Revisions

Oral, Written and Visual Communications
Fall 2005
UN 2001 Section R12
with Casey J Rudkin

Just the facts...
- Class meets Tuesdays and Thursdays from 8:05 AM to 9:20 AM
- Class meets in Walker 144
- Your instructor is Casey J Rudkin
  - Office location: 312 Walker
  - Office hours: Monday 2:30 PM to 3:30 PM and Tuesday 2:00 PM to 3:00 PM
  - Office phone number: 487-3235
  - Campus e-mail: kcrudkin@mtu.edu
  - I check my e-mail at least once a day – give me 24 hours to respond
- Textbook: Wysocki, Anne F. & Dennis A. Lynch – compose/design/advocate: a rhetoric for integrating written, visual, and oral communication. Make sure you bring it with you to class every day. We will discuss it, work with it and refer to it often.

Course Description & Goals
During this Revisions course, students will...
- learn a rhetorical process for analyzing and producing texts using written, visual and oral communication.
- come to understand how the audience and purpose in any communication situation shapes effective communication.
- analyze and produce a range of written, visual and oral texts in a variety of genres.
- recognize how the processes of reflection and invention are useful in developing communications.
- acquire extensive practice in revising written, visual and oral communication.
- acquire useful strategies for testing and assessing their own communications.
- work both alone and collaboratively in learning and communicating.
- learn how to conduct, communicate and document research for a substantive piece of argumentative communication.

Course Overview
This is a General Education requirement, and it is in the course schedule to help you broaden your worldview. “But why,” you may ask, “would I want to do that?” The answer is that it can help you become who you want to become in life. Communication is a vital part of your existence, even if it is so invisible in its use that you don’t see it. You will want to be able to communicate effectively here at Michigan Tech, with cohorts, other students, faculty and staff. You will want to be able to communicate on the job, with co-workers, higher-ups and subordinates, maybe even customers. And what about your personal life? Communication can enhance many aspects of that as well. I am hoping that you come away from this class understanding a little more about the world around you and how to talk to it, write to it and visually communicate with it. If you also come to understand more about yourself in the process, all the better.
Grading Policy

I base your grade in my course on a 1000-point system. Remember, you must complete all assignments to receive a passing grade in this course. Expect the basic breakdown to look like this:

- 50 points for active class participation
- 200 points for homework and in-class assignments
- 200 points for "What's Your Style?"
- 250 points for "Games: Oral, Written and Visual Worlds of Your Own"
- 250 points for "A Mystery Examined"
- 50 points for the Final Portfolio

TOTAL 1000 POINTS

Most majors require you to get a C or better to pass. You can expect a grade breakdown to look something like this:

A 935-1000 points
AB 865-934 points
B 795-864 points
BC 725-794 points
C 665-724 points
CD 595-664 points
D 540-594 points
F you really don't want to go here...

Attendance Policy

Be aware that students are permitted to miss two (2) classes per semester, unexcused; subsequent absences will negatively affect your grade. Documented, excused absences will be dealt with on a case-by-case basis. This policy is in effect because, as this is a course on communication, you will need to be present to pick up the nuances of terminology, the applications for the coursework and class discussion. I strive to provide a rich environment for learning, a place full of possibilities. All I ask is that you attend, so you can add your valuable and unique perspective to the discourse. Because arriving late disrupts the class, three (3) tardies will add up to one full unexcused absence. If I have to stop class when you enter, or back up in any way to include you in the conversation, it will be considered a tardy.

If you have an excused absence, take your information to the Dean of Students. The Dean will then notify all of your teachers for you, saving you the office to office hike with your documents.
# Course Schedule

Let me begin with the following caveat: I reserve the right to revise the syllabus and/or course schedule to better serve student needs. Ideally, things will go smoothly, but we all know things happen and conditions change. In the event I need to make a revision, I will give you as much notice as I possibly can.

Week 1:  
- cda Introduction – communication  
  Begin the "What's Your Style?" assignment

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<th>Dates</th>
<th>Activities</th>
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| Tues - 30 Aug | Intro to course  
  Pass out syllabus  
  Discuss second assignment sequence (in very general terms)  
  *Read Introduction pgs 1-22 & e-mail me 100-200 words on your life as a communicator by Wednesday, 31 Aug, 6 PM* |
| Thurs - 1 Sept | Introduction readings discussed  
  "Style" assigned, a proposal for "Style" must be e-mailed to me no later than Monday, 5 Sept, by 6 PM  
  Communication exercise  
  Visit to the Writing Center (9:10)  
  *Read a rhetorical process for designing compositions pgs 23-32  
  Read laying out a design plan pgs 33-55* |

Week 2:  
- cda Chapter 1 – a rhetorically designed process  
- cda Chapter 2 – laying out a design plan

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| Tues - 6 Sept | Chapter 1 readings discussed  
  Chapter 2 readings discussed  
  Discussion of key terms |
| Thurs - 8 Sept | More work on key terms  
  *Read composing a statement of purpose pgs 56-77  
  Read analyzing instruction sets pgs 379-397* |

Week 3:  
- cda Chapter 3 – composing a statement of purpose  
- cda Chapter 12 – analyzing instruction sets  
- cda Chapter 14 – analyzing essays

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| Tues - 13 Sept | Chapter 3 readings discussed  
  Chapter 12 readings discussed  
  Final "Style" due  
  Discuss "The One-Pager"  
  *Read analyzing essays pgs 427-459 (Periodic Table and Higher Education)* |
| Thurs - 15 Sept | Reflection on "Style" due  
  Proposal for "The One-Pager" due  
  Proposal for "Teaching" due  
  Chapter 14 readings discussed  
  *Read producing a design plan, producing a composition -- and testing pgs 79-107* |

Week 4:  
- cda Chapter 4 – producing a design plan, producing a composition and testing

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| Tues - 20 Sept | Chapter 4 readings discussed  
  Final for "The One-Pager" due |
| Thurs - 22 Sept | Reflection on "The One-Pager" due |
Rough Draft of "Teaching" due, presentations of projects and peer feedback  
**Read about advocacy and argument pgs 108-142**

Week 5:  
cda Chapter 5 – about advocacy and argument

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<th>Tues – 27 Sept</th>
<th>Chapter 5 readings discussed</th>
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<td>Thurs – 29 Sept</td>
<td>Reflection on &quot;Teaching&quot; due</td>
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Week 6:  
cda Chapter 6 – researching in support of argument and advocacy

| Tues – 4 Oct  | TBA   |
| Thurs – 6 Oct | TBA   |

| Tues – 11 Oct | TBA   |
| Thurs – 13 Oct| TBA   |

Week 7:  
cda Chapter 7 – about written modes of communication

| Tues – 11 Oct | TBA   |
| Thurs – 13 Oct| TBA   |

Week 8:  
cda – Chapter 8 – about oral modes of communication

| Tues – 18 Oct | TBA   |
| Thurs – 20 Oct| TBA   |

Week 9:  
cda – Chapter 9 – about visual modes of communication

| Tues – 25 Oct | TBA   |
| Thurs – 27 Oct| TBA   |

Week 10:  
cda – Chapter 10 – analyzing posters  
cda – Chapter 11 – analyzing documentary photography  
cda – Chapter 15 – analyzing illustrated books & comics

| Tues – 1 Nov  | TBA   |
| Thurs – 3 Nov | TBA   |

Week 11:  
cda – Chapter 13 – analyzing editorial & opinion pieces

| Tues – 8 Nov  | TBA   |
| Thurs – 10 Nov| TBA   |

Week 12:

| Tues – 15 Nov | TBA   |
| Thurs – 17 Nov| TBA   |

Week 13:  
Final work/presentations on "A Mystery Examined"

| Tues – 29 Nov | "Mystery" due  |
|               | Mystery Presentations |
Week 14: Final work/presentations on "A Mystery Examined"

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<td>Thurs - 1 Dec</td>
<td>Mystery Presentations</td>
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<td>Tues - 6 Dec</td>
<td>Mystery Presentations</td>
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<tr>
<td>Thurs - 8 Dec</td>
<td>Mystery Presentations</td>
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<td>Finals Week:</td>
<td>Turn in final portfolios by 9 AM on Tuesday 13 December</td>
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Obviously, this course schedule is not complete. I will have a complete and detailed schedule to you during Week 2. A few things I would like you to consider in the meantime:

- There will be two more major assignment sequences like the first one provided ("What's Your Style?"). Look at the arc of the due dates and assume you will have similar deadlines with the other projects.
- Each one will take approximately four weeks, so plan accordingly. I will want proposals, rough drafts, progress updates, final projects and reflections, just like I've asked for in the first assignment. There may be other requirements as well.
- I would appreciate your input, especially on the second assignment sequence. We will discuss this in class. I have (what I think are) some exciting ideas, but you may have more to add. I look forward to the discussion.
A Note About Assignment Structures

Several of your assignments in this course require you to work through multiple drafts, steps and revisions. I will only accept work that develops out of these processes. In other words, don't throw me a curve ball; you may not change your subject or your scope late in the game. These assignments are designed (I hope) to build upon one another to help you work toward your final goals.

Seventy Words About Your Final Portfolio

This course cumulates in a final portfolio, a project to showcase your best work of the semester. Because of the nature of this beast, you MUST save ALL of your drafts, assignments, peer reviews, group work, notes, papers, etc. You will be using all of these materials to compose your final portfolio. Missing information can result in a redundancy of your efforts, a lower grade or worse (use your imagination).

Pet Peeves & Other Important Stuff

I have an electronics policy of which you really need to be aware. Cell phones are not permitted in my class — ditto for Blackberrys, pagers, radios, TVs, PSPs, iPods, laptops or any other electronics you may possess that I haven't even heard of yet. If an electronic item beeps, buzzes, whirs, sings, or chirps, you will be marked absent for the day; I will assume you were paying attention to it, as opposed to the class. If you have an emergency, and your electronic device HAS to be on, please talk to me before class begins. I instituted this rule to make it easier for all of us to communicate in the classroom.

Second, please do not wear hats or sunglasses to class. It is distracting when I cannot see your eyes. Eye to eye contact is very important communication, and I want a lot of it during this course. Besides that, I was raised in the era of dinosaurs and not wearing hats indoors. Humor me.

The Fine Print...

MTU’s 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. 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 with your instructor or consult a coach in the Writing Center (7-2007).

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, department chair or the Affirmative Action Office (7-3310).

Casey J. Rudkin’s Policy on Respect in Class and Our Code of Class Ethics

I insist on respect for others and their viewpoints while in my classroom. Someone may say something with which you COMPLETELY disagree, but I expect all students to treat that person respectfully. You may tactfully and rhetorically disagree, but I will not tolerate name-calling or any other verbal garbage. In turn, I will abide by the same rules, treating your views with respect. Violators of this policy will be asked to leave the discussion, and possibly the classroom. Make no mistake: such an infraction would damage your grade. We can only have an open and rational discussion if everyone plays by the same ground rules. We may occasionally discuss subjects that do not fit with your moral, religious, political or cultural worldviews, but understand that such discussion is often necessary to the understanding of communication and rhetoric. Don’t take it personal, and don’t make it personal.