UN 1015 Sec 33: Composition
Fall 2015

Instructor: Katie Snyder
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Phone: (906) 487-0948
Email: ksnyderm@mtu.edu
Office Hours: 9:05 – 9:55 a.m., M/W/F

Class Time: 10 – 11 a.m., M – R
Class Location: Fisher 104B

Texts: The Craft of Research & short readings posted on Canvas

Course Description & Overview
In this class, you'll examine and interpret communication practices and apply what you learn to your own written, spoken, and visual compositions. Class projects will ask you to communicate in a variety of modes and to attend to audience, purpose, and context.

This semester, you will produce texts over a series of drafts in order to hone your skills as a thoughtful communicator. While writing is the core focus of our class, you will also practice composing in other modes, as well.

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

- Recognize and use several strategies for producing and interpreting persuasive texts that are appropriate for a particular context, audience, and purpose;
- Know how to develop an organized text in written, aural, and/or visual modes and demonstrate a basic understanding of the conventions of a genre or discipline;
- Develop carefully crafted arguments informed by research, critical reasoning, and persuasive techniques

This course is designed to meet two of Michigan Technological University’s Student Learning Goals: Communication (Goal 5) and Information Literacy (Goal 6). To learn more about these two learning goals, please see the rubrics posted at http://www.mtu.edu/assessment/program/universitylearninggoals/

Course Requirements

Major Assignments (20% each)

1. Research Process Evaluation
2. Research Paper
3. Multimodal Project

Short Assignments (10% each)

1. Personal or Persuasive Essay
2. Student Led Discussion
3. Article Analyses & other written assignments
4. Participation & Attendance
PLEASE NOTE: This semester, the Research Process Evaluation and Researched Argument Essay will be submitted for as part of our yearly assessment of the general education program. This means that in addition to submitting these assignments to me for grading, you will be required to submit them to LiveText through a link on Canvas. (I will provide you with more details about this process later in the semester.) If you wish your work to remain anonymous, make sure to remove any identifying information from the documents prior to submitting them to LiveText. **You must submit these two assignments to LiveText for assessment before the end of the semester in order to receive your grade for the course – failure to do so will result in an “I” (incomplete) grade in the course, until the assignments have been submitted.**

**Attendance Policy**

Uninterrupted attendance of class meetings and conferences with the instructor are mandatory. If you miss more than 4 classes, you will be at risk of failing the course. Contact me and/or the Dean of Students Office if you encounter circumstances that will interfere with your consistent attendance in class. Dean of Students: 9064872212 or deanofstudents@mtu.edu.

**Late Assignments**

Turn in your work on time. Contact me if you are concerned about missing an assignment due date. Students must turn in complete, final drafts of ALL major assignments in order to receive a passing grade in this course.

**Ethics**

Listen and speak respectfully. Approach each class with an open mind. Do your own work. Incidences of plagiarism will be reported to the Dean of Students.

**Grading Standards**

**A (100-93%)—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 (88-83%)—good.** B work is successful, but lacks the polish or effectiveness of an A.

**C (78-73%)—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 (68-63%)—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 (below 62%)—unacceptable.** F work does not satisfy the requirements of the assignment.


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

University Policies

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://goo.gl/8M69te

Plagiarism: Plagiarism, which Michigan Tech defines as “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 academic integrity policy: <http://www.admin.mtu.edu/usenate/policies/p1091.htm>. In this class, we will discuss the practical and ethical aspects of source attribution so you can learn how and why to avoid plagiarism in your academic work. It is crucial that you take care to acknowledge the sources of your written, audio, or visual material in this and other classes. Instances of plagiarized work will be handled according to university procedure, which includes reporting the incident 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; therefore, students should remove their names, teachers' names, course and section identifiers before submitting work for assessment.
### Course Schedule – subject to change

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignments and Due Dates</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk 1, Aug 31 – Sept 4</td>
<td>This I Believe</td>
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<tr>
<td>Monday</td>
<td>Course Introduction</td>
<td></td>
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<td></td>
<td>Assign “This I Believe” (TIB)</td>
<td></td>
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<tr>
<td>Wednesday</td>
<td>View TIB website</td>
<td>Student Listening</td>
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<tr>
<td></td>
<td>What Makes Good Writing</td>
<td>Exercise</td>
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<tr>
<td>Friday</td>
<td><strong>Writing Day – CREDO</strong></td>
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<tr>
<td>Wk 2, Sept 7 - 11</td>
<td>This I Believe</td>
<td></td>
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<tr>
<td>Monday</td>
<td>LABOR DAY – NO CLASS</td>
<td></td>
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<tr>
<td>Wednesday</td>
<td>Sign up for Student Led Discussion (SLD)</td>
<td>Lamott PDF</td>
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<td></td>
<td>Intro to Rhetoric</td>
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<tr>
<td>Friday</td>
<td><strong>TIB Rough Draft Due</strong></td>
<td>The Craft of Research</td>
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<tr>
<td></td>
<td>Workshop drafts in Class</td>
<td>(CR), Ch 1-2</td>
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<tr>
<td>Wk 3, Sept 14 - 18</td>
<td>This I Believe</td>
<td></td>
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<tr>
<td>Monday</td>
<td>TIB Final Draft Due</td>
<td></td>
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<tr>
<td></td>
<td>Read TIB essays in class</td>
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<tr>
<td>Wednesday</td>
<td><strong>Article and Discussion Post Due</strong></td>
<td>TBD</td>
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<tr>
<td></td>
<td>Student Led Discussion 1</td>
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<td></td>
<td>Assign Research Project</td>
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<tr>
<td>Friday</td>
<td><strong>Writing Day</strong></td>
<td></td>
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<tr>
<td>Wk 4, Sept 21 - 25</td>
<td>Research</td>
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<tr>
<td>Monday</td>
<td>Library Session – MEET IN LIBRARY CLASSROOM</td>
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<tr>
<td>Wednesday</td>
<td><strong>Article and Discussion Post Due</strong></td>
<td>TBD</td>
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<tr>
<td></td>
<td>Student Led Discussion 2</td>
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<tr>
<td>Friday</td>
<td><strong>Writing Day</strong></td>
<td></td>
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<tr>
<td>Wk 5, Sept 28 – Oct 2</td>
<td>Research</td>
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<tr>
<td>Monday</td>
<td>Research Project Proposal Memo Due</td>
<td>CR, Ch 3-4</td>
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<tr>
<td>Wednesday</td>
<td><strong>Article and Discussion Post Due</strong></td>
<td>TBD</td>
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<tr>
<td></td>
<td>Student Led Discussion 3</td>
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<tr>
<td>Friday</td>
<td><strong>Writing Day</strong></td>
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<tr>
<td>Wk 6, Oct 5 – 9</td>
<td>Research</td>
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<tr>
<td>Monday</td>
<td>TBD</td>
<td>CR, 5-7</td>
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<tr>
<td>Wednesday</td>
<td><strong>Article and Discussion Post Due</strong></td>
<td>TBD</td>
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<tr>
<td>Week 7, Oct 12 - 16</td>
<td>Research</td>
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<tr>
<td><strong>Monday</strong></td>
<td><strong>Research Paper Outline Due</strong>&lt;br&gt;CR, Ch 8-10</td>
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<tr>
<td><strong>Wednesday</strong></td>
<td><strong>Article and Discussion Post Due</strong>&lt;br&gt;Student Led Discussion 5&lt;br&gt;TBD</td>
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<tr>
<td><strong>Friday</strong></td>
<td><strong>Writing Day</strong></td>
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<thead>
<tr>
<th>Week 8, Oct 19 - 23</th>
<th>Research</th>
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<tbody>
<tr>
<td><strong>Monday</strong></td>
<td><strong>Research Paper Bibliography Due</strong>&lt;br&gt;CR, Ch 11-13</td>
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<tr>
<td><strong>Wednesday</strong></td>
<td><strong>Article and Discussion Post Due</strong>&lt;br&gt;Student Led Discussion 6&lt;br&gt;TBD</td>
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<tr>
<td><strong>Friday</strong></td>
<td><strong>Writing Day</strong></td>
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<tr>
<th>Wk 9, Oct 26 - 30</th>
<th>Research</th>
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<tbody>
<tr>
<td><strong>Monday</strong></td>
<td><strong>Research Project Rough Draft Due</strong>&lt;br&gt;Research Paper Peer Review&lt;br&gt;CR, Ch 14-15</td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td><strong>Article and Discussion Post Due</strong>&lt;br&gt;Student Led Discussion 7&lt;br&gt;TBD</td>
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<tr>
<td><strong>Friday</strong></td>
<td><strong>Writing Day</strong></td>
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<tr>
<th>Wk 10, Nov 2 - 6</th>
<th>Research</th>
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<tbody>
<tr>
<td><strong>Monday</strong></td>
<td><strong>Research Papers Due</strong>&lt;br&gt;Presentations</td>
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<tr>
<td><strong>Wednesday</strong></td>
<td><strong>Article and Discussion Post Due</strong>&lt;br&gt;Student Led Discussion 8&lt;br&gt;TBD</td>
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<tr>
<td><strong>Friday</strong></td>
<td><strong>Writing Day</strong></td>
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<thead>
<tr>
<th>Wk 11, Nov 9 - 13</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
<td><strong>Progress Report Due - Conferences</strong></td>
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<tr>
<td><strong>Wednesday</strong></td>
<td><strong>Article and Discussion Post Due</strong>&lt;br&gt;Student Led Discussion 9</td>
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<tr>
<td><strong>Friday</strong></td>
<td><strong>Writing Day</strong></td>
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<tr>
<th>Wk 12, Nov 16 - 20</th>
<th>Visual Rhetoric</th>
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<tbody>
<tr>
<td><strong>Monday</strong></td>
<td><strong>Expanded Annotated Bibliography Due</strong>&lt;br&gt;CR, Ch 16-17</td>
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<tr>
<td><strong>Wednesday</strong></td>
<td><strong>Article and Discussion Post Due</strong>&lt;br&gt;Student Led Discussion 10&lt;br&gt;TBD</td>
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<tr>
<td>Day</td>
<td>Notes</td>
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<tr>
<td>Friday</td>
<td>NO CLASS</td>
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<tr>
<td><strong>Nov 23 - 27</strong></td>
<td>Thanksgiving Break</td>
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<tr>
<td><strong>Wk 13, Nov 30 – Dec 4</strong></td>
<td>Visual Rhetoric</td>
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<tr>
<td>Monday</td>
<td>Conferences</td>
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<tr>
<td>Wednesday</td>
<td>Conferences</td>
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<tr>
<td>Friday</td>
<td>Presentations</td>
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<tr>
<td><strong>Wk 14, Dec 7 - 11</strong></td>
<td>Visual Rhetoric</td>
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<tr>
<td>Monday</td>
<td>Presentations</td>
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<tr>
<td>Wednesday</td>
<td>Presentations</td>
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<tr>
<td>Friday</td>
<td>Presentations</td>
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<tr>
<td></td>
<td>Final Project Due</td>
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<tr>
<td><strong>Dec 14 - 18</strong></td>
<td>Finals Week</td>
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<tr>
<td>Monday</td>
<td>Upload documents to LiveText</td>
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</tbody>
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