Revisions: Oral, Written, & Visual Communication

UN2001, Section R23, Spring 2006
Walker Building, Room 144
Tuesdays and Thursdays, 3:35-4:50

Instructor: Heather Hoffman
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Office Hours: Wednesday, 1-2, Thursday, 11-12, and by appointment

Required Textbook:


This text will be our guide throughout the semester. You will be asked to read and reflect upon certain chapters and selections for in-class discussion and group activities. Even though it is still in the production stage, this book will be an essential part of this course and your learning. *Used copies should be available to you at a discounted price. (So, you should plan on obtaining a copy immediately, if you have not already done so. Hint, Hint.)

Course Description:
One of four core classes required of all students by the University’s General Education Curriculum, Revisions is designed to help you develop and strengthen your communication skills and understanding. We will examine and design oral, written, & visual texts to gain insight into productive communication for differing audiences.

Course Objectives:
Throughout the course of this semester, you will learn how to: write a statement of purpose; identify the context and audience of a communication; determine the best medium to use; arrange ideas and concepts in the most persuasive and effective sequence; and develop strategies to achieve your communication goals. You will also learn how to develop a design plan and an annotated bibliography while working independently and/or collaboratively.

Assignments and What to Expect:
You must complete all assignments to receive a passing grade in this course.
We will divide this course into three separate, yet related, assignment sequences. You are expected to carry the knowledge gleaned from the first sequence into the subsequent sequences and so on. Each sequence grade will be worth 25% of your overall final grade.
These assignments will require you to step through multiple drafts and revisions, which are built into the assignment sequences. I will only accept final work that has developed out of those drafts. Basically, you cannot suddenly change topics or approaches as the final due date nears. Need to see the process that leads up to the final project. *SAVE ALL DRAFTS! DO NOT SAVE OVER YOUR WORK!

**Attendance:**
This class is interactive. We will be working in groups, doing hands-on activities, and using class discussion to facilitate our learning. When you miss class, you miss valuable information and opportunities for learning. Although students are permitted to miss 2 classes per semester; subsequent absences will greatly affect your overall final grade. This means, for every absence after the 2nd one, your final letter grade will drop by one (i.e. if you miss three classes and are receiving an A in the course, your final grade will be an AB, if you miss four classes and you are at the A level, your final grade will become a B, etc.)

**More on Participation:**
Because this class relies so heavily on discussion, group work, and in-class activities, participation is crucial and will count as 10% of your final grade. To help narrow that focus, I will usually ask you to type a response to each assigned reading. These will vary in length (usually about one or two pages), but are designed to get you thinking about topics that will be covered in discussion. Completed responses and active discussion will determine your final participation grade at the end of the semester.

**Final Portfolio:**
The final 15% of your overall grade is determined by your performance on the final portfolio for Revisions. Detailed requirements for the portfolio will be handed out at a later time, but please save all of your drafts, assignments, peer reviews, group work, notes, and etc. composed throughout the semester. You will be using these materials to complete the final portfolio. Also, please make 2 copies of final assignments before handing them in, as this will help you later when you create your portfolio. These final portfolios can have no identifying marks on them and I will be commenting on the work that I will be grading. So, before turning in an assignment, remember to print out an extra copy THAT HAS NO IDENTIFYING INFORMATION ON IT for your own records.

**Grading Scale:**
I will be using a 4.0 grading scale in this course. If you receive an A, it is a 4.0. If you receive an AB, it is 3.5, and so on. Built into each project sequence are the drafting, testing, and revision stages of designing. These will all factor into your overall project grades, which will then be worth 75% of your overall final grade (because each is worth 25%).
Course Schedule:
Although I reserve the right to revise the syllabus and/or course schedule to better serve student needs, the following schedule will be used during the semester to accomplish our goals:

Tuesday, 1/10: “Choices” discussion and nametag activity, Begin Concept Discussion
Thursday, 1/12: Review syllabus questionnaire, develop classroom policies, read letters of former students, More Concept Discussion

Tuesday, 1/17: What shapes you as a communicator presentations
Thursday, 1/19: More communication presentations / Historical Mystery Introduction

Tuesday, 1/24: Collaborative Historical Mystery Sequence begins, Discuss Main Concepts
Thursday, 1/26: More Concept Discussion, Hand out Guide Sheet

Tuesday, 1/31: Discuss Proposal Ideas, talk about oral presentations & voice
Thursday, 2/2: No Class – Winter Carnival

Tuesday, 2/7: Talk about Effective Research
Thursday, 2/9: Library Day

Tuesday, 2/14: Group Conferences, Design Plan Due
Thursday, 2/16: Design Plan Due / Lesson in Voice

Tuesday, 2/21: Paper Due In Class
Thursday, 2/23: Presentations

Tuesday, 2/28: Presentations
Thursday, 3/2: Presentations / Introduce Visual Rhetorical Analysis Project

Tuesday, 3/7: SPRING BREAK
Thursday, 3/9: SPRING BREAK

Tuesday, 3/14: Common Scents Analysis
Thursday, 3/16: Visual Path Discussion

Tuesday, 3/21: Movie Poster Discussion
Thursday, 3/23: Review Concepts

Tuesday, 3/28: Visual Rhetorical Analysis DUE in class
Thursday, 3/30: Begin Argumentative Object Sequence

Tuesday, 4/4: In-class Conferences / Research Day
Thursday, 4/6: Testing Day for Argumentative Object

Tuesday, 4/11: Argumentative Object Due
Thursday, 4/13: Final Portfolio discussion / Reflective Letter Review

Tuesday, 4/18: Reflective Letter DUE
Thursday, 4/20: Collect final portfolios, closing Discussion
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).