WRCM 102 Course Outline

**Instructor’s Information**

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**Course Information**

**Course Code:** WRCM 102 **Course Title: Writing and Communication 11**

# Course Description

This course is a continuity of Writing and Communication 101. Students will build on what they learned in WRCM 102 while engaging with research using authentic academic sources. In the first of two major papers and presentations, students will analyze and report the history and status quo of a current controversy in Pakistan or the world. The second paper and presentation build on the first with the addition of the student’s view on and possible solution for the controversy. For the second major presentation students will analyze their audience beforehand in order to craft and deliver a maximally persuasive speech in the PechaKucha style.

# Course Outcomes

By the end of this course, students will:

* Understand how to craft a research paper, deliver a compelling persuasive speech, and form an annotated bibliography.
* Be confident in using English for academic writing.
* Know how to efficiently use APA and Chicago documentation styles for formatting their papers as well as avoiding plagiarism.
* Be able to contribute thoughtfully to a scholarly conversation.
* Create and present solutions to current problems.
* Be able to connect argumentation strategies with what they observe in real life
* Confidently holding valid, valuable opinions worth sharing.
* Be able to research independently and write about any topic of their choice.
* Discover their personal strengths and weaknesses related to writing, speaking, and listening and identify the strategies for improvement.
* Understand the context of and value others’ opinions on their chosen topics.
* Learn to fashion solutions related to the debates/controversies together.
* Care deeply about current issues and getting enthusiastically engaged with them

**COURSE REQUIREMENTS**

* Students are required check their **Moodle** accounts regularly and stay in contact with instructors and class fellows through Online Sources.
* **Assignments:** All the written assignments must be in the typed form.
* **Plagiarism:** If a student’s speech/assignment is plagiarized from internet or copied from another student’s work, the student will be given F grade in that assignment/speech.

**Course Evaluation**

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| **Writing Assignments** | **50%** |
| 1. **Topic Proposal/Research Plan –**(700-800 words, introduction of topic as well as research plan with timeline) 2. **Annotated Bibliography-**It should be in OPVL format and can be submitted with the controversy analysis paper. 3. **Controversy Analysis Paper** – (1250-1500 words, history and current status of a public controversy according to strict outline, 10 sources minimum with annotated bibliography**)** 4. **Research Paper** - (2000-2500 words, corrected Controversy Analysis paper with addition of survey results and STUDENT’s view) | 10%  10%  10%  20% |
| **Speaking Assignments** | **30%** |
| 1. **Controversy Analysis Speech** –(6-7 minutes, extemporaneous, summary of paper including four sources clearly cited) 2. **Paper Presentation** - (4-minute speech on something related to topic, 16-slide PowerPoint (15 seconds each; PechaKucha style) | 15%  15% |
| **Assignment** (Research Tools) | **10%** |
| **Final Portfolio** (Corrected drafts of writing, final annotated bibliography, self-assessment letter of 200-300 words.) | **10%** |

# Readings

The readings for the first course have primarily been selected from four Open Educational Resources. They are as follows:

* 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.

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# 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

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| **WRCM 102** | **Class Topic** | **Suggested Additional Topic(s)** | **Readings** | **Assignments** |
| 1 | **Purpose of Research Writing Writing Process** | Sentence Structure Review | WS 1.1, 11.1 |  |
| 2 | **Choosing and Narrowing a Topic Developing a Research Proposal** | Tenses Review  AWL Sublist 6 | WS 5.5, 11.2  (CR 3) | Topic Proposal |
| 3 | **Finding and Evaluating Sources**  **Research Ethics** | Misplaced and Dangling Modifiers  AWL Sublist 6 | WC 4  WS 2.7 | **Research Tools Assignment** |
| 4 | **Using Sources (APA Style) Avoiding Plagiarism**  **Annotated Bibliographies** | Commas  AWL Sublist 7 | WC 5  WCRW 140-145  WS 3.1, 3.2-3.3  SS 17.1 |  |
| 5 | **Reading Week** |  |  |  |
| 6 | **Annotated Bibliographies**  *Persuasive Claims* | Quotes  AWL Sublist 8 | SS 17.2  WS 3.4 |  |
| 7 | *Preparing your Speech* |  | WS 3.5-3.8  WS 14 | Speech Lesson 3 |
| 8 | **Revising**  **Peer Review** |  | WC 9 | Controversy Paper Draft  Peer Critique |
| 9 | *Controversy Analysis Speech* | Commonly Confused Words  AWL Sublist 8 | WS 4.1 | Controversy Analysis Paper Final Draft + Speech Outline |
| 10 | **Managing your research project**  Dealing with obstacles and developing good habits | Spelling  AWL Sublist 9 | WS 4.2  WCRW 139-150 |  |
| 11 | *Audience Analysis*  **Chicago Documentation Style** | Word Choice  AWL Sublist 9 | WS 4.3  SS 5 |  |
| 12 | *Incorporation sources in speeches* | Prefixes and Suffixes  AWL Sublist 10 | WS 4.4  SS 8 |  |
| 13 | **Peer Review**  **Implementing Feedback** | Synonyms and Antonyms  AWL Review | WS 4.5  WCRW 151-164 | Audience Analysis Survey (Completed) |
| 14 | **Developing a Final Draft** | Using Context Clues  AWL Review | WS 4.6, 12.2 | Draft Research paper |
| 15 | *PechaKucha Speeches* |  |  | Final Portfolio |

**Changes For Online Classes:**

1. The **Written Assignments** to be submitted through Email/Moodle.

2. Since most of the students have access to internet so they can **Video Record their Speeches** (Controversy Analysis Speech & PeechaKucha) and send their videos to the instructors either through online sources (Moodle/Line/WhatsApp/Facebook Group). The students who do not have the internet/access facility can be marked with “I” (Incomplete) grade and they can have their speeches when the university will open.