**WRD 112 (004): Accelerated Composition and Communication**

***Writing and Knowledge-Making***

**Times, Days, Locations:** TuTh 2:00-3:15, Jacobs 357

**Instructor:** Professor Sharon Yam

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**Office:** 1333 Patterson Office Tower **Office Hours:** TuTh 12:45-1:45, and by appointment

**Course Description**

WRD 112 is an accelerated version of the Composition and Communication sequence (WRD 110 and 111), meeting the UK Core requirement for integrated oral, written, and visual communication skills. In WRD 112, we emphasize critical inquiry, research, and argument. You will sharpen your ability to conduct research; compose and communicate in written, oral, and visual modalities; and practice working effectively in groups. Course activities and readings will have two purposes: First, they will help you assess the ways in which rhetoric (spoken, written, and visual) constructs our understanding of people and the issues that impact them. Second, they will develop your ability to produce complex arguments grounded in significant primary and secondary research and adapt those arguments for specific audiences and new media.

In this section, we will explore the relationship between writing and knowledge-making from three dimensions: personal lived experience, secondary research, and primary research. Rather than thinking of writing simply as the production of a text, we will be exploring how writing allows us to perform inquiry-based thinking. Over the three units, you will learn to compose in a wide variety of genres, conduct research using different methods on a topic of your choice, and effectively communicate your arguments to your intended audiences.

**Objectives and Learning Outcomes**

By the end of the semester, students will be able to:

* Revise their written and oral presentations, in collaboration with peers, instructor, librarians, and pertinent members of the public;
* Critique the work of peers and professionals;
* Refine their speaking, writing, and visual communication skills, focusing on matters of construction, design, and delivery style;
* Employ advanced strategies for developing ideas and analyzing arguments, with greater emphasis on addressing and mediating issues of public interest, and with evidence of critical thinking in both the conception and the development of the thesis;
* Conduct significant research on a subject, using the resources of the UK Libraries
* Compose in writing and deliver orally with visuals (in a face-to-face or digital environment) at least one major project grounded in scholarly research in a manner that is appropriate and effective for the audience, purpose, and occasion.

**Readings and Materials**

All reading materials will be available online.

**Units and Assignments**

*Unit 1: Lived Experiences and Autoethnography*

In this unit, you will explore how your personal experiences could be a source of knowledge. In particular, you will be reflecting on your experiences as a freshman at UK, and how your identities influence the way you navigate the university.

Written Assignments:

* Reflection as a writer;
* Description and analysis of social interactions;
* Autoethnography.

*Unit 2: Primary and Secondary Research*

In this unit, you will conduct primary and secondary research on a topic of your choice for an extended period of time. First, you will practice synthesizing and summarizing existing research, writing research questions, and designing a mini study to answer those questions. In the latter portions of this unit, you will conduct your own primary research and mount an original argument in the final research paper.

Written Assignments:

* Research proposal;
* Analysis of primary data;
* Final research paper.

*Unit 3: Remediation*

By now, you will have a good understanding of your topic and have generated new knowledge based on your research. The final unit gives you the opportunity to transform your research paper into a mode in order to reach a wider audience.

Final Projects:

* Create and present a multimodal product (e.g. podcast, blog, video, graphic essay) based on your research paper. Projects will then be presented to the whole class in the format of a poster session.
* Present your project in a roundtable setting to the class.

Formal writing assignments should be formatted in the following ways:

* **Times New Roman 12 pt.**
* **1-inch margins all around** (select the text of your document, go to “File,” then “Page Setup,” set the margins at 1 inch, and click “OK”)
* **Last name and page number on every page** (go to “Insert,” then “Page Numbers,” then set to “Top of Page” and “Right”) (next go to “View,” “Header and Footer,” and type your last name in the header field—right justified)
* **Your heading needs to be single spaced and must include:**

Your Name

Course number and instructor’s name

Name of Assignment (ex.: Final Paper)

Date

* **The body of your paper needs to be double spaced** (there should be only ONE space between your heading and title, and ONE between your title and the body of the paper)
* **Include a title for formal writing—center the title, and capitalize the appropriate words**  (no quotation marks, underlining, or italics)

**Course Policies**

*Participation & Attendance*

Much of class time is spent discussing course materials and working in groups to share and respond to each others’ writing. These activities give you multiple ways to engage with others, formulate and express your ideas, and ultimately help you improve your ability to write, think, and communicate. Hence, your regular attendance and active participation in class is required.

\*\*\*In order to contribute constructively to class and group discussions, I expect everyone to have read the assigned reading prior to class and come with questions and responses. Because many of our discussion topics can be considered controversial, there will be disagreements in class. I encourage different opinions, but I do require everyone to be respectful of others.\*\*\*

You are allowed two free absences for whatever reason with no initial penalty. There are times when nearly everyone must miss class for some reason: illness, deadlines, weather, travel, family issues, etc. This policy allows for such absences without penalty, though you should try not to miss class even once! However, each absence after three will drop your participation grade a full letter. Missing a scheduled conference with me or coming to class excessively and frequently late will count as an absence. **In case of extenuating circumstances that may cause you to miss a substantial number of classes, please schedule a meeting and come talk to me as soon as possible. Missing more than two weeks of class for whatever reason will result in a failing grade for the course unless you have previously discussed with me the accommodation you need.**

*Portfolio Assessment and Evaluation*

Since this class consists of students from different language experiences, cultural backgrounds, and academic disciplines, it is not fair to grade everyone based on one uniform standard. As such, in this course you will be evaluated not only by the quality of your written products, but also by the time and effort you have put into learning, improving, and taking risks in the course.

When you hand in the first draft of each assignment, I will give you marginal and end comments that suggest how you may revise to strengthen the text. In addition to a preliminary letter grade, I will give you an indication as to how much room for revision there is. You are encouraged to revise the assignments however many times you wish and resubmit them up to the end of each sequence.

At the end of each sequence, I will ask you to compile a portfolio which consists of a cover letter, all written assignments, and any free-writes and reflections of your choosing. The cover letter should explain to me the kinds of changes and rhetorical decisions you have made throughout your writing and revision process; you may also want to explain to me what constructing those pieces and making those revisions mean to you: What’s the most challenging and time-consuming? Why? Did you make some of the changes mainly because your peers or I have told you so? How does that feel to you as a writer? The goal of the letter is for me to have a better understanding of the amount of effort and time you have put into the strengthening your writing.

Your portfolio at the end of each sequence will receive a letter grade. These grades will take into account your development as a writer, the effort you have put in, and your ability to meet course expectations, including the expectation that you will take part in writing workshops, participate consistently in other ways, and complete work on time. Sequence portfolios will receive letter grades according to the university’s point system as follows:

|  |  |  |
| --- | --- | --- |
| A | Exception High Achievement | 4.0 |
| A- |  | 3.7 |
| B+ |  | 3.3 |
| B | High Achievement | 3.0 |
| B- |  | 2.7 |
| C+ |  | 2.3 |
| C | Average Achievement | 2.0 |
| C- |  | 1.7 |
| D+ |  | 1.3 |
| D | Minimum Passing Grade | 1.0 |
| D- |  | .07 |
| E | Failing |  |
| F | Failing (In Pass/Fall Course) |  |

Your final course grade will be determined by the following components:

* Portfolios and final remediation project (25% each);
* Classroom participation in writing activities and discussions: attendance, and whether you thoughtfully reflect on your own reaction and responsibly and respectfully engage with others (25%).

*Late Work*

Unless you have previously obtained an extension from me, assignments submitted late will be dropped a full letter grade for each day late. Assignments that are two days late will not be accepted. In-class assignments and activities missed because of absences cannot be made up.

*Plagiarism and Academic Honesty*

The University of Kentucky considers plagiarism a serious violation. Plagiarism is:

* using someone else’s words or ideas without proper documentation when quoting and paraphrasing;
* copying some portion of your text from another source without proper acknowledgement;
* borrowing another person’s specific ideas without documenting the source;
* turning in a paper written by someone else, an essay “service,” or from a World Wide Web site (including reproductions of such essays or papers);
* turning in a paper that you wrote for another course or turning in the same paper for more than one course without getting permission from your instructors first.

The University of Kentucky has established a range of penalties for students who plagiarize, including a reduced grade on a redone assignment, a failing grade for the assignment, a failing grade for the course, or even suspension or expulsion from the university.

**Resources**

*Writing Center and the Multimodal Communication Lab*

The Writing Center, Room B108B in The Hub of the W. T. Young Library (lower level), is available to help you with your writing. It is open 9 AM-9 PM Monday-Thursday, 9 AM-3 PM Friday, and 8 PM-11 PM Sunday. It is strongly advised to make an appointment in advance: go to uky.mywconline.com to sign on as a new client (select "First visit? Click here to register") or to log in and schedule an appointment. More information about the Writing Center is available at: http://wrd.as.uky.edu/writing-center. You can contact the Director of the Writing Center, Judy Prats at: judithgprats@uky.edu. If you have additional problems with public speaking, you may go to the Multimodal Communication Lab in 106 Grehan (859-257-8370). Consider going to either location if you feel stuck at any stage of the communication process. Take advantage of tutoring assistance early, so you have time to get feedback and make changes.

*Disability Resource Center*

Your success in this class is important to me. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we may work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course. The Disability Resource Center (859-257-2754) provides resources for students with disabilities. You will need to provide documentation of disability to them in order to receive official university services and accommodations.

Please don’t hesitate to let me know if you require assistance or accommodations for any reason. I look forward to working with you to meet your learning goals.

**Unit 1**

Week 1: Introduction

Jan 11: Course Expectations and Introductions

* **Reading**: Syllabus

Week 2: Why writing?

Jan 16: Writing, Knowledge, and Public Discourse

* **Reading**: “[Virtuous Arguments”](https://www.insidehighered.com/views/2012/03/16/essay-value-first-year-writing-courses); “[Writing is a Knowledge-Making Activity](http://scholarworks.boisestate.edu/cgi/viewcontent.cgi?article=1267&context=english_facpubs)”

Jan 18: Writing Process

* **Reading**: “[Shitty First Drafts](https://wrd.as.uky.edu/sites/default/files/1-Shitty%20First%20Drafts.pdf)”;
* **Due**: SA 1 (Reflection)

Week 3: Personal Experience as Knowledge

Jan 23: Rhetorical Situations

* **Reading**: “[The Rhetorical Situation](https://owl.english.purdue.edu/owl/resource/625/01/)”

Jan 25: Personal Narrative and Analysis

* **Reading:** Student Samples

Week 4: Peer Workshops

Jan 39: In-class Writing

Feb 1: Peer Writing Workshop

* **Due**: SA 2 (personal experience analysis) full draft for workshopping

Week 5: Personal Experience as Data

Feb 6: Autoethnography

* **Due**: SA 2 Final Draft
* **Reading**: “[Autoethnography: An Overview](http://www.qualitative-research.net/index.php/fqs/article/view/1589/3095)”; “[My Life as an Undocumented Immigrant](http://www.nytimes.com/2011/06/26/magazine/my-life-as-an-undocumented-immigrant.html)”
* **Homework**: Read the assignment prompt for the autoethnography (long paper 1) carefully. Drawing on your SA 2, prepare three different thesis statements for your autoethnography.

Feb 8: From Personal Experience to Thesis

* **Reading**: Student samples

Week 6: Feedback and Revisions

Feb 13: Individual Meetings on Long Assignment (Class Canceled)

* **Due**: Autoethnography draft (bring to conference)

Feb 15: In-class Revisions

* **Homework**: Bring to class a bullet-point list of revision items

**Unit 2**

Week 7: Research Questions and Secondary Research

Feb 20: Brainstorming and Formulating Research Questions

* **Due**: Portfolio 1
* **Homework**: Come to class with a list of subject matters/ experiences/ fields you would like to further explore.

Feb 22: Doing Secondary Research

* **Homework**: Bring to class with at least three viable research questions and relevant keywords for each question.
* **Reading**: Proposal samples

Week 8: Research Proposal

Feb 27: Synthesis, Summary, and Citations

* **Homework**: Bring to class at least three secondary sources (two must be peer-reviewed) you will use for your proposal.
* **Reading**: Read “Introduction” and templates in Part 1of *They Say, I Say*

Mar 1: Contributing Original Arguments

* **Reading**: Read templates in Part 2 of *They, Say, I Say*

Week 9: Primary Research

Mar 6: Research Methods: Interviews

* **Reading**: “[What is Primary Research and How Do I Get Started](https://owl.english.purdue.edu/owl/owlprint/559/)?”; “[The Interview Dance](http://bit.ly/1supUyu)”; Student samples

Mar 8: Research Methods: Rhetorical Analysis and Observations

* **Due**: SA 3 (Research Proposal)
* **Reading**: Student samples

Week 10: Spring Break

Mar 13: No class

Mar 15: No class

Week 11: Combining Primary and Secondary Research

Mar 20: In-class Writing and Conferences

* **Reading**: Part 3 of *They Say, I Say*” student samples

Mar 22: Making Original Contributions

* **Due**: SA 4 (Primary Data Analysis)

**Unit 3**

Week 12: Remediation

Mar 27: Peer Writing Workshop

* **Due:** Research paper draft for workshopping

Mar 29: Introduction to Remediation Project

* **Read**: excerpt from *A Composition Made Whole* (Shipka); assignment prompt for remediation project and SOGC

Week 13: Writing for the Public

Apr 3: Blogs and Websites

* **Reading**: "[Disability on Campus](http://davmynheer.tumblr.com/)"

"[Colin Kaepernick: A Story Distorted by the Media](http://kapcontroversy.wixsite.com/catsby112)”

"[Lexington Community Garden](http://estherputman.wixsite.com/communitygarden)”

Apr 5: Videos and Podcasts

* **Reading**: "[The American Dream](https://www.youtube.com/watch?v=RopOcI7zu48)”

"[Diversity at UK](https://www.youtube.com/watch?v=RopOcI7zu48)”

One essay related to your project/interest from [Transom](https://transom.org/)

* **Due**: Portfolio 2

Week 14: Conferences and Thanksgiving

Apr 10: Individual Conferences

* **Due**: Brief project proposal

Apr 12: Class Canceled

Week 15: Workshops and Conferences

Apr 17: In-class work time and conferences

Apr 19: Peer workshops

* **Due**: Remediation Project Draft

Week 16: Presentations

Apr 24: Presentations

Apr 26: Presentations

\*\*Final remediation project due May 1\*\*

**Unit 1**

**Short Assignment 1: Reflection as a writer**

Due: 1/18

You are a writer. You may not write novels, poems, news articles, or blog entries—though maybe you do—regardless, you are a writer. You have the capacity to express your thoughts and emotions in words, and you have the potential to improve that ability. That is the basic assumption of this class. And that’s where you will start with your first short assignment.

This assignment asks you to write about how you view yourself as a writer. Are you comfortable when you face the blank field of a new Word document? What place has writing had in your life? How did you first learn writing? How do you feel about the act of writing? How do you generate ideas and motivate yourself to write? What is your writing process like? What do you struggle with the most? What do you hope to learn from this class?

These are questions to get you started, but you do not necessarily need to follow them. The goal of this paper is not for me to evaluate your “writerly competence”; instead, it is for you to tell me your experiences with writing and your expectations for the course.

**This paper should be approximately 2 pages long.**

**Unit 1**

**SHORT ASSIGNMENT 2: LIVED EXPERIENCE ANALYSIS**

Workshop draft due: 2/1

Final draft due: 2/6

The goal of this assignment is for you to practice doing and writing analysis: rather than analyzing a piece of text, you will be analyzing your personal experiences. This assignment asks that you describe and analyze an interaction you have on campus—whether it is with a peer, an instructor, or with a space—that remind you of your identities outside of being a student at UK. For example, you may be reminded of how different your ethnic background is from most other students when you notice that dining halls do not serve the food you grew up eating. Alternatively, if you are a first-generation college student, you may find that you are less comfortable navigating campus spaces and interacting with your professors than some of your peers. In this assignment, describe the event and analyze how and why that event reminds you of one or two specific identities you inhabit. This paper will serve as the foundation for your long assignment in this sequence.

Stage 1

Identify an event and describe how it occurred and how it made you feel in detail. The questions below may help get you started:

* Was there a social interaction, campus space, or university policy that make you feel different than others? Why was that?
* Was there a time when you felt very much at home and accepted on campus? When was that and what components were in place?
* What previous experiences have influenced the way you understand college life, and how?

Move onto the next stage once you have identified a concrete event.

Stage 2

Analyze how and why that event brings attention to that specific identity—or multiple intersecting identities—you hold. What feelings did you experience during those events? What went through your mind, and why? What cultural expectations or social norms came into play in that event?

**This paper should be approximately 3 pages long.**

**Unit 1**

**LONG ASSIGNMENT: CRITICAL PERSONAL NARRATIVE**

First Draft Due: 2/13—Bring a hard copy to your individual conference

**\*\*\*Portfolio 1 Due: 2/20\*\*\***

The goal of this assignment is for you to critically discuss and analyze how your identities and backgrounds have influenced your experience as a college student. Consider the ways in which your gender, socioeconomic background, family values, religion culture, and race affect how you interact with the university campus at large. For instance, what is your relationship like with your fellow classmates and professors? What factors and forces have influenced the ways you perceive and handle those relationships? Do you feel like an insider or an outsider on campus? Why? What components of your identities and lived experience have contributed to those feelings?

Your critical narrative must include the following components:

- **A pointed thesis statement.** While you may have many identifies that influence your experience on campus and how you see the world, pick one or two of the most salient ones and craft a thesis statement that explains how those identities impact your life as a UK student. For example, you may choose to center your narrative on how being an international student makes you feel like a novice and outsider not only to the university, but to the US in general; or you may choose to discuss how being a first-generation college student influences the way you perceive the university.

- **Concrete descriptions and analysis of examples that help illustrate your thesis.** Make use of concrete examples from your experiences to substantiate and illustrate your thesis. You are encouraged to draw from and expand on the previous paper.

- **Connections between your personal communicative practice with larger social, economic, political, or cultural structures and influences.** You are expected to critically analyze your personal experience by situating it within socioeconomic and political contexts. It should not be a mere description of what happened. You are encouraged to bring in relevant outside sources if you think they would help you establish the connections between your personal experience and the larger political and public context.

**Your autoethnography should be approximately 5 pages long.**

**Unit 2**

**SHORT ASSIGNMENT 3: RESAERCH PROPOSAL**

Due: 3/8

A proposal is an important genre in academic and professional writing as it helps you secure the approval or funding you need for a new project. This assignment gives you the opportunity to practice developing a proposal for an original research. It also asks that you begin to hone your skills in conducting secondary research. This assignment serves as an introduction to the next two papers in this unit, so make sure that you pick a topic/area that would sustain your interest and would be feasible for the next project as well. Your proposal should contain the following sections (adapted from the Spencer’s Foundation’s requirements):

* A description of the project, the central research question(s) and its significance;
* A brief summary of the relevant literature, the relationship of the proposed research to that literature, and the new knowledge expected to result from the proposed research;
* A concise summary of the conceptual framework, research methods, data collection instruments, and modes of analysis that the project will employ.

An effective proposal should do the followings:

* Demonstrate your knowledge of existing research on the topic;
* Persuade the audience of the importance of your research question(s) by explaining how your work would add to our current understanding of the issue;
* Justify the qualitative research method (interview, observations, textual analysis) you plan on using to investigate the central questions you raise.

Your paper should contain at least three secondary research from scholarly and peer-reviewed sources. You may use either the MLA, APA, or Chicago citation guidelines.

**This assignment should be 3 pages long.**

**Unit 2**

**SHORT ASSIGNMENT 2: PRIMARY DATA ANALYSIS**

Due: 3/22

For this assignment, you will conduct a mini version of the primary research you outlined in your proposal—specifically, you will analyze the primary data you have gathered according to the research agenda you discuss in the proposal in order to answer your central questions about the topic. While each one of your paper will likely look different, all papers should fulfill the following requirements:

*Introduction:* Your introduction should set the stage for your analysis by a) justifying the import of analyzing the primary data you have gathered, b) specifying the focus of the paper, and c) explicating the question guiding the analysis.

*Body:* The body of the paper should either develop an answer to the research question that you pose or unfold the thesis/argument that you are making in your analysis in approximately 2-3 points. The analysis should be *data-driven*, meaning that you use your artifact as the data to demonstrate your claims. The analysis should also be *well-organized* so that there is internal coherence in the way you move through your argument, and so that the reader can easily follow the direction of your analysis.

*Conclusion:* The conclusion should offer some concluding thoughts on the possible contributions of analysis for understanding aspects of the topic. Do not simply restate your argument or thesis.

You are not required to bring in any secondary sources unless they would be helpful to your analysis.

**This assignment should be at least 3 pages long but no longer than 5 pages.**

**Unit 2**

**LONG ASSIGNMENT: RESEARCH PAPER**

Full Draft Due for Peer Workshop: 3/27

**\*\*\*Portfolio 2 Due: 4/5\*\*\***

By now, you have conducted both primary and secondary research on an area of your choosing. The purpose of this long assignment, then, is for you to practice integrating your findings to make and substantiate a critical claim/argument of your own. Your argument should be nuanced and up for debate: it is a factual statement but not an argument if there is no room for disagreement at all. Your paper should make—however small—an original contribution to the topic of your research. The targeted audiences of this paper are academic readers who have a basic understanding of your subject, yet may not be aware of the technicalities and nuances. As the writer, your task is to educate and persuade your audience of the importance and validity of your argument.

Review your interview notes and the library research you have conducted thus far: what strikes you as surprising or intriguing about the way expertise is developed in the field you choose? What observations have you made about the topic that you want your readers to be aware of? In what ways is your main claim/finding important to your reader? You are welcome to expand on the previous two assignments.

This paper should be approximately 5 pages long, and should contain at least six sources, three of which must be peer-reviewed.

**Unit 3**

**REMEDIATION PROJECT**

Proposal Due: 4/10

Workshop Draft Due: 4/19

Poster Presentations: 4/24, 4/26

Final Project Due: 5/1

The goal of this project is for you to repurpose or remediate your argument and research from your previous assignment by targeting a new, specific audience of your choice. See this project as an opportunity to create modes of communication that go beyond the printed word. For example, your project might take the form of a video, podcast, website, mashup, Storify, Prezi, or a digital essay for Medium.com

Stage 1

You’ll want to explore the different modes available to you. Play around with as many modes as you can to figure out which one is appropriate for your project. After you’ve toyed around with a few, decide which format (blog, Prezi, website, mash-up, diorama, etc.) best suits your goals. As you move through this process, look to the **Statement of Goals and Choices**guidelines (outlined under Stage 3) and the assignment rubric. Think carefully about the rhetorical and textual implications associated with the media you’ve chosen to use.

Next, begin to remediate your persuasive essay into the mode(s) you’ve chosen. As you go through this process, consider who the new audience for your project is, new sources of information you might need, how you’ll want to cite sources, ways in which visuals or music might add to your argument, etc. Play around and experiment—see what happens.

Stage 2

Your draft should show that you’re making steady progress on your project. Be sure this draft is far enough along that you are able to receive substantive feedback from both your classmates and me.

Stage 3

Your final draft should be about 90% complete. You’ll still have the opportunity to revise it for the final portfolio, but try to get as close as possible to the finished product as you can. Keep in mind that you’ll present your draft to the class during our poster sessions. This will give you the chance to share your work and receive additional feedback prior to beginning your final revisions.

In addition, you’ll also want to write what scholar Jody Shipka calls a **Statement of Goals and Choices** in which you explain why you made the rhetorical and material choices you did—you will submit this together with your final project. Please be as specific as possible in your statement. Some questions you’ll want to address are:

1. What is your digital argument/text trying to accomplish? For whom is this piece written?
2. Why did you choose the particular program, mode, or design you did for your remediation? Where there any limitations that forced you to choose one mode over another?
3. In what ways did your argument change as you remediated it? How did the way you used or cited sources change?
4. What did you learn (or not learn) from this project that might transfer to a future class or writing experience?