Revisions: Oral, Written, and Visual Communication (UN2001, section 2)
Spring Semester 2007

Instructor's Name: Steven Bailey
Class Meeting Times: MWF 9:05-9:55 a.m.
Class Location: Walker 143
Instructor's Office Hours: Monday 2:30 to 3:30 & Friday 2:00 to 3:00
Instructor's Office: Walker 313
Instructor's Mailbox for Dropping Off Papers: Humanities Department Office, Walker 319
Instructor's Office Phone: 487-3230
Instructor's Email Address: skbaily@mtu.edu

Required Textbook:

Course Overview:
This class will help you develop the skills necessary for communicating with a wide variety of audiences. You will develop these skills by analyzing written, oral, and visual communications, including magazine articles, brochures, archival materials, movies, and websites. This analysis will help you understand how and why a given communication is able to send a specific message to a specific audience. Along with analyzing communications from various sources, you will also practice producing your own written, oral, and visual communications. Oftentimes these communications will be “multimodal,” meaning they will incorporate written, oral, and visual mediums simultaneously. By the end of the course you will have acquired strategies for producing your own effective communications for various audiences and purposes. As a result, you will be a stronger communicator in all three mediums—written, oral, and visual. No matter what field you pursue after this course, your strengthened communicative skills will be crucial to your academic and professional success. To make it in today’s world, you must be an effective multimodal communicator.

Course Work:
Assignment Sequences: Throughout the semester you will hone your communicative skills by completing two extended assignment sequences. The first assignment sequence will be an archival research project, while the second will be a multimodal research project. Both assignment sequences will consist of numerous shorter assignments, including rhetorical analyses, peer reviews, design plans, oral presentations, and research projects. You must complete all assignments to receive a passing grade in this course.
Final Portfolio: In order for the University to assess the effectiveness of the Revisions course, at the end of the semester you will be required to turn in a final portfolio containing all of the assignments you did for this class. To create this portfolio, you must place every single piece of work you produce in this class into a binder, starting from day one. You must also place all assignment guidelines in the binder as well.
Class Participation: This is a collaborative classroom, meaning that we will all work together as a team to achieve our course objectives. Your success—as well as the success of your classmates—will depend on your consistent participation in all class discussions, exercises, and peer review sessions. To participate successfully, you will need to complete assigned readings on time and bring your textbook to class. Above all else, you will need to talk. Merely speaking up, however, is not enough; your comments and questions must also be thoughtful, respectful, and designed to facilitate learning for both you and your classmates.
Grading:
Each assignment you complete for this course will be worth a predetermined number of points. The point breakdown is as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>100</td>
</tr>
<tr>
<td>Assignments in sequence #1</td>
<td>400</td>
</tr>
<tr>
<td>Assignments in sequence #2</td>
<td>400</td>
</tr>
<tr>
<td>Final portfolio</td>
<td>100</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td>1000</td>
</tr>
</tbody>
</table>

You can estimate your final letter grade by using the following:

- **A**: 935-1000
- **AB**: 865-934
- **B**: 795-864
- **BC**: 725-794
- **C**: 665-724
- **CD**: 595-664
- **D**: 540-594
- **F**: <540

Attendance Policy:
This is a collaborative class where we will all work together towards both common and individual learning objectives. Your consistent attendance is crucial to your own success as well as the success of the class as a whole. If you miss class, you will reduce your chance of success in the course. You will also let your classmates down, as they are relying on you to make your contribution to the class. So here is the policy: You may miss three classes without penalty, though you will still be held to all assignment due dates. Each additional absence beyond these three will reduce your final course grade by 30 points. Arriving late for class will count as an absence. If you do not think you can consistently attend this class, you should drop the course right now.

Policy for Late Assignments:
Assignment due dates are time-management tools that ensure you know when you must have a given assignment completed. Time-management is a key academic skill, and by following assignment deadlines, you will hone that skill. As is true in the work world, you will suffer when your work is turned in late. So here is the policy: You will not receive any points for late assignments. Keep in mind that I will not accept emailed assignments either. You must turn in a hard copy.

MTU's Policy on Academic Integrity:
Plagiarism and cheating are serious academic offenses. They are defined by MTU's policy on academic integrity as "knowingly copying another's work or ideas and calling them one's own or not giving proper credit or citation." This policy covers copying sections/entire papers from printed or online sources, handing in papers written by other students for other classes, or purchasing academic papers written by someone else. Plagiarism and cheating are dishonest and cheat you out of learning, the prime reason you are here. If you ever have questions about this issue, please consult your instructor, another MTU faculty member, or a coach at the Writing Center.
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, relevant department chair, or the Affirmative Action Office (7-3310).

MTU's Writing Center:
Writing coaches at the Writing Center can help you plan, draft, and revise assignments for this course. To meet with a writing coach, go to the Writing Center in Walker 107 during their daily walk-in hours of 11 a.m. to 3 p.m. For more information, give them a call at 7-2007 or check out their website at www.hu.mtu.edu/wc.
Course Schedule

Monday, January 15: No class

Wednesday, January 17: Introduction to course

Friday, January 19: Audience, context, purpose
  • READ: 23-41

Monday, January 22: Ethos, pathos, logos
  • READ: 80-85, 191-197
  • DUE: Final portfolio binder [10 pts.]

Wednesday, January 24: Orientation tour of the MTU library archives

Friday, January 26: Formulating research questions
  • READ: 144-160

Monday, January 29: Formulating research questions
  • DUE: Worksheet for initial questions on archival collection [10 pts.]

Wednesday, January 31: Creating a design plan
  • READ: 40-54, 61-76

Friday, February 02: Rhetorical analysis of National Park Service brochure
  • READ: 320-326

Monday, February 05: Peer review of design plan for archival research project [10 pts.]
  • DUE: Design plan for archival research project (initial draft) [10 pts.]
  • READ: 99-104, 161-174

Wednesday, February 07: Interview preparation and best practices
  • READ: 256-258
  • DUE: Rhetorical analysis of National Park Service brochure [10 pts.]

Friday, February 09: No class—Winter Carnival

Monday, February 12: Peer review of interview questions [10 pts.]
  • DUE: Interview questions (initial draft) [10 pts.]

Wednesday, February 14: Preparing for oral presentations
  • READ: 223-255

Friday, February 16: MLA style workshop
  • DUE: Archival research project (initial draft) [20 pts.]

Monday, February 19: Peer review of archival research project [10 pts.]
  • READ: 198-211, 219-221

Wednesday, February 21: Peer review of oral presentation design plan [10 pts.]
  • DUE: Oral presentation design plan (initial draft) [10 pts.]

Friday, February 23: Peer review of practice oral presentations [10 pts.]
  • READ: 259

Monday, February 26: Conferences on archival research project
  • READ: 213-218, 347-377
  • DUE: Archival research project (second draft) [20 pts.]

Wednesday, February 28: Conferences on archival research project

Friday, March 02: Conferences on archival research project
As per the NSF Grant Proposal Guide (GPG) (NSF 04-23) 2004

What is the intellectual merit of the proposed activity?
- How important is the proposed activity to advancing knowledge and understanding within its own field or across different fields?
- How well qualified is the proposer (individual or team) to conduct the project? (If appropriate, the reviewer will comment on the quality of prior work).
- To what extent does the proposed activity suggest and explore creative and original concepts?
- How well conceived and organized is the proposed activity? Is there sufficient access to resources?

What are the broader impacts of the proposed activity?
- How well does the activity advance discovery and understanding while promoting teaching, training, and learning?
- How well does the proposed activity broaden the participation of underrepresented groups (e.g., gender, ethnicity, disability, geographic, etc.)?
- To what extent will it enhance the infrastructure for research and education, such as facilities, instrumentation, networks, and partnerships?
- Will the results be disseminated broadly to enhance scientific and technological understanding?
- What may be the benefits of the proposed activity to society?
Monday, March 05: Oral presentations on archival research project
  • DUE: 4-minute oral presentation & design plan (revised) [30 pts. & 10 pts.]
Wednesday, March 07: Oral presentations on archival research project
Friday, March 09: Peer review of reflective analysis essay [10 pts.]
  • DUE: Reflective analysis essay (initial draft) [10 pts.]

(Spring Break)

Monday, March 19: Formulating research questions for multimodal research project
  • READ: 86-98
Wednesday, March 21: Rhetorical analysis of multimodal communication
  • READ: 263-312
Friday, March 23: Peer review of design plan for multimodal research project [10 pts.]
  • DUE: Design plan (initial draft) [10 pts.]
  • DUE: Archival research project (final draft) [180 pts.]
  • DUE: Reflective analysis essay (revised draft) [20 pts.]

Monday, March 26: Interview preparation and best practices
  • DUE: Rhetorical analysis of multimodal communication [10 pts.]
Wednesday, March 28: Peer review of interview questions [10 pts.]
  • DUE: Interview questions (initial draft) [10 pts.]
Friday, March 30: Visual communication
  • READ: 329-343
  • DUE: Multimodal research project (initial draft) [20 pts.]

Monday, April 02: Peer review of multimodal research project [10 pts.]
Wednesday, April 04: Preparing for multimodal presentations
Friday, April 06: Peer review of design plan for multimodal presentation [10 pts.]
  • DUE: Design plan for multimodal presentation (initial draft) [10 pts.]

Monday, April 09: Conferences for multimodal research project
  • DUE: Multimodal research project (second draft) [20 pts.]
Wednesday, April 11: Conferences for multimodal research project
Friday, April 13: Conferences for multimodal research project

Monday, April 16: Peer review of practice multimodal presentations [10 pts.]
Wednesday, April 18: Multimodal presentations
  • DUE: 6-minute multimodal presentation & design plan (final draft) [50 pts. & 10 pts.]
Friday, April 20: Multimodal presentations

Monday, April 23: Multimodal presentations
Wednesday, April 25: Multimodal presentations
Friday, April 27: Peer review of reflective analysis essay [10 pts.]
  • DUE: Reflective analysis essay (initial draft) [10 pts.]

Monday, April 30: Exam week—no class
  • DUE: Multimodal research project (final draft) [190 pts.]
  • DUE: Reflective analysis essay (final draft) [20 pts.]
  • DUE: Final Portfolio with cover letter [90 pts.]
As per the NSF Grant Proposal Guide (GPG) (NSF 04-23) 2004

What is the intellectual merit of the proposed activity?
- How important is the proposed activity to advancing knowledge and understanding within its own field or across different fields?
- How well qualified is the proposer (individual or team) to conduct the project? (If appropriate, the reviewer will comment on the quality of prior work).
- To what extent does the proposed activity suggest and explore creative and original concepts?
- How well conceived and organized is the proposed activity? Is there sufficient access to resources?

What are the broader impacts of the proposed activity?
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