revisions
oral, written & visual communication

UN2001, section 1 — Spring 2007
Monday—Wednesday—Friday
8:05 a.m. — 8:55 a.m.
Walker Arts & Humanities Center, Room 108
Class email list: rev1-1@mtu.edu

required materials
TEXTBOOK: compose/design/advocate: a rhetoric for integrating
written, visual, and oral communication
Anne Frances Wysocki and Dennis A. Lynch
PORTFOLIO: 3-ring binder and tabbed separator sheets

instructor
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Office hours: Tuesday 12:30 — 2:30 p.m. and by appointment

note
I reserve the right to revise the syllabus
and/or course schedule to better serve student needs.
Revisions: Oral, Written, & Visual Communication

The Revisions: Oral, Written, & Visual Communication, or Revisions, classes are built around communications (texts) and communicating (action), both product and process. You will develop tools to analyze, understand, and use communication in complex ways, expand the concept of argument, consider and respond to ethical considerations, collaborate with others, and practice making choices about what, how, and why to communicate.

You will be asked to compose texts to fit interesting, sometimes difficult situations and audiences because the ability to understand, participate in, and produce communication that is effective is highly valued today in personal and public, and local and global spaces. This course is centered around student ability to communicate multi-modally—with a range of mixed oral, visual, and written texts in a variety of genres. The student is required to learn a complex process for understanding, analyzing, and creating texts in and for a variety of rhetorical situations, from a variety of sources, and for a variety of audiences. Students will turn ideas into action.

Your participation in class discussion and exercises is critical not only to your success, but also to the success of your peers in the class. This class is designed to help you determine the most effective strategies, arrangements, and media to use in different communication contexts (e.g., 10).

What are the goals for this class?

1. Learn a rhetorical process for analyzing and producing texts using written, visual, and oral communication.
2. Understand how the audience and purpose impact any communication situation shape effective communication.
3. Analyze and produce a range of (mixed) written, visual, and oral texts in a range of genres.
4. Learn how processes of reflection and invention are useful in developing communication.
5. Acquire extensive practice in revising written, visual, and oral communication.
6. Acquire strategies for testing and assessing your communications.
7. Work alone and collaboratively in learning and communicating.
8. Learn to conduct, communicate, and document research for a substantive piece of argumentative communication.
9. On the issues you research, seek out multiple points of view in order to learn how your own positions fit within wider contexts.
10. Recognize that, in the context of global cultural diversity, our communication choices are effective only when we understand that and how different audiences interpret texts.
11. Discuss and analyze the ethical implications of a communicator’s choice in a text.

What is the grading scale for this class?

You must complete all assignments to receive a passing grade in this course. There are a variety of projects and papers assigned in this course, and a variety of in- and out-of-class exercises. You are required to prepare presentations and to keep a portfolio of all of your work (including all drafts). Your final grade will depend on the work you do, your social practices (see below) and your final portfolio. You must turn in a completed portfolio to receive a passing grade in this class.

<table>
<thead>
<tr>
<th>Points Distribution</th>
<th>Points to Grade Conversion</th>
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<tbody>
<tr>
<td>project 1</td>
<td>17 points</td>
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<tr>
<td>project 2</td>
<td>17 points</td>
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<td>project 3</td>
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<td>smaller projects</td>
<td>17 points</td>
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<td>social practices</td>
<td>12 points</td>
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<td>presentations</td>
<td>10 points</td>
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<td>portfolio</td>
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<td>total</td>
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I get the three large projects listed in the grading section, but what is included in the "smaller projects" requirement?

Throughout the semester you'll be required to compose several short (3-5 page) rhetorical analysis reports and a number of smaller in-class and out-of-class exercises. All assigned work is designed to draw on the readings in the textbook, require that you work through stages of rhetorical analysis, build on the exercises that precede it, and strengthen your overall ability to compose effectively and thoughtfully. All assignments turned in will contribute to your grade.

How can I earn "social practices" points?

You earn social practices points by being in class, contributing to class discussions, peer review activities, group exercises, email assignments, etc.—basically, all class participation. Needless to say, if you are not in class, you are not participating—so attendance as well as participation is reflected here.

What about the portfolio? What is it?

A portfolio of the work you did in this class is required at the end of the semester. You are required to purchase a 3-ring binder in which you will present your work at the end of the semester. Your portfolio will be used for the purpose of an overall assessment of the UN2001: Revisions course. You are required to include in the portfolio a copy of all of your project drafts, assignments, reports, etc.

More information will be provided in hard copy, but not until later in the semester. Don't wait till then to get your portfolio started.

How will my work on the assignments and projects be graded?

You will be graded on the progress you make throughout the semester, on how well you're meeting the goals of the course, how well you demonstrate that you understand, interpret, and integrate the readings into your work, as well as your commitment to meeting the goals of the course (as reflected in your social practices and the overall quality of your work). Because you will be tested to work on topics that interest you, you will be an active partner in shaping the assignments on which you will spend your time and attention.

This means that topics will vary greatly, and will showcase your individuality, so I do not grade on a curve. Project points are awarded based on criteria...
consistent with the goals of the project and totaled at the end of the semester for your final grade.

If at any time you feel you should have scored more points, please make an appointment to talk to me so you can prepare and make a convincing argument for your work.

Can I earn extra credit?
No, not really, but you can earn back lost points. If you receive an unsatisfactory grade, you may revise your finished project based on the feedback given to earn back those points. Always feel free to talk to me after class, to email me any time, or to visit me during office hours to discuss your progress.

What if I want to change topics in the middle of a project?
You are required to work through several revisions of the projects for this course. Only work that shows all the required stages as outlined in the assignment will be acceptable. No late-stage topic changes will be accepted unless all development stages are thoroughly worked through.

What happens if I don’t turn in my work on time?
Please turn in your work on the due dates. I like you, have a very busy schedule, so I plan due dates to do two things: give you enough time to finish the required work, and give me time to return that work to you in a timely manner.

Late assignments will affect your ability to participate in class, and we will have in-class exercises that require you to have your assignment with you the day it is due. If you have circumstances that prevent you from finishing your work on time, talk to me. Early work will not be accepted. Come see me beforehand if you have extraordinary circumstances.

How do I hand in my work? Can I submit my work over email?
All written assignments are to be composed on a computer using software available to you in your designated computer lab (or on your own computer, of course). Print out a copy to hand in (and remember to print one copy with your name deleted for your portfolio and place it in the binder). Project work done by hand such as hand-drawn sketches to develop ideas, collages of mixed media as finished projects, etc., are acceptable when part of and integral to your finished project. If your project requires unconventional media, that’s great. You can include cd/dvds in your portfolios along with your documentation of the work you did. Regardless of the media you use to compose texts in this class, your final projects should be work for which you can be proud.

In some cases I will accept emailed files. Emailed work must be clearly titled using the convention of your last name followed by an underscore followed by the assignment name. (For example: keranenproj2.pdf). I require the PDF format because it retains your formatting, fonts, and other choices better than any other format. This helps me avoid wasting time hunting for files.

Is there somewhere I can go if I could use some help organizing my thoughts as I develop my projects, or if I want to develop better habits for revising my own writing to make it stronger?
Yes, it’s the Michigan Tech Writing Center! You are expected to write at a level reflecting the clarity, coherence, and competence of a college student preparing to create future. The Writing Center’s mission is to “work with students, faculty, and staff to address the challenges of learning and communicating in complex and culturally diverse environments.” They are located right next door to our class, in room 107, and their hours are posted. Take your assignment sheet with you when you go. The Writing Center is an excellent resource.

Attendance policy
Because the pace of this class is quick and because we will have group work and class discussions, attendance is crucial. If you miss class, inquire to the class email list to learn what you missed. (Responding to requests is a good way to earn social practice points.) Students are permitted to miss three classes per term. Missing more than three will result in a lowering of your grade by half a grade. Two tardies equals an absence, and sleeping in class will also count as an absence. Missing a total of six classes will result in a failing grade.

Policy on academic integrity
Plagiarism and cheating are serious academic offenses. They are defined, in part, 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 they cheat you out of learning—the primary reason you are here. If you have questions about this issue, policies are made available on the University’s website www.mtu.edu. (The direct link is long, but here it is: http://www.studentaffairs.mtu.edu/dean/judicat/policies/academic_integrity.html)

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, Dean of Student Affairs (7-2212). For other concerns about discrimination, you may contact your advisor, department chair, or the Affirmative Action Office (7-3190). Policies are made available on the University’s web site www.mtu.edu. (Direct link: http://www.admin.mtu.edu/dss/Discla.htm.)
Revisions course schedule—Spring 2007, section 1

Socially situated texts

Week 1 Monday 1/15 no class today: Rev. Martin Luther King Jr. day, classes start Tuesday, January 16
Wednesday 1/17 Welcome to Revisions—introductions
Friday 1/19 read for today: syllabus & pages 1–22 of compose, design, advocate (cda)
in class we will: discuss the reading assignment

Week 2 Monday 1/22 read for today: in chapter 1 of cda, pages 23–30
in class we will: discuss interesting compositions
assignment due today: 1-PAGE "INTERESTING COMPOSITION" PAPER

Wednesday 1/24 read for today: chapter 1 of cda, pages 33–41
in class we will: practice "what we learned," and discuss "rhetorical"
Friday 1/26 read for today: chapter 2 of cda, pages 42–54
in class we will: discuss the reading assignment and sign up for group discussions (Wks 4 & 5)
assignment due today: "REVERSE ENGINEERING THE DESIGN PLAN" PAPER

Project 1: Designing compositions that argue
You will design three visual compositions that make visual arguments for something you find interesting and important. The topic is of your choosing. An assignment sheet will be provided with additional information and expectations for this project.

Week 3 Monday 1/29 read for today: chapter 3 of cda, pages 57–77
in class we will: discuss the reading assignment and project 1
Wednesday 1/31 read for today: chapter 4 of cda, 79–96
in class we will: discuss the reading assignment and starting project 1
assignment due today: 1-PAGE "SENSE OF PURPOSE" FOR PROJECT 1
Friday 2/2 read for today: in chapter 4 of cda, 97–106, and in chapter 5 of cda, pages 108–115,
in class we will: discuss the reading assignment

Week 4 Monday 2/5 read for today: and in chapter 9 of cda, pages 263–278
in class we will: peer-review of drafts
assignment due today: ROUGH DRAFT (MOCKUP) OF YOUR PROJECT
Wednesday 2/7 read for today: in chapter 9 of cda, pages 279–300
in class we will: group led discussions: "seeing pathos" and "seeing logos"
Friday 2/9 no class today: Winter Carnival Recess

Week 5 Monday 2/12 read for today: in chapter 9 of cda, pages 301–312
in class we will: group led discussions: "using words and pictures together" and "strategies for visual arguments"

Wednesday 2/14 read for today: chapter 10 of cda, pages 329–346
in class we will: testing of visual arguments
assignment due today: DESIGN PLAN FOR PROJECT 1

Friday 2/16 read for today: no new reading (review previous reading and work on projects)
in class we will: discuss analyzing posters, handout of analysis assignment that is due during meetings in week 6
assignment due today: PROJECT 1 AND REFLECTION ON PROJECT 1

Week 6 Monday 2/19 no class: meetings—sign up for a time
Wednesday 2/21 no class: meetings
Friday 2/23 no class: meetings
assignment due during meeting: A short analysis assignment will be assigned in week 5. It will be due during our meeting, so that we can discuss your analysis.

Rhetorical analysis of an essay

Week 7 Monday 2/26 read for today: in chapter 5 of cda, pages 133–140, "The Partly Cloudy Patriot"
in class we will: discuss advocacy and argument in The Partly Cloudy Patriot
Wednesday 2/28 read for today: introduction to section 3 of cda, pages 315–326
in class we will: discuss writing a complex rhetorical analysis
assignment is due next monday to give you time to incorporate class discussion

Project 2: Analyzing society’s public texts
You will analyze a text and do research that supports the validity of your analysis and supports your argument using data gathered from both objective and subjective sources. The medium is a research paper. The length should be 10 pages minimum and be cited properly. You will select a text you find interesting, important, and ethically significant to society today. Later in the semester, you will revise this paper for another project, so be sure to select a text and topic you can live with all semester.

Friday 3/2 read for today: assignment sheet—project 2
in class we will: discuss goals for the project
assignment due today: 1-5 PAGE RHETORICAL ANALYSIS OF "PARTLY CLOUDY PATRIOT"

Week 8 Monday 3/5 read for today: in chapter 6 of cda, pages 143–150
in class we will: group led discussion: "research, ethics, and developing an initial research question"
assignment due today: 1-PAGE DRAFT DESIGN PLAN

Wednesday 3/7 read for today: in chapter 6 of cda, pages 151–176
in class we will: group led discussion: "doing meaningful research and evaluating sources"

Friday 3/9 read for today: no new reading
in class we will: peer testing and developing a rubric
assignments due today: DESIGN PLAN AND FIRST DRAFT OF RESEARCH PAPER
SPRING BREAK—no class on 3/12, 3/14, or 3/16

Week 9 Monday 3/19 read for today: in chapter 7 of cda, pages 181-190
in class we will: group led discussion: “about writing middles of communication”

Wednesday 3/21 read for today: in chapter 7 of cda, pages 191-208
in class we will: group led discussion: “strategies: ethos in writing” and “strategies: logos in writing”

Friday 3/23 read for today: in chapter 7 of cda, pages 209-222
in class we will: group led discussion: “strategies: pathos in writing”
assignment due today: 2-PAGE “SEEING ETHOS, LOGOS, AND PATHOS IN MY OWN WRITING”

Week 10 Monday 3/26 read for today: no new reading
in class we will: peer testing and feedback on drafts
assignment due today: SECOND DRAFT OF RESEARCH PAPER

Wednesday 3/28 read for today: no new reading
in class we will: ethics in communication

Friday 3/30 read for today: no new reading
in class we will: opinions vs research assignment due today: PROJECT 2 PAPER AND REFLECTION ON PROJECT 1

Rhetorical analysis of a comic text
Week 11 Monday 4/2 read for today: in chapter 15 of cda, pages 509-523
in class we will: the reading

Wednesday 4/4 read for today: in chapter 15 of cda, pages 523-531
in class we will: discuss both of these comic texts
assignment is due next monday to give you time to incorporate class discussion

Project 3: Oral texts: revision and persuading others to act
You will revise your research paper into an oral text. To complicate this project, you will address a different audience and develop an argument to persuade this new audience to a specific kind of action that is important in the context of the text you originally selected for your research paper.

Friday 4/6 read for today: assignment sheet for project 3
in class we will: discuss goals for this project
assignment due today: RHETORICAL ANALYSIS OF “COMMON SCENTS” OR “THE VEIL”

Week 12 Monday 4/9 read for today: chapter 8 of cda, pages 223-229
in class we will: discuss oral modes of communication

Wednesday 4/11 read for today: chapter 8 of cda, pages 230-237
in class we will: discuss audience and oral modes of communication

Friday 4/13 read for today: chapter 8 of cda, pages 238-250
in class we will: discuss strategies in oral modes of communication

Week 13 Monday 4/16 read for today: no new reading
in class we will: peer testing and feedback assignment due today: 2-PAGE “SEEING ETHOS, LOGOS, AND PATHOS IN MY OWN SPEAKING”

Wednesday 4/18 read for today: no new reading
in class we will: listening to President’s speech, analysis of strategies

Friday 4/20 read for today: no new reading
in class we will: no class today, work on oral text

Week 14 Monday 4/23 read for today: no new reading
in class we will: listen to oral texts, give feedback
assignment due today: PROJECT 3 AND REFLECTION ON REVISIONING WRITING INTO ORAL TEXT

Reflecting on your work
Wednesday 4/25 read for today: assignment sheet for portfolio
in class we will: look back at the semester, assess portfolios, give feedback
assignment due today: BRING IN PORTFOLIOS

Friday 4/27 read for today: no new reading
in class we will: wrap up the class assignment due today: PORTFOLIOS