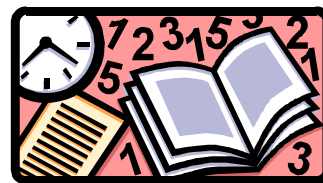


Instructor Information	Office Hours
Morgan Gresham, PHD 120 Davis Hall (727) 873-4784 gresham@stpt.usf.edu	Monday 12:00-1:45 pm Tuesday 11-12:00 noon Wednesday 9:30-11:30a And by appointment



REQUIRED MATERIALS

books

- *compose/design/advocate: a rhetoric for integrating written, visual, and oral communication (cda)* by Anne Frances Wysocki and Dennis A. Lynch
- *Soul of a Citizen: Living with Conviction in a Cynical Time* by Paul Rogat Loeb

other materials

- Digital Camera: You will need access to Digital camera—you can purchase a one-time use
- Writing Journal: Buy yourself a blank-page journal just for this class. Its pages can be lined or unlined, depending on what best helps you think comfortably. Bring this book — and your favorite writing implements — to every class.
- Three-ring Binder: Buy or find yourself a large binder. Because this class requires you to turn in a portfolio (which is to show not only finished work but also the drafts leading up to final products) at the end of the semester, you must keep ALL the work you do in this class, including drafts and notes. In order to make this easy on yourself, find a large binder, box, or envelope during the first week of classes and get into the habit of putting every single piece of your work into it. If you work electronically, get a thumb drive that you can save everything on.

DESCRIPTION OF COMPOSITION II

The purpose of Composition II is to help you become a stronger communicator so that you can not only be more effective in whatever career you follow but also so that you can be a more effective member of all the communities in which you participate.

To that end, we will not be focusing on the mechanics of communication in this course; instead, we will be examining closely how analyses of the purpose, context, and audience of any communication situation help you

think about the most effective choices (including mechanics) to make in designing any piece of communication, no matter the medium. We will also be exploring—and reflecting upon—the particular composing habits and practices that help you strengthen your abilities as much as possible.

For our class, you will choose a current social issue that matters to you and about which there is much current discussion. Throughout the semester, you will conduct both traditional and creative research into the issue you choose. By composing letters, opinion pieces, posters, documentary photography books, and a piece in the medium of your agency's choosing on this topic — as well as by composing an academic research paper — you will learn how to shape communication in different media for different audiences.

When you look at the course calendar, notice these main assignments:

- an I-Search paper
- a 5 minute speech on that issue
- a poster about that issue
- a documentary photography book focusing on your issue
- a letter to the editor about your social issue
- a final group project where you work with 2-3 others on documents for an agency that advocates for the people affected by your social issue

We will approach each of these assignments through planning and through multiple drafts (at least 2, if not 3 or 4).

According to the Gordon rule, you must develop 6000+ words (24 double-spaced, 12 pt. font pages) of polished text in this class. To show that you have accomplished this, you are required at the end of the semester to turn in a portfolio of a significant representation of your work throughout the semester. In order for you to be able to create this portfolio, you will need to keep every single piece of work you produce in this class.

GOALS FOR COMP II

As a result of your work in this class, you should:

- Gain experience in producing and analyzing written, visual, and oral communications.
- Learn how to apply rhetorical principles to both the analysis and production of texts in various media. That is, you should be able to use analyses of audience, context, and purpose in developing your own texts and in understanding why others have composed their texts as they have.

- Become more attentive to your composing processes in developing texts, so that you can most effectively develop the texts you need.
- Understand how to work both alone and in collaboration with others as you produce texts.
- Have extensive practice in revising texts you produce.
- Learn how to conduct extensive research into a topic in order to produce different kinds of texts based on that research. You will also learn how to think widely about research; you will spend some time in the library, for sure, but you will also be conducting interviews, finding visual materials, and developing creative approaches to learning about an issue.
- Learn how to use various reflective practices to help you improve as a communicator and critical thinker.

RESOURCES FOR THIS CLASS

each other

Successful communicators compose for other people. They write or sketch things out for themselves, and muddle about in ideas for a while, and eventually they realize what their main point is in *communicating*. At some point in this process, they have to start shaping their communications for others. If others are to understand what you compose, and be attentive to all your fine points, then you have to think about how you shape your text for the particular people you most want to understand your compositions. In this class, we will try to test your texts with the particular audiences you identify, but we will also test them out with each other. This means that in this class we must develop respectful and thoughtful ways of listening and attending to each others' communications: I want you to be able to work in the safest of contexts to get feedback to your work so that you can make it as effective as possible. This also means that you have to get to know others in class and give their work the same respect and attention you would like for your work. You will rarely again in your life have such opportunity to take chances and be creative in your communications while receiving the careful feedback you will. Learn to cultivate such connections with others if you want to live in a respectful world.

me

People who come regularly to office hours get better grades in class because they give their work more attention and also get more engaged with it.

Gresham

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When you come to office hours, you don't need to make any special preparations: just come with a question or something on which you're working. (And if you can't come during my scheduled office hours, talk to me after class to make an appointment.)

COURSE POLICIES

GRADING

For each of the major assignments we will develop together, as a class, a grading rubric for that assignment. Each rubric lays out the important qualities that each assignment should possess, and so clearly lays out what you need to attend to in the assignment to do well.

In addition to basing your final grade on the individual grades you earn on the major assignments, I will also be attending to your "social practices" in class. Because your learning in this class depends tremendously on you interacting well with others (listening to them, responding thoughtfully to them in speaking and writing) as well as on your energetic participation in class discussion and activities leading to the development of your major assignments, these activities will count toward your final grade — which means that class attendance is very important. As such, each major project will receive both a product and a process grade.

Here is a more detailed breakdown on how I will weight grading:

- | | |
|---|-----|
| • I-Search paper on your issue | 15% |
| • 5 minute speech on your issue | 10% |
| • a poster about that issue | 10% |
| • a documentary photography book focusing on your issue | 15% |
| • a letter to the editor on a social issue of your choosing | 05% |
| • final group project, including oral presentation | 20% |
| • social practices* | 25% |

NOTE that you will not receive a final grade in this class until you turn in the final portfolio.

REVISION OF WORK

If you are not happy with the product grade you receive on the final version of any project, you can revise the project. I will happily accept revisions up through 20 April 2007. If you plan on revising a project, come see me first

* includes daily writings, daily log, course journal, attendance, group work, process work; extra credit will be added to social practices grade; absences will be subtracted from social practices grade, 5 points per absence after the second absence.

to discuss how you might proceed. Product grades may be revised; process grades will not be revised.

LATE WORK

I have tried to shape a class schedule that is challenging but with plenty of time to think. Because you will only do yourself damage if you get behind in this class, I will not accept any late work unless you have come to see me beforehand and have solid and documented reasons.

ATTENDANCE

If you have more than two absences from class, your grade will be affected. For each absence, you will be docked 5 points from your social practices grade. If you miss a class, please do not contact me to find out what you missed, but please do let me know if you know before class that you will miss. All assignments are listed on the course Calendar; ask another person who is taking the class what you missed.

POLICY ON ACADEMIC INTEGRITY

Plagiarism and cheating are serious academic offenses. They are defined by this policy as “knowingly copying another’s work or ideas and calling them one’s own or not giving proper credit or citation.” This policy applies to copying sections or entire papers from printed or electronic sources as well as handing in papers written for other classes or by other students for other classes; it also applies to purchasing academic papers. Plagiarism and cheating are not only dishonest but cheat you out of learning, the reason you are in school. If you ever have any questions about what counts as cheating or plagiarism, please talk with me.

ACCOMMODATION POLICIES

Religious Preference Holiday: Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide advanced written notice of the date(s) to the instructor.

Accommodation Policy: Students with documented learning and/or physical disabilities in need of accommodation should be encouraged to work with Student Disability Services and inform the instructor about any special requirements they may have. All reasonable efforts will be made to accommodate students with regard to note taking, reading assignments and test taking.

Tentative Class Schedule

DATE	WHAT YOU SHOULD HAVE READY FOR CLASS	WHAT'S HAPPENING IN CLASS	HOMEWORK FOR NEXT CLASS
Week 1			
Tuesday, 1/8	YOU	INTRO TO CLASS, CLASS POLICIES; Technology survey; Draft literacy autobiography narrative	Read Chapters 1-4 in <i>Soul of a Citizen</i> ; Response to syllabus; Read intro & chapter 1 of cda (pp. 1-30); Complete literacy autobiography; What's Gordon's Rule?; Online scavenger hunt; Letter to a friend
Week 2			
Tuesday, 1/16	Response to syllabus Read intro & chapter 1 of cda (pp. 1-30) Read Chapters 1-4 <i>Soul of a Citizen</i> Literacy narrative Letter to a friend	Discuss reading; Feedback on letters and literacy narratives	Read chapters 2 & 5 in cda; Attend Civic engagement fair on Wednesday, 17 January; Choose social issue; Inquiry chart questions
Week 3			
Tuesday, 1/23	Chapters 5-8 in <i>Soul of A Citizen</i> Chapter 2 of cda (pp. 33-54)	Online Scavenger Hunt; Discussion of readings; I-Search	Read Chapters 9-12 in <i>Soul of A Citizen</i> Read chapter 6, on research, of cda Inquiry charts
Week 4			
Tuesday, 1/30	Chapters 9-12 in <i>Soul of A Citizen</i> Chapter 6, on research, of cda	Discussion of Readings I-Search	Draft I-Search Paper Read chapters 4 & in cda
Week 5			
Tuesday, 2/6	First Full Draft I-Search Chapter 8 in cda on Oral Communication	Peer Review I-Search Develop Design Plan for Speeches	Draft Speech
Week 6			
Tuesday, 2/13	Practice speeches	Peer review of speeches	Presentation copy of speech
Week 7			

DATE	WHAT YOU SHOULD HAVE READY FOR CLASS	WHAT'S HAPPENING IN CLASS	HOMEWORK FOR NEXT CLASS
Tuesday, 2/19	Speeches	Presentation of speeches to class; feedback on speeches	Reflection on your oral presentation; Design Plan for poster; Read cda chapters 9-10; Midterm
Week 8			
Tuesday, 2/27	cda chapters 9-10; Design Plan for poster And fill out Midterm assessment (print and complete)	Discussion of readings; Drafting of Poster	Complete Draft of Poster for review Read cda chapter 11 Design plan for documentary photography book
Week 9			
Tuesday, 3/6	Poster Design plan for doc photo book	Peer review of posters	Photo book
Week 10			
Tuesday, 3/20	Complete draft of photo book	Peer Review of photo books	Read cda chapter 13 Draft letter to the editor
Week 11			
Tuesday, 3/27	Letter to the Editor	Peer Review of letters to the editor	Reread chapters 3 & 4 in cda Design plan for group projects
Week 12			
Tuesday, 4/3	Design plan for final projects due, including schedule	What are your intentions now with the final argumentative research paper?	Revise argumentative paper (section 4 of I-Search)
Week 13			
Tuesday, 4/10	Group Project work	Progress report on final group projects	Group Project work
Week 14 Tuesday, 4/17	Revised I-Search Paper (Final argumentative section) due Portfolio materials Draft of portfolio letter due	Portfolio work	Group Project work; Portfolios
Week 15 Tuesday, 4/24	Group presentations of final projects	Group presentations and feedback	Portfolios due by Monday, 4/30 at 12:00 noon
Finals Week			
Individual Conferences		We talk	

SYLLABUS RESPONSE

purpose of this assignment

I want to be sure that you and I are on the same wavelength in terms of my expectations for this class and your expectations. By reading the syllabus carefully and writing responses to a series of questions about it, you will give me a sense of any adjustments I need to make to the course schedule and my expectations so that the course is most useful to you.

what to do

Read all the pages of the syllabus carefully (so you need to read the Description, Goals, Policies, Calendar, and Resources pages). Then type up and print out (I will not except email for this assignment) an approximately 500-750 word response to the following questions about the syllabus and this section of Revisions.

(Please do not write up your response as a series of numbered responses to the questions; given that part of what I hope to encourage in this class is a creative response to communication projects, I hope that you will find creative ways to produce a piece of writing that responds to these questions — but just be sure that your writing reflects well upon you.) (And please put all of your responses into your own words; if you simply copy and paste my words back at me, this will not show me that you are starting to make this class your own.)

- * Which of the course goals look most useful to you? What do you think you need to strengthen most in how you communicate with others?
- * What are the main assignments for this course, and when are they due? Which of these assignments most interests you? Which least interests you? Which do you feel most prepared to undertake? What do you need to learn to be able to complete these assignments to your satisfaction?
- * What is my policy on late work? On attendance? On you revising assignments?
- * When are my office hours? Why should you come to my office hours frequently? What kind of help or discussion will be useful to you when you come to my office hours? When are you planning your first visit to my office hours?
- * What do you think my responsibilities are as a teacher in this class? What are your responsibilities as a student?
- * After reading the syllabus, what do you hope to learn from class? What will you be able to contribute to class, and how will you be most useful to others in class? What kind of support will be most helpful to you from others?
- * Can you envision the shape of the semester from the Syllabus & Calendar? What remains amorphous to you? Is there anything you can suggest now for improving what you see ahead?

* What makes you most nervous about what I've written in the syllabus? What do you think will give you the most pleasure in this class? What are the abilities you bring to class that you think will help you the most? In what ways can you push yourself to do your best possible, most attentive work in this class?

* What are 2-3 questions you have about this class?