Revisions: Oral, Written, and Visual Communication (UN2001 Section 7)  
Fall Semester 2005

Instructor's Name: Steven Bailey  
Class Meeting Times and Location: 2:05 to 2:55 p.m. MWF in Walker 143  
Instructor's Office Hours: Tuesday, 2 to 3 p.m., and Wednesday, 1 to 2 p.m.  
Instructor's Office: Walker 146  
Instructor's Mailbox for Dropping Off Papers: Humanities Department Office, Walker 319  
Instructor's Office Phone: 7-3275  
Instructor's Email Address: skbailey@mtu.edu

Required Textbook:

Course Overview:
This class will help you develop the skills necessary for communicating with a wide variety of audiences. You will develop these skills by analyzing written, oral, and visual communications, including magazine articles, archival materials, websites, and commercials. This analysis will help you understand how and why a given communication is able to send a specific message to a specific audience. Along with analyzing communications from various sources, you will also practice producing your own written, oral, and visual communications. Oftentimes these communications will be “multimodal,” meaning they will incorporate the written, oral, and visual mediums simultaneously. By the end of the course you will have acquired strategies for producing your own effective communications for various audiences and purposes. As a result, you will be a stronger communicator in all three key mediums—written, oral, and visual. No matter what field you pursue after this course, your strengthened communicative skills will be crucial to your academic and professional success. To make it in today’s world, you must be an effective multimodal communicator.

Assignments and Grade Breakdowns:
1. Assignment Sequences: Throughout the semester you will hone your communicative skills by completing four assignment sequences. Each sequence will build on the previous sequence, so that the skills you acquire in one sequence can be put to use in the more challenging sequence that follows. Each sequence will consist of numerous shorter assignments, including rhetorical analyses, peer reviews, short papers, oral presentations, and multimodal research projects. You must complete all assignments to receive a passing grade in this course. The four sequences are as follows:
   • Assignment Sequence One: Letters to the Editor. Papers and other assignments for this sequence are worth 10% of your final grade.
   • Assignment Sequence Two: Magazine Articles. Papers and other assignments written for this sequence are worth 10% of your final grade.
   • Assignment Sequence Three: Research Project. Papers and other assignments for this sequence are worth 20% of your final grade.
   • Assignment Sequence Four: Multimodal Group Research Project. Papers and other assignments for this sequence are worth 20% of your final grade.
2. Class Participation: This is a collaborative classroom, meaning that we will all work together as a team to achieve our course objectives. Your success—as well as the success of your classmates—will depend on your consistent participation in all class discussions, exercises, and peer review sessions. To participate successfully, you will need to complete assigned readings on time and bring your textbook to class. Above all else, you will need to talk. Merely speaking up, however, is not enough; your comments and questions must also be thoughtful, respectful, and designed to facilitate learning for both you and your classmates. Class participation is worth 10% of your final grade.
3. Peer Review Sessions: We will hold numerous peer review sessions throughout the semester.
During each session you will receive feedback from classmates on the strengths and weaknesses of the multimodal communications you prepare for class assignments. Armed with this feedback, you will be able to revise your assignments before turning them in to me for final evaluation and a grade. You will also give both written and oral feedback to classmates on their work, and in the process strengthen your ability to revise your own written, oral, and visual communications. Peer review sessions are worth 10% of your final grade.

4. Rhetorical Analysis Assignments: In order to communicate effectively, you must be able to understand how and why the author/creator of a given piece of communication made the rhetorical choices they did when putting the piece together. For this reason, throughout the semester we will conduct rhetorical analyses of various written, oral, and visual communications. Rhetorical analysis assignments are worth 10% of your final grade.

5. Final Portfolio: In order for the University to assess the effectiveness of the Revisions course, at the end of the semester you will be required to turn in a final portfolio containing many of the assignments you did for this class. In order for you to create this portfolio, you must keep every single piece of work you produce in this class, starting from day one. The portfolio is worth 10% of your final grade.

Summary of Final Grade Breakdown:
Assignment Sequence One—Letters to the Editor = 10%
Assignment Sequence Two—Magazine Article = 10%
Assignment Sequence Three—Research Project = 20%
Assignment Sequence Four—Multimodal Group Research Project = 20%
Class Participation = 10%
Peer Review Sessions = 10%
Rhetorical Analyses Assignments = 10%
Final Portfolio = 10%

Attendance Policy:
This is a collaborative class where we will all work together towards both common and individual learning objectives. Your consistent attendance is crucial to your own success as well as the success of the class as a whole. If you miss class, you will reduce your chance of success in the course. You will also let your classmates down, as they are relying on you to make your contribution to the class. So here is the policy: You may miss three classes without penalty, regardless of why you are absent, though you will still be held to all assignment due dates. Each additional absence beyond these three will reduce your final course grade. Arriving late for class will count as an absence. If you do not think you can consistently attend this class, you should drop the course right now.

Policy for Late Assignments:
Assignment due dates are time-management tools that ensure you know when you must have a given assignment completed. Time-management is a key academic skill, and by following assignment deadlines, you will hone that skill. As is true in the work world, you will suffer when your work is turned in late. So here is the policy: I will not accept any late assignments. Keep in mind that I will not accept emailed papers either.

MTU’s Policy on Academic Integrity:
Plagiarism and cheating are serious academic offenses. They are defined by MTU’s policy on academic integrity as “knowingly copying another’s work or ideas and calling them one’s own or not giving proper credit or citation.” This policy covers copying sections/entire papers from printed or electronic sources, handing in papers written by students for other classes, or purchasing academic papers written by someone else. Plagiarism and cheating are dishonest and cheat you out of learning, the prime reason you are here. If you ever have questions about this issue, please consult your instructor, another MTU faculty member, or a coach at 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 call Dr. Gloria Melton, Associate Dean of Students (7-2212). For other concerns about discrimination, you may contact your advisor, relevant department chair, or the Affirmative Action Office (7-3310).

The Writing Center: Writing coaches at the Writing Center can help you plan, draft, and revise assignments for this course. To meet with a writing coach, go to the Writing Center in Walker 107 during their daily walk-in hours of 11 a.m. to 3 p.m. For more information, give them a call at 7-2007 or check out their website at www.human.mtu.edu/wc.

Course Outline: Please note that I reserve the right to revise the syllabus and/or course schedule to better serve student needs.

Week One
Monday, August 29: Introduction to course; defining purpose, context, and audience.
Wednesday, August 31: Purpose, context, and audience.
  • Read introduction to section one of CDA.
Friday, September 2: Rhetorical analysis of commercial products.
  • Read chapter one of CDA.
  • Rhetorical analysis assignment due.

Week Two
Monday, September 5: Labor Day—no class.
Wednesday, September 7: Laying out a design plan.
  • Read chapter two of CDA.
Friday, September 9: K-Day—no class.

Week Three
Monday, September 12: Analyzing editorial and opinion pieces.
  • Read chapter 13 of CDA.
Wednesday, September 14: Rhetorical analysis of letters to the editor.
  • Rhetorical analysis assignment due.
  • Bring four copies of a letter to the editor along with the publication it appeared in.
Friday, September 16: Preparing to write letters to the editor.
  • Read chapter three of CDA.

Week Four
Monday, September 19: Producing design plans and testing compositions.
  • Read chapter four of CDA.
  • Initial draft of letters to the editor due.
Wednesday, September 21: Peer review session for letters to the editor.
  • Peer reviews due.
Friday, September 23: Peer review cont. and reflective analysis of letters to the editor.

Week Five
Monday, September 26: Rhetorical analysis of political cartoons.
  • Bring four copies of a political cartoon to class.
  • Rhetorical analysis assignment due.
- Revised draft of letters to the editor due with reflective analysis paper.

Wednesday, September 28: Written modes of communication.
- Read chapter seven of CDA.

Friday, September 30: Rhetorical analysis of magazines.
- Rhetorical analysis assignment due.

Week Six
Monday, October 3: Rhetorical analysis of magazine articles.
- Read chapter 14 of CDA.
- Rhetorical analysis assignment due.

Wednesday, October 5: Developing statement of purpose and design plan for magazine article.

Friday, October 7: Strategies for advocacy and argument.
- Read introduction to section two and chapter five of CDA.

Week Seven
Monday, October 10: Researching in support of advocacy or argument.
- Read chapter six of CDA.
- Initial draft of magazine article due.

Wednesday, October 12: Peer review session for magazine article.
- Peer reviews due.

Friday, October 14: The archives and the research project.

Week Eight
Monday, October 17: The archives and the research project.
- Revised draft of magazine article due with reflective analysis paper.

Wednesday, October 19: Statement of purpose for research project.

Friday, October 21: Rhetorical analysis of archival material.
- Rhetorical analysis assignment due.

Week Nine
Monday, October 24: Rhetorical analysis of secondary documents.
- Rhetorical analysis assignment due.

Wednesday, October 26: Developing interview questions.

Friday, October 28: Developing interview questions.
- Initial draft of interview questions due.

Week Ten
Monday, October 31: Statement of purpose for multimodal group project.

Wednesday, November 2: Visual modes of communication.
- Read chapter nine of CDA.

Friday, November 4: Rhetorical analysis of posters.
- Read introduction to section three and chapter ten of CDA.
- Rhetorical analysis assignment due.

Week Eleven
Monday, November 7: Rhetorical analysis of documentary photography.
- Read chapter 11 of CDA.
- Initial draft of research project due.
- Rhetorical analysis assignment due.

Wednesday, November 9: Peer review session for research project.
• Peer reviews due.
Friday, November 11: Strategies for giving oral presentations.
• Read chapter eight of CDA
• Initial draft of group project due.

Week Twelve
Monday, November 14: Peer review session for group projects.
• Peer reviews due.
Wednesday, November 16: Strategies for giving oral presentations.
Friday, November 18: No class—Thanksgiving break.

Week Thirteen
Monday, November 28: Research project oral presentations.
• Oral presentation questions due.
• Revised research project due.
Wednesday, November 30: Research project oral presentations.
• Oral presentation questions due.
Friday, December 2: Research project oral presentations.
• Oral presentation questions due.

Week Fourteen
Monday, December 5: Group project oral presentations.
• Oral presentation questions due.
• Revised group projects due with reflective analysis paper.
Wednesday, December 7: Group project oral presentations.
• Oral presentation questions due.
Friday, December 9: Group project oral presentations.
• Oral presentation questions due.
• Final portfolio due with cover letter.