course description
This course is designed to help strengthen your understanding of oral, visual, and written communication. Through studying oral, visual, and written texts, we will determine the use of rhetorical strategies and the development of effective arguments. By the end of the semester, you will have a greater understanding of the ways in which communication forms the world around us and will have begun to gather tools that will help you better navigate this world.

course materials
The following materials are required for this class:
- The Non-Designer's Design Book.

attendance and participation
In short: Come to class. Only two absences are allowed before your final grade is affected (so choose carefully). You are responsible for letting me know in advance if you will be absent (or be notified if you are ill). You are also responsible for all work due that day.

Attendance includes participating in the daily activities of the class. We will be relying heavily on discussion and group activities to critique the readings and explore the power and persuasiveness of oral, written, and visual communication. To benefit fully, you will need to be actively involved. I am interested in what you have to say and I look forward to your participation.

academic integrity
Presenting others' work as your own or failing to appropriately credit resources results in plagiarism, regarded as a serious academic offense. If you ever have any questions about this issue, please talk to me or consult a coach in the Writing Center (7-2007).

assignments
Over the course of the semester, you will be asked to complete a variety of assignments that demonstrate your ability to engage in critical thinking and employ strategies of oral, visual, and written communication. These include composing papers with written and visual evidence, and preparing visual and oral presentations.

All assignments are due on the day they are assigned, at the beginning of class. If you know you will be absent, it is your responsibility to turn in assignments prior to class. You are also responsible for assignments given on the day you are absent — see a classmate for details or e-mail me in advance. You must complete all work in order to pass this class, including drafts.

grading
Your final grade for this course will be calculated with the following percentages in mind:
- Class Participation (includes daily assignments and activities, small group work, contributions to the learning environment) 20%
- Inquiry Papers 20%
- Visual Essay and Presentation 25%
- Critical Argumentative Research Paper and Presentation 30%
- Assessments 5%

accommodation
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 the Student Affairs Office at 487-2212. For other concerns about discrimination, you may contact your advisor, department chair, or the Affirmative Action Office (7-3310).
readings and general assignments due

1 1/13 introduction to course
   1/15 Paulo Freire, "The Banking Concept of Education"
2 1/20 Herrick, "Overview of Rhetoric" *
   1/22 Pratt, "Arts of the Contact Zone"; McQuade/McQuade "Introduction" to Seeing & Writing *; Inquiry Paper
3 1/27 Berger, "Ways of Seeing"
4 2/3 Said, "States"; Proposal 1
   2/5 Winter Carnival - no class
5 2/10 Williams, The Non-Designer's Design Book
   2/12 Rich, "When We Dead Re-Awaken: Writing as Re-Vision"; "Period Styles" *; Inquiry Paper
6 2/17 Griffin, "Our Secret"
   2/19 Hirsch, "Projected Memory"; Inquiry Paper
7 2/24 Visual Essay and Presentation
   2/26 Visual Essay and Presentation
   SPRING BREAK
8 3/9 Foucault, "Panopticism"
   3/11 Foucault cont.; Inquiry Paper
9 3/16 Limerick, "Haunted America"
   3/18 Tompkins, "Indians: Textualism, Morality, and the Problem of History"; Inquiry Paper
10 3/23 Coles, "The Tradition: Fact and Fiction"
   3/25 no class
11 3/30 Frith, "The Voice"
   4/1 Baldwin, "Notes of a Native Son"; Proposal 2
12 4/6 Jacobs, "Incidents in the Life of a Slave Girl"
   4/8 Walker, "In Search of Our Mothers' Gardens"; Inquiry Paper
13 4/13 conferences; Critical Argumentative Research Draft 1
   4/15 conferences; Critical Argumentative Research Draft 1
14 4/20 workshops; Critical Argumentative Research Draft 2
   4/22 workshops
15 4/27 final presentation
   4/29 final presentation
   final Critical Argumentative Research Paper; Assessment Memo
   * These readings can be found as pdfs at www.hu.mtu.edu/~clweberb/revisions.html

important note
We only see what we look at. To look is an act of choice. — John Berger

I reserve the right to change this syllabus at any time in response to the needs of either the class or the instructor. Also note that additional assignments to those listed above will be given in class.