>Reading on Writing</td>
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<td>28 proposals</td>
<td>Read COR part 3 (103-170)</td>
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<td>Read EAA ch. 12 (373-414)</td>
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<td><strong>Jan 31:</strong></td>
<td>peer review proposal</td>
<td>Proposal due</td>
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<td>Feb 2 problems to sources</td>
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<td>Feb 4 engaging sources</td>
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<td>Feb 7 Academic integrity, Formatting</td>
<td>EAA ch. 5 546-548 &amp; Reading on Writing</td>
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<td>citations &amp; design</td>
<td>Annotated bibliography due</td>
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<td>Feb 9 planning, drafting, revising</td>
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<td>Feb 11 Winter Carnival no class</td>
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<td>Feb 14 planning, drafting, revising 16</td>
<td>COR part 4</td>
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<td>Feb 21 peer review rough draft</td>
<td>Rough draft due</td>
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<td>23 conference</td>
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<td>25 conference</td>
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<td>Feb 28 revising</td>
<td>Final draft due</td>
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<td>March 2</td>
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<td><strong>March 7-11:</strong></td>
<td>spring Break</td>
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