

WRCM 101 COURSE OUTLINE

Instructor's Information

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Course Information

Course Title: **Writing and Communication 1**

Course Code: **WRCM 101**

Credit hours: **03**

Course Description

The first course in the Writing and Communication Program asks students to choose and work through a current controversy in Pakistan or the world. Along the way, students will learn the basics of academic writing, from constructing an argument to fashioning a paragraph to analyzing opposing arguments in a short essay. Students will also learn how to listen for main ideas, what makes up a good speech, and how to present their papers.

Course Outcomes

By the end of this course, students will:

- Be comfortable using English for academic writing
- Know how to accurately use MLA documentation style for formatting their papers as well as avoiding plagiarism
- Be able to analyze and critique arguments and rhetorical strategies.
- Discover their personal strengths and weaknesses related to writing, speaking, and listening and know strategies for improvement.
- Understand the context of and value others' opinions on their chosen topics.
- Learn to fashion arguments together
- Care more deeply about current issues and get excited about engaging with them

Readings

- Babin, Burnell, Pesznecker, Rosevear, and Wood. 2017. *The Word on College Reading and Writing*.
- Guptill, Amy. 2016. *Writing in college: From competence to excellence*. Open SUNY Textbooks.
- *Stand up, Speak out: The practice and ethics of public speaking*. 2016. University of Minnesota Libraries Publishing.
- *Writing for Success*. 2015. University of Minnesota Libraries Publishing.

COURSE REQUIREMENTS

Most of the practice of English speaking skill will occur during class hours so:

- Students are required to attend 90% of the classes and come to class **on time**.

- It is compulsory for all the students to take tests, exams and presentations on appointed days. **No re-take** will be arranged.
- **Assignments:** All the written assignments must be in the typed and printed form. No hand written assignment will be acceptable.
- **Cheating:** If a student is found guilty of cheating in an exam s/he will immediately be given an F grade in that exam. His/her cheating case will be immediately forwarded to Academic Integrity Committee (AIC) of the university.
- **Plagiarism:** If a student’s speech is plagiarized from internet or copied from another student’s work, the student will be given F grade in that assignment/speech.
- The case of plagiarism will be immediately forwarded to AIC
- No retake of that plagiarised assignment/speech will be taken.
- **Mobile Phones:** All the students are required to put their mobile phones on silent. If anyone’s phone rings during the class, the student will be immediately marked absent.
- During exams and quizzes all the students are required to place all their cell phones (either one or two) on the table placed in front of the room. If anyone is caught with a cell phone during the exam, it will be considered equivalent to cheating (whether the student was cheating or not) and the student will be given an F grade and the case will be forwarded to (AIC).

Course Evaluation

Writing Assignments	30%
1. Paragraphs Assignment (6 paragraphs, 100-200 words each in a different rhetorical mode)	15%
2. Argument Analysis Paper (approx. 500-600 words, comparison of two opposing editorials)	15%
Speaking Assignments	25%
1. Impromptu Speeches x2 (1-2 minute impromptu speeches (5% each) on topics provided in class.	(5x2) 10%
2. Argument Analysis Speech (3-4 minutes, extemporaneous, analysis of one of the arguments from student paper)	15%
Quiz (Paraphrasing/Summarizing, Grammar, Vocabulary)	15%
Final Exam	15%

Attendance	5%
Class Participation (Introductory Speech, Speech Lessons, Practice Impromptu)	5%
Final Portfolio (Corrected drafts of writing assignments, self-assessment letter of 200-300 words.)	5%

Grading System:

GRADES	QUALITY POINTS	NUMERICAL VALUE	INTERPRETATION
A	4.00	93-100	Superior
A-	3.70	90-92	
B+	3.30	87-89	
B	3.00	83-86	Good
B-	2.70	80-82	
C+	2.30	77-79	
C	2.00	73-76	Satisfactory
C-	1.70	70-72	
D+	1.30	67-69	
D	1.00	60-66	Passing
F	0.00	59 or below	Failing

Attendance policy

Attending class is the only way you will be able to receive many valuable insights on the material. *It is the student's responsibility to notify the professor before an absence if possible* and to make arrangements with the professor for turning in any assigned work or taking any exams scheduled for that day. **90%** attendance is compulsory for all the students. Students with less than **75%** attendance will not be allowed to take final exams.

The student's attendance grade will be determined as follows:

M, W, F	<u>Tu, Th</u>
3 absences = 5/5 4 absences = 4.75/5 5 absences = 4.5/5 6 absences = 4.25/5 7 absences = 4/5 8 absences = 3.75/5 9 absences = 3.5/5 10 absences = 3/5 11 absences = 2.5/5 11 absentees: Not allowed to take final exam	2 absences = 5/5 3 absences = 4.5/5 4 absences = 4/5 5 absences = 3.5/5 6 absences = 3/5 7 absences = 2.5/5 8 absentees: Not allowed to take final exam

Tentative Weekly Schedule

Subject Key: General **Writing Speaking** EXAM

Readings Key: WS = *Writing for Success*, SS = *Stand up, Speak out*, WC = *Writing in College*, WCRW = *The Word on College Reading and Writing*, AWL = Academic Word List

WRCM 101	Class Topic	Suggested Additional Topic(s)	Readings	Major Assignments
1	Ice Breaking Activities Reading and Writing Strategies	SQR3	WS 1.1-1.3	
2	<i>Introductory Speeches</i> <i>Importance of Listening and Note-Taking</i>	Word Order Negative Statements AWL Sublist 1	SS 4 WS 5.1-5.2	Introductory speech
3	Argument Structure	Tenses AWL Sublist 2	Toulmin Model WS 5.5	
4	Effective Means for Writing a Paragraph	Modal Auxiliaries AWL Sublist 3	WS 5.6, 6 WC 6	
5	Rhetorical Modes	Prepositions AWL Review	WS 5.7, 10	
6	<i>Delivering a Speech: Methods</i> <i>Impromptu Speech 1</i>	Articles and count/non-count nouns AWL Sublist 1	SS 3, 14 WS 5.3	Paragraphs assignment Impromptu speeches
7	<i>Delivering a Speech: Preparation</i> <i>Speaking Confidently</i> <i>(Communication Apprehension)</i>	Pronouns AWL Sublist 2	SS 14 WS 5.4	Speech Lesson 2
8	Paraphrasing <i>Impromptu Speech 2</i>	GRAMMAR EXAM 1 VOCAB EXAM 1	UWisc handout on PSQD	GRAMMAR EXAM 1 VOCAB EXAM 1
9	Summarizing	Sentence Writing AWL Sublist 3	WS 7 UWisc Handout on PSQD	
10	Planning and Drafting AAP Constructing the Thesis and Argument	Subject/Verb Agreement AWL Sublist 4	WS 2.1 WC 3 and 9	PARAPHRASING/ SUMMARIZING QUIZ
11	Body Paragraphs Introductions/Conclusions	Verb Tense, pt 3 AWL Sublist 4	WS 2.3 WC 6 and 7	
12	Documentation (MLA Style) Peer Review	Capitalization AWL Sublist 5	WS 2.4, 13	AAP Draft
13	<i>Speeches</i>	Pronouns, pt 2 AWL Sublist 5	WS 2.5, 13.4	
14	Review	Adjectives/Adverbs AWL Review	WS 2.6	
15	FINAL EXAM	GRAMMAR EXAM 2 VOCAB EXAM 2		Final Portfolio FINAL EXAM

SPEECH RUBRIC

Speaker's name: _____

Topic: _____

Criterion	Rating Excellent	Rating Good	Rating Satisfactory	Rating Needs Improvement
	Points 5	Points 4	Points 3	Points 2
Introduction	(1) Gets attention (2) Clearly identifies topic (3) Establishes credibility (4) Previews main points	Meets any three of the four criteria	Meets any two of the four criteria	Meets only one of the four criteria
Body	Main points are clear, well supported, and sources are documented	Main points are somewhat clear, some support, and some documentation	Main points need clarity & support, lack of sources & documentation	Main points are not clear and have no support, no sources or documentation
Conclusion	(1) Reviews main points (2) Brings closure (3) Memorable	Reviews main points , brings closure	Brings closure	Does not bring closure; the audience is left hanging
	3	2	1	0.5
Eye Contact	Eye contact with audience virtually all the time (except for brief glances at notes)	Eye contact with audience less than 80% of the time	Eye contact with audience less than 75% of the time	Little or no eye contact
Clarity and Use of Language	Use of language contributes to effectiveness of the speech, vocalized pauses (um uh er etc.) are not distracting. Speaks clearly and distinctly all the time with no mispronounced words	Use of language does not have negative impact, and vocalized pauses (um uh er etc.) not distracting Speaks clearly and distinctly nearly all the time with no more than one mispronounced word	Use of language causes potential confusion, and/or vocalized pauses (um uh er etc.) are distracting. Speaks clearly and distinctly most of the time with no more than two mispronounced words	Use of language is inappropriate. Often mumbles or cannot be understood with more than three mispronounced words
Body language	Body language, gestures, and facial expressions adds greatly to the message	Body language, gestures, and facial expressions compliment message	Body language, facial expressions & gestures lack variety and spontaneity	Body language, gestures, and facial expressions are lacking or inappropriate
Topic is specific, follows assignment Adapted to audience	Topic is specific, appropriate and adapted	Topic is clear appropriate and somewhat adapted	Topic lacks clarity and focus needs adapting to audience	No specific purpose-- inappropriate for audience or occasion
Time	Within allotted time	Within 10% of allotted time	Within 20% of allotted time	Not within 20% of allotted time

(Adapted from Dan Rooney)

Total: _____

Comments:

WRCM 101 INTRODUCTORY SPEECH

Basic Overview

Points: Ungraded but required

Length: 1-2 minutes

Format: Oral Speech

Hand in: Full sentence (typed) and Keyword outlines

Objectives

There are three objectives:

- To help students and instructors become acquainted
- To offer a low-stress opportunity for students to test public speaking skills
- To allow instructor to form some ideas of individual speaking abilities

Details

1. Select a picture that means something to you or says something about you. Don't just pick something you think the class will like.
2. Write a thesis: a claim about yourself and the picture. Explain how it illustrates something about you or something you believe. Your thesis should be developed in two parts. First, the picture should be described. Second, you should explain why this picture describes something about you or your ideas.
3. Write a thoughtful introduction: In addition to a thesis statement, the introduction should include your name and a preview of the main points of your speech.
4. Summarize the meaning of the picture to you for us throughout the speech. Organize your main points. We should hear transitions and each main point should give the reasons this picture is revealing/ support for your thesis.
5. Conclude with a summary of your main points and an interesting final statement.
6. Deliver this speech extemporaneously. Only your keyword outline will be permitted during your speech.

WRCM 101 IMPROMPTU SPEECHES

Brief Overview

Marks: 10% of final mark overall

Speech 1: 5%

Speech 2: 5%

Length: 1-3 minutes

Format: Oral Speech

Details

You will be given a topic in class before each speech. The topics will be decided by your instructor. You will have 60 seconds to prepare before delivery and must speak for at least 1 minute but no more than 3 minutes.

WRCM 101 PARAGRAPHS ASSIGNMENT

Brief Overview

Marks: 15% of final mark

Length: 6 paragraphs

Format: Typed, double-spaced, 12pt Times New Roman

Details

You have learned about six rhetorical modes of writing: narrative, descriptive, compare/contrast, cause/effect, process, and persuasion. In this assignment, you are tasked to write one complete paragraph in each of these modes. Make sure you use the correct structure.

Points to remember about each mode:

Narrative	Descriptive	Compare/Contrast
<ul style="list-style-type: none"> - Includes components of plot, character, conflict, and theme - Includes strong details - Includes a strong introduction and conclusion that hook the reader and evoke the narrative's theme 	<ul style="list-style-type: none"> - Uses strong sensory details appealing to all five senses. - Starts with the writer's main impression of subject - Uses spatial order for organization 	<ul style="list-style-type: none"> - Analyzes two subjects by either comparing them, contrasting them, or both - Does not just state the obvious but examines subtle or unexpected differences and similarities - Topic sentence clearly states what the two subjects are and what will be learned - Organized either by the subjects or by points - Uses phrases of comparison or contrast
Cause/Effect	Process	Persuasion
<ul style="list-style-type: none"> - Topic sentence states main cause, main effect, or various causes and effects of a condition or event. - Organized EITHER cause first, effect second OR effect first, cause second - Includes strong evidence linking the cause and effect - Uses phrases of causation 	<ul style="list-style-type: none"> - Explains how to do something, how something works, or both - Opens with discussion of the process including the outcome of the process - Follows a chronological sequence - Uses time transition phrases 	<ul style="list-style-type: none"> - Moves readers toward a certain point of view. - Argues a specific claim - Uses clear reasons and strong evidence to support its claim - Avoids appearance of bias by limiting first-person pronoun use

Topics:

NARRATIVE

Think of a major national or local event that affected you in some way. Briefly tell the story in a paragraph.

DESCRIPTIVE

Describe a place on the FCC campus that evokes some emotion for you, whether positively or negatively. Take the reader through it by organizing your paragraph by space.

COMPARE/CONTRAST

Compare or contrast two public figures, cities, or countries. What makes them similar? What makes them different? Focus on the subtle and unexpected.

CAUSE/EFFECT

Read through a newspaper to discover a current situation. Explain how it was caused and/or what its effects are.

PROCESS

Describe the process of applying to FCC. How does someone do it?

PERSUASION

Read the opinion page of a newspaper or magazine and choose one opinion to argue **against**. Write a strong claim supported by reasons and based on evidence **against** the writer's position. You must cite the source you are arguing against.

Requirements (per paragraph)

Content (5 points)

- Does the paragraph fulfill the purpose of the assignment as outlined in the assignment handout (including length, proper sections and formatting)?
- Does paragraph include a strong topic sentence that is well placed and easily identified; appropriate to the assignment and topic; and sufficiently narrow?
- Does the paragraph develop strong logical points? Is sufficient space dedicated to argument analysis? Are some arguments under or over developed?
- Does the paragraph support the evaluation with evidence in the form of accurate, clear, and appropriate use of the source material?
- Does the paragraph provide sufficient analysis of source material that explains the support for the main claims?
- Does the paragraph have an appropriate concluding sentence?

Organization (3 points)

- Does the paragraph feature a strong, logical system of organization appropriate to the rhetorical mode?
- Is the paragraph focused, containing one point?
- Is that point clear using an effective topic sentence?
- Does the paragraph flow from one main point to another in an easy to follow manner using effective transitions that connect idea?

Mechanics (2 points)

- Does the paragraph adopt an appropriate tone for formal academic writing?
- Does the paragraph use appropriate terminology and word choice?
- Does the paragraph evidence sufficient proofreading and avoid incomplete sentences, random capitalization, and glaring errors in formatting?
- Does the paragraph exhibit any significant patterns of grammatical errors?

WRCM 101 ARGUMENT ANALYSIS PAPER

Basic Overview

Marks: 15% of final mark

Length: 2-3 pages

Format: Double-spaced, typed, 12 pt Times New Roman, MLA format

Hand in: Soft and hard copy, stapled, MLA format and references, plus Op-Eds

Details

For this paper, you must write an essay drawing from two op-eds with opposing arguments. These can be from an editorial, an opinion piece, or a column about a current controversy (since the beginning of this semester). You cannot use newspaper articles or letters to the editor.

Once you have one op-ed, you must find another **opposing** op-ed on the SAME subject. Make sure you give yourself time. The op-eds should be approximately the same length as well in order to make a fair comparison.

Your thesis will be a claim about the **quality of the arguments**. Ask yourself the following questions as you read:

- Who is the author and what is his/her affiliation with this subject?
- Who is the newspaper's readership?
- What is the big question (the controversy or event) being addressed?
- What is the major claim of the article and what evidence is or is not being used to support it?

Then decide which op-ed makes the stronger argument. Your essay will be marked according to the thoroughness of your argument as well as the clarity of your presentation.

Requirements

Content (50 points)

- Does the paper fulfill the purpose of the assignment as outlined in the assignment handout (including length, proper sections and formatting)?
- Does the paper have an introduction that clearly and concisely introduces the topic and purpose of the essay and why it matters?
- Does paper include a strong thesis that is well placed and easily identified; appropriate to the assignment and topic; and sufficiently narrow? Does the introduction clearly identify how the argument will develop?
- Does the paper develop strong logical points in support of the evaluation? Is sufficient space dedicated to argument analysis? Are some arguments under or over developed?
- Does the paper support the evaluation with evidence in the form of accurate, clear, and appropriate use of the source material? Are decisions to paraphrase, summarize or quote well-chosen and well executed?
- Does the paper clearly identify source material as distinguished from student voice?
- Does the paper provide sufficient analysis of source material that explains the support for the main claims?
- Does the paper attend sufficiently to audience and persuasion?
- Does the paper have a conclusion that effectively restates the main points and reviews the significance of the topic?
- Does the paper include a bibliography in MLA format?

Organization (35 points)

- Does the paper feature a strong, logical system of organization appropriate to the topic, assignment, and thesis?
- Does the paper include focused paragraphs that contain one point?
- Is that point clear using effective topic sentences that relate to the overall argument?
- Does the essay flow from one main point to another in an easy to follow manner using effective transitions that connect ideas or paragraphs?
- Does the paper include clear references to the structure, including preview statements in the introduction, and signposts throughout the paper?

Mechanics (15 points)

- Does the paper adopt an appropriate tone for formal academic writing?
- Does the paper use appropriate terminology and word choice?
- Does the paper evidence sufficient proofreading and avoid incomplete sentences, random capitalization, and glaring errors in formatting?
- Does the paper exhibit any significant patterns of grammatical errors?

WRCM 101 ARGUMENT ANALYSIS SPEECH

Basic Overview

Marks: 15%

Length: 3-4 minutes

Hand in: Full sentence (typed) and Keyword outlines, Toulmin diagram, bibliography

Details

In this speech, you will examine the **quality of the argument** you find in an op-ed.

1. Decide on an op-ed to speak about (NOTE: it *can* be one from your Argument Analysis paper). Ask yourself the following questions:
 - a. Who is the author and what is his/her affiliation with this subject?
 - b. Who is the newspaper's readership?
 - c. What is the big question (controversy or event) being addressed?
2. Identify the author's main claim and the evidence he/she does or does not use to support it.
3. Present the argument in the form of a visual aid using a Toulmin diagram.

IMPORTANT: This speech is **NOT** an opportunity for you to state your own viewpoint on the topic in question. That will come later. **ONLY** focus on the quality of the argument.

Student Checklist

Content

- The speech conforms to all stated guidelines in the assignment sheet (including using an appropriate op-ed from a reliable source).
- The speech develops a strong thesis that makes an argument about the effectiveness of the execution of arguments in the opinion editorial.
- The speech provides concise and appropriate background to understand the argument in the form of a summary of the major arguments of the article and their development. Summary is clear, focused, and accurate.
- The bulk of the speech develops a strong evaluation of the strengths and weaknesses of the arguments and effectively analyzes them using Toulmin to discuss how the each part of the argument is constructed.
- The speech chooses appropriate supporting material from the op-ed in support of the evaluation, and verbally explains them clearly and accurately for the audience.

- The visual aid includes a title slide, relevant visuals (Toulmin), and is clear and simple
- The tone of the speech is appropriate and consistent.

Organization

- The speech exhibits a logical system of organization appropriate to the assignment, topic, and thesis. All main ideas or sections in the speech are necessary.
- The speech introduces the main argument, and a clear preview statement that explains how the speech will develop the argument in a timely manner.
- The speech flows well from one main point to another, and all similar points are kept together to avoid significant repetition of content.
- The speech includes topic sentences and transitions that clearly indicate the relationship between sections of the speech, and appropriate repetition of main claims throughout.
- The speech is easy to follow and uses signposts to refer frequently to the overall structure provided in the preview.

Delivery

- The speech is delivered extemporaneously, with minimal use of notes.
- The speaker's physical posture is appropriate; the speaker is standing upright and is not swaying or otherwise distracting with posture.
- Gestures are big and engaging, and are appropriate to the speech.
- The speaker is making eye contact at least 70-80% of the time, and with most or all of the audience. The speaker does not glance excessively at the visual aid.
- Verbal fillers are kept to a minimum.
- The speaker's volume and rate of speech are appropriate for the audience.

Deductions

No full sentence or speaking outline: -1 point (per outline)

Time penalties: -1 point per 15 second violation

WRCM 101 FINAL PORTFOLIO ASSIGNMENT

Basic Overview

Marks: 5% of final mark

Hand in: All drafts of Paragraphs Assignment and Argument Analysis Paper, self-assessment letter

Details

Bring to the final exam period the following in a folder with your name on it:

1. Drafts of Paragraphs Assignment and Argument Analysis Paper with corrections (3 points)
2. A self-assessment letter addressed to the instructor that is 2 pages long and answers the following questions. Use first person voice and give clear examples. (2 points)
 - a. What have you gained from WRCM 101? How do you hope this will help you in WRCM 102?
 - b. How did the assignments help you grow as a writer and speaker? Feel free to offer suggestions for assignments and why (but do not say get rid of the argument analysis paper and speeches!).
 - c. How well do you think you performed in this class?