COURSE DESCRIPTION:
Welcome to revisions: oral, written, and visual communication. As one of the four core classes required of all students by the university, this class is designed to help develop and strengthen your communicative abilities and understandings. We will be looking at how oral, written, and visual communication can work together to effectively get messages across in different situations. We will study the conventions of presentation so that we can choose our own personal modes of presentation given our intents, audiences, and overall circumstances.

This course alternates between two main strands. First, we will do many readings and class discussions on how to become a better communicator and how to be critical of/analyze communication. Second, we will look at rhetorical activism, what it means to be an activist, and how activism can be portrayed through communication.

COURSE REQUIREMENTS:
Readings
The following are available for purchase at the university bookstore.


Weekly reading assignments are at most 40-50 pages in length. This ensures that students have the time to read slowly and carefully.

Journal Entries
Throughout the semester I ask that you write journal responses to your readings and class discussions. You may write your entries on whatever you want: you may use words, symbols, or a combination thereof. There is no right or wrong way to respond. Please be thoughtful and expressive. They will be collected periodically and count for 20% of your grade, a substantial amount. Write frequently and give quality precedence over quantity.
attendance is mandatory and counts toward the final grade. In order to encourage and reward consistent attendance, attendance will be taken at each class. Students are permitted to miss two classes without having to give the instructor any explanation. An absence may be excused with proper documentation. If you are in attendance it is expected that you participate. Participation means completing daily assignments and activities, being active during group work, asking questions, and sharing thoughts.

projects, papers, and presentations

the semester has four main sections (here, I've given them nicknames):

<table>
<thead>
<tr>
<th>WORK TO DO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ALL ABOUT RHETORIC</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>2. DIGGING IN</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>3. ANALYSIS</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>4. APPLICATION</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

grading:

you must complete all assignments to pass. Revision of assignments is key to achieving a high grade in this class.

| ATTENDANCE/ PARTICIPATION | 25% of final grade |
| JOURNAL ENTRIES | 20% of final grade |
| VISUAL ARGUMENT | 10% of final grade |
| CRIT. ANALYSIS RESEARCH PAPER | 20% of final grade |
| FINAL PROJECT | 25% of final grade |

academic integrity:

plagiarism is considered cheating, and it is a serious academic offense. MTU’s academic integrity policy defines it as “knowingly copying another’s work or ideas and calling them one’s own or not giving proper credit or citation,” and it covers copying sections, major ideas, or entire papers from printed or electronic sources as well as handing in papers written by other students. Plagiarism is dishonest and it prevents learning.

discrimination and harassment:

MTU complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990. If you have a disability and need reasonable accommodation for equal access to education and services at MTU, please contact Dr. Gloria Melton, Associate Dean of Students (487-2212). For other concerns about discrimination, you may contact your advisor, department chair, or the affirmative action office (487-3310).
## Course Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
<th>Read</th>
<th>Handout</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 27</td>
<td>Introduction to course</td>
<td>Every Student Teaches, Every Teacher Learns, The Rhetoric of Neutrality</td>
<td>Dangerous Minds, The Rhetorical Tradition</td>
</tr>
<tr>
<td></td>
<td>Aug 29</td>
<td>What is rhetoric? History and key concepts</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aug 31</td>
<td>Rhetoric in civic advocacy: the feminine—examples and analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sept 3</td>
<td>Labor day recess</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sept 5</td>
<td>Visual rhetoric</td>
<td>The Path to Success, The Word</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sept 7</td>
<td>Written rhetoric, written as visual</td>
<td>Hating Hillary</td>
<td>Definitions of Rhetoric</td>
</tr>
<tr>
<td>2</td>
<td>Sept 10</td>
<td>Oral rhetoric</td>
<td>Hating Hillary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sept 12</td>
<td>Integration of the written, visual, and oral in communication</td>
<td>Absolute Powerpoint</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sept 14</td>
<td>Present visual arguments</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
week 4
m sept 17  
handout: description of our next class project  
communications parade  
read: Family Photographs: A Generic Description

w sept 19  
what is genre? conventions of genre  
activities: discuss how communications we saw monday fit into different genres?  
can we group our class' research ideas into genre? (brainstorming)  
journal entry: are family photographs a genre?  
read: The Life of Dialogue

f sept 21  
review rhetorical concepts: persuasion, audience, strategy, ethos, logos, pathos

week 5
m sept 24  
activities: sample pitch proposal, application of rhetorical concepts to sample  
preparation for partner pitch proposal

w sept 26  
activities: pitch proposals and discussion thereof  
read: The Argument Culture

f sept 28  
the argument culture and dichotomies: a warning of sorts  
activities: decide upon two groups whose communications class will study  
create class list of available research resources

week 6
m oct 1  
sharing—what can you contribute to the class pool?

w oct 3  
sharing, speech workshop  
activities: "introductions"  
read: Towards a Dynamic Balance

f oct 5  
sharing, design workshop  
activities: overhead analysis, syllabus analysis  
handouts: Audiences and Intentions, A Room of One's Own

week 7
m oct 8  
distribution of assignment: critical analysis research paper and  
development of research questions  
read: The Power of Saddam Hussein’s War Rhetoric  
Audiences and Intentions  
A Room of One's Own

w oct 10  
audience, argument, intention  
activity: rhetorical analysis—blatant: Saddam Hussein  
subtle: Virginia Wolfe

f oct 12  
sample papers: what do they look like, how will they be assessed?  
journal entry (in class): pose a research question about the  
communications of a civic advocacy group and generate an argument  
outline to answer that question
### COURSE SCHEDULE:

#### Week 1
- **Aug 27**
  - Introduction to course
  - Activity: Dangerous Minds
  - Handout: The Rhetorical Tradition
  - Read: Every Student Teaches, Every Teacher Learns
    - The Rhetoric of Neutrality

- **Aug 29**
  - What is rhetoric? History and key concepts
  - The impossibility of neutrality—choices all the time
  - Activity: Draw a map to your house
  - Handout: Definitions of Rhetoric

- **Aug 31**
  - Rhetoric in civic advocacy: The feminine—examples and analysis
  - Distribution of assignment: Visual argumentation
  - Read: The Path to Success

#### Week 2
- **Sept 3**
  - Labor day recess
  - Journal entry: Describe the path to successful speech
  - Read: Non-Designer's Design Book, be able to tell me what CRAP is

- **Sept 5**
  - Visual rhetoric
  - Activity: Advertisers
  - CRAP pros and cons
  - Journal entry: How well does CRAP apply to this syllabus?
  - Read: The Word

- **Sept 7**
  - Written rhetoric, written as visual
  - Activities: Scattergories, "A word to nonsmokers", paper vs. paper
  - Read: The Discursive Performance of Femininity: Hating Hillary
    - I Have a Dream

#### Week 3
- **Sept 10**
  - Oral rhetoric
  - Activities: Prescript ion—discuss successful speech & speech anxiety
    - Analysis—view a speech by H. R. Clinton
    - Inspiration—view Reverend Dr. King’s "I Have a Dream"
  - Journal entry: Hating Hillary
  - Campbell says that Hillary Rodham Clinton does not enact femininity in her public discourse.
  1. How well does that statement apply to the speech we viewed today?
  2. Give an example of how Hillary does or does not enact femininity in the way she communicates.
  3. What does the word “feminine” mean?
  - Read: Absolute Powerpoint
    - Show and Tell

- **Sept 12**
  - Integration of the written, visual, and oral in communication
  - Does powerpoint help or hinder?
  - Handout: The Multiple Media of Texts
  - Written statement of visual argument collected

- **Sept 14**
  - Present visual arguments
| Week 8 | 
| m oct 15 | bring to class: journal entry from friday  
|          | a piece of communication justifying your argument  
|          | peer/instructor evaluation of research question and argument outline  
| w oct 17 | communications critique  
| f oct 19 | bring to class: first draft of critical analysis research paper  
|          | activity: peer/instructor evaluation  

| Week 9 | 
| m oct 22 | feedback on first drafts, writing workshop  
|          | activity: anne's exercise #2  
| w oct 24 | bring to class: revision  
|          | conferencing  
| f oct 26 | bring to class: revision  
|          | conferencing  
|          | read: Inviting Transformation  
|          | Involvement Strategies in a Speech by the Reverend J. Jackson  

| Week 10 | 
| m oct 29 | activity: discuss Inviting Transformation, view speech by J. Jackson  
|          | speech practice  
| w oct 31 | present research/analysis  
| f nov 2  | present research/analysis  
|          | revised critical analysis research papers due  

| Week 11 | 
| m nov 5  | reflection  
|          | distribution of assignment: final project  
|          | activities: show examples of project--two ways to go  
|          | assign project teams  
|          | read: Women Who Turn the Gaze Around  
| w nov 7  | activity: discuss women who turn the gaze around:  
|          | 1. Guerilla Girls  
|          | 2. Barbara Kreuger  
|          | material restraints, appropriate recommendations  
| f nov 9  | written pitch proposals due  
|          | activity: group pitch proposals (informal) and discussion thereof  

| Week 12 | 
| m nov 12 | TBA  
| w nov 14 | TBA  
| f nov 16 | TBA  

Thanksgiving recess: nov 16 10pm - nov 25
### Week 13

<table>
<thead>
<tr>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 26 Nov</td>
<td>presentation previews</td>
</tr>
<tr>
<td>Wed 28 Nov</td>
<td>presentation previews</td>
</tr>
<tr>
<td>Fri 30 Nov</td>
<td>TBA</td>
</tr>
</tbody>
</table>

### Week 14

<table>
<thead>
<tr>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon Dec</td>
<td>present final projects</td>
</tr>
<tr>
<td>Wed 5 Dec</td>
<td>present final projects</td>
</tr>
<tr>
<td>Fri Dec</td>
<td>final projects due</td>
</tr>
<tr>
<td></td>
<td>reflection</td>
</tr>
</tbody>
</table>

### Week 15

<table>
<thead>
<tr>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>assessment</td>
</tr>
</tbody>
</table>

week 8
m oct 15  bring to class: journal entry from friday
      a piece of communication justifying your argument
      peer/instructor evaluation of research question and argument outline
w oct 17  communications critique
f oct 19  bring to class: first draft of critical analysis research paper
      activity: peer/instructor evaluation

week 9
m oct 22  feedback on first drafts, writing workshop
      activity: anne's exercise #2
w oct 24  bring to class: revision
      conferencing
f oct 26  bring to class: revision
      conferencing
      read: Inviting Transformation
      Involvement Strategies in a Speech by the Reverend J. Jackson

week 10
m oct 29  activity: discuss Inviting Transformation, view speech by J. Jackson
      speech practice
w oct 31  present research/analysis
f nov 2  present research/analysis
      revised research/analysis research papers due

week 11
m nov 5  reflection
      distribution of assignments: final project
      activities: show examples of project--two ways to go
      assign project teams
      read: Women Who Turn the Gaze Around
w nov 7  activity: discuss women who turn the gaze around:
      1. Guerilla Girls
      2. Barbara Kreuger
      material restraints, appropriate recommendations
f nov 9  written pitch proposals due
      activity: group pitch proposals (informal) and discussion thereof

week 12
m nov 12  TBA
w nov 14  TBA
f nov 16  TBA

thanksgiving recess: nov 16 10pm - nov 25