

# FIRST-YEAR COMPOSITION @ UAB

EH 102 - English Composition II

Spring 2017

University of Alabama at Birmingham

## Instructor Information

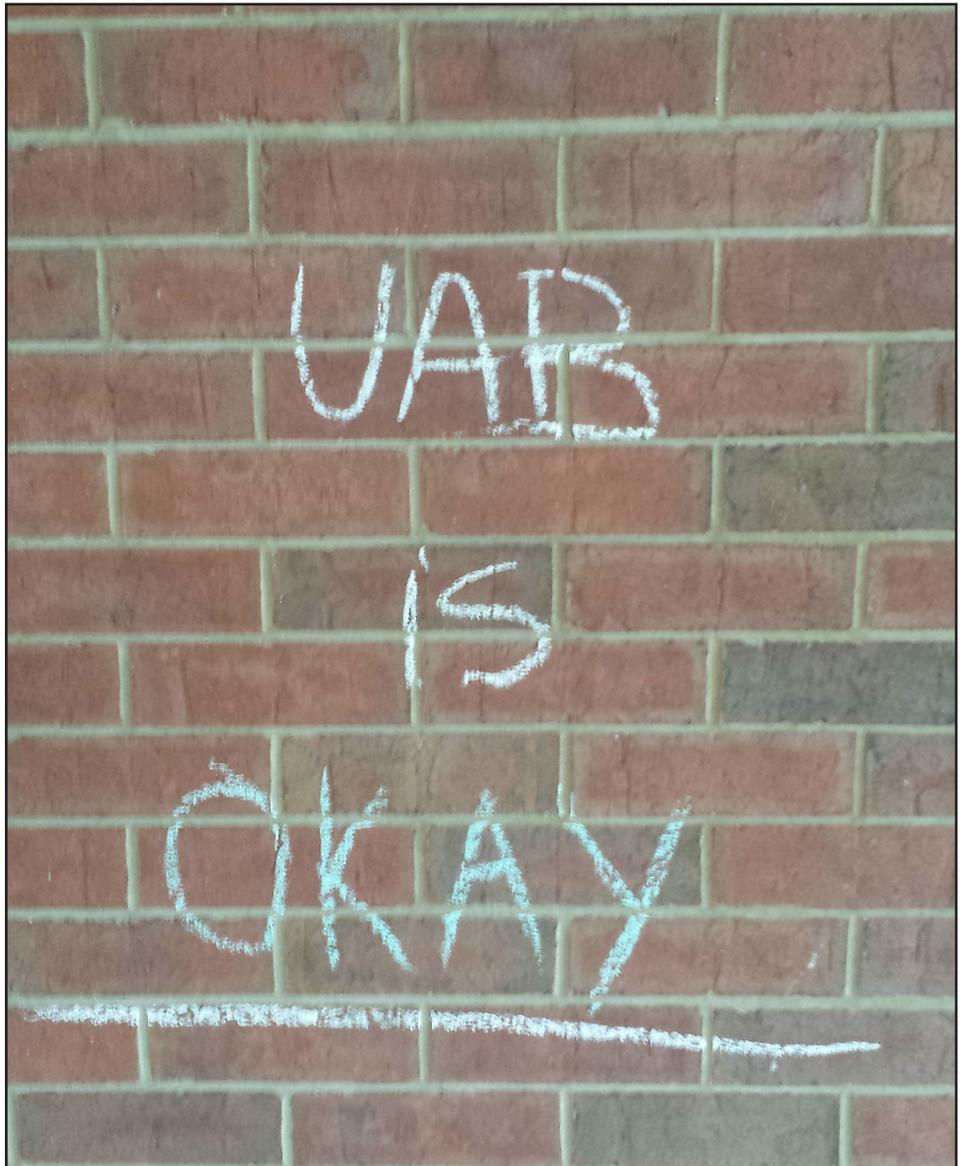
- Dr. Jeffrey A Bacha
- Email: jbacha@uab.edu
- Office: HB 217
- Office hours: T/TH 11-12 & 2-3 or by appointment

## Important Dates

- **January 17** is the last day you can add/drop a course without paying a penalty.
- **March 3** is the last day you can Withdraw from a course.
- **March 13 - March 17** is Spring Break

## Announcements

- Make sure to pick up your course textbooks from the book store. Your first reading assignment will be due on the second day of class.
- Make sure the you can access the course Canvas site.
- Make sure to check your @uab email account often, because that is how I will be contacting you throughout the semester.

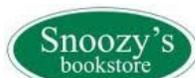


*EH 102 - English Composition II is designed to help students at UAB develop and strengthen their own writing processes and rhetorical awareness..*



## EH 102 Course Goals and Objectives

The goal of EH 102 is for students to produce logical analytical and argumentative essays that demonstrate understanding of the writing outcomes advocated by the Council of Writing Program Administrators: Rhetorical Knowledge; Critical Thinking, Reading, and Writing; Processes; and Knowledge of Conventions. Course assignments conform to the guidelines of Alabama's Articulation and General Studies Committee (AGSC).



**Snoozy's UAB**  
1321 10th Ave. South  
Birmingham, Alabama



## Required Texts, Supplies, and Resources

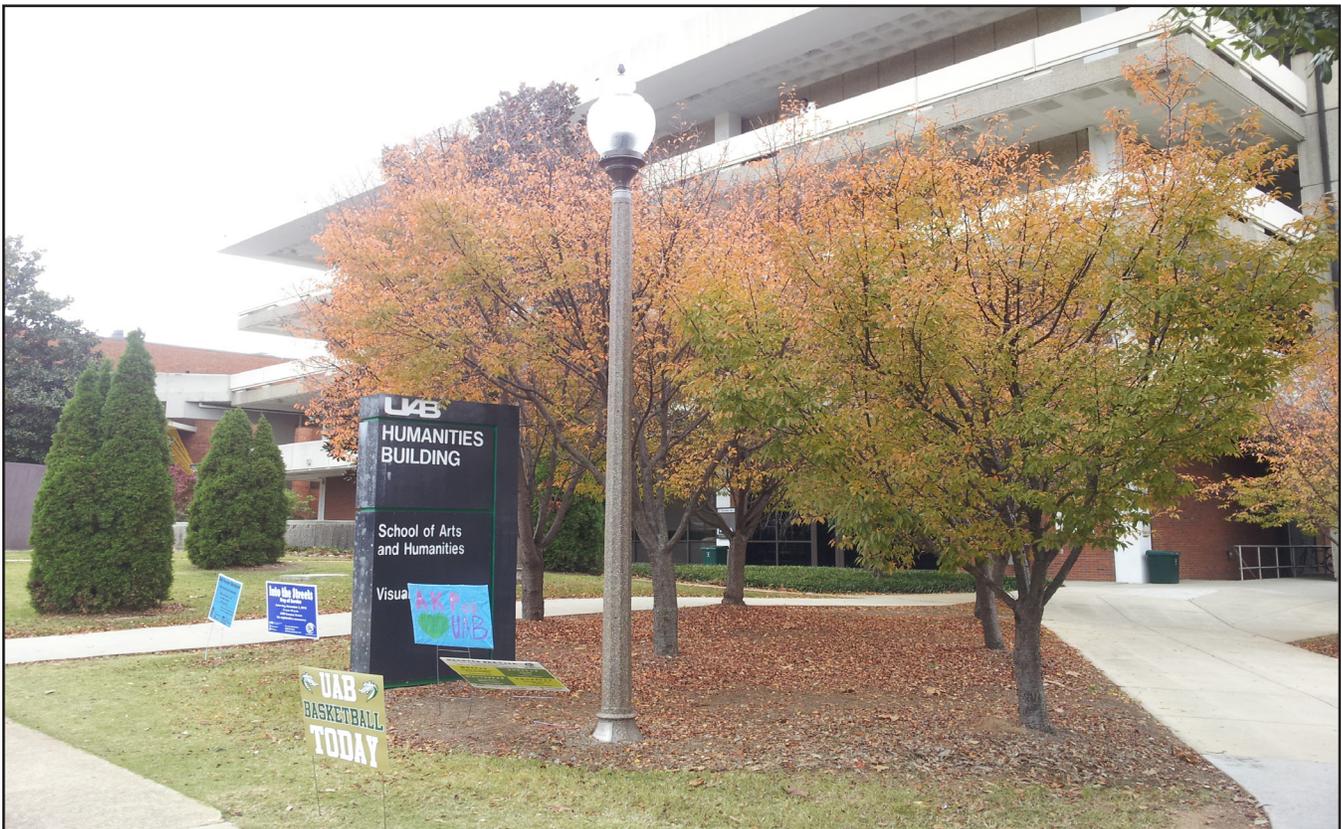
**Required Textbooks** – Hacker and Sommers' *A Writer's Reference* (ISBN: 9781319043025) & Lunsford, Andrea et al. *Everyone's An Author* (ISBN: 9780393289862)

**USB Flash Drive, Dropbox, or Google Docs** – I never accept technology failures (like my computer crashed and lost my paper) as excuses for missing or late work. For this reason, save all of your writing to at least two locations, like your personal computer and a flash drive, Dropbox, or Google Docs. Please see me if you need help setting up a system that will work for you.

**Canvas** – The course Canvas site will be one of your major resources this semester. Here, I will post all course related documents. You will also submit most of your assignments and check your grades in Canvas. Please get in the habit of checking the site daily.

## Communication and Office Hours

Being accessible to you is one of my major goals as an instructor. When you have questions or need help, there are a few ways to get in touch with me. The first is to come by my office. You do not need an appointment to come see me during office hours—just drop by! If my regular office hours conflict with your schedule, you can set up an appointment for a different time by emailing me or talking to me after class. I am on campus a lot, and I am always happy to sit down with you to work through problems, answer questions, and talk about your writing. I will communicate with you online exclusively through UAB's email client, so checking your @UAB email address regularly is absolutely essential to your success in the class. I will check my email daily, so you can generally expect a reply within 24 hours on workdays.



**Open Door Policy** - My office is located in the Humanities Building room 217. Please come see me during office hours or send me an email any time you would like to discuss your writing or progress in the class. No concern, question, or idea is too small to discuss. I want you to succeed in this course and at UAB, and I am always happy to help you.

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# English 102 Course Policies

## Academic Misconduct and Plagiarism

UAB Faculty expects all members of its academic community to function according to the highest ethical and professional standards. Academic dishonesty and misconduct includes, but is not limited to, acts of abetting, cheating, plagiarism, fabrication, and misrepresentation. Candidates are expected to honor the UAB Academic Code of Conduct as detailed in the most current *UAB Student Catalog*. Please consult this resource for additional information regarding the specific procedures to be undertaken when a student violates the UAB Academic Code of Conduct: <https://www.uab.edu/students/academics/honor-code>. Common violations of the honor code include:

- **ABETTING** is helping another student commit an act of academic dishonesty. Allowing someone to copy your quiz answers or use your work as their own are examples of abetting.
- **CHEATING** is the unauthorized use or attempted use of unauthorized materials, information, study aids, the work of others, or computer-related information.
- **PLAGIARISM** means claiming as your own the ideas, words, data, computer programs, creative compositions, artwork, etc., done by someone else. Examples include improper citation of referenced works, the use of commercially available scholarly papers, failure to cite sources, or copying another person's ideas.
- **FABRICATION** means presenting falsified data, citations, or quotations as genuine.
- **MISREPRESENTATION** is falsification, alteration, or the misstatement of the contents of documents, academic work, or other materials related to academic matters, including work substantially done for one class as work done for another without receiving prior approval from the instructor.

Violations of the UAB Academic Honor Code are punishable by a range of penalties, from receiving a failing grade on an assignment to an F in the course to dismissal. Any course grade of F for academic misconduct supersedes any other grade or notation for that class. Withdrawal from a course while a possible violation of the Academic Honor Code is under review will not preclude the assignment of a course grade that appropriately reflects the student's performance prior to withdrawal if the violation is substantiated.

**Assigning Grades Involving Plagiarism** – Plagiarism is defined as “using the words or thoughts of another person without proper citation; specifically, it is submitting as one's own work any portion of a book, magazine, journal, handout, original creation, speech, lecture, oral communication, paper or examination written by someone else.” This policy includes both traditional material and electronically mediated material such as that found on websites. The faculty member is entitled, under the policies of the University, to record an “F” for the course in which the offense has been committed, penalize the grade on an individual assignment, or assign additional sanctions as outlined in the UAB Academic Code of Conduct.

**TURNITIN** - UAB reserves the right to use electronic means to detect and help prevent plagiarism. By enrolling at UAB, students agree to have course documents submitted to <http://www.Turnitin.com> or other means of electronic verification. All materials submitted to Turnitin.com will become source documents in Turnitin.com's restricted access database, solely for the purpose of detecting plagiarism in such documents. Students may be required by instructors to individually submit course documents electronically to Turnitin.com.

## Attendance

The number of unexcused absences permitted in a composition course will be one times the number of weekly meetings plus one day: **3 absences for a T/TH class**. Each additional unexcused absence will be considered excessive and will be penalized. *Any absence in a composition class beyond those stipulated above will be considered excessive and penalized three percentage points off of the final course grade.* Tardiness is defined as entering the classroom after roll is taken. *Each tardy will count as ½ absence. Similarly, leaving class before it has ended will be counted as ½ absence.* Students arriving after the roll has been called are responsible for notifying the instructor so they can be marked tardy rather than absent.

The university regards certain absences as excused and in those instances requires that instructors provide an accommodation for the student who misses assignments, presentations, examinations, or other academic work of a substantive nature by virtue of these excused absences. Examples include the following:

- Absences due to jury or military duty, provided that official documentation has been provided to the instructor in a timely manner in advance.
- Absences due to participation in university-sponsored activities when the student is representing the university in an official capacity and as a critical participant, provided that the procedures below have been followed:
  - Before the end of the add/drop period, students must provide their instructor a schedule of anticipated excused absences in or with a letter explaining the nature of the expected absences from the director of the unit or department sponsoring the activity.
  - If a change in the schedule occurs, students are responsible for providing their instructors with advance written notification from the sponsoring unit or department.

## Writing Assignment Requirements

Late work will not be accepted without penalty. Ten Percent will be deducted from your final grade for each day, including weekends, the assignment is late. If you do not submit a draft or participate in Peer Review you will not be allowed to submit your final essays. Drafts must be turned in with all essays. Drafts should show significant changes in purpose, audience, organization, or evidence. You are required to keep hard copies of all graded assignments and electronic copies of all drafts and assignments for the course. These copies are necessary in the event that you need to resubmit a missing assignment or if you should choose to file a grade appeal.

## Non-Harassment, Hostile Work/Class Environment (Title IV Policy)

The University of Alabama at Birmingham is committed to providing an environment that is free of bias, discrimination, and harassment. If you have been the victim of sexual discrimination, harassment, misconduct, or assault we encourage you to report the incident. UAB provides several avenues for reporting. For more information about Title IX, policy, reporting, protections, resources and supports, please visit <http://www.uab.edu/titleix> for UAB's Title IX Policy and UAB's Equal Opportunity and Anti-Harassment Policy.

## Early Alert System (EAS)

Your instructor may participate in an initiative at UAB to alert students who are at risk of getting a D, F, or W in their 100 or 200-level courses. This means that after mid-terms your instructor may flag those students who are falling into this category on BlazerNet. The EAS will generate an email to the student notifying them of their at-risk status and listing some resources where you might get assistance. Please read these emails when they come to you.

## The University Writing Center

The University Writing Center, located in Sterne Library 175, offers free writing help to all UAB students. In one-on-one sessions, consultants provide feedback at any stage of the writing process and help students learn effective writing processes and strategies. During sessions, you may get help with understanding assignments, developing and organizing your ideas, using and citing sources, finding and correcting sentence-level errors, revising, and much more. The Writing Center is for all levels of writers; all writers need help! To make an appointment or get more information, please see the UWC website at [www.uab.edu/writingcenter](http://www.uab.edu/writingcenter). For daily news, like the UWC on Facebook (UABWritingCenter) and follow the UWC on Twitter (UABWritingCntr).

## Students with Disabilities

UAB is committed to providing an accessible learning experience for all students. If you are a student with a disability that qualifies under Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, and you require accommodations, please contact Disability Support Services for information on accommodations, registration and procedures. Requests for reasonable accommodations involve an interactive process and consist of a collaborative effort among the student, DSS, faculty and staff. If you are registered with Disability Support Services, please contact me to discuss accommodations that may be necessary in this course. If you have a disability but have not contacted Disability Support Services, please call 205-934-4205 or visit [uab.edu/dss](http://uab.edu/dss).



UNIVERSITY  
WRITING CENTER  
*College of Arts and Sciences*  
[www.uab.edu/writingcenter](http://www.uab.edu/writingcenter)



Located on the first floor of Mervyn Sterne Library, the University Writing Center is UAB students' go-to place for help with any kind of writing. In a friendly and professional one-on-one setting, the UWC teaches students to use writing to discover, apply, and communicate knowledge. UWC services are free and available to all UAB students!

### Spring Semester 2017 Hours

- Monday: 9:00 AM - 9:00 PM
- Tuesday: 9:00 AM - 5:00 PM
- Wednesday: 9:00 AM - 9:00 PM
- Thursday: 9:00 AM - 5:00 PM
- Friday: 9:00 AM - 1 PM

To make an appointment: <http://uab.edu/writingcenter>

@UABWritingCntr

Mervyn H. Sterne Library Room 175

UABWritingCenter

## Professional Writing at UAB

The Professional Writing concentration prepares students for careers that require strong skills in writing, research, and document design. English Majors who concentrate in Professional Writing will learn how to write and design the kinds of documents that are most common outside of university classrooms, such as memos, brochures, newsletters, reports, instructions, manuals, multimedia presentations, and resumes. Professional Writing courses emphasize drafting, revising, and designing documents in both print and digital formats. Many of the courses provide students opportunities to engage the community and gain hands-on experience writing for real audiences and purposes.

## Description and Evaluation of Required Coursework

This semester, you will complete a number of formal writing projects, each of which will include processes of invention, development, feedback, and revision. You must complete all required stages of the writing process—including drafts, conferences, and peer review—to get full credit for each project. For each assignment, you will have many opportunities to get feedback from me and your peers and to improve your work over time. In addition to these formal projects, you will have short writing assignments both in and out of class. Though these shorter assignments are not worth as much of your final grade as the formal assignments, you must complete all assignments and activities to succeed in this course.

### Paper Submission and Late Paper Policy

Work is due by the beginning of class on its due date. You will submit most of your writing assignments through Canvas so I can grade and return them electronically. I will show you how to submit assignments in Canvas; but, it's your responsibility to make sure you understand how to submit your work, so be sure to ask questions. Assignments will be docked 10% for each day they are late, including weekend days. Assignments will not be accepted later than one week after their due date. Because work is due by the beginning of class, it is not wise to wait until the last minute before class to submit work. Leave yourself time in case of technology problems; I do not accept these as excuses for late work. Finally, back up all of your work. I cannot overstate how important this is, since much of the coursework builds on itself. I suggest saving everything to at least two locations, such as your flash drive, computer, and a digital workspace like Dropbox or Google Docs. Assignments that are lost on the computer will be treated like all missing or late work.

### In-Class Participation, Work, and Conduct

Our class sessions are not lectures. Every class meeting will involve writing, discussion, and collaboration. To succeed, you must come prepared and be engaged during class. Please complete reading and writing assignments carefully and show up ready to discuss the reading, talk about your writing, and participate in activities like peer review, small group discussion, and in-class writing. Unless you are excused, you may not make up in-class activities and writing when you are absent from class. If you are excused, it is your responsibility to arrange make-up work with me. When you miss class (whether your absence is excused or not), check with me or another student to see what you missed. It is a good idea to exchange contact info with a couple of other students early in the semester so you always have someone to check with should you have to miss class.

### Module Based Assignments

Submitting drafts and participating in Peer Review are requirements for every assignment. All of the major assignments are set up in Canvas as modules. Each module includes a activities that must be completed in the order they are posted. Each step is attached to a timer and Canvas will not unlock the step if the previous step is missed. In other words, during each assignment sequence, you must submit a draft of your essay in Canvas before the start of our Peer Review days. If you do not submit a draft or do not have it upload before the time class starts, you will not be able to participate in Peer Review. If you do not participate in Peer Review, Canvas will not allow you to submit the final draft of your essay and you will receive a 0 on that particular assignment. This is done automatically in Canvas.

## Course Grade Breakdown and Grading Scale

Project	Points	Weight	Due
Project One: Proposal Argument	100 points	20%	February 2
Project Two: Solution Analysis	100 points	20%	March 2
Project Three: Public Argument	125 points	25%	April 4
Final: Portfolio Project	125 points	25%	April 27
Peer Review and Conferences	50 points	10%	Various Due Dates

The course is based on 500 points (A=500-450 points ; B=449-400; C=399-350; D=349-300; F=299-0)

### Description of Grades

Below is a general description regarding how I will evaluate you writing this semester:

- **Below 60% (F)** – I usually reserve the F for people who don't show up or don't do the work. If you give an assignment an honest try, I doubt you will receive an F. If you feel you put in your best effort and still received an F, you might consider dropping this class.
- **60-69% (D)** – You did what the assignment asked at a low level of quality. Work in this range tends to need significant revision. The content is often incomplete and the organization is hard to discern. Verbal and visual style is often non-existent or chaotic.
- **70-79% (C)** – You did what the assignment asked of you. Work in this range tends to need some revision, but it is complete in content and the organization is logical. The style, verbal, and visual, is straightforward but unremarkable.
- **80-89% (B)** – You did what the assignment asked of you at a high quality level. Work in this range needs little revision, is complete in content, is organized well, and shows special attention to style and visual design.
- **90-100% (A)** – You did what the assignment asked at a high quality level, and your work shows originality and creativity. Work in this range demonstrates that you took extra steps to be original or creative in developing content and solving problems.

### Rubric Used for All Major Assignments

Although the point values will shift, major assignments will be graded using the following criteria:

- **Thesis** – Does the author provide an engaging thesis statement that helps the reader understand the main/overall claim that will be explored in the essay?
- **Evidence/Development** – How well has the author developed their ideas, provided a logical argument, and included relevant details/evidence to support their claims? (This includes the use of visuals when required.)
- **Audience Awareness** – How well has the author tailor their writing and their argument to accommodate the needs of a very specific audience?
- **Organization** – Is the paper organized around one unified theme that continues to support the argument established in the thesis statement and which builds toward a logical conclusion?
- **Paragraphing** – How well has the author organized each individual paragraph? (This includes the addition of a topic/transition sentences, length, and making sure each paragraph only address one main point.)
- **Mechanics** – Is the essay mostly free from grammar and punctuation errors? (This includes sentence level concerns along with grammar and spelling.)
- **MLA** – How well has the author formatted their in-text citations and their Works Cited entries according to the MLA guidelines provided in the required handbook?
- **Assignment Directions** – This portion of the rubric is only used if the student does not meet the minimum assignment requirements.

## Spring Calendar: EH 102 English Composition II

*All readings and assignments are due on the day they are listed below and this schedule is subject to change.*

### Part One: Topic Proposal and Problem Analysis

#### Week 1 (1/9-1/13)

T: Introductions and "Analyzing Rhetorical Situations"  
TH: Read EA CH1-CH3 and Sign up for presentations

#### Week 2 (1/16-1/20)

T: Presentations, Read EA CH4 and MM1  
TH: Presentations and Read EA CH16

#### Week 3 (1/23-1/27)

T: Read EA CH7 and EA CH8  
TH: Peer Review (Canvas) and Read EA CH9

#### Week 4 (1/30-2/3)

T: Read EA CH11 and EA CH13 (e-Portfolio)  
TH: Part One Due (Canvas) and Reflection

### Part Two: Solution Analysis

#### Week 5 (2/6-2/10)

T: Introduction to Part Two and Presentation Sign Up  
TH: PowerPoint Workshop

#### Week 6 (2/13-2/17)

T: Read EA CH25-26  
TH: Presentations and Read EA CH17

#### Week 7 (2/20-2/24)

T: Presentations and Read EA CH18  
TH: Peer Review (Canvas)

#### Week 8 (2/27-3/3)

T: e-Portfolio Instructions  
TH: Part Two Due (Canvas) and Reflection

### Part Three: Public Argument

#### Week 9 (3/6-3/10)

T: Intro to Part Three and Presentation Sign Up  
TH: Read EA CH14 and CH19

#### Week 10 (3/13-3/17)

T: Spring Break  
TH: Spring Break

#### Week 11 (3/20-3/24)

T: Presentations and Read EA CH20 and CH21  
TH: Presentations and Read CH22

#### Week 12 (3/27-3/31)

T: Presentations and Read CH24 (e-Portfolios)  
TH: Peer Review (Canvas)

#### Week 13 (4/3-4/7)

T: Part Three Due (Canvas), Reflection, and Part Four  
TH: Read MM6, MM7, and MM8  
(Sign Up for Conferences)

### Part Four: Multimodal Portfolio

#### Week 14 (4/10-4/14)

T: Conferences (Bring Storyboards) and Read MM9  
TH: Conferences (Bring Storyboards) and Read MM10

#### Week 15 (4/17-4/21)

T: Conferences (Bring Storyboards)  
TH: E-Portfolio Instructions

#### Week 16 (4/24-4/28)

T: No Class  
TH: Final Projects Due Before the Start of our Exam  
Period (10:45am-1:15pm)

*All readings listed above are from A Writer's Reference (MM) or Everyone's an Author (EA)*



## Examining UAB and Proposing Change

Throughout the semester, you will complete a number of writing assignments that build toward the production of one publicly available and interactive multimodal argument. Specifically, you will document a problem associated with one location on campus—not related to parking—or UAB policy—not related to smoking—and propose a potential solution to the problem you identified. Each major assignment you complete this semester is designed to help you build portions of your argument and to help you build the digital environment you will eventually use to submit your final project. Keep in mind, Proposal arguments intended for public audiences require you to conduct a lot of research as a way to convince your audience and demonstrate that your proposed solution is fair and will work.

In addition to composing typical academic essays, there are three other major components of this course. You will be required to produce an Electronic Portfolio, build a large multi-page web-text, and a short video argument. The Electronic Portfolio will function as a repository for your work so you can keep all of the assets you create during each project organized and accessible. At the end of the semester, you will package all of your assets together into one long multimodal product. Instructions on how to start building your Electronic Portfolio will be provided during the first few weeks of class and instructions on how to save your work will be provided during each project sequence.

To get started, you first need to find something to write about. So, look through the instructions located on the next page. (Note: You will be working with the same topic all semester long.)

## Part One: Proposal Argument and Problem Analysis

To get started, think about the situation at UAB and what forces outside of your control impact your daily activities. If you were in control, what aspects of the physical structures you share with other students would you change? When considering topics to explore, think about use. Is there something in particular on UAB's campus that you simply find unusable, something that could be improved as a way to make it more usable, or something that would be used more often by other UAB students if it were changed? (*Note: Although physical structures will provide great source material, policies pertaining to how a physical structure is used, or not used, can also provide an interesting essay for this particular assignment. Also, do not attempt to offer a solution in this assignment.*)

Once you have a topic in mind, the next step in the process is to "pitch" your idea to the rest of the class on January 17 or January 19. Doing so will not only help to insure that what you want to write about does impact the on-campus experiences of other UAB students, but will also help you narrow your topic down to something very specific to write about. To complete this activity, you will need to upload one image to a discussion board in Canvas that you can share with the rest of the class during a 60-second presentation. (*Note: You are not allowed to duplicate another class member's topic, so you may want to post your idea to Canvas as quickly as possible.*)

### Crafting Your Proposal Argument and Problem Analysis

After the rest of the class has approved your topic, you then need to determine the current relevance of the issue being discussed and start finding "good" information to help strengthen your argument. You also need to make sure a "solution" to your problem has not already been planned. In addition, Before you start drafting your topic proposal essay, you first need to start documenting the location you have selected to study and need to talk to other students about their on-campus experiences.

Once you start drafting, please keep in mind that the essay's organization and paragraph number are up to you, but it should have a beginning, middle, and end. Because this is an academic essay, the tone should be fairly formal. In your essay you should identify a clear purpose, offer your reader a claim, and include a clear thesis statement. Also, make sure to craft your argument for a very specific group of UAB stakeholders (i.e. if your topic deals with security, the UAB Police Department should be your primary audience). Your argument should of course focus on a current problem at UAB and should highlight any recent changes or discussions regarding your topic. Within the essay, make sure to establish a clear reason for why your topic matters and needs to be addressed. Conclude your argument by making a "call to action."

### What Will I Turn In?

You will upload your work to Canvas. The file you upload should at least include the following:

- An MLA formatted essay of at least 1200 words (*Note: Your Works Cited page does not count toward the minimum word length requirement*)
- At least three images, demonstrating the importance of your topic
- Quotes from two on-campus interviews
- Information from at least three outside (non-interview) sources
- An MLA formatted Works Cited page

**Part One is worth 100 points (20% of your final course grade). Essays that do not meet the minimum word length requirement will be penalized 10 points for every 50 words short of the requirement. Instructions on how to document your interviews, plus instructions on how to add your images and interviews to your e-Portfolio, will be provided in class.**

## Part Two: Identifying and Researching a Solution

Arguments regarding change usually begin by identifying a problem, which you did in the last assignment, and normally include proposing a feasible solution. In the second course project, you will research and present a workable solution to the problem you identified in Part One. The goal of this assignment is to have you work from problem to solution and continue exploring effective ways of formally addressing a public audience in your writing. *(Note: Although you are allowed to switch topics at this time, if you decide to change topics you will once again need to “pitch” your idea to the class).*

### How Do I Get Started and How Do I Identify A Feasible Solution?

Begin by brainstorming and ask yourself: What is truly causing the problem I identified in my first essay? Second, spend some time walking around campus and see if you can find a better version of the place you identified. Then, based on your observations, spend a couple of days creating a list of possible ways to address what you think is the root of the problem. Next, examine your list and narrow your thoughts down to one specific change UAB can make to start “fixing” the problem you identified. Please remember, the solution you come up with must be something that can actually be implemented (i.e. moving UAB’s campus is not feasible, but adding a campus shuttle system was a feasible solution to a very complex problem). To test your solution, you will be provided three minutes to present your proposed solution to the rest of the class on February 16 or February 21. *(Note: Although you do not need to have all of your sources collected before you present, you must include/ reference at least one outside source and one interview during your presentation.)*

### How Do I Draft An Argument Based on My Research?

When you start writing, make sure to once again remind your readers about the problem you are addressing. Second, although personal opinion is important, all claims you make in this essay should be based on and supported by evidence (in this case, the sources you found). Also, your final essay should not be a simple research report about your proposed solution. Instead, you must present your audience with an argument detailing why the solution you identified will help “fix” the problem and is something that will work on UAB’s campus. Also, make sure to craft your argument for a specific group of UAB stakeholders. *(Note: Although you are proposing a solution, you should not go into specifics regarding what it will take to make your solution a reality. Instead, only focus on why the solution specifically addresses the problem and why it is a good fit for UAB.)*

### What Will I Turn In?

You will submit your work through Canvas. The file you upload should at least contain the following:

- An MLA formatted essay of at least 1500-words *(Note: Your Works Cited page does not count toward the minimum word length requirement)*
- Quotes from two on-campus interviews not included in Part One
- Information from at least four outside (non-interview) sources not used in Part One
- An MLA formatted Works Cited page

**Part Two is worth 100 points (20% of your final course grade). Essays that do not meet the minimum word length requirement will be penalized 10 points for every 100 words short of the requirement. Instructions on how to document your interviews, plus instructions on how to add your images and interviews to your e-Portfolio, will be provided in class.**

## Part Three: Publicly Advocating for Change

Over the course of the semester we have been discussing a number of your experiences here at UAB and we have covered a number of rhetorical concepts. Like any other social situation, there is always room for improvement and the need to advocate for change. Regardless of the type of change we wish to advocate, change can only happen if our arguments are presented logically and our proposed solutions are considered reasonable. Now it is time to put your work into action and craft your own public argument.

### Crafting Your Argument and Preparing a Multimodal Presentation

During Part Three you will compose a 3000-word web-based essay that incorporates at least eight (non-interview) outside sources and six interviews with other UAB students. You are allowed, and encouraged, to use the material and sources you included in the other essays you composed this semester. However, do not simply copy and past long sections of your previous essays into your argument. Instead, make sure to carefully revise your previous work to make sure it fits the context of this specific assignment. (*Note: If you simply add your second essay to the end of your first essay without revising both of the essays and then include a few more pages at the end you will receive a zero on this assignment.*) Your web-based essay should be included in your e-Portfolio, should be interactive, should contain a lot of visuals, and your interviews should be embedded in your argument.

The last step in completing Part Three is to prepare a five-minute presentation you can give to the rest of the class. Like the essay, the goal of the presentation is to convince the rest of the class that the problem you identified needs to be addressed, that the solution you have developed is feasible, and that the solution is something that can be put in place at UAB. To complete this portion of the assignment, you will need to create a visual you can display during your presentation. What technology you use to create your visual is entirely up to you. (PowerPoint and Prezi are good programs to use, but do not feel limited to these two tools.) Make sure to cite your sources throughout the presentation and include an MLA formatted Works Cited page/slide at the end of your presentation. Presentations will be held in class on March 21, March 23, and March 28.

### What Will I Turn in?

Your web-text will be added to your e-Portfolio and should at least include the following:

- An interactive essay of at least 3000 words with MLA formatted in-text citations. (*Note: Your Works Cited page does not count toward the minimum word length requirement*)
- Quotes from at least six on-campus interviews with other UAB students
- Information from at least eight (non-interview) outside sources
- An MLA formatted Works Cited page

**Part Three is worth 125 points (25% of your final course grade). Essays that do not meet the minimum word length requirement will be penalized 10 points for every 100 words short of the requirement. Presentations short of the time requirement will be penalized 5 points for every 30-seconds short of the requirement. Instructions on how add your argument and your presentation visual to your e-Portfolio will be provided in class.**

## Part Four: Multimodal Portfolio Project

The final project for this course is to prepare an e-Portfolio showcasing the work you have completed this semester. During the process of putting together your portfolio you will complete two different activities as outlined below

### Revising your Public Argument

The first activity you will need to complete is to use the assets you have collected and create a five-minute “Public Service” announcement video. Your work should reflect the rhetorical strategies we have discussed throughout the semester regarding: finding and narrowing down a topic; creating a focused thesis statement and organizing your arguments around it; establishing a clear purpose; identifying a specific audience; and style. What technology you use to complete the assignment is entirely up to you. You can record live video, produce a narrated Slidecast, or export a narrated Prezi presentation. However, make sure to include a title sequence and include an MLA formatted Works Cited sequence at the end. Also, make sure to incorporate some of the source material and interviews you collected. I strongly suggest writing a script for your video before you start recording because you will also need to include a word-for-word transcript of your finished video inside your e-Portfolio.

*Note: During our final examine period—Thursday, April 28—you will share your revised public argument with the rest of the class. This is a requirement and if you miss our final examine period, or do not have a product to share with the rest of the class, you will receive a 0 on the revision portion of the assignment.*

### Reflecting on your Work and Designing your E-Portfolio

Your second task for this assignment is to organize and design your e-Portfolio. To complete this part of the assignment, you will need to compose and add an introductory narrative to your e-Portfolio. The introductory text you write should be reflective, it should be written like a narrative, and should address how your writing has changed since the beginning of the semester. Make sure to focus on your own writing and back up your claims with evidence from the individual assignments you completed. How you organize and what you decide to include in your narrative, for the most part, is up to you to determine. However, make sure to add some interactivity to your text by providing your reader with links to each section of the final product.

### What Will I Turn in?

All of the work you have complete this semester needs to be included in your e-Portfolio. In addition to grading your video and your introductory text, I will also be grading you on your e-Portfolio’s design. (*A rubric detailing how I will grade each part of the assignment will be provided in class.*)

**Part Four is worth 125 points (25% of your final course grade). Any introductory “texts” not meeting the minimum word length requirement will be docked 25 points. Videos not meeting the minimum length requirement will automatically be docked 25 points. Detailed instructions on how to submit your “Public Service” announcement videos and a grading rubric for the video will be provided when we get closer to the due date.**

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