COURSE DESCRIPTION
This class will help strengthen your abilities in all areas of communication by a combination of individual and small group assignments based on class discussions and background reading in texts, online sources, and research. You will also be analyzing the oral, written, and visual communication of others to determine what kinds of communication media and strategies are appropriate for different situations. The goal is to empower you as multi-dimensional communicators using both print and electronic media. The focus of this particular class will be a study of technology, in particular modes of media and communication, and the effect they have had upon you and the rest of society.

TEXTS

GRADING POLICIES
Your grade is based on class participation, projects (written assignments, oral and visual presentations), journaling/reading responses, attendance, & your final portfolio. It is to your benefit NOT to throw anything away from this class, as all assignments, big or small, may need to be included in your final portfolio.

Assignments will NOT receive a final letter grade until the end of the semester (excluding oral presentations) so that you will have the chance to revise according to constructive feedback you receive from me and your classmates.

You must complete all assignments to receive a passing grade in this course. I will not accept late work.

Class Participation: 15%
Journaling/Reading Responses: 15%
Short Papers: 20%
Presentations: 20%
Final Research Paper (all drafts): 30%

ATTENDANCE
Attending this class is important, particularly as you are graded on participating in classroom discussion as well as in-class writing activities. Because of this, you should consider attendance to this class mandatory. Students are allowed to miss three classes per semester; subsequent absences will affect your grade.
MTU’S POLICY ON ACADEMIC INTEGRITY
Plagiarism is considered cheating, and 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 not only dishonest but it prevents you from learning, the primary reason you are here. If you ever have further questions about this issue, please talk to me or consult a coach in the Writing Center (7-2007).

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 call Dr. Gloria Melton, Associate Dean of Students (7-2212). For other concerns about discrimination, you may contact your advisor, department chair, or the Affirmative Action Office (7-3310).

COURSE SCHEDULE
I reserve the right to revise the syllabus and/or course schedule to better serve student needs.
Students will be made aware of any and all changes to this syllabus and schedule, which will be posted on the class website.
Readings and responses are due on the day they appear on the schedule. Be prepared for class discussion, and often, to write a brief response to the piece before class. Reading responses should be one page, typed, 12 pt. Times New Roman, double-spaced, unless otherwise noted.

Aug. 26 Introduction to course and syllabus
Introduce Oral, Written, and Visual Communication
Introduce the interaction of technology and society

Aug. 28 Rhetoric of Neutrality, pg. 373-385
Reading Response: Write a 1-page definition of rhetoric.
Please consult other sources and write them at the bottom of your paper.

Aug. 30 Non-Designers, pg. 11-62
Reading Response, 2 pages (all of Non-Designer's Design Book)

Sept. 2 Labor Day Recess

Sept. 4 Non Designers, pg. 75-126
Reading Response, 2 pages (all of Non-Designer's Design Book)
In class: Bring in two ads: one which uses the CRAP principles and one that does not to analyze in groups

Sept. 6 K-day Recess

Sept. 9 Bring in topics for Critical Analysis Research Paper
Paper Topics Discussed, Tentatively Chosen
Paper Guidelines Assigned

Sept. 11 The Pursuit of Happiness, pg. 1-24
Language, Politics, and Power, pg. 51-63
Swastica Chic, pg. 325-327
In Class Journaling
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| Oct. 30    | Inviting Transformation, pg.263-270  
*In class journaling* |
| Nov. 1     | Critical Thinking and Listening, pg. 224-241  
*In class journaling* |
| Nov. 4-8   | *Individual Presentation of Critical Analysis Research Papers*  
*Groups for Final Projects formed*  
*Reading Response* |
| Nov. 11    | I Have a Dream, pg. 296-301  
*Involvement strategies in a speech by the Reverend Jesse Jackson, pg. 302-315*  
*Reading Response* |
| Nov. 13    | Conventions--What Readers Expect, pg. 359-372  
*In class journaling* |
| Nov. 15    | In class: Identifying advertisement genres  
*In class journaling* |
| Nov. 18    | In class: *Brief oral update on final project progress.*  
*Portfolio guidelines handed out, time for questions*  
*Reading Response* |
| Nov. 20    | *Proposal Due for Final Group Projects (1-2 pages)*  
*Reading Response* |
| Nov. 22    | Readings TBA  
*Reading Response* |
| Nov. 25-29 | Thanksgiving Recess  
*Reading Response* |
| Dec. 2     | In class time to work on presentations/projects  
*Reading Response* |
| Dec. 4     | In class time to work on presentations/projects  
*Brief oral update on final project progress*  
*Reading Response* |
| Dec. 6     | In class time to work on presentations/projects  
*Reading Response* |
| Dec. 9-13  | *Presentation of Final Group Projects*  
*Work on Portfolio*  
*Portfolios due December 13th during class*  
*Reading Response* |
| Dec. 16-20 | Final Exam Periods  
*There is no final exam for this class.*  
*Reading Response* |
Sept. 13  In class: Performing Rhetorical Analysis
Sept. 16  Rhetorical Situations, pg. 330-339
Sept. 18  Commemorating in the Theme Park Zone, pg. 185-223
         Women Who Turn the Gaze Around, pg. 25-30
         Reading Response
Sept. 20  Show and Tell, pg. 454-477
         On Web: Road to Perdition: Interview with the author
         In Class: Visual and Written Communication: Graphic Novels
Sept. 23  In class: In groups, students will rhetorically analyze a scene
         (or scenes depending on length) out of a graphic novel. Each
         group will present their findings.
         Graphic Novel Project Assigned
Sept. 25  In class: Continue brief presentations (if necessary)
         In the same groups, script a short scene out of the same
         novel (turning visual/written to oral/visual)
Sept. 27  In class: Continue writing and practicing script.
Sept. 30  The Power of Saddam Hussein's War Rhetoric, pg. 287-294
         In class: Some time will be given for practice.
Oct.  2   Performances of scenes from graphic novels. Script due at
         the time of performance.
Oct.  4   2-3 page Brief Essay on Rhetorically Analyzing a Graphic
         Novel, and the differences between mediums due
         In class: Continue performances, if necessary. Open
         discussion of project and discoveries.
Oct.  7   Small-Group Communication and Problem Solving, pg. 83-113
         Reading Response
Oct.  9   Brief Update on Rhetorical Analysis Paper
         Generic Criticism, pg. 117-127
         Journal Entry
Oct. 11  Rock & Roll as a Cultural Practice, pg. 139-154
         What other ways are there? pg. 481-490
Oct. 14  In class: Explanation of peer review process. Sample forms
         handed out. Students will have the chance to edit the forms
         to get the feedback that they desire.
Oct. 16  What other ways are there? pg. 490-508
         In class journaling
Oct. 18  Rough Draft of Critical Analysis Research Papers due
         Peer Review, bring 3 copies
Oct. 21-25 Class cancelled for individual conferences with the instructor
Oct. 28  Absolute Powerpoint, pg. 387-393
         Reading Response