Revisions: Oral, Written & Visual Communication
Section R09

Instructor: Kathryn Nelson
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Office: Walker 315 & CCLI*
Phone: 7-3238

Class meets: MWF 2:05 – 2:55
Office Hours: M 10 to noon or by appointment

*If I am not in my office, check the CCLI (computer lab) on the 1st floor.

Course Description

From the MTU Catalog
“Oral, Written, and Visual Communication. Builds on what students learned in the first year courses by providing advanced, direct instruction in communication. Students look closely at the communication practices of civic groups and apply what they learn to their own spoken, written, and visual work. Class projects ask students to fit the communications they make to interesting, sometimes difficult, situations and audiences.”

Restrictions: Must be enrolled in one of the following Class(es): Freshman, Sophomore
Pre-Requisite(s): UN 1001 and (UN 1002 or UN 1003)

Objectives
✓ Become more aware of rhetorical strategies to help you make alert choices within certain constraints.
✓ Increase your understanding of the impact of these choices.
✓ Enhance your ability to think critically about the various communications you encounter and interact with in your daily life.

Course Text
(I will refer to this text as cda)

Course Summary & Structure
Throughout this course, we will explore oral, written, and visual communication strategies. We will think about the role of audience, context, and purpose in shaping and influencing the various communications we encounter and interact with in our daily lives.

We then will consider how we can play with these strategies to make our own oral, written, and visual communication more effective, innovative, and personalized.

In our study of communication we will consider the following questions:
■ What are communication strategies?
■ How do we determine if a strategy is both appropriate and effective for getting our message across?
How do we use different strategies to reach different audiences? For instance, how do images and texts work together to create meaning?

Consider how a caption can change or shape your interpretation of an image:

Compare these two images and their corresponding captions.

Any assignment or reading in this class is intended to help us better understand how communication works and our role as both producers and consumers of communication.

The sequence of assignments is to provide you an opportunity to develop and strengthen your communication skills. In essence, this course will be an exploration of the relationships depicted in the figure below:
Workload: What to Expect
You will complete an annotated bibliography, 2 projects, a rhetorical analysis, and a collaborative research project. The first project will explore how we alter our communication strategies to better convey our message to a specific audience. The second project will provide an opportunity to play with different modes of communication (oral, visual, and written). We will follow-up the two projects and the rhetorical analysis with a reflective essay. The collaborative research project will involve a creative document and an in-class presentation.

In addition, a portfolio of all your work is required for successful completion of this course.

Please refer to the course calendar to help plan for timely and successful completion of involved projects.

Please refer to the course schedule for weekly reading assignments. You are responsible to have completed the assigned reading before the class. This is essential for class discussion. If necessary, reading responses will be assigned to facilitate discussions.

In addition to the major assignments and research project, a large part of this course will involve in-class work and occasional take-home assignments. You will receive 25 points each week for the successful completion of all class work.

The portfolio will include all the work you produced in this course. The portfolio will not be given a grade. However, a completed portfolio is required to receive a final course grade — no portfolio, no credit. Be prepared to hand me your completed portfolio on the Monday of finals week.

Class Policies
When in doubt about policies and procedures → please ask me for clarification.

Being Here & Being Involved
The quality of this course depends on the quality of your involvement.

please note: being here is not just “being here” in the physical sense, but requires you to be alert, conscious, and focused on the class. An unconscious state will count as an unexcused absence.

If you absolutely must miss a class, it will be your responsibility to find out what went on in class from fellow students, and to make up all missed work.
More than 3 unexcused absences will result in a letter grade reduction.

If your absence is unexcused, in-class work may not be made up for credit.

An excused absence is defined by the University Attendance Policy. Please refer to:
http://www.sa.mtu.edu/dean/judicial/policies/attendance.html

Plan to attend all classes.

Respect & Community
This class is a community. Participation from the members of this community makes this class possible. Please be respectful of each others ideas and opinions.

You will be evaluating each other's work and therefore it is important to cultivate an environment where everyone may comfortably and confidently express their views.

Late work?
Do I accept late work?

Please bring assignments to class on the day they are due. I will not accept e-mail attachments. Any e-mail attachment will automatically result in 0 points for that assignment. It is important that you bring your completed work to class on the day it is due.

1) All core assignments and reflective essays must be successfully completed in order to pass this course.
2) No points will be awarded for late work.

(note: The University's attendance policy states that "students having excused absences are permitted to make up graded work." Please refer to the attendance policy for more information.)

Honor Code
Completing and turning in an assignment is an agreement to abide by the University Integrity Code.

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 of 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).

Please refer to:
http://www.studentaffairs.mtu.edu/dean/judicial/policies/academic_integrity.html

It is important to cite ALL your sources.
APA style guide: http://owl.english.purdue.edu/handouts/research/r_apa.html
MLA style guide: http://owl.english.purdue.edu/handouts/research/r_mla.html
Discrimination & 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 contact Dr. Gloria Melton in the Dean’s Office (phone 7-2212). For other concerns about discrimination, you may talk with me, your advisor, a department chair, or the Affirmative Action Officer (phone 7-3310).

Points Breakdown
I will use a point system to determine grades. Your final grade will be out 1500 points.

- Annotated Bibliography 100 pts
- Audience Adaptations 150 pts
  - Reflection 100 pts
- A Visual Argument 150 pts
  - Reflection 100 pts
- Rhetorical Analysis 200 pts
  - Reflection 150 pts

Debate (Collaborative research project)
- Presentation 200 pts
- Document 200 pts
- Weekly Work 150 pts
  (15 points for 10 weeks)

Total 1500 pts.

Grading Scale
(final grade is a percentage of total points)

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<tr>
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<td>(&lt; 900 pts)</td>
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Final Statements

A note on Freestyle & Flexibility
I reserve the right to revise the syllabus and course schedule to better serve everyone's needs.

Cause & Effect
You ask “are we going to do anything important on such-n-such day?”
Expect to write a 1-page essay addressing the rhetorical effect of your question.