UN 2001: Composition

Summer 2012

Instructor: Katie Snyder, PhD student
Office: Walker 314
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Office Hours: 11 am – 1 pm, T

Texts:
The Craft of Research
Selected readings, posted on Canvas

Class Time: 9:35-10:50 am, M - R
Class Location: Walker 143
Class Listserv: un2001-02-L@mtu.edu

Course Description

In this composition course you will practice communication across multiple modes. Your thoughtful analysis of the audience, context, and purpose of each communicative instance will determine your success in this class. Additionally, your ability to identify and build an argument will be critically important, both for your written assignments and for your engagement in class discussions.

In this course you will also practice and improve your research skills. These skills will be grounded in rhetorical theory, as presented in your textbook, The Craft of Research.

Course Goals

1. To support and improve your writing practices.
2. To analyze and discuss examples of excellent writing.
3. To provide practice in developing research questions and arguments.
4. To help you understand how and when to support your arguments with reasons, evidence and warrants.

Course Requirements

Major Assignments (20% each)

1. Personal Essay
2. Research Project
3. Visual Project

Other Assignments (10% each)

4. Student Led Discussion
5. Article Analyses
6. Participation & other written assignments
7. Attendance
Late Assignments

I will not accept assignments made late by procrastination, laziness, or apathy. If you are concerned about completing an assignment on time, let me know as far ahead of the due date as possible so we can discuss your options.

Grading

I will not use points when grading. Instead, I will use the guidelines below and on the following page.

You will earn an A or B in this class if you complete all of your work on time, do quality work, and show some genuine commitment. You'll earn a C if you meet deadlines with satisfactory effort or if some of your assignments are incomplete. You'll receive a D or F if your assignments are poorly executed or overdue, or if your attendance, participation, or effort is unsatisfactory.

Grading Standards

A—excellent. A work is an example of highly effective writing. It makes its purposes clear, reflects concern for its audience’s needs and responses, and is detailed, persuasive, effectively organized, exhibits appropriate format and tone, and is grammatically correct.

B—good. B work is successful, but lacks the polish or effectiveness of an A.

C—adequate. C work is effective though it lacks features necessary to succeed completely with its designated audience. Its purpose may not be entirely clear, it may not be effectively organized, it may not exhibit an appropriate tone or format, or it entails grammatical errors that make it difficult to read or understand than necessary.

D—poor. D work does not communicate effectively for several reasons. It may display an inadequate understanding of purpose or audience. It may lack information or be unpersuasive. Its organization may be confusing or misleading, and its tone or format may be inappropriate. It may be difficult to understand or contain serious errors in grammar.

F—unacceptable. F work does not satisfy the requirements of the assignment.
Grade | A—Excellent | B—Good | C—Adequate | D—Poor
---|---|---|---|---
Content
Meets assignment | Yes | Yes | Most aspects | Significant gaps
Argument | Interestingly and clearly advanced | Clearly advanced | May be good, but only implied | Ambiguous or absent, generic or trite
Support | Valid and sufficient support | Some gaps or weak support | Some support, but weak or not clearly relevant | Poor support or connections not shown
Insight | Original and creative | Demonstrates thought | Conventional or generic | Superficial or incomplete
Organization
Logical ordering | Establishes and follows a pattern | Follows a pattern | Generally follows a pattern; some gaps | Unapparent pattern or hard to follow
Paragraphs | Coherent and unified | Usually coherent and unified | Some not coherent or unified | Incoherent or lacking unity
Transitions | Provided as needed | Provided as needed | Sometimes missing | Enough missing to cause confusion
Style
Sentences | Correct and varied, according to meaning | Correct, with some variety | Correct, but elementary | Surface errors, such as comma splices or fragments
Diction | Precise, correct, creative | Correct | Some debatable word choices | Frequent misuse of words
Spelling | Correct | Correct | Very few mistakes | Misspellings confuse meaning

University Policies

Academic regulations and procedures are governed by University policy. Academic dishonesty cases will be handled in accordance the University's policies. If you have a disability that could affect your performance in this class or that requires an accommodation under the Americans with Disabilities Act, please see me as soon as possible so that we can make appropriate arrangements. The Affirmative Action Office has asked that you be made aware of the following:

Michigan Tech 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, department head or the Affirmative Action Office, at 487-3310.