UN2001
Revisions: Oral, Written, and Visual Communication
Section R05, MWF Wollam, Walker 144
Instructor: Leroy Steinbacher
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Class Description
Revisions will develop and strengthen your ability to communicate effectively. It will increase your awareness
and understanding of how oral, written, and visual communication can be integrated to strategically fulfill
situational communication requirements. Using this strategy you will be able to create and deliver information
that specifically takes into consideration the audience you are addressing and the message you wish to convey.
This class will also demonstrate the importance of an interactive discourse that allows for feedback and analysis
to develop a dynamic revision process. You will witness how communication strategy is applied in various
public arenas as we study and analyze the communication methods used by civic advocacy organizations. You
will then apply these same techniques to develop communication materials that could potentially be used by one
of these groups.

Class Goals
By the end of this semester, you will have:
• Acquired the ability to utilize several written, oral, and visual communication strategies and tools.
• Studied different communicative contexts in order to decide which media, strategies, and tools are
appropriate for the situation and audience.
• Developed a range of strategies for effectively giving and getting feedback and for assessing your own
communicative products.
• Learned the possibilities of and necessity for revision as a strategy for achieving specific
communicative goals.

Class Materials
The following materials (all available in the campus bookstore) are required for this class:
• Williams, Robin. (Not that Robin Williams.) The Non-Designer's Design Book. Berkeley: Peachpit
• A journal whose shape and size pleases you, so that you enjoy writing in it frequently. You should
bring these books to each class with you, along with pens you like to use for writing.

Class Attendance
You are allowed to miss two classes per semester; any subsequent absence will affect your final grade. If you
are absent from a class, you are responsible for finding out what you missed and for making up all given
assignments. If you know ahead of time that you will miss a class, please contact me in advance. Excused
absences (illness, official university activity, or family emergency) are allowed under university policy and
require a note from a physician, the Dean of Students, or the appropriate department.

Class Assignments
Various reading and writing assignments will be given throughout the semester (see “Class Grading” below for
details). Journal entries will be required to capture your personal ideas, opinions, reactions, and questions that
develop from the reading assignments and class discussions.

You will also be making oral presentations that require supporting visuals. You will analyze the oral, visual, and
written presentations of others to determine what kinds of communication media and strategies are appropriate,
or not appropriate for different situations; drawing on such analysis, you will recommend and then develop a
piece of communication that helps an organization better achieve its communication goals.
Class Grading
You must complete all the major assignments (listed below) to receive a passing grade in this class. Your final grade will be calculated using the following scale:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Participation (includes attendance, small group work, conferences, assessments, and all contributions to the learning environment)</td>
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<td>Daily Assignments (includes journal entries, response questions, and library exercise)</td>
<td>15%</td>
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<td>Literacy Narrative</td>
<td>10%</td>
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At two points during the semester, I will be asking you to do an assessment of the work you have done so far. At the end of the semester you will meet with me individually to determine, through discussion and assessment, the grade you have earned. A portfolio of all your major assignments (including journal entries, drafts and assessments) must be turned in together the final week of class.

To earn a high grade in this class, your work must demonstrate to me that you have gone above and beyond the basic requirements of each assignment:

- You will come to class with questions about assignments and readings, showing that you have thought about the work.
- You will have thought about an assignment and come up with several different ways to do it and will have tried out several approaches before you are done. (I will happily go over different versions or drafts with you, to discuss your decisions and concerns.)
- You will listen carefully and respectfully to others in class and consider how their feedback can change how you approach your work.
- You will take an active part in class discussion and thoughtfully respect the opinions of others.
- All the formal work assignments (papers and the oral presentations) are polished before the final due date. You will have proofread your written work, and made sure (by having others read your work before you turn it in) that there are no typos or grammatical problems that will trip another reader. Your oral presentations will show that you have practiced ahead of time so that you can be at ease and as effective as possible for your audience.

Important University Policies

MTU's policy on Academic Integrity
Plagiarism and cheating are serious academic offenses. MTU's Academic Integrity Policy defines plagiarism as "knowingly copying another's work or ideas and calling them one's own or not giving proper credit or citation," and the policy covers copying sections or entire papers from printed or electronic sources as well as handing in papers written by students for other classes or purchasing academic papers. Plagiarism and cheating are not only dishonest but they cheat you out of learning. If you ever have any questions about this issue, or about how to cite someone else's work properly, please talk with me or consult a coach in the Writing Center.

MTU's Policy on Discrimination and Harassment
MTU complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act (ADA) 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 in the Dean's Office (phone: 7-2212). For other concerns about discrimination, you may talk with your teacher, your advisor, a department chair, or the Affirmative Action Officer (phone: 7-3310).
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CLASS SCHEDULE

The semester is divided into four main sections. Each section will have specific objectives and assignments. Each section is listed below along with a brief overview of what will be covered:

- **Emergent Strategies (weeks 1-3)**
  Introduces the concept of civic participation and basic rhetorical concepts that will serve as a foundation for critical analysis of oral, written, and visual communication throughout the rest of the course.

- **Communication in Context: Initial Research & Analysis (weeks 4-6)**
  Includes initial research and analysis of a civic advocacy group or issue. Pitch proposals will be used to persuade the class to choose specific groups or issues to study.

- **Communication in Context: A Critical Research & Analysis Project (weeks 4-10)**
  Requires intense research to develop a collection of communication materials for the groups or issues being studied, in-class analysis of these materials, and a critical analysis research paper and oral presentation to convey the results of this study.

- **Communicating with Community: Making Use of Analysis (weeks 11-14)**
  The research and analysis conducted in the previous two sections is applied to develop some form of communication deliverable that could be used by the one of the organizations studied.

- **Reviews and Assessments (week 15)**
  A personal and formal process of review and self-assessment is developed along with a complete assessment of the class.

Note: The topics and assignments given in the following schedule may be revised to better serve the needs of the class. Any changes will be announced in advance. Please refer to the on-line copy of this syllabus for the most current information (http://www.hu.mtu.edu/~lesteinb/).

**WEEK 1**

August 27
Introduction to class
- Assignment for week 1: Read first section of *Non-Designers’ Design Book* pp.11-72.
- Respond to syllabus (see handout)

August 29
Discuss contexts/actions that help up feel comfortable communicating
Initial discussion of what gets in the way of effective communication
- Read pieces on Writer’s Block from Purdue Online Writing Center:
  “Coping with Writer’s Anxiety” http://owl.english.purdue.edu/handouts/general/gl_anxiety.html
  “Overcoming Writer’s Block” http://owl.english.purdue.edu/handouts/general/gl_block.html

August 31
Discuss anxiety as a bar to effective oral/written communication
Discuss strategies for dealing with anxiety
- Assignment for next class:
  - Read p. 30 “Literacy Narratives: Telling Writing Stories” and then read the literacy narratives on pp. 31-35 of *The Call to Write* by John Trimbur (PDF).

**WEEK 2**

September 3
LABOR DAY: NO CLASS

September 5
Discuss literacy narratives
- Assignment for next class: Develop first draft of personal literacy narrative. (See handout)

September 7 (K-DAY BEGINS AT NOON)
Due today: First draft of literacy narrative
Discuss oral and visual genres/communication for literacy narrative
  ➢ Assignment for next class: Start revising literacy narratives according to handout, to include oral and visual. (See handout).
  ➢ Assignment for next class: Read “Rhetoric of Neutrality” by Robin Kinross.

WEEK 3
September 10
Discuss genres of written, oral, and visual communication and how they overlap
Discuss giving and receiving feedback
  ➢ Assignment for next class: Finish revising the literacy narrative.
  ➢ Read “Swastika Chic” by Steven Heller.

September 12
Due today: Revised version of literacy narrative
Discuss civic advocacy groups
  ➢ Assignment for next class: Read “Women Who Turn the Gaze Around”.
  ➢ Library “Scavenger Hunt” exercise handed out today, DUE September 22

September 14
Continue discussion on civic advocacy groups
  ➢ Assignment for next class: Read “Just Doing It”.
  ➢ In the next class, pairs will name two civic advocacy groups they would like to research.

WEEK 4
September 17
Intro to basic rhetorical principles (ethos, pathos, logos)
  ➢ Assignment for next class: Read “Ethics of...” sections in The Call to Write by John Trimbur (PDF).
  ➢ Read the handout on pitch proposals.

September 19
Discuss rhetorical analysis of a short pitch proposal
  ➢ Assignment for next class: Read the article by Hamilton, “Small Group Communication and Problem Solving”
  ➢ Remember Library “Scavenger Hunt” exercise is due at the beginning of the next class.

September 21
Due today: Library “Scavenger Hunt” exercise
Discuss persuasive overheads
  ➢ Assignment for next class: Small groups develop and deliver pitch proposals
  ➢ Come with a detailed, formal, written outline of your presentation. You will hand this to me, and I will use it to respond to your presentation. See pp. 46-53 of Icebreaker for information on how to make this outline.

WEEK 5
September 24
Due today: 3 minute, 3 person small group pitch proposals (with overheads)
  ➢ Read “Every Student Teaches and Every Teacher Learns” by C.Christensen

September 26
Group decision on which two advocacy groups to study
  ➢ Assignment for next class: Read pp. 520-547, “Research” and pp. 549-567, “Field Research” in John Trimbur, Call to Write.

September 28
Discuss research/collection practices
Discuss how class archive will work

- Assignment for next class: Begin your research
- Bring to the next class any charts/graphs/photographs you collect about your organizations.

WEEK 6

MID-TERM CLASS ASSESSMENTS THIS WEEK

October 1
Rhetorical analysis of photos/charts/graphs
- Assignment for next class: Read “Generic Criticism” by Sonja K. Foss

October 3
Rhetorical analysis of short written pieces
- Assignment for next class: Read “Rhetorical Background” by Kostelnick and Roberts

October 5 (HOMECOMING BEGINS 3PM)
Rhetorical analysis of documents that mix text & graphics (brochures, advertisements, etc.)
- Assignment for next class: Read “Family Photographs” by Sharon M. Varallo.
- Develop two preliminary questions you might like to write about in the coming weeks. Bring a typed copy of your questions to the next class.

WEEK 7

October 8
What will research projects look like?
What do research/analysis questions look like?
- Type up one research question (taking into account the feedback you received on your two samples). Write a one-page description of how you see this research question shaping the argument of your paper (see handout).

October 10
Analyze & discuss sample research papers
Consider/discuss your possible research questions
- Assignment for next class: Read the second sample research paper (“The Hemlock Society”).
- Use the handout to write a one-page analysis of the argumentative structure of this paper.

October 12
Analyze & discuss sample research papers
Consider/discuss your possible research questions
Discuss writing process
- Assignment for next class: Read “Fighting for Our Lives” by Deborah Tannen

WEEK 8

October 15
Discuss argument-and structures of argument-in writing
- Assignment for next class: Read “Inviting Transformation” and “Constructing Connections” by Foss & Foss
- Read the handout on making persuasive oral presentations, and bring it to the next class.

October 17
Discuss genre expectations for formal oral presentations of academic papers
How to prepare for persuasive presentations in week 10
- Assignment for next class: Read “Speech Anxiety” by Smith and Tague-Busler
- Bring two copies of your draft to class. One will be handed to the teacher, and the other will be used for peer critique.

October 19
Due today: Draft of Research/Analysis Paper
Small group responses to drafts
Distinction between revision & editing

Assignment for next class: Read “The Path to Success” by Smith and Tague-Busler

WEEK 9

INDIVIDUAL CONFERENCES WITH ME ALL WEEK

October 22
Small groups of 3 meet outside class to respond to organization of each other's drafts

October 24 & 26
Small groups of 4 meet outside class to practice oral presentations

WEEK 10

October 29
5 minute individual formal academic persuasive presentations with supporting visuals

Assignment for next class: Continue working on research/analysis papers

October 31
5 minute individual formal academic persuasive presentations with supporting visuals

Assignment for next class: Final draft of research/analysis papers are due

November 2
Due today: Final Draft of Research/Analysis Paper

Assignment for next class: Come up with 2 ideas of how various of the analyses presented can be applied; Write up a summary of and response to all comments received to oral presentation, and turn in with all responses

WEEK 11

MID-TERM CLASS ASSESSMENTS THIS WEEK

November 5
Discuss the range of possible applications of the analyses of preceding weeks

Assignment for next class: Read “Critical Thinking and Listening” by Daly and Engleberg.

November 7
Discuss collaborative process

Assignment for next class: Develop draft proposals of group projects

November 9
Discuss small group response to draft proposals

Assignment for next class: Read “How Documents Engage Readers' Thinking and Feeling” by Karen Schriver.

WEEK 12

November 12
How to use the design process to take account of audience

Assignment for next class: Read "Cultural Patterns of Deaf People" by Siple, L.A.

November 14
Recognizing cultural assumptions that shape communication

Designing communication for audiences of differing abilities

Assignment for November 17: Readings on voice/style

November 16
Small groups meet with each other to plan what to do over break, what is upcoming, etc.

Assignment for November 27: Readings on informative presentations
November 17-25 THANKSGIVING BREAK

WEEK 13

November 26
Review/planning

November 28
Ethics in communication
➤ Assignment for December 1: readings on relations with audience

November 30
Being a responsible listener/ facilitating different kinds of listening
Being a responsible reader/viewer: establishing relations with audience
➤ Assignment for December 4: TBA

WEEK 14

December 3
Small group informative presentations on projects
Feedback to presentations

December 5
Small group informative presentations on projects
Feedback to presentations
➤ Assignment for December 8: Paper-based project reports due on day 3

December 7
Reflection on the process/work of these past 4 weeks of work
➤ Assignment for December 11: Write up a summary of and response to all comments received to oral presentation, and turn in with all responses; Reading on "informal" assessment

WEEK 15

December 10
Discuss informal assessment
Use journals & list of expectations from beginning of class to facilitate informal review & assessment of the class as a whole
➤ Assignment for Day 2: Reading on "formal" assessment

December 12
MTU assessment forms
Discuss formal assessment
Continued assessment of how class worked

December 14
Class wrap-up
Portfolio due as a form of self-assessment