Instructor Information

Instructor: Katherine Aho
Office: 330 Walker Hall
E-mail: kgaho@mtu.edu
Office Hours: W 2:30-3:30 PM or by appointment.

Course Description/Overview and Purpose

According to Michigan Tech, UN 1015-Composition "(p)rovides direct instruction in composition. Students examine and interpret communication practices and apply what they learn to their own written, spoken, and visual compositions. Class projects ask students to communicate in a variety of modes and to attend to audience, purpose, and context." While this is a required course, my goal is to make you rhetorically aware of the information and communication you come across. This class is what YOU make of it.

As a class, we will explore various elements of rhetoric and many forms of communication during the semester. We will engage in assorted writing workshops, homework, class discussions, presentations, and readings. We will also extensively write and revise as a class. It is my hope that the revision and writing process will help the class and its students grow as writers and learn editing and rhetorical skills that can be used throughout college.

University Learning Goals With Rubrics

University Student Learning Goal 5: Written Communication

According to Michigan Tech, "Written communication is the development and expression of ideas in writing" .... and "involves learning to work in many genres and styles." Written Communication involves the following concepts:

- Context of and Purpose for Writing
- Organization and Conventions
- Content Development
- Sources and Evidence
- Control of Syntax and Mechanics

University Student Learning Goal 5: Written Communication Rubric

Definition: Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum. Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet Level one performance.

Levels are cumulative; Level 4 assumes Levels 1-3 competences.
### Written Communication

**What is being assessed**

<table>
<thead>
<tr>
<th>Context of and Purpose for Writing</th>
<th>Beginning 1</th>
<th>Developing 2 - CORE 2000</th>
<th>Proficient 3</th>
<th>Exemplary 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of understanding of context, audience (perceptions, expectations, assumptions), and purpose relevant to the writing task(s) and adjustment of writing to address those considerations</td>
<td>Demonstrates <strong>minimal attention</strong> to context, audience, purpose, or task.</td>
<td>Demonstrates <strong>awareness</strong> of context, audience, purpose and task.</td>
<td>Demonstrates <strong>adequate consideration</strong> that aligns work to considerations of audience, context, purpose, and task.</td>
<td>Demonstrates a <strong>thorough understanding</strong> that focuses all elements of the work.</td>
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</table>

**Organization and Conventions**

| Uses appropriate and relevant content to develop ideas, situate ideas in a disciplinary context, and shape the work. | Demonstrates **simplistic development of content** in some parts of the work. | Demonstrates **appropriate development of ideas and disciplinary context** through most of the work. | Demonstrates **compelling ideas and subject development** through the whole work. | Demonstrates **subject mastery.** |

| Use of a variety of quality sources and acknowledges different views to support ideas appropriate for discipline and genre of writing (e.g., citation styles). | Demonstrates **minimal support for ideas** in the writing. | Demonstrates an **attempt to use credible and/or relevant sources** | Demonstrates **consistent use of credible, relevant sources** | Demonstrates **skillful use of high-quality, credible, diverse, and relevant sources** |

| Quality of language use to communicate meaning and control over errors | Shows some understanding of writing basics but errors distract from meaning. | Shows understanding of writing basics and conveys meaning although may have noticeable errors. | Shows **competent use of writing to clearly convey meaning** with few errors. | Shows **skillful use of writing to communicate meaning** with clarity, fluency, and virtually error-free. |

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May 2013
University Learning Goal 5: Oral Communication

According to Michigan Tech, “Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners’ attitudes, values, beliefs, or behaviors. Oral Communication involves the following concepts:

- Organizational Pattern
- Language Choices
- Delivery and Composure
- Supporting Materials
- Visual Aides
- Central message & Content Development

MichiganTech

University Student Learning Goal 5: Oral Communication Rubric

Definition: Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners’ attitudes, values, beliefs, or behaviors. Oral communication abilities develop through iterative experiences across the curriculum. Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet level one performance.

Levels are cumulative; Level 4 assumes Levels 1-3 competences.

<table>
<thead>
<tr>
<th>Oral Communication</th>
<th>What is being assessed</th>
<th>Beginning 1</th>
<th>Developing 2 - CORE 2000</th>
<th>Proficient 3</th>
<th>Exemplary 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Pattern</td>
<td>Clear, consistent and recognizable structure (specific introduction and conclusion, sequenced material within the body, use of transitions)</td>
<td>Is not recognizable</td>
<td>Is intermittently recognizable</td>
<td>Is clear and consistent</td>
<td>Enhances the content</td>
</tr>
<tr>
<td>Language Choices</td>
<td>Effectiveness and appropriateness to audience; choices support the effectiveness of the presentation</td>
<td>Are unclear and not appropriate to audience</td>
<td>Are mundane, commonplace, and partially supportive</td>
<td>Are thoughtful and generally supportive</td>
<td>Are imaginative, memorable, and compelling</td>
</tr>
<tr>
<td>Delivery and Composure</td>
<td>Posture, gestures, eye contact, and vocal expressiveness; impression of composure and confidence</td>
<td>Detracts from the understandability of the presentation or speaker appears uncomfortable</td>
<td>Makes the presentation understandable or speaker appears tentative</td>
<td>Makes the presentation interesting and speaker appears composed</td>
<td>Makes the presentation compelling and speaker appears polished and confident</td>
</tr>
<tr>
<td>Supporting Materials</td>
<td>Information in the form of explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities; used to support speaker’s claims and analysis; establishes speaker’s credibility/authority on the presentation topic</td>
<td>Is insufficient and minimally supports speaker’s arguments and credibility</td>
<td>Has little variety and partially supports speaker’s arguments and credibility</td>
<td>Has sufficient variety and generally supports the speaker’s arguments and credibility</td>
<td>Has interesting variety and enhances the speaker’s arguments and credibility</td>
</tr>
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<td>Oral Communication</td>
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<td>Visual Aides</td>
<td>Visible, attractive, and comprehensible visual display materials (powerpoint slides, prezi show, overheads, handouts, use of blackboard or whiteboard, etc.); support major points or themes; appropriate to situation; design and handling add to effectiveness of presentation and speaker’s credibility</td>
<td>Do not support main points and/or detract from or overwhelm the presentation</td>
<td>Provide basic support for main points with minimal contribution to effectiveness of presentation</td>
<td>Enhance the effectiveness of the presentation</td>
<td>Increase the effectiveness of the presentation, add insight to main points, and augment speaker’s credibility</td>
</tr>
<tr>
<td>Central message &amp; Content Development</td>
<td>Primary message is memorable, explicit, and supported throughout the presentation; content is appropriate, relevant, and shows knowledge of subject; conclusions are well-supported, credible, and reasonable</td>
<td>Is simplistic or not explicit with little content development</td>
<td>Is recognizable but underdeveloped</td>
<td>Is clear and demonstrates understanding of subject</td>
<td>Is compelling and development shows subject mastery</td>
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May 2013

University Learning Goal 6: Information Literacy

Information Literacy includes the following concepts:

- Determine the Extent of Information Needed
- Access the Needed Information
- Evaluate Information and its Sources Critically
- Uses Information Effectively, Ethically, and Legally to Accomplish a Specific Purpose
- Applies Information Literacy Concepts to Lifelong Learning

Michigan Tech University Student Learning Goal 6: Information Literacy Rubric

<table>
<thead>
<tr>
<th>Information Literacy</th>
<th>What is being assessed</th>
<th>Beginning 1</th>
<th>Developing 2 - CORE 2000</th>
<th>Proficient 3</th>
<th>Exemplary 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine the Extent of Information Needed</td>
<td>Extent to which need is identified and appropriateness, adequacy and benefits of sources brought to bear on the information problem or need</td>
<td>Has difficulty identifying and articulating a need for information. Types of information sources selected do not address the information need.</td>
<td>Identifies an information need but articulation is incomplete (parts are missing, remains too broad or narrow, etc.) Types of information sources only partially address the information need.</td>
<td>Identifies and articulates an information need. Types of information sources selected address the information need and are appropriate for the discipline.</td>
<td>Effectively identifies and articulates an information need completely. Types of information sources selected directly address the information need and are most appropriate for the discipline. Considers the costs and benefits of acquiring needed information.</td>
</tr>
<tr>
<td>Access the Needed Information</td>
<td>Effectiveness and efficiency of strategies and</td>
<td>Accesses information non-strategically. Shows minimal awareness</td>
<td>Accesses information using simple search techniques</td>
<td>Accesses information using more sophisticated search techniques</td>
<td>Accesses information using effective search techniques and investigation methods</td>
</tr>
<tr>
<td>Uses Information Effectively, Ethically, and Legally to Accomplish a Specific Purpose</td>
<td>Information Literacy</td>
<td>What is being assessed</td>
<td>Beginning 1</td>
<td>Developing 2 – CORE 2000</td>
<td>Proficient 3</td>
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<tr>
<td>Level of purposeful organization, attribution; demonstrates awareness of legal and ethical considerations.</td>
<td>Methods employed.</td>
<td>of appropriate information search techniques and investigation methods.</td>
<td>(keyword and synonym strategies, locating sources from citations, etc.) and investigation methods, retrieves information from limited and similar sources.</td>
<td>and investigation methods appropriate to the discipline. Retrieves information from a variety of sources appropriate to the discipline. Demonstrates the ability to effectively refine search strategies.</td>
<td>most appropriate to the discipline. Retrieves information from a variety of sources appropriate to the discipline. Demonstrates the ability to effectively refine search strategies.</td>
</tr>
</tbody>
</table>

**Evaluate Information and its Sources Critically**

- Effective use and credibility of information applied; ability to analyze or synthesize results.
- Shows minimal awareness of information source quality, credibility and relevancy. Begins to understand context with regard to source interpretation and use.
- Demonstrates an attempt to examine the quality, credibility, and relevancy of information from various sources and summarize the main ideas of information procured.
- Demonstrates consistent use of high-quality, credible, and relevant sources to satisfy information needs. Synthesizes main ideas of sources to construct new concepts or ideas that may require additional information.

**Information Literacy**

- What is being assessed
- Beginning 1
- Developing 2 – CORE 2000
- Proficient 3
- Exemplary 4

**Uses Information Effectively, Ethically, and Legally to Accomplish a Specific Purpose**

- Level of purposeful organization, attribution; demonstrates awareness of legal and ethical considerations.
- Does not communicate a purpose in the end product. Does not attribute information sources and does not consider nature and purpose of intended information use.
- Organizes information into a product but purpose may not be fully achieved. Some information sources are attributed correctly. Begins to consider the nature and purpose of intended information use in an attempt to integrate information ethically and legally.
- Organizes information into a product that clearly communicates a purpose. Most information sources are attributed correctly using methods most appropriate for the discipline. Considers the nature and purpose of intended information use in order to incorporate information ethically and legally.
- Organizes information into a product that communicates a purpose effectively, clearly, and appealingly. All information sources are attributed correctly using methods most appropriate for the discipline. Fully considers nature and purpose of intended information use in order to ensure information is used ethically and legally.

**Applies Information Literacy Concepts to Lifelong Learning**

- Extent to which benefits of staying current are recognized.
- Has incomplete understanding of the importance of keeping current with new information developments.
- Recognizes the need to keep current with new information developments, but has difficulty identifying sources for and methods of doing so.
- Recognizes the need to keep current with new information developments in their discipline. Able to identify source(s) for and methods of doing so (e.g. table of contents scanning, database alert services, annual reviews, RSS feeds, etc.).
- Recognizes the need to keep current with new information developments in their discipline. Successfully integrates multiple sources for and methods of doing so most appropriate for the discipline (e.g. table of contents scanning, database alert services, annual reviews, RSS feeds, etc.).
**Expected Behaviors and Course Resources**

**Expected Behaviors**
This is a college course and you are expected to:

- arrive on time and come prepared for class.
- be an active member and treat others with the respect you want to receive.
- keep your laptops closed unless given in class work time.
- store your cell phone or ipod.
- remain awake and be ready to learn.

**Course Website(s)**
- Canvas<http://www.courses.mtu.edu>

**Required Course Text**


**Course Supplies**

- Pencils, pens, lined paper, folder, a three ringed binder, stapler and staples, three hole punch, paperclips, and an ID to print copies of your papers/work.

**Assignment Sequence and Grading Scale**

**Assignment Sequence:**

**Project #1: Mapping a Perspective: Journal Article Assessment (150 Points)**
- Design Plan (20 Points) 1-2 pages
- Self-Written Journal Abstract (10 Points for Draft; 25 Points for Final) 1-2 page draft; 2-3 pages final
- Self-Written Journal Article Assessment (15 Points for Draft; 30 Points) 1-2 pages draft; 2-4 pages final
- 2-3 Minute Presentation and Outline (30 Points)
- Individual Reflective Essay/Self-Assessment (20 Points) 1 page

**Project #2: Finding Sources to Support Your Position: Research Project (250 Points)**
- Brainstorming Questions and Design Plan (25 Points) 1-2 pages
- Mini Annotated Bibliography (40 Points for Draft; 60 Points for Final) 2 pages draft; 3 pages final
- Research Paper Prospectus (40 Points for Draft; 60 Points for Final) 2 pages draft; 3 pages final
- Reflective Self-Assessment (25 Points) 1 page

**Project #3: Rhetorical Position: An Analysis of Content (200 Points)**
- Design Plan (25 Points) 1-2 pages
- Rhetorical Critique of Content (25 points draft; 50 points final) 2-3 pages draft; 3-4 pages final
- Rhetorical Analysis Paper (30 points draft; 60 points final) 2 pages draft; 3-4 pages final
- Individual Reflection (10 points) 1 page

**Digital/Electronic Portfolio: (100 Points)**

- You **MUST** keep electronic copies of: a letter of reflective summary; a research-based written project; a project in visual communication; and one written project chosen by the student for inclusion.
- Also, these four files/copies must be put into .PDF format.
- One last thing, Drafts and revisions of some written projects may be submitted, with names and identifying information removed, to the UN 1015 Program Director for assessment purposes.
- There is an extensive handout that explains the portfolio process and assessment.

**Attendance and Participation: (150 Points)**

- To **earn all points** you must demonstrate behavior which adds to the course. If you just show up, you will earn the bare minimum for showing up.

**Homework: (150 Points)**

- To **earn all homework points**, you must hand the assignments in on the dates due. The assignments also must demonstrate that you understood what was asked of you and you were able to make a well-thought out and rhetorical response.

More detailed information about each assignment will follow. **Reminder:** Please do not E-mail me copies of projects, drafts, or assignments.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>930-1000</td>
<td>A</td>
</tr>
<tr>
<td>880-929</td>
<td>AB</td>
</tr>
<tr>
<td>830-879</td>
<td>B</td>
</tr>
<tr>
<td>780-829</td>
<td>BC</td>
</tr>
<tr>
<td>730-779</td>
<td>C</td>
</tr>
<tr>
<td>680-729</td>
<td>CD</td>
</tr>
<tr>
<td>600-679</td>
<td>D</td>
</tr>
<tr>
<td>590 and Below</td>
<td>F</td>
</tr>
</tbody>
</table>
**Reminder:** You must complete all required assignments, papers, visuals, and projects to receive a passing grade in UN 1015.

**Course Policies**

**Attendance and Participation:** You are an active player in your education and the education of others. In this class, you are expected to be an active and prepared participant. This means that you will be expected to do the readings, participate in group discussions and writing workshops. Your attendance and participation will also be considered as a portion of your final grade. You will be allowed to miss 2 days of class without conferring with me and not worry about a penalty. After the 3rd absence, your grade will be penalized a step. That means a “C” in attendance and participation will go to a “C-.” You can also come to me if you experience a problem.

**Late Work:** All assignments are due on the dates listed in the course schedule. You are responsible to make up any and all assignments that you miss. If you miss class due to illness or because of an unforeseen emergency, please meet with me in order to find out what you have missed, what you can make up, and when it is due. You may also need to present documentation (i.e. a doctor’s note or obituary) in order for me to excuse the absence.

Emergencies and illness constitute excused absences. If you missed class and the absence is not excused, you may be required to do extra work to recoup the points that you lost for that day or that assignment. For example, if your first essay rough draft is late, I would give you an extra week to hand it in. After that, any late assignments would require double the work.

**Computers:** are not to be used as toys or for entertainment. In class, they are to be used for UN 1015 related activities only. Do not check email, message friends, play games, watch movies or listen to music on my time. If you are using your computer inappropriately during class, you will be asked to leave and you will receive a zero (0) for the day. If there are repeated instances, student computer usage will be banned from class.

**Collaboration/Plagiarism Rules**

**Michigan Tech’s Policy on Academic Integrity:** According to Michigan Tech’s policy, “knowingly copying another’s work or ideas and calling them one’s own or not giving proper credit or citation” is plagiarism and cheating. The assignments in this class should be entirely your own work.

Plagiarism has the possibility of harming your grades and academic standing. You will be shown what proper MLA, APA, and IEEE citations are in this class. If you have any questions, please ask. Plagiarism has serious academic consequences, which range from a failing grade on an assignment to being expelled from school. It's not worth the risk. Please refer to the following website if you have any questions concerning Michigan Tech’s Statement of Integrity, http://www.studentaffairs.mtu.edu/dean/judicial/policies/academic_integrity.html.

You can also speak with a tutor at the Multiliteracies Center (487-2007) if you have any questions.

**University Policies**

Student work products (exams, essays, projects, etc.) may be used for purposes of university, program, or course assessment. All work used for assessment purposes will not include any individual student identification.

Michigan Tech has standard policies on academic misconduct and complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990. For more information about reasonable accommodation for or equal access to education or services at Michigan Tech,
please call the Dean of Students Office, at (906) 487-2212 or go to http://www.mtu.edu/provost/faculty-resources/syllabus-policies

Course Schedule

Week 1
T 9/3 Introductions, the Syllabus, and the Course
   Homework: Read Chapter 1 Alfano & O'Brien and Look at Syllabus

R 9/5 Chapter 1 and Analyzing Texts
   Homework: Read Chapter 2 Alfano & O'Brien and Write a response to the following question: Which is the best rhetorical element ethos, pathos, or logos? Why?

Week 2
T 9/10 Chapter 2 and The Rhetorical Triangle
   Homework: Look for journal publications in your field/major.

R 9/13 Project #1 and Creating a Design Plan
   Homework: Write a Design Plan for Tuesday.

Week 3
T 9/17 Design Plans Due. Workshop of Plans and Discussion of How to Choose an Article
   Homework: Write Self-Written Journal Abstract Draft due Thursday.

R 9/20 Draft Self-Written Journal Abstracts Due and Workshop of Abstracts; Discussion of Journal Assessment
   Homework: Write Self-Written Journal Assessment Draft for Tuesday.

Week 4
T 9/24 Draft Journal Assessments Due and Workshop; Presentation FAQs and Sign-Up
   Homework: Work on Presentations.

R 9/27 Presentations Group #1; Discussion of Draft Abstracts and Assessments
   Homework: Presentations and Final Versions of Abstracts and Assessments

Week 5
T 10/1 Presentations Group #2
   Homework: Presentations and Final versions Due Thursday.

R 10/3 Presentations Group #3; Discussion of Self Reflections.
   Homework: Read Chapter 3 in Alfano and O'Brien and Respond to the following question: What roles do persona and rhetorical stance play in arguments?

Week 6
T 10/8 Chapter 3 and Arguments
   Homework: Write Reflections for Project #1 due on Thursday.
R 10/10 Final Versions of Project #1 Reflections Due; Project #2

**Homework:** Look up topics for Project #2

**Week 7**

T 10/15 How to Support an Argument and Brainstorming Questions

**Homework:** Write Questions and develop a Design Plan and Read Chapter 5 in Alfano and O’Brien

R 10/17 Design Plans and Questions Due; How to Write an Annotated Bibliography and Chapter 5: Finding and Evaluating Resources

**Homework:** Write a draft Annotated Bibliography

**Week 8**

T 10/22 Library Instruction Day

**Homework:** Work on Annotated Bibliographies

R 10/24 Draft Bibliographies are Due; How to Write a Research Paper Prospectus

**Homework:** Write a draft Research Paper Prospectus.

**Week 9**

T 10/29 Draft Research Paper Prospectus Due; Discussion of Draft Bibliographies

**Homework:** Write Final Bibliography for Thursday.

R 10/31 Final Bibliographies Due; Discussion of Final Prospecti and Reflections

**Homework:** Write Final Prospecti for Tuesday.

**Week 10**

T 11/5 Final Prospectus due; Discussion of Reflections. Project #3.

**Homework:** Work on Reflections due on Thursday.

R 11/7 Reflections Due. Electronic Portfolios.

**Homework:** Write a Project #3 Design Plan for Tuesday.

**Week 11**

T 11/12 Design Plans due; Discussion of Rhetorical Critique.

**Homework:** Write a Draft Rhetorical Critique for Thursday.

R 11/14 Draft Rhetorical Critiques Due; Discussion of Rhetorical Analysis Paper.

**Homework:** Write Draft Rhetorical Analysis paper for Tuesday.

**Week 12**

T 11/19 Rhetorical Analysis Drafts due; Discussion of Rhetorical Critiques.

**Homework:** Work on Final Rhetorical Critiques Due Thursday.

R 11/21 Final Rhetorical Critiques Due. Discussion of Draft Rhetorical Analysis and
Reflections.

**Homework:** Work on Final Rhetorical Analysis and Reflections due on 12/3.

**Thanksgiving Break Week 11/25-12/1**

**Week 13**

T 12/3 Final Rhetorical Analysis and Reflections due.  Portfolio Discussion and Work Time.

R 12/5 Reworking Items and Writing a Reflective Cover Letter for the Portfolio.

**Homework:** Work on Portfolios.

**Week 14**

T 12/10 Final Portfolio Submissions, PDFs and Zip file procedures. Work Time and Questions.

**Homework:** Work on Portfolios.

R 12/12 Portfolios are Due by 10:00 PM on Canvas. Evaluations.