Composition
(a.k.a. multi-modal communication)

UN 2001 (section R18) Fall 2011
Meeting time: Tuesday and Thursday 2:05-3:20
Meeting Location: Walker 143

Instructor's Name: M. Elizabeth Coyne
Instructor's Office: Walker
Instructor's Email: mecoyne@mtu.edu
Voicemail: (906)487-3245

Instructor's Office Hours:
Tuesday 3:30 - 4:30 pm, after class, or by appointment

Course 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 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 design supported arguments for written, oral, and visual communication.

Course Goals
- Learn a rhetorical process for analyzing and producing different forms of communication
- Understand how audience, purpose and context in any situation shape effective communication
- Experience and understand the composing process in written, oral, and visual communication
- Learn how to conduct, communicate, and document research for persuasive communication

Required Texts: We will be using these books extensively so bring them to class everyday.


Required Online Materials:
- Writing Spaces: Readings on Writing – online open textbook - http://writingspaces.org
- Purdue OWL - Online Writing Lab http://owl.english.purdue.edu/
- www.TED.com
- The Course Blackboard site: https://courses.mtu.edu/

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

Recommended Resource:
Multiliteracies Center (formerly known as the Writing Center): Walker 107, 487-2007 http://www.hu.mtu.edu/wc
Assignments

The projects we will work on are designed to develop skills in critical thinking, rhetorical analysis, research, and multi-modal design. You will 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 peer review. At the end of the semester you will compile a portfolio and showcase your process in a reflective summary.

Key concepts of multi-modal composition assignments:
Design, Research and Writing, Citations, Rhetoric, Reflection, Collaboration, Presentation

Participation (60%)
- Daily Design
- Rhetoric Roundtable
- Discussion
- Attendance

Rhetorical analysis (10%)
- written
- audio visual

Persuasive research based essay (10%)
- proposal
- annotated bibliography
- rough draft
- antithesis
- final draft

Multi-modal presentation 10%
- chapter presentations
- collaborative final presentation

Portfolio 10%
- designed documents
- Reflective Summary

Additional assignments may be inserted at times to illuminate important concepts related to specific steps.

Grading and evaluation: Success in this course depends on in-class participation and attitude as much as graded assignments. Class participation requires more than just doing the readings and showing up to class on time (although those are important). More than merely talking frequently, earning an A for class participation will require thoughtful contributions to discussions which demonstrate effort in developing organized, independent thoughts. You might demonstrate such effort, for example, by preparing ideas that you plan to share during Daily Design and Rhetorical Roundtable. (adapted from Dr. John Vucetich)

Criteria for Daily Design, Rhetorical Roundtable and occasional informal written assignments:

0. 0 = Not doing assignment or not making any effort
0.5 = Did the assignment, but put little thought into-- Grammatical and organizational errors (C)
1.0 = Did the assignment well-- Followed instructions--Well written with few grammatical errors. (B)
1.5 = Very thoughtful and polished--Pushed beyond basic requirements. (A)
Overall Grade Scale:

A  93% and above
AB  88-92%
B  82%-87%
BC  76%-81%
C  70%-75%
CD  65%-69%
D  60%-64%
F  59% and below

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. Class participation is a major part of your grade. Come everyday prepared to contribute to discussions.

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. 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.
Readings & Discussion topic Schedule:

Discussion Blackboard – comment on something new you learned or something you already knew; answer discussion questions at end of chapter, or ask a question of something you'd like explained. Feel free to comment and respond to classmate's posts. Please post by midnight Monday and Wednesday. Your posts will provide the prompts for in class discussion.

Proposed Schedule:

Week 1:
(Aug. 30) **Introductions & Overview of Course; In Defense of Rhetoric** video
(Sept. 1) intro to rhetoric and design:
Writing Spaces: Volume 2, chapter 1&2
Craft of Research: Preface, Prologue & Chapter 1; Williams p.10-14
TED Talk - “crowd accelerated innovation”

Week 2:
(Sept. 6) 
(Sept. 8) C.R.A.P. Design Principles – letterhead assignment
Contrast & Repetition – Williams ch 2,3; Writing Spaces: Volume 2, ch. 1&2 (discuss BB)
Alignment & Proximity – Williams ch 4,5

Week 3:
(Sept. 13) Design (color and type) – Williams ch 6,7,8
(Sept. 15) letterhead peer review, letterhead due

Week 4:
(Sept. 20) Rhetoric
(Sept. 22) Rhetorical Situation – audience, context, purpose
Rhetorical Appeals – ethos, logos, pathos

Week 5:
(Sept. 27) Rhetorical Analysis Craft of Research Chapter 2
(Sept. 29)

Week 6:
(Oct. 4) Topics, Questions, Problems Craft of Research Part II
Rhetorical Analysis due; chapter presentations 3,4
(Oct. 6)

Week 7:
(Oct. 11) Citing and evaluating sources
finding and analyzing sources – Google and Wikipedia primary, secondary or tertiary?
Chapter presentations 5, 6
(Oct. 13) library visit

Week 8:
(Oct. 18) Craft of Research Part III
rhetoric of citation (citation style = ethos + logos + pathos)
(Oct. 20) annotated bibliography and proposal due (peer review)

Week 9:
(Oct. 25) argument mapping - Craft of Research Part IV
chapter presentations 12,13, 14
(Oct. 27) chapter presentations 15, 16, 17