Revisions in oral, visual, and written communication. R15, Fall 2004
Lovely WAHC, Rm 108, MWF 4-5 pm
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Texts:
Reading Culture: Contexts for Critical Reading and Writing, George & Trimbur. 2003

Description.
The goals of this class include the following: a linked series of writing assignments which culminates in
an analytical and reasonable rhetorical persuasive argument, learning to enhance writing with visual
and oral forms of communication, acquire extensive practice in revising written, visual, and oral
communication, understand and experience the composing process, and experience both personal and
collaborative dimensions of learning and communicating. Whew! I've developed an outline of the
course that I hope will meet or exceed all of these goals, read more in the upcoming sequel to
"description" called "structure." Before we get there...

While it is evident that writing is the spine of this class, we need to have an anchor-point to keep our
writings from drifting off into the abyss. I'm going to appropriate the Zen concept of satori, or as we
might think of it: Cultural Ecology.

Structure:
Each of the First Ten Fridays—except Week 5 & 9—you will be required to turn in a one-page response to
the texts of the week. The first half of the response should not summarize the readings, but should
show what your gut-reaction or relationship (what do they mean to you?) with the readings is. The
second half of this page should be devoted to doing the same darn thing, but with a specific audience
(to be denoted later) in mind.

Friday of Week 3: a visual web, think spider web, on a particular topic... more details to come.
Friday of Week 9: a 3-4 page paper on "credibility" and its formation.
November 19*: a collaborative research project (CRP) with oral debates to follow.
Monday of Week 15: turn in unmarked, ungraded copies of ALL of your assignments (Portfolio).

Grading:
The weekly responses are worth 10%, the week 3 & 9 assignments are worth 20% each, the CRP is worth
30%. Classroom participation/precipitation (social practice) is worth 20%. You must complete all
assignments to receive a passing grade in this course. late assignments Lose one grade point for
each day (anytime past 5pm) of the due day. N.B. technology malfunction is not an excuse for late
assignments. In addition to grading, you are required to attend. See below...

Students are allowed to miss 3 classes per semester; each unexcused absence after these 3 freebies
lowers your overall grade one full grade point. Note: if you arrive after I take attendance, it is your
responsibility to remind me of your attendance.

Statement on Academic Professionalism & Equal Opportunity:
Plagiarism and cheating are serious academic offenses. They are defined by this policy as "knowingly copying another's work or ideas and calling
them one's own or not giving proper credit or citation," and this policy covers copying sections or entire papers from printed or electronic sources
as well as handing in papers. If you ever have questions about this issue, please talk with your Instructor or consult a coach in the Writing Center
(7-2007). MTU complies with all federal and state laws and regulations regarding discrimination, including the American with Disabilities Act 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). I reserve the right to revise the syllabus/schedule to better serve your needs.