Course Information
Section number : R05
Meeting days : MTWR
Time : 12:35-1:50 pm
Location : Walker 143

Instructor Information
Instructor : Nancy Henaku
Email : nhenaku@mtu.edu
Office Location : Walker 142.
Office Hours : M & W, 11:00-noon

Course Overview
The ability to communicate in a competent and creative manner is significant for success in the academy and beyond. It is for this reason that Michigan Tech requires all undergraduate students to take UN1015, a course that is specifically designed to hone your skills in communicating in a competent, confident and creative manner. In this course, we will examine the ways in which rhetorical elements such as context, audience and motive govern communication practices. Students will learn how to examine and interpret communication practices and apply the skills they develop in composing their own texts. This course extends the definition of composition to include not only written texts but also visual and audio texts. Thus, students will practice composing not only with literal modes but also with audio, visual and audio-visual modes. They will work with a wide range of texts viz. music videos, commercials, comic, political cartoons and written texts. Students will also develop their research skills and learn how to deploy principles of argumentation in their scholarly works. All in all, this course is designed to hone students’ critical thinking, reading and writing skills-- skills that are very necessary for success in their academic journey at Michigan Tech. To achieve our purpose, several approaches will be used in the classroom. These include writing sessions, mini-workshops, reflections, pair sharing, conferences, reviews, collaborative writing and presentations. Like every other writing course, this one is very practical and demands commitment but the skills it seeks to provide students are extremely valuable. Welcome to this class!!

Course Objectives
Upon successful completion of this course, you should be able to:

- recognise and use rhetorical strategies for composing and interpreting persuasive texts that are appropriate for particular contexts, audience, and purpose;
• demonstrate an understanding of the conventions of a genre or discipline
• develop organized texts in different modes
• develop carefully crafted arguments informed by research, critical reasoning, and persuasive techniques

This Course and MTU Learning Goals

This course has been designed with MTU learning goals in mind. Communication (Goal 5) and Information Literacy (Goal 6) are the two main MTU learning goals that are pertinent to this course. Please read these learning goals so you know what to expect in UN1015. The rubric is available here: http://www.mtu.edu/assessment/program/university-learning-goals/

Course Resources

• Course Website
  Canvas: http://www.courses.mtu.edu

• Required Course Text

• Students will be assigned short essays in and out of class. These will be distributed in class or posted in Canvas.

Assignments and Grade Distribution

Grades will be based on the following

Participation & Process (20%): This includes the quality completion of readings, discussions, in-class and homework activities, informal writing assignments, project drafts, and peer review exchanges.

Rhetorical Analysis Essay (15%): This is a 1,500-word essay that identifies the rhetorical elements of a multimodal text of your choosing. This essay will be written in multiple drafts.

Research Process Portfolio (15%): This is a collection of documents that traces the steps of your research for the researched argument essay.

Researched Argument Essay (25%): This is a 2,500-word essay that uses the findings of your research to develop a thesis on an unsettled question or issue. This essay will be written in multiple drafts.

Multimodal Project (25%): This (these) is/are (a) multimodal “text(s)” that persuades an audience using a combination of aural, visual, and/or written modes of communication. This will be a collaborative assignment.

Final Portfolio: This is a digital collection of your best, final efforts at the Research Process Portfolio, Researched Argument Essay, and Multimodal Project, submitted in separate files. Although this portfolio is used for program assessment purposes and will not be graded, it must be turned in before your final grade will be posted. Missing portfolios will result in an “I” (incomplete) grade in the course, until the portfolio has been received.
Grading Scale

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<th>Grade Letter</th>
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<tr>
<td>A</td>
<td>93% and above</td>
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<td>AB</td>
<td>87% - 92%</td>
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<td>B</td>
<td>82% - 86%</td>
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<td>70% - 75%</td>
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<td>65% - 69%</td>
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<td>D</td>
<td>60% - 64%</td>
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<td>F</td>
<td>59% and below</td>
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Course Policies

**Attendance:** Class attendance is mandatory and lateness will not be tolerated. Consistent absence/lateness to class will affect your participation grade. If unusual circumstances arise, please send me an email explaining your absence/lateness. If your circumstances will consistently disrupt your class attendance, please communicate your concerns with me and the Dean of Students at the number 906-487-2212 or the email address deanofstudents@mtu.edu.

**Late/Missing Assignment:** You must submit all assignment on the set due dates. Assignment submitted late (without prior notice) shall receive a reduced grade. Also, remember that you are required to turn in a portfolio of all major assignments in order to receive a passing grade.

**Group Work/Collaboration:** Group and collaborative work in and out of the classroom is a significant component of this course. Your active/passive involvement in all group and collaborative work will affect your final grade.

**Behavioral Standards:** This class will strive for respectful, civil, and productive behavior and discourse. We will eventually learn that argumentation is not about fighting or getting angry. We are all encouraged to make thoughtful contributions. This is not to say that we cannot disagree with what others say. When we disagree, our comments must be constructive rather than destructive or distractive. Additionally, texting, tweeting, facebooking and using your laptop for unrelated activities are not allowed and will affect your scores for participation.

**Michigan Tech Multiliteracies Center**

You must endeavor to visit the Michigan Tech Multiliteracies Centre (MTMC) for assistance with your work. This activity will not affect your grade in any way but seeing an assistant at the MTMC helps to get an outsider's response on your work. It has been proven that students who use the MTMC often perform better than those who don't (the MTMC has data to support this). The MTMC is located in Room 107 of the Walker Arts and Humanities Centre. You may contact them at the number 906-487-2007.

**Readings**

You will be required to read some relevant materials before coming to class every week. Failure to read required materials has implications. This might disengage you from
the discussion of the day and consequently affect your participation grade. You are completely responsible for making sure you read. Once a while, I will have pop quizzes to find out who read what. The scores for these might be recorded as part of participation. Always bring your textbook to class.

Disclaimer: This class is a multimodal composition class. As a result, students may work with all kinds of texts. It may happen that students will be expected to examine materials that they may consider offensive. It is crucial for every student to understand that the ideas expressed in a particular text may not necessarily represent the instructor's opinion on an issue. Materials will be selected for their rhetorical strategies and in line with the theme(s) we work with in the class. They are only meant to be examined intellectually.

University Policies

Academic Integrity: In this course, we will make references to all kinds of materials. The ethical use of sources is a requirement for this course. We will eventually discuss how to use sources in an honest manner sometime in the course of the semester. However, note that cheating and collaboration are offenses in this class. Additionally, plagiarism, or “knowingly copying another's work or ideas and calling them one's own or not giving proper credit or citation,” is a violation of the MTU academic integrity policy: <http://www.admin.mtu.edu/usenate/policies/p109-1.htm>. It is crucial that you properly acknowledge the sources of your written, audio, or visual material in all your classes. Instances of plagiarized work will be handled according to university procedures for reporting incidents to the Office of Student Affairs.

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

Disability Services:

If you have a disability that could affect your performance in any class or that requires an accommodation under the Americans with Disabilities Act, please contact me (your instructor) or Disability Services at 487-1494 as soon as possible so that appropriate arrangements can be made. Check the following link as well for help: http://www.mtu.edu/deanofstudents/students/disability/

Veterans / Military:
Veterans and active duty military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are encouraged to communicate these, in advance if possible, to me. Consult this link: http://www.mtu.edu/registrar/students/veterans

The Office of Institutional Equity:
Michigan Tech values its diversity and so in this course, we will create an environment that is free from all kinds of prejudices and conducive for teaching and learning. Below is Michigan Tech's statement on equal opportunity, discrimination or sexual harassment: http://www.admin.mtu.edu/admin/boc/policy/ch5/
CLASS SCHEDULE
Weekly Schedule and Assignments (Subject to Change: See Canvas for update)

WEEK 1

INTRODUCTION TO RHETORIC

06/29/2015
Introductions/Review of Syllabus, Policies and Calendar/Form Groups/ General discussions on writing and composition.
TOPIC: Introduction to Rhetoric
Assignment: 1. Bring five multimodal texts to class on Tuesday. 2. Read Chapter 1 (of Envision) for next class

06/30/2015
Visual Rhetorical Analysis 1: Considering the Rhetorical Situation (Writer, Purpose, Audience, Context, Topic/Issue)
Assignment: 1. Submit multimodal Text for Rhetorical Analysis Essay 2. Read Chapter 2 (Envision) for next class

RHETORICAL ANALYSIS

07/01/2015
Visual Rhetorical Analysis 2: Considering the Means of Persuasion (Canons of Rhetoric: Logos, Ethos, Pathos, Kairos, Doxa)
Assignment: 1. Signature Assignment 1 (Rhetorical Analysis Essay). 2. Read Chapter 3 (Envision) and Chapter 2 (pages 18-41)

07/02/2015
Visual Rhetorical Analysis 3: Canons of Rhetoric (Invention, Arrangement, Style, Delivery, and Memory)
Focus on Invention (Generation of Ideas and Development of Thesis Statements). Assignment: Read Chapter 2 of Envision (pages 18-41) for next class

WEEK 2

RHETORICAL ANALYSIS & REVIEWS

CANONS OF RHETORIC

07/06/2015
Canons of Rhetoric: Refining Thesis Statements
Assignments: Read Chapter 3 of Envision (pages 85-92)

07/07/2015
Canons of Rhetoric: Arrangement & Style
1. Assignments: Chapter 3 of Envision (pages 93-101) and (pages 101-114) 2. On-line Discussion on Style.
REVIEW AND REFLECTION

07/08/2015
Peer Reviews of Rhetorical Analysis

Assignment: 1. Revise Rhetorical Analysis Essay 2. Start considering possible research topics for the next assignment.

07/09/2015
Reflections on Rhetorical Analysis

Assignment: 1. Project 2 (Research Process Assignment) 2. Come to the next class with possible research topic 3. Read Chapter 4 and 5 for next class

WEEK 3
BEGINNING RESEARCH

07/13/2015
Exploring a Potential Topic & Developing Research Questions
Assignment: 1. Signature Assignment 2 (Research Process Portfolio) 2. Read Chapter 4 and 5 of Envision for next class. 3. Watch the navigating the library tutorials.

07/14/2015
Library Session
Assignment: Read Chapter 7 for next class.

07/15/2015
Reference (APA/MLA) and Integrating Sources (Quotation, Paraphrasing, Summary, Patch-writing, Plagiarism).
Assignment: 1. Read pages 169-173 and 190-197 of Envision for next class 2. Read Sections from They Say, I Say for next class.

07/16/201
Preparing Annotated Bibliographies
Assignment: 1. Review of research process on-line. 2. Bring copy of research process assignment to class.

WEEK 4
RESEARCHED ARGUMENT ESSAY

07/20/2015
Short in-class review of research process assignment/Types of Argument
Assignment: 1. Researched Argument Assignment 2. Research Process Assignment due after today (check assignment sheet) 3. Read Chapter 6 of Envision before next class

07/21/2015
Constructing a Formal Outline
Assignment: 1. Create a formal outline for research argument essay 2. Reading Assignment for next class to be determined

07/22/2015
Introductions, Transitions and Conclusions.
Assignments: 1. Begin first draft research argument essay 2. Reading assignment for next class to be determined.

07/23/2015
Using Evidence
Assignments: 1. Read pages 85-92 of Envision for next class

WEEK 5
REVIEWS & EDITING
07/27/2015
Strategies for Counterargumentations

07/28/2015
Examining Written Arguments: Focus on Claims, Assumptions, Warrants, Facts, Opinions. e.t.c.
Assignment: On-line Peer Reviews

07/29/2015
Editing, Formatting and Designing Essay

07/30/2015
Introduction to Multimodality.

WEEK 6
MULTIMODALITY
08/03/2015
Workshop on Multimodality Tools
Assignment: Prepare to give oral presentations on ideas for multimodal project at the following class

08/04/2015
Pitching Project and Creating Visual Outlines

08/05/2015
Some Basic Design Principles

08/06/2015
Working with multimodal Source
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<td>Peer Reviews/ Analyzing Multimodal Projects</td>
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