Instructor Information

Instructor: Joel Beatty  
Office Location: Rm. 131 Walker/Humanities Building  
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E-mail: jsbeatty@mtu.edu  
Office Hours: Tuesday, Thursday 12:30pm - 2:00pm

Course Identification

Course Number: UN1015 Section: R29  
Course Name: Composition  
Course Location: Chemical Sciences and Engineering Building Rm. 104A  
Class Meeting Times: Tuesday, Thursday 11:05am - 12:20pm

Course Goals

By the end of this course you will have completed an academically documented research project, and several persuasive essays that are well-written, argued and designed. You will also learn to write in new genres that explore themes that matter to you as a communicator, and your progress as a student/human being. You will also learn how to find and evaluate information, and present your research and writing in a digital environment, for a specific audience, using oral, visual and written communication skills. You will learn skills in visual and rhetorical analysis, critical thinking and evaluating multimodal texts. You will learn methods of engaging a preferred audience persuasively and to represent your subjects ethically. You will learn methods of using images and texts together to incorporate them into arguments. You will learn knowledge of multimodal genres, and learn how to compose in a variety of genres that span the composition process. The end goal is to hand in polished and revised work, present it in a final portfolio, and reflect on your projects in order to build your own research and writing process.

University’s Course Objectives for UN1015:

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

University Student Learning Goals

UN1015 has been designated to support several of Michigan Tech’s university wide learning goals, specifically Goals 5 & 6, that set student benchmarks for oral communication, written communication and Information literacy. Many of the readings, assignments, activities, along with the final portfolio, are all designed to support these learning goals and may be subject to a random and anonymous assessment selection to assess the overall effectiveness of UN1015.

Below you will find descriptions for each goal, and what is being assessed.

University 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. Written communication abilities develop through iterative experiences across the curriculum.

<table>
<thead>
<tr>
<th>Oral Communication</th>
<th>What is being assessed</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>
</tr>
<tr>
<td>Language Choices</td>
<td>Effectiveness and appropriateness to audience; choices support the effectiveness of the presentation</td>
</tr>
<tr>
<td>Delivery and Composure</td>
<td>Posture, gestures, eye contact, and vocal expressiveness; impression of composure and confidence</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>
</tr>
</tbody>
</table>
**University 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.

<table>
<thead>
<tr>
<th>Written Communication</th>
<th>What is being assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context of and Purpose for Writing</td>
<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>
</tr>
<tr>
<td>Organization and Conventions</td>
<td>Clear and consistent organizational pattern and structuring elements including introduction, thesis and main points, conclusion, and transitions; follows formal and informal rules of genre or disciplinary expectations about organization, content, presentation, formatting, and stylistic choices.</td>
</tr>
<tr>
<td>Content Development</td>
<td>Uses appropriate and relevant content to develop ideas, situate ideas in a disciplinary context, and shape the work</td>
</tr>
<tr>
<td>Sources and Evidence</td>
<td>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).</td>
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<tr>
<td>Control of Syntax and Mechanics</td>
<td>Quality of language use to communicate meaning and control over errors</td>
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Course Requirements & Grading

Success in this course is will be based on four major components:

1. **Reading and Writing Assignments**: These assignments are to be kept and delivered in a digital format. I will assign specific collection dates throughout the semester and I expect you to have the material read by the date the material will be discussed in class, although you may have extra time to turn the written responses. Reading Responses will be written in a basic format that I will share with you in class. These assignments are worth 10pts or 20pts each and together are worth 20% of your total grade.

2. **Participation**. Throughout the course, there will be many individual and group activities designed to engage the composition process. Participation activities include writing workshops, online discussions, in-class group activities and discussions, peer conferences, research workshops in the library and scheduled meetings with me outside of the class to discuss your work. These participation activities are difficult to make-up if you miss class, so attendance is necessary to receive full credit for participation. Some of these activities will require handing in written ‘homework’. Participation points will account for 30% of your final grade.
3. **Major Writing Assignments.** The assignments and activities of the course are all designed to help you turn in a well-written, well-composed, well-researched and well-argued writing portfolio. The portfolio will consist of several elements. 1. Research Process Evaluation Project with annotated bibliography (aka I-Search Paper) 2. Researched Argument Paper. These assignments will provide the “spine” of the class and detailed assignment handouts with due dates and individual requirements will be distributed when they are assigned. Although there will be drafting assignments throughout the course, this portfolio will be graded “holistically” at the end of the course, and assessed using the rubrics describing MTU’s University Student Learning Goals #5&6. The final portfolio, together, is worth 50% of your final grade. (For more info on Learning Goals: [http://www.mtu.edu/assessment/program/university-learning-goals/](http://www.mtu.edu/assessment/program/university-learning-goals/))

4. **Multimodal Project** You will also be assigned to design and develop a Multimodal Project that will ask you to integrate two or more modes of communication (written, visual, audio) in order to achieve a rhetorical purpose. This project will be related to your research topic and will be 20 points each and are worth 20% of your final grade.

**Learning Objectives for the Multimodal Project:**
Students should use the multimodal assignment to demonstrate the following:

- the extent of their awareness of rhetorical principles in multimodal communication (audience, context, and purpose)
- their awareness of the conventions of language, genre, media, and modes, and their ability to use (or bend) those conventions to achieve particular purpose
- their ability to organize and structure multimodal texts to support coherence and unification among elements and ideas within the text
- their ability to make design choices that support engagement and comprehensibility

**Course Website:**
As a student in the course, you should be assigned to the course via Canvas. [https://mtu.instructure.com/courses/1050592](https://mtu.instructure.com/courses/1050592) Becoming familiar with Canvas is an important part of the class and is the main way we will digitally communicate and exchange information, collect assignments and participate in peer activities etc. To learn more about Canvas, here is a link to the [Canvas Student User](https://mtu.instructure.com/courses/1050592) guide that has tutorial on its various functions.
Required Course Texts


- Various Readings (PDF Files Supplied Electronically by Instructor)

Grading Scheme

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Grade points/credit</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93% &amp; above</td>
<td>4</td>
<td>Excellent</td>
</tr>
<tr>
<td>AB</td>
<td>87% – 92%</td>
<td>3.5</td>
<td>Very good</td>
</tr>
<tr>
<td>B</td>
<td>82% – 86%</td>
<td>3</td>
<td>Good</td>
</tr>
<tr>
<td>BC</td>
<td>76% – 81%</td>
<td>2.5</td>
<td>Above average</td>
</tr>
<tr>
<td>C</td>
<td>70% – 75%</td>
<td>2</td>
<td>Average</td>
</tr>
<tr>
<td>CD</td>
<td>65% – 69%</td>
<td>1.5</td>
<td>Below average</td>
</tr>
<tr>
<td>D</td>
<td>60% - 64%</td>
<td>1</td>
<td>Inferior</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
<td>0.00</td>
<td>Failure</td>
</tr>
</tbody>
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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.

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

Course Policies:

Late Assignments

Major Assignments are due on the date given with the individual assignment. Extensions must be worked out with the Instructor before the assignment is due. Late Final Portfolios will not be accepted. Points will be deducted for incomplete or deficient reading journals and written responses, as well as inadequate participation in class activities.

Attendance:

You can miss two classes, no excuses needed, although I advise you to keep in touch with me regularly. Every unexcused absence after 2 results in a lower grade for each absence. In-Class participation points and the peer-review workshops cannot be made up, so it’s good to be there.

Technology in the classroom

I welcome technology in the classroom. I expect you to be respectful and leave your phone on vibrate and not text message or “surf” the internet while class is in session. However, I do encourage you to use technology as a tool for learning.
Respectful Learning Environment

Class discussions and subject matters can get intense; I expect everyone to respect each other and use positive reinforcement when discussing topics or giving feedback. Threatening, hazing or harassing behavior does not create a positive learning environment and will not be tolerated.

Collaboration/Plagiarism Rules

MTU’s policy on Academic Plagiarism States and cheating states that “knowingly copying another’s work or ideas and calling them one’s own or not giving them proper credit or citation” is a breach of academic integrity and can result in serious consequences. However, we will be discussing the ways in which to avoid plagiarism and give proper credit and citation. For more information on this policy feel free to visit the student affairs website.

Multiliteracies Center

I encourage you all to visit the Multiliteracies Center throughout the semester and encourage you to make a weekly appointment. Weekly appointments or walk-in hours are available for all undergraduate students. Working with a writing coach on a regular basis will increase your chances for success in UN2001, and they can help you through the entire composition process, from the idea stage to the final draft.

*Location: 107 Walker - 906 487 2007

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://www.mtu.edu/provost/faculty-resources/syllabus-policies/

Accommodations:

Americans with Disabilities Act - 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. MTU complies with all federal and state laws and regulations regarding discrimination, including the Americans
with Disabilities Act of 1990 (ADA). If you have a disability and need a reasonable accommodation for equal access to education and services at MTU, please call Dean of Students Office at 487-2212. For other concerns about discrimination, you may contact your advisor, department head/chair, or the Affirmative Action Office at 487-3310. For more information, visit: http://www.mtu.edu/deanofstudents/students/disability/

A Commitment to Diversity:

Diversity and Inquiry are two of the key concepts that I’ve built into this class, and I have found these to be essential to learning and effectively communicating in a professional environment. Questions are what drive learning in a collaborative environment, and hopefully you will learn some specific strategies during this course that will help focus and sharpen the questions you ask in order to produce more effective communication. However, proper inquiry also requires an openness to a wide range of human perspectives. There’s a natural tendency with any communication situation to narrow and specify information for a particular audience, but one quality of an effective communicator is to identify the multitude of social and cultural dimensions that make up a potential audience. Thus, as part of creating a positive learning environment, I ask the class participants to construct questions in the spirit of honest inquiry and inclusion that address general concerns and thoroughly consider the outliers as well.


“Michigan Tech is committed to a diverse and inclusive community of and for scholars that is conducive to excellent teaching, innovative research, and the personal and intellectual growth of its students, faculty, staff, and alumni. This commitment is based upon the mutual and respectful exchange of our perspectives, personal experiences, and ideas that enhance the quality of our learning, interactions and world view.

Diversity encompasses the differences that we each bring with us through our individual backgrounds, which include race, ethnicity, religion, color, national origin, age, sex, sexual orientation, gender identity, height, weight, genetic information, socioeconomic class, marital status, disability and veteran status.

Equity and inclusion encompass overcoming obstacles to access along with the active, intentional, and ongoing engagement with diversity in our various communities (intellectual, social, and cultural) to increase one’s awareness, knowledge, and emphatic understanding of the complex ways individuals interact. The principles of diversity, equity, and inclusion must work together to facilitate full engagement in University life.

Michigan Tech strives to build upon this keystone of diversity, equity, and inclusion as a foundational piece of our university. We challenge the members of our community to engage differences as strengths in order to continuously improve campus culture and to develop an exceptional and diverse community that ensures equality of access, opportunity, participation and representation for all."

For more information on MTU’s Affirmative Action and Equal Opportunity programs: http://www.mtu.edu/affirmative-programs/
Information on MTU’s Center for Diversity and Inclusion (CDI): http://www.mtu.edu/diversitycenter/

Information on MTU’s Safe Place Program: http://safeplace.mtu.edu

Note: The Information and policies regarding assignments, grading, due dates, scheduling and attendance are subject to change at throughout the semester; however, ample notice will be given of any changes.