UN2001—Fall, 2003

REVISIONS: ORAL, WRITTEN, AND VISUAL COMMUNICATION

Section 11
MWF 1405—1455
Walker 144
CRN# 81136
www.hu.mtu.edu/~tevoseck/revisions.html

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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:
• Photocopying/Printing of various assignments, handouts

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 Personal Narrative, Oral Presentations, Research/Analysis Paper, etc.
• 30% Informal assignments Drafts, Revisions, Responses, 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.
Major Assignment Schedule
UN 200l-Revisions- Section II-Fall 2003
Note: All Dates Approximate, and subject to change

Personal Narrative
3 to 5 Pages, Typed, Double Spaced

Due Dates
September 15th

Academic Research Paper
Individually Written
5 to 7 Pages, Typed, Double Spaced
Oct. 12th-First draft due in class. Bring two copies, one to hand in, one for peer review.
Oct. 24th-Revised draft due in class
Nov. 3rd-Final paper due in class

Description
Each one of you will write a formal, academic research paper. The paper will be an in-depth examination of how groups communicate, and an in-depth analysis of the effectiveness of that communication. Your research question should probably narrow the focus of the paper to, for example, communication with (or to) kids, web page design, trends of their communication policies, funding appeals, etc.

The point (goals) of this is to
1. learn how to do critical research of the groups communication practices
2. critically analyze that research, and
3. learn to organize, develop, revise and present a formal academic paper

Formal Academic Oral Presentation
Individual presentation, with supporting visuals
No more than 5 minutes in length

Due Dates
Presentations will take place on Oct. 27th, 29th, and 31st. A sign up sheet for times will be made available later.

Description
These presentations will be a distillation of your research paper. Note that they come before the paper is due. This is to give you an opportunity to "test" the paper, to see if your arguments are understandable and convincing. It is also an opportunity to practice oral presentation techniques.

Practical Application Project
In small groups, you will collaboratively develop a "document" for potential use by the groups researched. This "document" could be a brochure, a web-page, a poster, etc, depending on where you determined problems in their communication to be.

Due Dates
This will take place during the 10th to 15th weeks of the semester
Group presentations will take place Nov. 17th, 19th, and 21st.
A summary report will be due Dec. 3rd.

Description
The small groups will collaboratively propose their "documents" (projects), including:
1. The reasoning behind its necessity and
2. its stages of development
As groups you will produce the "document", then give a 7 minute oral presentation of that document. Finally, each group will draft a summary report, describing and justifying all rhetorical and design decisions.

Note:
The major output of this course will be a "document", that is, a real, physical application of the principles of communication you have studied and learned. It would probably be wise to keep that goal in mind as you contemplate your research and investigations leading up to it. If you base the final project on an aspect of communication you have already analyzed (in the paper, for example), much of the work will already be done. The research papers (as a whole) should provide the small groups with a (hopefully) interesting area of communication that could use some improvement.

Portfolio:
During the last two weeks you will assemble an assessment portfolio of your work. I strongly recommend, then, that you each keep individual copies of all your work throughout this semester.