Revisions: Oral, Written, and Visual Communication
UN2001—Fall 2005, section 9
Monday-Wednesday-Friday, 3:05-3:55 p.m.
Walker Arts & Humanities Center, Room 143

Instructor: Diane Keranen
Office: Walker Arts & Humanities Center, room 312
Office hours: Tuesday 2:00-3:00, Wednesday 2:00-3:00, or by appointment
Email: dkeranen@mtu.edu
Office phone: 487-3235
www: www.hu.mtu.edu/~dkeranen

Your textbook for this class:
Wysocki, Anne F. and Dennis A. Lynch. compose/design/advocate: a rhetoric for integrating written, visual, and oral communication. The textbook is referred to as cda in the course schedule.

Description of this course
Revisions, UN2001 is one of four courses required of all students by the University's General Education Curriculum. The goals for Revisions are built around communications (texts) and communicating (action), both product and process. You will learn; a rhetorical process for analyzing and producing texts using written, visual, and oral communication skills, understand how the audience and purpose in any communications situation shapes effective communication, analyze and produce a range of written, visual, and oral texts in a range of genres, learn how processes of reflection and invention are useful in developing communication(s), acquire extensive practice in revising your work, acquire strategies for testing and assessing the work you do, work alone and collaboratively with others in learning and communicating, and how to conduct, communicate, and document research for a substantive piece of argumentative communication.

More specifically, we'll be developing the tools to understand and use communication within the classroom to collaborate on ideas and practice making choices about what, how, and why to communicate with others. You will be asked to fit the communications you make to interesting, sometimes difficult, situations and audiences. Why? Because the ability to understand, participate in, and produce communication that is effective is highly valued today is both local as well as global spaces. This course, not just this section, is centered around students ability to communicate in academic spaces, and broadens it to develop a process for analyzing rhetorical situations to communicate clearly in other spaces as well; the workplace, social/civic situations and for a variety of audiences in each of those spaces. Your participation is critical to not only your success, but also to the success of others in the class because people-centered, purposeful communication, requires the participation and understanding of others.

Our learning environment*
In order to feel comfortable bringing up a variety of ideas, there are certain guidelines that we all must follow.

1. Avoid reactive criticisms, and instead, work to develop productive critiquing techniques. Example: "That's stupid," or "Only a moron would think that" are not welcome in the classroom, and rarely anywhere else in society. Feedback, in order to be helpful to the design of the course needs to be respectful and thoughtful. We need an environment where it's safe to bring up ideas for discussion about how those ideas are arrived at, and how they affect other ideas and people. Critiques are welcome when properly presented and supported by reasons. Example: "I don't agree with you, because..." or "I think your argument would be strengthened if you used "X" instead of "Y" as part of your argument because..."

2. Cell phones are allowed in the classroom as long as ringers are set to "off" or "vibrate" in respect of you and everyone else in the class. If you receive a call that must be answered during class (an unexpected emergency), please take your call out of the classroom and down the hall so your phone conversation does not disrupt class discussion.

3. Speak in turn by letting your intention/desire to speak known (by raising a hand). In smaller groups, collaborative practices may vary and be less formal. (If a class discussion is flowing freely, a spur-of-the-moment contribution may be called for, but because it's hard to follow discussions when more than one person is talking, and because talking over others is not productive, find polite entry to the flow by indicating you want to be heard.)

4. We all want to know what you think, so incomplete thoughts are invited and you colleagues will often be able develop the idea further through collaborative discussion. However, clarification may sometimes be required because ideas that come out of live discussion can easily drift in other directions. If the discussion takes your idea in the wrong direction, bring the class back to your original thought with some clarification.

*Developed in collaboration with Revisions class UN2001, section 09, Fall 2005.
Portfolio statement
Save all of your drafts, assignments, response papers, peer reviews, group work and reports, etc. You will be required to compose a final portfolio of your work at the end of the semester. It's a good idea to start your portfolio at the beginning of the semester and put a copy of everything you hand in into the portfolio. More information will be provided on a handout by the end of week 3.

Note about assignments
You are required to work through several revision steps for this course. Only work that shows the steps of invention, revising, analysis, and reflection will be acceptable. No late-stage topic changes will be acceptable unless these steps are worked through. I will not accept late assignments unless you have come to me beforehand to discuss the possibility of turning in late work. When you do not turn in work on time, your grade will drop.

Grading and projects
There are three major projects in this class and a series of smaller projects. You are required to do one oral presentation. Your final grade will depend on the work you do on these major and smaller projects as well as on your presentation and social practices (defined below) in this class.

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<thead>
<tr>
<th>Project</th>
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<tr>
<td>project 1</td>
<td>20%</td>
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<td>project 2</td>
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<td>project 3</td>
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<td>smaller projects</td>
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<td>social practices</td>
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<td>presentation</td>
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The social practices grade will reflect your contributions to class discussions, peer review activities, and group work, as well as your commitment to submitting timely and complete work. Needless to say, if you are not in class, you are not participating—so this grade will also reflect your attendance. You must complete all assignments to receive a passing grade in this course. Late work will not be accepted (unless attended to as explained in "Note about assignments" above).

Letter grades: A=100-93%, AB=92-89%, B=88-81%, BC=80-77%, C=76-69%, CD=68-65%, D=64-57%, DF=56-53%, F= below 53%

Attendance policy
Because the pace of this class is quick and because we will have group work and class discussions, attendance is a crucial part of your grade. You are always responsible for work missed during an absence, and if you come to class unprepared after an absence your grade will suffer. Students are permitted to miss three classes per term and any more will result in a lowering of your grade. Two tardies equals an absence, and sleeping in class will also count as an absence. If you know you will be absent, please let me know so that we can work something out. I am much more forgiving of absences if you are responsible about the situation.

Policy on Academic Integrity
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 written by students for other classes or purchasing academic papers or projects. Plagiarism and cheating not only are dishonest, but cheat you out of learning, the prime reason you are here. If you ever have questions about this issue, please talk to your instructor or consult a coach in the Writing Center (7-2007). Policies are made available on the University’s web site www.mtu.edu.

Policy on Discrimination and Harassment
Michigan Tech 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 Michigan Tech, please call Dr. Gloria Melton, Associate Dean of Students (7-2212). For other concern about discrimination, you may contact your advisor, department chair, or the Affirmative Action Office (7-3310). Policies are made available on the University’s web site www.mtu.edu.
Course schedule:

Situating yourself in the discussion

**Week 1**  
**Monday 8/29**  
Welcome to Revisions

**Wednesday 8/31**  
what to prepare: read syllabus & pp. 1-16 of cda; email your syllabus suggestions to me from your mtu.edu email address before 10:00 a.m. on Wednesday 9/31  
what will happen in class: review your emailed suggestions and/or comments for the syllabus’ “Our learning environment.” discuss terminology—compose, design, advocate, argument, text

**Friday 9/2**  
what to prepare: read pages 17-22 of cda; find and bring to class five comics clippings that represent your interests/opinions. Include a variety of cartoon styles: for example, select from comic books, printed newspaper comic pages, printed newspaper political/opinion cartoons, news magazine cartoons, and online cartoons (they could be single frame or multiple frame). (If you choose an animated cartoon, come prepared to explain it to your colleagues.) Whichever you choose, bring photocopies, clippings, or printouts from online sources. Write a short, (approximately 200 words), narrative stating your reasons for choosing the comics/cartoon that you did, and include your citations.  
what will happen in class: group discussion of your comic/cartoon choices; How do the samples come out of and fit back into the web of social practices? Explain and discuss what choices the composer made to shape your attention in a particular way; sign-up for presentations; written narrative due

**Project 1: Advocating a position using visual communication**
You will build a comic strip or series of cartoons that shows a non-profit organization representing their cause to a variety of audiences. The visuals and text will help people understand why they too should become an advocate for the cause.

**Week 2**  
**Monday 9/5**  
Labor Day—no class

**Wednesday 9/7**  
what to prepare: read chapters 1 & 2, pages 23-54 of cda  
what will happen in class: talk about audience and purpose;

**Friday 9/9**  
K-day begins at noon—no class

**Week 3**  
**Monday 9/12**  
what to prepare: read pages 509-522 from chapter 15 of cda  
what will happen in class: talk about visual representation; reflection

**Wednesday 9/14**  
what to prepare: prepare a statement of purpose for project  
what will happen in class: feedback to statement of purpose

**Friday 9/16**  
what to prepare: read pages 111-119 of cda; prepare design plan for project  
what will happen in class: talk about advocating; reflection

**Week 4**  
**Monday 9/19**  
what to prepare: read pages 263-299 from chapter 9 of cda  
what will happen in class: talk about ethos, logos, and pathos

**Wednesday 9/21**  
what to prepare: read pages 301-314 from chapter 9 of cda; first draft of project due  
what will happen in class: analyze rhetorical use of type; reflection

**Friday 9/23**  
Homecoming recess begins at 3:00—no class

**Week 5**  
**Monday 9/26**  
what to prepare: prepare list of criteria for evaluating project  
what will happen in class: talk about analyzing visual texts and develop rubric

**Wednesday 9/28**  
what to prepare: presentations and peer review  
what will happen in class: presenters present projects; non-presenters review project presentations

**Friday 9/30**  
what to prepare: final version of project 1 due  
what will happen in class: feedback to final; reflection
Project 2: Persuading others to act
You will prepare an ad campaign designed to move a variety of audiences to action and to advocate for your cause from project 1; include two ads for very different audiences, one opinion letter (letter to the editor) advocating for your campaign (200 words min./300 max.) and its cause, and at least one mechanism for prompting action.

Week 6
Monday 10/3
what to prepare: read chapters 3-4, pages 57-107 of cda
what will happen in class: talk about communicating for others, audience and purpose

Wednesday 10/5
what to prepare: read pages 399-410 from chapter 13 of cda
what will happen in class: talk about ethos and argument; reflection

Friday 10/7
what to prepare: attend one presentation during the 5th Biennial International Feminism(s) and Rhetoric(s) Conference
what will happen in class: no class session will be held, instead, write a brief analysis (1-2 pages) of the presentation you attended. Write about how the topic came out of and fits back into social practices.

Week 7
Monday 10/10
what to prepare: conference analysis report due
what will happen in class: talk about conference and the presentations you attended; viewing of JibJab election-year animations; discuss context

Wednesday 10/12
what to prepare: prepare a statement of purpose for project 2
what will happen in class: feedback to statement of purpose; reflection

Friday 10/14
what to prepare: read chapter 7, pages 182-221 of cda
what will happen in class: talk about ethos in writing

Week 8
Monday 10/17
what to prepare: prepare design plan for project 2
what will happen in class: feedback to design plan; reflection

Wednesday 10/19
what to prepare: first draft of project 2 due
what will happen in class: feedback to first draft

Friday 10/21
what to prepare: read "Walking the Line" by Jack Turner (pages 418-421) of cda;
what will happen in class: talk about engaging the audience and pathos

Week 9
Monday 10/24
what to prepare: prepare list of criteria for evaluating project
what will happen in class: talk about analyzing written texts and develop rubric; reflection

Wednesday 10/26
what to prepare: presentations and peer review
what will happen in class: presenters present projects; non-presenters review project presentations

Friday 10/28
what to prepare: final version of project 2 due
what will happen in class: feedback to final; reflection

Project 3: Analyzing oral, written, and visual public civic texts
This will be a formal analysis of a contemporary public text. Your rhetorical analysis of the written, oral, and visual elements of the text will include analysis of the choices made by the composer. This project will include a formal 4-6 page analysis of the text you choose.

Week 10
Monday 10/31
what to prepare: read pages 143-163 from chapter 6 of cda
what will happen in class: talk about research in support of argument and advocacy

Wednesday 11/2
what to prepare: read pages 164-174 from chapter 6 of cda
what will happen in class: talk about testing research writing

Friday 11/4
what to prepare: prepare statement of purpose for project 3
what will happen in class: feedback to statement of purpose; reflection
Week 11 Monday 11/7
what to prepare: read "Higher Education" by Gary Smith (pages 446-459) from chapter 14 of cda
what will happen in class: talk about strategies and argument

Wednesday 11/9
what to prepare: prepare design plan for project 3
what will happen in class: feedback to design plan; reflection

Friday 11/11
what to prepare: read pages 427-429 and 460-463 from chapter 14 of cda
what will happen in class: talk about analyzing written text

Week 12 Monday 11/14
what to prepare: first draft of project 3 due
what will happen in class: feedback to first draft

Wednesday 11/16
what to prepare: read chapter 11, pages 349-364 of cda
what will happen in class: talk about analyzing photographs

Friday 11/18
what to prepare: progress report on project 3 due
what will happen in class: discussion of project progress

Thanksgiving break begins 11/18 at 10:00 p.m.—Classes resume 11/28

Week 13 Monday 11/28
what to prepare: prepare list of criteria for evaluating project
what will happen in class: talk about analyzing oral texts and develop rubric; reflection

Wednesday 11/30
what to prepare: presentations and peer review
what will happen in class: presenters present projects; non-presenters review project presentations

Friday 12/2
what to prepare: final version of project 3 due
what will happen in class: feedback to final; reflection

Week 14 Monday 12/5
what to prepare: Find or write a job description (related to your discipline and one that you could apply for if you were graduating this year), and along with the job-specific skills mentioned add "requires excellent communication skills" to those requirements. Write a cover letter that would accompany your resume as you apply for the job, and convince the recipient you have the "excellent communication skills" they are seeking. (A resume is not required for this assignment).
what will happen in class: discuss job descriptions; reflection

Wednesday 12/7
what to prepare: preparing portfolios
what will happen in class: work day, preparing portfolio statement

Friday 12/9
what to prepare: completed portfolios and final portfolio statement
what will happen in class: group evaluation of finished portfolio and turning in your portfolio

Finals week: There is no final exam for this course.

Note: I reserve the right to revise the syllabus and/or course schedule to better serve student needs.