Section R19, 12:35pm to 1:50pm, Tuesdays and Thursdays, Walker 116

Fall 2002

Basic stuff
More stuff
Inside stuff
Good stuff
Outside stuff

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Office hours Noon-12:30pm & 2-2:30pm TR
and by appointment
email: fidallas@mtu.edu
http://www.hu.mtu.edu/~fidallas/fid_web/courses/UN2001_R19/index.htm
is to get students engaged with intellectual questions and introduce assignments revolving around oral, written, and visual communication.

- **UN1002: World Cultures.** A first year, second semester large lecture course; its aim is to introduce students to a range of the world’s cultures and issues of diversity.
- **UN2001: Revisions: Oral, Written, and Visual Communication.** A second year seminar. Its aim is to build on communication abilities developed in the first year by providing direct instruction in oral, written, and visual communication.
- **UN2001: Institutions.** A second year, relatively small lecture course. Its aim is to introduce students to a range of institutions that shape their lives, including family, religion, government, economics, civic, etc.

*Revisions* is required of all students in their second year, and students may take the course in either semester of their second year.
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Course description:

Revisions and Civic Participation

Revisions is one of the four core classes required of all students by the University's General Education curriculum. The philosophy and mission of general education is to support the part of a student's life that falls between home and work--one's life in a community and as a citizen engaged in civic duties and activities. In line with this mission, Revisions was designed to help students develop and strengthen their communication abilities and understandings through the study of civic advocacy groups and the way in which these groups communicate to different audiences through different media.

Revisions and Communication

Revisions will help you strengthen your skills in oral, written, visual, and electronic communications and you will be asked to demonstrate your proficiency in tying together these forms of expression. This proficiency will be demonstrated by designing or creating a presentation or project geared toward an organization's usage.

The course assignments and readings are also designed to help you begin to think critically by analyzing the various communication forms. Drawing upon these analyses, in a small group you will then recommend and develop a piece of communication.

This communication may take the form of a presentation or a project of your own design that may help an organization better achieve its communication goals.

Additionally, we will explore and consider how the technology informs us and how we react to the technology. Does the computer-mediated communication or technology lead and guide us or do we see the technology as another tool for learning, creating, and investigating? We will consider how the technology can be engaged, assessed, and critically investigated.

Revisions and General Education

The four core general education courses have interrelated goals and objectives. All the sections of the different core courses--including Revisions--need therefore to have consistency in their approaches, so that students move through the courses and learn what the General Education program was designed for them to learn.

The four general education courses are:

- **UN1001: Perspectives.** A first year, first semester seminar taught by faculty. The aim of Perspectives
Course goals:

By the end of this semester, you should have:

1. Acquired a wide repertoire of oral, written, and visual communication strategies and tools.
2. Assessed different communicative contexts in order to decide which media, strategies, and tools are appropriate for the situation and audience.
3. Developed a range of strategies for effectively giving and getting feedback and for assessing your own oral, written, and visual communicative products.
4. Learned the possibilities of and necessity for revision as a strategy for achieving specific communicative goals.

Part of the focus of this course will help you acquire various communication strategies and learn how to use them. Learning how to use the communication strategies doesn't mean just practicing and getting them "teacher-perfect." Using these strategies also entails knowing when to use the various communication strategies based upon your persuasive goal and/or audience analysis.

And in what situation and for what audience do you determine which strategy to use? This leads towards a rhetorical analysis of why you choose to make your presentation in the manner you chose, and reviewing, revising (not editing!) and making suggestions for recontextualizing your work and that of your classmates. Finally, how do you determine the proper strategy, tool, situation, and audience mix? We will explore these issues throughout the course.

Required texts:


On-line/PDF files:
The Revisions website is located at http://www.hu.mtu.edu/~revisions (Web). Other PDF files will be accessible from the course syllabus.
Grading:

Your final grade for this course will be calculated on the following scale:

- Class participation (in-class and outside class collaboration, and group work) 15%
  - In class participation 5%
  - Outside class collaboration 5%
  - Group dynamics 5%
- Electronic discussions 15%
- Ten weekly entries in The Journal Place 10%
- MOO discussion 5%
- Technology autobiography and presentation 10%
- Quiz 5%
- Portfolio ( compilation of major assignments) 50%
  - Written critical analysis research paper (including two drafts) 10%
  - Oral presentation on research findings 10%
  - Small group project proposal 5%
  - Small group project report 10%
  - Small group project presentation 15%
- Portfolio assessment paper 5%

Revisions is designed to help you study and practice ways to assess your own and others' communicative practices. As such, your grade in this course will reflect the efforts you have made to reflect on and revise your oral, written, and visual communications. You must complete and turn in all assignments to receive a passing grade in this course. Assignments are due at the beginning of class on the date due. In order to pass this class all work must be completed on time, including drafts and final, hand-in versions of your work. If you are absent on the day an

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assignment is due, you are still responsible for turning in the assignment. If you know you will be absent, contact me to make arrangements to drop off the assignment in my office or mailbox or have another student bring the assignment to class for you.

Receiving an "A" or "B" grade means that you have actively and constructively considered your engagement with technology and its effect on your life. Your work must reflect this thoughtfulness and effort with continual improvement (i.e. revision, NOT editing).

Receiving a "C" grade means that you did what was minimally expected of you (i.e. coming to class, completing the assignments on time--you must complete all assignments to receive a passing grade in this course).

Major assignments:

- In-class, The Journal Place, or MOO class discussions on reading assignments
- A narrative that depicts your interaction with technology
- A small group three-minute oral "pitch proposal"
- A five-to-seven page written critical analysis research paper
- An individual five-minute oral presentation about the research findings
- A small group project proposal
- A small group project report
- A small group project presentation
- Portfolio assessment

Attendance:

You are allowed to miss two classes this semester; the subsequent unexcused absences will affect your final grade by 1/2 letter grade. If you miss a class, you are responsible for finding out from me or a classmate what you missed and for making up any work that you missed. If you are absent on the day an assignment is due, you are still responsible for turning in the assignment. If you know you will be absent, contact me to make arrangements to drop off the assignment in my office or mailbox or have another student bring the assignment to class for you.

Questions?:

While you are not required to come to my office during office hours, you may have a question or idea that you would like to discuss. Stop by my office in Walker, room 146, on Tuesdays and Thursdays from 11 a.m. to Noon. You can also schedule an appointment for a mutually convenient time by calling me at 487.3275 or e-mailing me at fidallas@mtu.edu.
MTU's Policy on Academic Integrity:
Plagiarism is considered cheating and is a serious academic offense. 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 covers copying sections, major ideas, or entire papers from printed or electronic sources, as well as turning in papers written by other students as your own work. Plagiarism is not only dishonest but it prevents you from learning, the primary reason you are here. Access to information from the Internet and the World Wide Web brings another level of complexity to this issue. If you ever have further questions about this issue, please talk with 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 and harassment, 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, 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 syllabus:
In order to gain the most from this course, the dynamics of the group may require modification(s) to the syllabus. As such, I reserve the right to revise the syllabus and/or course schedule to better serve our needs.

**week 1:**
8/27 -- Introduction to *Revisions*; review syllabus; organize clusters for The Journal Place; discuss electronic communication purpose and expectations; subscribe to class listserv; discuss technology autobiography assignment; communication prompt

8/29 -- discuss technology autobiography presentation and peer reviews of draft; discuss small group collaboration; demo TJP; CCLI lab time for TJP set-up and work in clusters

**week 2:**
9/3 -- discuss listening, speaking, and interpreting communications; explore uses of rhetoric (persuasion, audience, strategy, ethos, logos, pathos); discuss text and graphic usage

9/5 -- presentation of technology autobiographies

**week 3:**
9/10 -- discuss ethical concerns of society; discuss situations for oral and written communications; explore rhetorical and genre situations with ads; discuss how single words or a group of words are used in rhetorical situations

9/12 -- using rhetorical tropes; choose civic groups or themes to explore; discuss the effects of language usage; prepare TJP clusters for pitch proposals

**week 4:**
9/17 -- discuss civic advocacy and values; discuss using graphics for effect; discuss audience transformation

9/19 -- in-class meeting for pitch proposal teams

**week 5:**
9/24 -- pitch proposals; determination of group or theme to research/investigate for critical analysis research paper; assessment prompt
9/26 -- discuss critical analysis process; discuss writing the research paper—questions to ask/answer/explore; discuss the responsibility of the presenter and the listener; present grading schedule for analysis paper; discuss writing the research paper—citation information

week 6:
10/1 -- MOO space preparation for a class discussion and as potential location of final project; in CCLI to login and become familiar with the MOO

10/3 -- CCLI lab time for MOO discussions; in-class discussion of MOO conversations

week 7:
10/8 -- class will not meet, but we will conduct individual student conferences as scheduled; also mid-term assessment and discussion of research paper

10/10 -- class will not meet, but we will conduct individual student conferences as scheduled; also mid-term assessment and discussion of research paper

week 8:
10/15 -- first draft of research paper due; in class peer reviews of research paper draft

10/17 -- discuss how to orally/visually present critical research paper findings

week 9:
10/22 -- second draft of research paper due; tentative grade given; review of grading schedule

10/24 -- discuss various text and graphic usages from the readings; in CCLI for exploration of websites and visual presentations as well as rhetorical intent; break into small groups to discuss strategies for final projects

week 10:
10/29 -- oral presentations of research; final draft of research paper due; outline of oral presentation due

10/31 -- oral presentations of research; final draft of research paper due; outline of oral presentation due

week 11:
11/5 -- discuss visual design and rhetoric; discuss small group dynamics; small groups meet in-class to discuss project, identifying rhetorical choices for improving civic organization communication efforts; assessment prompt

11/7 -- present small group project proposal; in CCLI to work on small group project

week 12:
11/12 -- in CCLI to work on small group project

11/14 -- draft of small group project report for assessment; discuss

week 13:
11/19 -- present mock presentations to writing center coach

11/21 -- discuss portfolios (electronic or written); small group project reports due
11/22 - 12/1 * * * * * * Thanksgiving Recess * * * * * *

**week 14:**
12/3 -- in CCLI to read, explore, and critique projects; post comments to MOO
12/5 -- in-class presentations of small group projects

**week 15:**
12/10 -- course assessments
12/12 -- course assessments
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week 1:
8/27 -- introduction to Revisions
8/29 -- "Every Student Teaches and Every Teacher Learns," pp. 65-81 RC, "Period Styles," pp. 316-24 RC, e-mail draft of technology autobiography to myself and your clustermates by 8/30, midnight (if in non-e-mailable format, describe project in detail)

week 2:
9/3 -- "Show and Tell," pp. 454-77 RC; "Language Matters," pp. 525-31 RC, e-mail peer reviews to me by 9/3, Noon; e-mail revised draft of technology autobiography to me by 9/4, Noon
9/5 -- "Speech Anxiety," pp. 247-52 RC; presentation of technology autobiographies; TJP entry

week 3:
9/12 -- "The Discursive Performance of Femininity: Hating Hillary" Web; TJP entry

week 4:

week 5:
9/24 -- pitch proposals
Neutrality," pp. 373-85 RC; TJP entry

week 6:
10/1 -- The Non-Designer's Design Book TNDB; pp. 11-72
10/3 -- The Non-Designer's Design Book TNDB; pp. 73-128; TJP entry

week 7:
10/10 -- "Ethics," pp. 535-51 RC; "Rhetorical Background," pp. 329-67 RC; individual student conferences; TJP entry

week 8:
10/15 -- first draft of research paper due--bring three copies!

week 9:

week 10:
10/29 -- oral presentations of research; final draft of research paper due; outline of oral presentation due
10/31 -- oral presentations of research; final draft of research paper due; outline of oral presentation due; TJP entry

week 11:
11/5 -- "Toward A Dynamic Balance" Web
11/7 -- present small group project proposal; TJP entry

week 12:
11/12 -- in CCLI to work on small group project spaces
11/14 -- draft of small group project report due

week 13:
11/19 -- present mock presentations to writing center coach
11/21 -- small group project reports due

11/22 - 12/1 ** ** ** ** ** Thanksgiving Recess ** ** ** ** **

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week 14:
12/3 -- in-class/CCLI critique of small group project spaces and post comments to MOO; MOO comments
12/5 -- in-class presentations of small group projects

week 15:
12/10 -- TBA
12/12 -- portfolios due