The 1960s are a very interesting and influential period in our history. While tens of thousands of young men were fighting for their lives, and dying by the thousands, other young men and women were having the times of their lives. While some people were protesting existing conditions, other people were taking full advantage of those existing social conditions. The 60s are also the time of important people and chaotic situations and violent events. Ironically, amid this completely chaotic and turbulent time, millions of people were living completely-normal, everyday lives. During the semester, we will explore (and you will research and write about) a number of the social issues and events that affected peoples’ lives during the 60s.

Required Texts:

Readings for Revisions: Oral, Written, and Visual Communication. (Listed as RR on Course Schedule)


A sturdy folder/binder — to hold your Journal Responses and all the other documents you will produce for this course. Note: Bring the pens, pencils, magic markers, crayons, etc. you like to write with to class so you can use them to write, draw, doodle in class.

Course Description:

This course is intended to help you develop and strengthen your oral, visual, written, and other literacy skills and communication practices. You will make oral presentations (individually and in small groups) that require supporting visuals, and you will compose documents that require formatting decisions, to show evidence of your competence with the communication practices that rely on the countless oral, visual and written literacies that permeate our public and private lives. Plus, you will find and analyze written documents, speeches, songs, graphics, etc. to determine what types of communication media and strategies are — or are not — appropriate for different situations. Drawing on your analyses, you will propose and then produce a substantial piece of communication media — an essay, brochure, poster, presentation, report, web site, etc. — that utilizes the skills you develop.

Class goals:

By the end of this semester, you should have:

Acquired a wide repertoire of oral, written, and visual communication strategies and tools.

Assessed 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 to make explicit and question the cultural, temporal, and personal assumptions that underlie communication practices.
These four goals are based on the communication practices and strategies you need to function in our complex, global world. Achieving these goals can and will provide you with the fundamental tools and skills you will need to succeed and/or excel in college, during your career, and during your public and private involvement with the world – and everybody is involved because you cannot not participate, which is just one of the many things we will discuss. We will also discuss the effectiveness of public participation and how it works.

To accomplish all the course goals, the class will discuss and explore the communication practices and strategies used by people involved in the important social and political issues that were argued, protested, debated, etc. during the 60s. As we do this, we will determine what their messages were, how they were prepared and delivered, and if the formation and delivery of their messages was logical or illogical, rational or irrational, effective or ineffective, based on valid or invalid information, etc.

You will do this as a class by pitching and choosing two important social and political issues (from the 1960s time-frame), and the people who were involved in them, that the class will explore, research, and write about for the term.

Grading:

Participation: 50 %

Participation means reading the assigned readings and writing responses to them, coming to class prepared, being an active group member, and contributing to class discussions. Note: Bring your journal responses to class every day.

Attendance is essential and expected because a lot of important work is going to be done in class during class discussions, etc. Therefore, more than a three unexcused absences will affect your final grade. If you can not make it to class, please notify me – before class if possible. If you miss a class, you are responsible for making up the missed work.

All assignments are due as listed on the syllabus. All major assignments that are turned in late will affect your final grade in this course. **Notes: You must complete ALL required assignments to receive a passing grade in this class. I reserve the right to revise the syllabus and/or course schedule to better serve the needs of the students and the course.

Writing and Oral and Visual Presentations: 50 %

This portion of your grade will be based on ALL of the assignments listed above under Course Requirements. I will discuss my grading policy in detail in class. Note: Write a Journal Responses for EVERY reading assignment, EVERY video shown in class, and EVERY class period. (In doubt, write a response. You can also write responses for Extra Credit.) In these responses, REFLECT ON and DISCUSS the assignment(s). This means you must write more than a summary of assignment. Hand the Responses in during the next class period, and I will read and evaluate them, and return them to you during the next class period if possible. (Responses can be either typed or hand-written – if hand-written, please make them legible.) I will accept Late Responses up to 2 weeks after the day they were due, or by special arrangement.
Course Requirements:

At the end of the semester you will place the documents listed below to a portfolio. You may not understand all of these documents at first, but you will be receiving full explanations and detailed assignments in class.

** Note: This means you MUST save ALL the documents and material that you produce for this course to be included in your portfolio:

- Your self- and class-assessment letters
- All Aircheck Analyses
- Your Literacies Essay in which you explore the role oral, visual, written, and other literacies play in communication practices in general and your practices in particular (you must specifically address the three literacies listed above, plus two other literacies, in your essay.)
- All drafts of your Persuasive Research Paper (all instructor’s and peers’ comments to be included)
- Your Pitch Proposal Presentation Material (overheads, outlines, etc.)
- Your Formal Academic Research Presentation Material (overheads, outlines, etc.)
- Your written Communications Media Project Proposal
- Your Communications Media Project
- Your written Communications Media Project Report
- A selection of your Journal and In-Class Responses

In addition to the paper documents above, you will also be making three oral presentations in class.

- A small group "pitch proposal" (a short persuasive presentation)
- An individual formal academic presentation

*MTU complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disability Act of 1990 (ADA). 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 (2212). For other concerns about discrimination, you may contact your advisor, department chair, or the Affirmative Action office (3310).