Course Materials
  - Text will be necessary by Week Four
- Course Canvas site – PDFs and links will be provided. This will be our primary site.
- Links on class Tumblr account (hashtags will help with searching)

The theme of the class is **Gr[a/e]ly**. The Composition Program aligns itself with the field of rhetoric and composition studies to promote scholarship, critical inquiry, and application of current pedagogical theories.

Learning Objectives
At the end of this course, students will have completed and engaged in:
- a personal narrative essay
- a researched rhetorical analysis and annotated bibliography
- a multimodal assignment that cohesively blends visual, oral, and audio elements
- extensive in-class and exploratory writing & peer review sessions
- reading aloud in-class and one in-class presentation
- discussions about the available resources to ensure academic excellence
- recognizing and developing rhetorical strategies in the composition of visual, oral, and written arguments from the viewpoints of the rhetor and the audience
- learning how to incorporate visual, oral, and written components and new media into composed arguments

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<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93% &amp; above</td>
<td>Excellent</td>
</tr>
<tr>
<td>AB</td>
<td>87% - 92%</td>
<td>Very Good</td>
</tr>
<tr>
<td>B</td>
<td>81% - 86%</td>
<td>Good</td>
</tr>
<tr>
<td>BC</td>
<td>75% - 80%</td>
<td>Above Average</td>
</tr>
<tr>
<td>C</td>
<td>70% - 74%</td>
<td>Average</td>
</tr>
<tr>
<td>CD</td>
<td>64% - 69%</td>
<td>Below Average</td>
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<tr>
<td>D</td>
<td>60% - 63%</td>
<td>Inferior</td>
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<tr>
<td>F</td>
<td>59% and below</td>
<td>Failure</td>
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Grading Policy, Lateness/Attendance & Professional Expectations
Grades will be given a number value according to the following breakdown. Final grades will appear in the form of a letter grade. Participation & attendance are essential to the student's success and development as a writer. In-class writings will be collected at random for credit.

Attendance & Participation 5% of grade
Homework Assignments, Quizzes, & In-Class Writing 15% of grade
Narrative Essay & Components 20% of grade
Rhetorical Analysis & Components 25% of grade
Multimodal Assignment & Components 25% of grade
Final Digital Portfolio Submission 10% of grade

You will submit a final digital portfolio to me no later than 4pm on April 24, 2014. This portfolio will contain the following four documents: a personal reflective summary, a research paper, a personal narrative essay, and a multimodal project. **Save all the writing you do during the semester.**
Homework & Formatting

We will be adhering to MLA Citation Style as it is described on the Purdue Owl website (there is a link to the site on the class Tumblr or you can simply type "Purdue OWL MLA" into Google).

- The titles of your homework assignments should be the name of the dropbox where you submit them. (Except for with your major assignments which should have specifically designated titles; for example, do not just call your personal essay, "Personal Essay.")
- Papers are to follow the same header guideline given below. For more assistance with formatting, check Purdue OWL MLA (I repeat this again because it will be a savior for all those last minute questions you may have – this resource saves us both a load of time!)
- Check the homework list page on Canvas for all homework assignments. You will be informed of any and all changes as early in advance as I can possibly grant.
- Don't lose points on formatting! Each homework assignment is to have the following header:

  Last name

  1

  Name of student

  Instructor name

  UN 1015 Composition

  Due date of assignment

Weekly Class Themes

<table>
<thead>
<tr>
<th>Week One</th>
<th>Introductions &amp; Personal [Narrative] Space</th>
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<tbody>
<tr>
<td>Week Two</td>
<td>It's All in the Details/Things Remembered</td>
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<tr>
<td>Week Three</td>
<td>Something Old, New, Borrowed, and Possibly Made Up</td>
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<td>Week Four</td>
<td>Narrative Rhetoric</td>
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<td>Week Five</td>
<td>Making an Appeal</td>
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<td>Week Six</td>
<td>Persuasion or Manipulation?</td>
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<td>Week Seven</td>
<td>The Rhetoric Will Be Televised (and Musical)</td>
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<tr>
<td>Week Eight</td>
<td>The Rhetoric Will Be Televised (and Musical) ctd.</td>
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<tr>
<td>Week Nine</td>
<td>Spring Break Recess – Class Will Not Be Held on March 11th and 13th</td>
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<td>Week Ten</td>
<td>What Is Multimodality? – Class Will Not Be Held on March 18th</td>
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<td>Week Eleven</td>
<td>Conference Week – Conferences will be held in instructor's office</td>
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<td>Week Twelve</td>
<td>Returning and Reflecting</td>
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<td>Week Thirteen</td>
<td>Outside of the Box Communication</td>
</tr>
<tr>
<td>Week Fourteen</td>
<td>Multimodal Project Presentations – Class Will Not Be Held on April 17th</td>
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<tr>
<td>Week Fifteen</td>
<td>Multimodal Project Presentations</td>
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Personal Narrative Essay (due 2/4: drafts will be used for peer review in-class on 1/30 and 2/4)

Write a personal narrative essay about an event that held significant importance in your life and impacted your life and the person you are today in some way. Be creative – make the event/situation come alive for your audience in your essay through the pieces of personal narrative we have discussed. Don't make this read like a standard college entrance essay – make sure you incorporate intriguing description, stay away from the cliche, and state your memories in a memorable way.

Through this assignment you will:

- Use concrete and sensory detail; you can play with ambiguity and use of space to an extent but, you must adhere to assignment guidelines (page limits, MLA citations with works cited page if necessary, fonts, margins, standard grammar structure).
- Establish continuity, tone, focus, and growth within your work.
- Demonstrate a lesson and a sense of relation to your audience. Remember that your experience is your understanding but make it memorable.
- Learn how to utilize credibility, emotion, and logic-driven language in your own writing.
- Keep in mind your audience, the context of the piece you are writing, and the story's purpose.

I reserve the right to edit the syllabus/course calendar to better serve student needs. CMD
be designing your own artifact. Through this final assignment, you will be engaging in actively learning how to use oral, aural, and visual components alongside the facets of rhetorical composition.

With this assignment, you must strategically envision an intended audience, how your artifact would be shown (where and why), what your intentions are for the intended audience, and how you want your message to be interpreted by the intended audience. Your project must be accompanied by a paper detailing your rhetorical tactics, envisioned audience, and rhetorical message that must not exceed four double spaced pages (that adhere to MLA guidelines).

You will give an in-class presentation on this assignment in the last two weeks of the class; your presentation is not to exceed 8 minutes in length (or fall beneath 6 minutes in length). In your presentation, you are to explain the contents of your rhetorical tactic paper and describe to the class the artifact you've created; if you have a multimedia artifact (Vimeo, Youtube, webpage, anything that needs a computer for its presentation), keep this in mind as you construct it as you will only have eight minutes to present and you will have to provide a bit of background and explanation to clue in the class as to your exact rhetorical aims. Your rhetorical aims paper must also include (should probably conclude with) how you plan to present your artifact to the class and what rhetorical strategies you will use in your presentation to discuss and define your artifact as well as engage (and possibly entertain) the class.

Manage your time wisely, and coordinate your presentation with the lessons on public speaking and visual representation and presentation (to be discussed).

Some examples could include:

- If you wrote about a particular place that impacted you, you could create a visual essay (on Vimeo or Youtube) that discusses the particular place or an advertisement for the place aimed at a particular audience.
- If you wrote about your first dance class or last football game, you could create a visual essay on a ballet slipper or football jersey (aimed at ballerinas, football players, football players with an appreciation for ballet, the general public, younger children, etc.).
- If you wrote your personal narrative about an instance you had volunteering with the SPCA and how they impacted you, you could create your own PSA for the SPCA and find a new, inventive way to ask for donations.
- If your personal narrative was about getting your first tattoo, you could create a visual essay about tattoo artistry, the narratives of tattoos (the story held behind your tattoos and the tattoos of others, etc.), or the like.
- If you analyzed a song for your rhetorical analysis, you could create a music video or music video storyboard for the song with specific rhetorical aims for a particular audience.
- If you analyzed masculine ideology of a television show in your rhetorical analysis, you could create a Powerpoint or Prezi comparing that ideology to those of other television shows and discuss the show's impact on the audience; keep in mind your presentation has an automatic audience of your classmates and myself but you must still specify your rhetorical aims and what message you hope to convey.

Final Digital Portfolio (due dates are the same as the day of in-class multimodal project presentations, but must not be submitted any later than 4pm on April 24, 2014.  

- Must include 1) final edited draft of personal narrative, 2) annotated bibliography and final version of Foss rhetorical analysis, 3) multimodal project & presentation with rhetorical tactic paper included, 4) self-reflection essay; ALL IN PDF FORMAT.
- If you need any help switching formats of documents, I would be more than happy to assist or you can visit the HDMZ (in Walker) and ask one of the student technicians for his/her help.

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