UN2001
REVISIONS: ORAL, WRITTEN, AND VISUAL COMMUNICATION

Section 20
TR 1535-1650
Room Walker 143
CRN# 10003

Instructor: Tom Vosecky
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1:00-3:00, and by appointment
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COURSE DESCRIPTION
Revisions has been designed to help you develop and strengthen your communication skills. We want you to understand, for example, how the processes of analysis and discussion, both in the classroom and in other social circumstances, influence your writing; and that writing always involves making rhetorical decisions about visual presentation.

Your participation in this class, in other classes at this university, and in life in general will be a major factor in your success. By using this class to increase your communication skills, you will likely be able to increase the effectiveness of that participation.

We also want you to understand that the conventions of presentations—whether oral, visual, or written—are indeed conventions, which can be learned by careful observation and practice; must be decorously selected; and sometimes require modification in light of audience and circumstance.

COURSE MATERIALS
The following materials are required for this class:

• Readings for Revisions: Oral, Written, and Visual Communication.

CLASS ATTENDANCE
If you miss more than 2 classes without appropriate approval from the Instructor or the Dean of Students your final grade will be affected. If you miss a class, you are responsible making up any work you missed.

CLASS GRADING

• 20% Class participation More than just "Being There"
• 50% Formal assignments Literacy Narrative, Oral Presentations, Research/Analysis Paper, etc.
• 30% Informal assignments Drafts, revisions, etc.

FINAL PORTFOLIOS WILL INCLUDE:

• self- and class-assessment cover letter
• personal narrative
• weekly responses
• draft & final version of persuasive academic paper (all comments to be included)
• proposal from weeks 11-14
• the piece of communication from weeks 11-14
• project report from weeks 11-14
• summary/response of all feedback to presentations

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).

CAVEAT: There will possibly be modifications to this syllabus as the semester progresses.
WEEK 1

JANUARY 15
- Introduction to class
- Discussion of contexts/stances that help us feel comfortable communicating
- Initial discussion of what gets in the way of effective communication

Assignment for January 17:
- Read "Every Student Teaches..." in Reader
- Respond to syllabus (see handout)
- 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) and "Overcoming Writer's Block" (http://owl.english.purdue.edu/handouts/general/gl_anxiety.html)

JANUARY 17
- Discussion of anxiety as a bar to effective oral/written communication
- Discussion of strategies for dealing with anxiety

Assignment for January 22:
- Read "Is Democracy Possible?" (PDF File)
- Read "Speech Anxiety" in Reader
- Read "We the Jury" in Reader

WEEK 2

JANUARY 22
- A "Writing" inventory
- Discussion of genre

Assignment for January 24:
- Read "Critical Thinking and Listening" in Reader
- Read Wolff & Marsnik, "Ten Listening Retraining Techniques", in Reader

JANUARY 24
- Discussion of personal narratives
- Discussion of genre

Assignment for January 29:
- Read "Generic Criticism" in Reader
- Read "Family Photos in Reader
- Read "Rock and Roll as a Cultural Practice" in Reader
- Develop first draft of personal narrative. (See handout)

WEEK 3

There will be a library "Scavenger Hunt" exercise handed out today. Due February 12.

JANUARY 29
- Personal Narrative critique/development

Assignment for January 31:
- Revise personal narrative to include oral & visual. (See handout).
- Read the first half, pages 11-72, of Williams, The Non-Designer's Design Book.

JANUARY 31
- Written, oral, and visual genres overlap
- The shape of things to come

Assignment for February 5:
• Read "Outlining the Speech" in Reader
• Skim "Commemorating in the Theme Park Zone" in Reader
• Read the handout on pitch proposals.
• Start researching civic advocacy organizations
• In the next class, pairs will name 2 civic advocacy groups they’d like to research
• Revised version of personal narrative due February 5

WEEK 4

FEBRUARY 5
• Intro to basic rhetorical principles (audience, argument & persuasion)
• Discussion of persuasive overheads
• Small groups discuss pitch proposals

Assignment for February 12:
• Read "Toward a Dynamic Balance" (PDF File)
• 2nd half of "Non-designers Design Book"
• Read "Swastika Chic" in Reader

FEBRUARY 7
• No Class- Winter Carnival

WEEK 5

FEBRUARY 12
• Discuss conventions of design and presentations
• Work on pitch proposals
• Library "Scavenger Hunt" assignment due

Assignment for February 14:
• Pitch proposals with overheads.
• Come with a detailed, formal, written outline of your presentation. You will hand this to the teacher, who will use it to respond to your presentation.
• Read "Period Styles" in Reader
• Read the article by Hamilton, "Small Group Communication and Problem Solving .", in Reader

FEBRUARY 14
• 3 minute small group pitch proposals (with overheads)
• Group decision on which two advocacy groups to study
• Discussion of research/collection practices
• Discussion of how class archive will work

Assignment for February 19:
• Read Kinross, "The Rhetoric of Neutrality", in Reader
• Read "Rhetorical Background" in Reader
• Begin collection of research materials
• Bring to class any charts/graphs/photographs you have collected

Future Assignments-Approximate Due Dates
MARCH 14—DRAFT DUE OF RESEARCH/ANALYSIS PAPER
MARCH 26 & 28 1—5 MINUTE INDIVIDUAL FORMAL ACADEMIC PERSUASIVE PRESENTATIONS WITH SUPPORTING VISUALS
APRIL 2—FINAL DRAFT DUE OF RESEARCH/ANALYSIS PAPER
APRIL 23—7M SMALL GROUP INFORMAL INFORMATIVE PRESENTATIONS ON PROJECTS
MAY 2—PAPER-BASED PROJECT REPORTS