UN 2001  REVISIONS: ORAL, WRITTEN & VISUAL COMMUNICATION  
SUMMER 2007

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Required Texts
All readings & assignments will be posted on my website, or given in class

Prerequisite
UN 1001: Perspectives

Course Description and Objective
The purpose of this course is to facilitate your success with the kinds of critical reading/writing/composing tasks that are required of you both at the university and in public life; writing is a tool which helps you engage in thoughtful and powerful inquiry, and certainly informs your success at your job and as a citizen of a representative democracy. In this class, you will learn to analyze and construct different kinds of rhetorical texts—that is, texts which use written and visual expression to move audiences to think, feel, and thus act in particular ways. In some sense, all meaning-making texts are rhetorical; as postmoderns we are literally swimming in textuality. We will encounter and work with the powerful critical and practical framework of rhetorical analysis in order to more powerfully and precisely navigate the texts and textual practices which surround us. Revisions is about Re-seeing, about problematizing/complicating those knowledges and truths we take for granted. We will work with a wide variety of texts—from the written, to the visual, to the multimodal—to gain a more sophisticated understanding of these texts in order to see them in new and imaginative ways.

The course will ask you to produce three major rhetorical modes of communication: written, visual, and multimodal. It will ask you to work singly and in groups. This multi-modal rhetorical approach to studying texts should help you to understand how dynamic is the interaction between reader, writer, subject and context. It should help you begin to see the kinds of cultural assumptions and rhetorical choices which go into creating an essay, a television commercial, a magazine ad, a video game—any text at all. Such rhetorical analysis will help you not only to discern particular writerly moves and strategies in various texts, but, as rhetoric is a practical art, to begin to produce texts in various genres as well.
Absences/Tardiness
You’re allowed 2 absences. Each additional absence costs ¼ grade point to your overall course grade. I reserve the right to mark you “absent” under the following conditions:

a) excessive tardiness
b) for failing to participate in class (includes failure to bring annotated assigned readings)
c) excessively disruptive behavior.

Academic Integrity
Plagiarism and cheating are perhaps the most serious academic offenses possible. MTU’s Academic Integrity Policy defines plagiarism as “knowingly copying another’s work or ideas and calling them one’s own or not giving proper credit or citation,” and the 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. We are going to cover plagiarism in this course, but if you ever have questions about this issue, or about how to cite someone else’s work properly, please talk with me or consult a coach in the Writing Center BEFORE you risk turning in the paper in which you think you may have inadvertently plagiarized.

Books/Syllabus
Print, read and annotate, then bring your assigned readings to class, and to any appointment with me. You cannot meaningfully engage a text without recourse to it. Failure to bring your book suggests that you’re not willing to participate and engage in the larger conversation by which the class, as a community, primarily learns. Accordingly, this may lower your overall course grade if it happens repeatedly.

Conference(s)
Conferences are amazingly productive—likely the largest source of growth beginning writers make is from conferencing with instructors and other writers. I encourage you to meet with me as much as you need during the semester. Make sure to bring assigned readings and your writing with you to our conferences, of course. In addition, the MTU Writing Center is recognized nationally. Seriously, it’s one of the best in the country. It’s a wonderful (and free!) place for you to work on your writing with accessible, friendly and smart writing tutors. You can “drop in” or set up a weekly appointment.

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).

Emailing the Professor
You must have email in this course and must have the ability to check your email regularly throughout the semester for email updates from me on course happenings/syllabus corrections, etc. You may and should email me with class-related questions at any time and I’ll try to get back to you within a day or two. However, it is never appropriate to email any instructor with questions such as “What did we do in class today?” These are best directed to your fellow students, the numbers and email addresses of whom you should get at the beginning of the semester.

Grading
Important: I do not grade your papers based on the improvement they show from draft to final project. First Drafts should be your best work so that you make the most growth before turning in the final paper. I can’t stress this enough. Also: If a draft is not “fully realized” (i.e., your best effort) I may not accept it. Egregious proofreading and other types of errors are likely to lose you credit on the assignment. Think of it this way: When you turn in a draft you should be able to say, “This is the best I can do at this time and now I need a more experienced writer to have a look and make some suggestions for further revision…”

In-class Writings
We will be doing quite a bit of in-class writing. This type of writing is writing as heuristic (writing to discover, or to learn). All serious writers/composers use this type of writing to stimulate ideas and to think through arguments and counterarguments. In the larger process of writing, it’s not a place where you should be concerned with arrangement, style, and grammar as much as generating ideas and questions. Therefore, when you receive them back from me you will note that I have typically not commented on “surface” issues but instead have focused primarily on your ideas. (In the case of egregious errors I may suggest we conference….) You will typically receive either a CREDIT, a NO CREDIT (or possibly a REDO).

Keep Copies
Make sure to keep a copy of EVERY SINGLE PIECE of writing/composing you do in this class, especially work on which I’ve commented. This is your responsibility.

Late Papers
I don’t accept anything late. In-class writing assignments or pop quiz-type things cannot be made up. Work will be considered on time when it is turned in to me in class, on the day it is due. This includes being stapled or paper-clipped if necessary.

* Okay, one exception: I do understand that everyone has a bad day now and then. For this reason, I allow everyone to turn in one late assignment without penalty. You can either send the assignment to me on email or bring it to our next class. However, note that the paper may be no more than 5 calendar days late (you need to be thinking about the next project by that time). After this period, the option expires and you receive no credit for that assignment.

Office Hours
I work from home so office hours are by appointment only. However, I’m really as flexible as my schedule allows—I’m even willing to meet you on the weekend if we can’t arrange a time to meet during the week. I’m also happy to chat by phone and to answer questions by email. See me after class and we’ll compare calendars and set up a time to meet.
Paper Format

Each of the four drafts and final papers assigned are to be in MLA format (see my website for a step-by-step guide to setting up your papers MLA-style in Microsoft Word). I will cover MLA briefly in class and the library has a copy of the MLA handbook.
Participation
I do not assign a percentage of your grade for participation or attendance. However, grading as I do on the University grading scale...

The University Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>4.00 - 3.51</td>
</tr>
<tr>
<td>A/B</td>
<td>3.50 - 3.01</td>
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<tr>
<td>B</td>
<td>3.00 - 2.51</td>
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<tr>
<td>B/C</td>
<td>2.50 - 2.01</td>
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<tr>
<td>C</td>
<td>2.00 - 1.51</td>
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<tr>
<td>C/D</td>
<td>1.50 - 1.01</td>
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<tr>
<td>D</td>
<td>1.00 - 0.51</td>
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<tr>
<td>F</td>
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...should your grade should fall on a grade pole (e.g., 3.00 or so), I reserve the right to move you up (or down) into the next category based on my evaluation of your overall performance in the class. I then must think to myself, are you really more of an A/B student or a B student. Then I remember how you dominated class and shut people down, OR how you never had your book, slept in class, etc. and I think, ‘Well, an ‘outstanding’ student would have had better social practices...’ I decide this component, then, by thinking about whether you’ve helped or hindered the class’ progress, not how often you speak up in class. I recognize that there are many ways to “participate” usefully—it’s about being a member of this community. If you have questions about how to participate interestingly and usefully in class, I encourage you to conference with me on this.

Traveling Athletes
For those of you athletes who must travel, I respect your dedication and agree that sports can be an important part of the liberation education. However, I can’t make extensive exceptions when it comes to work due. You’ll need to either hand in the papers early, have another student deliver them in class, or email them to me early.