Revisions
oral, written & visual communication

Course
UN2001, section 6—Summer 2007
Monday – Thursday, 11:05 – 12:20
Fisher Hall, room 101
Class email list: rev6-l@mtu.edu

Instructor
Diane Keranen
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www.hu.mtu.edu/~dkeranen
312 Walker (ph. 487-3235)
Office hours: Tuesday and Wednesday
from 12:30 to 1:30 p.m. and by appointment

Required materials
TEXTBOOK: compose design advocate:
a rhetoric for integrating written, visual,
and oral communication
by Wysocki & Lynch
PORTFOLIO: 3-ring binder and tabbed separator sheets

Note
I reserve the right to revise the syllabus and/or course schedule to better serve student needs.

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. 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.

These 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 in 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 choices in a text.
Course Syllabus

What you'll be doing
A variety of projects and papers will be assigned along with in- and out-of-class exercises designed to help you develop more complex understanding of communication and more complex skill at composing arguments. The assignments are designed to work together in steps/stages. You will do three major projects that take turns focusing on visual, written, and oral communication. You will compose three presentations to display your skills at oral, visual, and written communication: the first is presented in person, the second is an oral recording, and the third is your portfolio. Keep copies of all the work you do this semester. Never "save" over your drafts, instead "save as" to a new document, and keep them where you can find them easily. You'll be glad you did.

All assignments are individual unless otherwise noted. This means you are expected to work through each stage yourself unless the assignment is designated a group project. Some stages of projects require feedback from others but you are responsible for shaping, evaluating, and utilizing that feedback.

The grading scale
Your final grade will depend on the work you do on projects, your social practices (see below), presentations, and your final portfolio. You must finish all assignments and turn in a complete portfolio to receive a grade in this class.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade-Point Scale</th>
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<tbody>
<tr>
<td>project 1</td>
<td>14</td>
<td>100–95</td>
</tr>
<tr>
<td>project 2</td>
<td>25</td>
<td>94–90</td>
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<tr>
<td>project 3</td>
<td>14</td>
<td>89–85</td>
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<tr>
<td>other projects</td>
<td>13</td>
<td>84–80</td>
</tr>
<tr>
<td>social practice</td>
<td>13</td>
<td>79–75</td>
</tr>
<tr>
<td>presentations 1 &amp; 2</td>
<td>12</td>
<td>74–70</td>
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<tr>
<td>portfolio</td>
<td>9</td>
<td>69–65</td>
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<tr>
<td>total</td>
<td>100</td>
<td>64–0</td>
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The "other projects"
Throughout the semester you'll be required to compose several short papers and a number of small in-class and out-of-class exercises. All assigned work is designed to help you develop more complex understanding of communication and more complex skill at composing arguments. The assignments are designed to work together in steps/stages. You will do three major projects that take turns focusing on visual, written, and oral communication. You will compose three presentations to display your skills at oral, visual, and written communication: the first is presented in person, the second is an oral recording, and the third is your portfolio. Keep copies of all the work you do this semester. Never "save" over your drafts, instead "save as" to a new document, and keep them where you can find them easily. You'll be glad you did.

All assignments are individual unless otherwise noted. This means you are expected to work through each stage yourself unless the assignment is designated a group project. Some stages of projects require feedback from others but you are responsible for shaping, evaluating, and utilizing that feedback.

Earning the "social practice" points
You earn social practice points by being in class, contributing to class discussions, engaging in peer review activities, carrying out group exercises, etc.—basically, all class participation. Needless to say, if you are not in class, you are not participating, so poor attendance affects these points. I'm looking for your ability to bring relevant and productive reasoning to class that is informed by the readings, your own experience of communication, and your development of communication skills throughout the semester. Feel free to tell us about both your good and not-so-good experiences with communication—stuff that's happened to you or that you observed, your and your friend's responses to news stories or tv programs, etc.

Keeping a portfolio
In addition to being your third presentation, a portfolio of the work you did in this class is required at the end of the semester to get a grade in this class. It's your opportunity to present your communication skills.

Your portfolio will also 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 detailed information on the portfolio is provided on the class web site accessible at www.hc.mtu.edu/~dkeranen.

It's a good idea to start your portfolio at the beginning of the semester and put a copy of everything you do into the portfolio as you go along. This will make it easier for you at the end of the semester.

Assessing and grading your work
You will be graded on the progress you make throughout the semester, how well you're meeting the goals of the course, how well you demonstrate that you understand and integrate the readings into your work, and your demonstrated commitment to accomplishing the goals of the assignments and the course.

On the three major projects, you will be invited to work on topics that interest you which will make you an active partner in shaping the projects on which you will spend your time and attention. On others, you'll be expected to bring your own perspective to the assigned text. This means that projects will vary greatly, and the choices you make will showcase your individuality.

Project points are awarded based on criteria consistent with the goals of the project and the course and will be totaled at the end of the semester for your final grade. You will know exactly what I'll be looking for because you'll know the criteria that I will be using as I assess your work. I will require you to do an assessment of your own work before turning it in to me.

We'll discuss grades more in class when we talk about each of the assignments. What counts as "A," "B," or "C" work? And if at any time you think you earned more points than you received, make an appointment to talk to me. At that meeting, I'll expect you to present a convincing, supported argument for your claim(s).

Extra credit
No extra credit projects will be available. To earn additional points, revise any of the graded projects.

Changing topics in the middle of a project
You are required to work through several stages and revisions of the projects. Only work that shows all the required stages will be acceptable. No late-stage topic changes will be accepted unless all development stages are thoroughly worked through.
Due dates and deadlines
Please turn in your work on the due dates. I, like you, have a schedule to keep, so I plan due dates to do two things: to give you enough time to finish the required work, and to return it to you in a timely manner. Because I plan my time throughout the semester to make sure I have enough time from other responsibilities to give your work the attention it deserves, it might take longer to return late work to you.

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 extraordinary circumstances that prevent you from finishing your work on time, talk to me so I know what's going on. Early work will not be accepted.

Handing in work
This is a computer intensive class. All assignments are to be composed on a computer using software available to you in the computer lab (ccI), your dept. computer lab, or on your own computer, of course. Hand in a printed copy of your work for grading (and remember to print a portfolio copy). Options for handing in the visual and oral projects will be discussed in class.

Project work done by hand such as hand-drawn sketches to develop drafts and ideas, collages of mixed media, etc., are perfectly acceptable when part of and integral to your project.

If your project requires unconventional media (other than what is readily producible in Tech's computer labs), that's great. Talk to me about how to integrate it into your portfolio. CDs/DVDs can be included in your portfolio along with some printed documentation of the work to be found on the disk.

Regardless of the media you use to compose texts in this class, your final projects should be work for which you can be proud.

Submit work over email
The most difficult aspect of accepting assignments through email is the difficulty of sorting through a pile of emails missing subject lines, no message in the body of the email, and all having files attached named "paper.doc" or "assignment.doc" or another obscure name. I'll accept your work through email, but there are conditions that must be met. Print the file to PDF and clearly title it using the convention of your last name followed by an underscore followed by the assignment name. (For example: keranen_proj1.pdf) I require the PDF format because it retains your formatting, fonts, and other choices better than proprietary formats. We'll learn to make PDFs in class. Following these simple conventions helps me avoid wasting time hunting, sorting, renaming, etc. However, do not email me a file to be used in a class exercise, bring a printed copy with you to class.

Where to go if you could use some help organizing your thoughts on projects or if you want to develop better habits for revising your own writing to make it stronger
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 the 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 in Walker, room 107, and their hours are posted. Take your assignment sheet with you when you go for coaching. The Writing Center is an excellent resource, so check them out early in the semester.

Attendance policy
Because the pace of this class is quick and we will have group work and class discussions, attendance is crucial. Preparedness for discussion is also crucial. If you miss class, inquire to the class email list to learn what you missed. (BTW, responding to requests is a good way to earn social practice points, but remember to CC me so I know you responded.)

Students are permitted to miss three classes per term. Each absence over three will result in a lowering of your grade by half a grade. Tardiness equals half an absence. Showing up unprepared for exercises equals half an absence. Steeping in class counts as an absence.

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 web site www.mtu.edu. (The direct link is long, but here it is: http://www.studentaffairs.mtu.edu/dean/judicial/policies/academic_integrity.htm.)

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 (7-3310). Policies are made available on the University's web site www.mtu.edu. (Direct link: http://www.admin.mtu.edu/oao/disinfo.htm.)
Course Schedule

Week 1  Monday 7/2
introductions

Tuesday 7/3
read: chapters 1 & 2 in cda, pages 1–54
in class we will: class discussion about argument, rhetoric, responsibility as a communicator, and about writing using sources

Wednesday 7/4
no class today—Independence Day recess

Thursday 7/5
read: chapter 3 in cda, pages 57–76
in class we will: class discussion and an in-class exercise on purpose and designing futures, and using the cdli, software you’ll be using, and saving your files
due: research report 1
start: project 1

Week 2  Monday 7/9
read: chapter 9 in cda, pages 263–312
due: research report 2

Tuesday 7/10
meet in cdli (Walker 113)
read: chapter 4 in cda, pages 79-106, and in chapter 5 of cda, pages 108–115
in class we will: work on tutorials & project 1

Wednesday 7/11
in class we will: class discussion on argument & advocacy, and in-class exercise to look at, assess, and give feedback on your projects 1

Thursday 7/12
in class we will: start project 2 & sign up for conferences in weeks 3 & 4; your rhetorical analysis paper drafts are due at the conference
due: research report 3

Week 3  Monday 7/16
due: project 1—place your composition JPGs on the server in the designated folder by 8:00 a.m.
read: in section 3 of cda pages 315-326
in class we will: look at project 1 arguments, discuss and sign up for in-person presentations, and continue discussion of project 2

Tuesday 7/17
read: chapter 6 of cda, pages 143-174
in class we will: take library tour, do assignment on using library (will be handed out at tour)
due: library assignment, email by end of the day
read: chapter 7 of cda, pages 177-221
due: research report 4

Week 4  Monday 7/23
no class today—conferences

Tuesday 7/24
in class we will: class discussion on rhetorical analysis and social contexts of visual, oral, and written compositions and what it means to compose rhetorically, and responsibly
due: project 2’s analysis papers

Wednesday 7/25
in class we will: class discussion on analyzing multi-modal communication

Thursday 7/26
in class we will: in-person presentations, Q&D, (section 3 texts) and in-class exercise
due: rhetorical analysis of your presentation text

Week 5  Monday 7/30
due: project 2’s research findings paper

Tuesday 7/31
in class we will: in-class exercise assessing your project 2 research paper (questions & findings)

Wednesday 8/1
in class we will: discuss arrangement and work on an in-class exercise

Thursday 8/2
in class we will: in-person presentations, Q&D, (section 3 texts)
due: rhetorical analysis of your presentation text

Week 6  Monday 8/6
due: project 2—draft paper & final design plan

Tuesday 8/7
in class we will: in-class exercise testing your project 2 design plan and draft

Wednesday 8/8
in class we will: discuss seeing ethos, pathos, and logos in our own compositions, and in class exercise using your almost finished portfolios

Thursday 8/9
due: project 2—final version
read: chapter 8 in cda, pages 223–260
in class we will: in-class exercise for project 3

Week 7  Monday 8/13
in class we will: discuss oral arguments
due: project 3—oral argument

Tuesday 8/14
in class we will: assess oral presentations

Wednesday 8/15
due: project 3—oral argument
in class we will: assess oral presentations

Thursday 8/16
due: portfolio presentations & concluding our class