UN 2001 – Revisions: Oral, Visual & Written Communication  
Section R01 & R04, Spring Semester ‘03

General Course Stuff

Info about the Course and Me
Class meets: MWF in Fisher, Rm. 125 at 8:00 – 8:55am & 9:00 – 9:55am.
Instructor: Alex Ilyasova
Office Bldg: Walker 146
Phone No.: 487-3275
Email: kailyaso@mtu.edu
Office Hours: Mon. & Wed., 10 a.m. – 12 p.m. in my office or in the CCLI in Walker 113, or by appointment

Texts You’ll Use

Something Else You’ll Need
Folder to keep all your stuff, ultimately this will be your portfolio

Course Description
Welcome to section R01, UN2001 Revisions! In this course we will be studying the interrelation of oral, visual, and written communication. Through critical analysis of your own work, as well as the work of others, you will develop your abilities to create documents that engage and inform readers and viewers in a variety of circumstances. Additionally, if time permits, this semester we will take the opportunity to reflect on the following goals and adjust this course accordingly in order to better meet these expectations:

- Learn how to enhance/complement your writing with visual and oral forms of communication
- Understand and experience the composing process in written, visual, and oral communication
- Acquire extensive practice in revising written, visual, and oral communication
- Experience a range of written, visual, and oral genres and understand how a writer’s purpose and sense of audience shape these genres
- Experience both the personal and social/collaborative dimensions of learning and communicating
- Acquire practice in rhetorical analysis and critical reasoning
- Learn how to conduct, communicate, and document research for a substantial piece of argumentative writing

Attendance
Because so much of this course requires you to collaborate with your classmates, being in class is essential. With this in mind, here are the standards: more than three absences will lower your grade and more than six absences will result in automatic failure of the course. If you can’t be here, you are responsible for finding out from someone else what you missed and what is due in the next class period.

Grading
Your grade is based on class, individual, group participation and the major assignments relating to written, oral, and visual communication. You will be doing a wide variety of assignments to strengthen your practices in all of these areas. Therefore, every part of this class is important and all assignments, big and small will be counted toward your final grade. Do not lose or throw anything away. Late papers, projects, and speeches will not be accepted unless prior arrangements are made. Prior arrangements means giving me at least two days notice. Being irresponsible in this respect will result in a lowering of your grade. You must complete all assignments to receive a passing grade in this course.
Grading Breakdown

For those of you wondering about the breakdown, here it is:

- **Portfolio - 25%**
  
  (Your major assignments will be placed in a folder to hand in at the end of the semester. As we get closer to completing the majority of the assignments, I'll pass out a checklist that will describe which assignments will be included in the folder - as such, please hold on to all of your assignments)

- **Major Assignments - 65%**

- **Class Participation - 5%**
  
  (To clarify, please be advised that I am aware that not all of you will be extroverts and jumping out of your seats during discussions. However, I expect participation in discussions from all of you but not all the time. Your participation in group and class activities counts as participation this is why attendance is oh so important)

- **Attendance - 5%**

  (This means being in class AND being awake! I know the class meets early, but you all signed up for it)

**Major Assignments**

**Narrative Paper - 15% (this includes all drafts)**

In this 3-5 page paper, you’ll narrate an incident or experience that taught you a lesson about life. You’ll re-create it on paper exactly as you remember it. Keep the events in the order in which they occurred. At the end of the narrative, you’ll say what the incident or experience taught you.

**Argumentative Paper - 15% (this includes all drafts)**

For this 3-5 page paper you’ll select a tradition, custom, institution, or stereotype that you distrust or dislike, and write an argument against it. First, you’ll begin with a controlling idea that clearly expresses the hub of your opposition. Once expressed, the controlling idea should be supported by logic, evidence, and expert testimony; moreover, the argument should take into account and parry the expected replies of the opposition.

**Visual Argument - 10%**

This assignment is exactly like it sounds. You’ll create a visual argument based on the topic you selected for your argumentative paper. You’ll use strategies presented in class to organize, shape, and develop your argument visually. The focus will be persuasive and similar to the advertising ads we all encounter in magazines, on billboards, and in other forms.

**Individual Oral Presentation - 10%**

Once you have created your visual argument you’ll present it to the class in a 3-5 minute presentation. First, you’ll show us your argument without speaking. Then you’ll explain to us the process involved in making your piece, why you chose what you chose, and what effect you hoped it would have. Basically, verbally tell us your argument.

**Group Presentation - 10%**

Based on the topics selected in class, you’ll be teamed up with three other classmates with similar topics to present a synthesized argument to the class in a 5-7 minute presentation. For this presentation you’ll be required to have at least one visual aid.

**Reading and Web Board Responses - 5%**

Along with the readings you’ll be doing, you’ll be also asked to write up responses to them. Most of them will be written one-page responses. Occasionally, we’ll use the Web board to post our responses to the readings and have a synchronized discussions lead by one or two students from the class.
Week 17:
Ok, that’s it. This is final exam period. The good news is that we do not meet in class. However, if needed, we will use this time to address any concerns, questions, or comments you might have about your grades, the portfolio, etc.

Other Stuff to Know

**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 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, 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).
Finally ... The Course Schedule

Please be advised that I reserve the right to revise the syllabus and/or course schedule to better serve our needs. I will let you know as soon as possible when and if the schedule changes.

Important Dates to Keep in Mind:

- Jan. 31 - First draft of narrative paper due
- Feb. 3-7 - Conferences
- Feb. 14 - Second draft of narrative paper due
- Feb. 24-28 - Visual argument and presentations due
- Mar. 21 - First draft of argumentative paper due
- Mar. 24-28 - Conferences
- Apr. 7 - Second draft of argumentative paper due
- Apr. 18 - Portfolio due
- Apr. 28-May 2 - Group presentations

Weeks 1-3:
In these first three weeks we'll focus on understanding and experiencing the composing process in written communication. In doing so we'll focus on the personal and social/collaborative dimensions of learning and communicating - in other words, group work and class discussions. Additionally, we'll focus on the beliefs, values, and assumptions we have grown up with and which have shaped who we are and how we think. The result of our efforts is the first draft of the narrative paper.

*Family Photographs*, pp.130-138
*The Life of Dialogue*, pp.171-183

Weeks 4-7:
As we move into these next four weeks, we'll continue examining the contexts of our lives and add more of a focus on the oral and visual dimensions of communicating. Additionally, we'll acquire practice in understanding a writer's purpose, sense of audience, and critical reasoning in written, visual, and oral communication. That's quite a lot in case you're wondering, but the results will be a second draft of the narrative paper, the creation of a visual argument, and your individual presentation.

*Speech Anxiety*, pp.247-251 & *Public Speaking Anxiety*, pp.278-285 (2 people) Web Board
*Non-Designers, part I*, pp. 13-72 (2 people)
*Non-Designers, part II*, pp. 73-128 (2 people)
*Show & Tell*, pp.454-477
Conferences

Weeks 8-11:
So in these weeks, that is after the Spring Break, we'll continue our focus on written communication and acquire practice in rhetorical analysis, and finally learn how to conduct, communicate, and research for our argumentative paper. The fruits of our labor will be the first draft of the argumentative paper and hopefully the enhancement of our writing and oral communications.

*Period Styles*, pp.317-324 Web Board
*The Rhetoric of Neutrality*, pp.373-385
Conferences

Weeks 12-14:
We're almost to the end, so hang in there. In these three weeks we'll focus again on group work, continue with revising the argumentative paper, and discuss the final assignments coming up - the portfolio and group presentations.

*What Other Ways Are There*, pp.479-508 & *Language Matters*, pp.525-533 (2 people)
*Every Student Teaches and Every Teacher Learns*, pp.65-81
*Small-Group Communication and Problem Solving*, pp.83-113 (2 people)

Weeks 15-16:
We'll use this time for catch-up, if needed. Additionally, these next two weeks will consist of group work and preparing for the group presentations. Lastly, we take some time to discuss how the class has done including the readings, the use of the Web Board, and any other things that have come up during our time together.