UN2001, section 1—Fall 2006
Monday–Wednesday–Friday
8:05 a.m. – 8:55 a.m.
Walker Arts & Humanities Center, Room 108

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by appointment, and after class
Class email list: revisions1-1@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 (min. 5 tabs)

I reserve the right to revise the syllabus and/or course schedule to better serve student needs.
What is 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 effectively, 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 design compositions and texts so that they fit interesting, sometimes difficult, situations and audiences. Why? Because the ability to understand, participate in, and produce communication that is effective is highly valued today in both personal and public, and local as well as global spaces. This course is centered around student ability to communicate multi-modally, and requires the student to learn a complex process for understanding, analyzing, and creating texts in and for a variety of rhetorical situations, from a variety of sources, for a variety of audiences, and to 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 (cda*, 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 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.

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

You must complete all assignments to receive a passing grade in this course. There are three major projects, two smaller projects plus several reports and in- and out-of-class exercises. You are also required to prepare and give two oral presentations and keep a portfolio of all of your work (including drafts). Your final grade will depend on the work you do on the projects and presentations, your social practices (see below) and your final portfolio.

points distribution

| project 1 | 170 points | 1000-940 | A |
| project 2 | 170 points | 939-880 | AB |
| project 3 | 170 points | 879-820 | B |
| smaller projects | 170 points | 819-760 | BC |
| social practices | 120 points | 759-700 | C |
| presentations | 100 points | 699-649 | CD |
| portfolio | 100 points | 639-580 | D |
| total | 1000 points | 579-0 | F |

points to grade conversion

| 1000-940 | A |
| 939-880 | AB |
| 879-820 | B |
| 819-760 | BC |
| 759-700 | C |
| 699-649 | CD |
| 639-580 | D |
| 579-0 | F |
I see three large projects listed grading section, but what is included in the "smaller projects plus" requirement?

Throughout the semester you'll be required to submit several short (2-3 page) rhetorical analysis reports, a number of smaller in-class and out-of-class exercises, and complete two smaller projects in addition to the three major projects. All assigned work is designed to draw on the readings in the textbook, require that you work through stages of rhetorical analysis, and build on the exercises that precede it.

How can I earn social practices points?

The social practices grade will reflect your contributions to class discussions, peer review activities, group exercises, email assignments, etc.—basically, all in-class activities. Needless to say, if you are not in class, you are not participating—so attendance as well as participation are reflected here. Brief, handwritten, write-ups of in-class work are also included in this portion of the grade.

What about the portfolio? What's that?

A portfolio of the work you did for this class is required 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. You will be required to compose and include a reflective letter describing your understanding of the course goals, the major assignments, and to reflect on the value of the class to your general education and to your learning about multimodal communication. I encourage you to suggest improvements to the course in the letter. The assessment is anonymous, so all work included in the portfolio must have your name, instructor's name, and the course section identifiers removed. Once your portfolio is graded, I will be submitting it to the department as part of the overall assessment of UN2001.

Your portfolio will be graded. This means you'll need to attach your name so I can credit you your earned points, but so I can remove it easily. Your portfolio should be identified only as "UN2001: Revisions: Oral, Written, and Visual Communication," "UN2001: Revisions," or "UN2001."

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. An assignment sheet and all of the work you did for the assignment must be included, and it's much easier to keep it up to date, than it is to recreate work that was lost or saved-over as you revised your drafts. I will meet with each of you individually during the semester, and will require you to bring your portfolio-in-progress.

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

How will I 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 can 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 are welcome to work on topics that interest you, projects will vary greatly. Project points are awarded based on criteria consistent with the goals of the project (these will be known to you through use of rubrics and this syllabus) 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, call my office, email, or 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 turn in late work?

Late assignments will affect your ability to participate in class. We will have frequent in-class exercises that require you to have your assignment with you the day it is due, so bring a typed draft even if you are not completely finished. Have enough done so your peers can understand where you're going with it so they can give useful feedback. Taking a day or two to complete your work after the class exercise is acceptable, but it must be turned in within one week after the due date to be eligible for points. 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 and need a revised timetable.

Can I submit my work in digital formats?

Your writing should be composed on a computer using software available to you in your designated computer lab (or on your own computer with your software). Print out a copy to hand in (and remember to print one copy with your name deleted for your portfolio). Project work done by hand such as hand-drawn sketches to develop ideas, collages of mixed media as finished projects, etc., are acceptable when integral to your finished project. If your project requires unconventional media, that's great! Let's figure out a way, when you get started, to include all stages of it in your portfolio. I encourage you to think creatively and use a variety of media. Whichever you use, your final projects should be work you can be proud of.

I will accept emailed PDFs of your assignment(s) until midnight the day it is due, and ask that you use the following convention for naming your file(s): YOUR_LASTNAME_assignment.pdf (example: KERANEN_project1.pdf) I'm flexible on what you call the project as along as it is clear who it belongs to and what assignment it is. You and I are both busy, and neither of us has time to hunt for vaguely named files.

Is there someplace 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. I will give 10 extra-credit points to anyone who takes an assignment to the Writing Center for coaching and submits a written statement describing what you learned about the services provided, the resources available at the Center, and how your writing could be improved if you used the Writing Center regularly. Submit your "Walk-Ins" visit slip with your statement.
I reserve the right to revise the syllabus and/or course schedule to better serve student needs.
NOTE: the textbook—compose, design, advocate: a rhetoric for integrating written, visual, and oral communication is abbreviated to cda in the course schedule.

Situating yourself in the discussion

Wk 1—Introduction to Revisions: Oral, Written, and Visual Communication

Monday 9/4 Labor Day, semester starts Tuesday, September 5

Wednesday 9/6 Welcome to Revisions—introductions

Friday 9/8 read for today: syllabus & pages 1–16 of cda
in class we will: discuss the reading assignment

Wk 2 Monday 9/11 read for today: introduction to section 1 in cda, pages 17-22 of cda
in class we will: discuss your interesting composition choices
assignment due today: 1 PAGE "INTERESTING COMPOSITION" NARRATIVE

Wednesday 9/13 read for today: chapter 1 of cda, pages 23–30
in class we will: practice "what we learned," and discuss rhetorical

Friday 9/15 read for today: chapter 2 of cda, pages 33–54
in class we will: discuss the reading assignment
assignment due today: "1000 WORDS" RESPONSE PAPER

Project 1: Designing compositions that advocate

You will design a composition that makes a visual argument advocating something of interest to you. The topic is of your choosing (political/governmental, cultural & social, family & family planning, ethical issues such as capital punishment, etc.). An assignment sheet will be provided with additional information and expectations for this project.

Wk 3 Monday 9/18 read for today: chapter 3 of cda, pages 57–77
in class we will: discuss the reading assignment and project 1

Wednesday 9/20 read for today: chapter 4 of cda, pages 79-96
in class we will: discuss the reading assignment and starting project 1
assignment due today: WRITE OUT SENSE OF PURPOSE AND AUDIENCE FOR PROJECT 1

Friday 9/22 read for today: in chapter 4 of cda, pages 97-106, and in chapter 5 of cda, pages 108–115,
in class we will: discuss the reading assignment

Wk 4 Monday 9/25 read for today: and in chapter 9 of cda, pages 263-278
in class we will: peer-review of drafts
assignment due today: BRING IN A ROUGH DRAFT (MOCK-UP) OF YOUR PROJECT

Wednesday 9/27 read for today: in chapter 9 of cda, pages 279-312
in class we will: discuss the reading assignment

Friday 9/29 read for today: chapter 10 of cda, pages 329-346
in class we will: discuss the reading assignment
assignment due today: WRITTEN DESIGN PLAN AND REVISED DRAFT FOR PROJECT 1
Wk 5  Monday 10/2  read for today:  no new reading 
   in class we will:  develop a rubric for project 1 and discuss presentations  
Wednesday 10/4  read for today:  no new reading 
   in class we will:  presentations and peer reviews of Project 1  
Friday 10/6  read for today:  no new reading 
   in class we will:  presentations and peer reviews of Project 1 
   assignment due today:  PROJECT 1  

Wk 6  Monday 10/9  no class this week:  individual scheduled conferences, bring portfolio-in-progress  
Wednesday 10/11  read for this week:  in chapter 5 of cda, pages 133-140, “The Partly Cloudy Patriot” 
Friday 10/13  assignment due at your conference:  RHETORICAL ANALYSIS OF “THE PARTLY CLOUDY PATRIOT”  

Project 2: Persuading others to act  
You will compose a multimodal project to inform a variety of audiences about a cause of interest to you. Consideration will be given to ethical implications of a communicator’s choices as well as communicating in local as well as global spaces. A 5-minute formal presentation will be required (half of the class will present this project, and the other half will present project 3—sign-up in week 5). An assignment sheet will be provided with additional information and expectations for this project.  

Wk 7  Monday 10/16  read for today:  introduction to section 3 of cda, pages 315-326 
   in class we will:  discuss the reading assignment  
Wednesday 10/18  read for today:  in chapter 5 of cda, page 142  
   in class we will:  viewing of “Yes Men”  
Friday 10/20  read for today:  no new reading 
   in class we will:  peer review project ideas 
   assignment due today:  BRING IN TWO-THREE PROJECT IDEAS  

Wk 8  Monday 10/23  read for today:  no new reading  
   in class we will:  peer review of design plans and rough drafts  
   assignment due today:  BRING IN DESIGN PLAN AND MOCK-UP OF YOUR PROJECT  
Wednesday 10/25  read for today:  in chapter 15 of cda, page 509-531  
   in class we will:  discuss the reading assignment  
   assignment due today:  RHETORICAL ANALYSIS OF “COMMON SCENTS” OR “THE VEIL” (choose one)  
Friday 10/27  read for today:  review page 104  
   in class we will:  develop rubric for project 2  

Wk 9  Monday 10/30  read for today:  no new reading 
   in class we will:  work day, no class today, but I will be in my office if you want to discuss your project or progress to date  
Wednesday 11/1  read for today:  no new reading  
   in class we will:  presentations and peer reviews of Project 1  
Friday 11/3  read for today:  no new reading 
   in class we will:  presentations and peer reviews of Project 1 
   assignment due today:  PROJECT 2
**Project 3: Analyzing society’s public texts**

You will select, analyze, and do related research of a mixed written, oral, and/or visual composition that makes an argument. Your work will be presented in a formal 7-10-page research paper that includes an annotated bibliography of your sources. Because the composition is of your choosing, this should be an interesting and challenging project in which you utilize what you’ve been learning in Revisions this semester. A 5-minute formal presentation will be required (anyone who did not present project 2). An assignment sheet will be provided with additional information and expectations for this project.

**Wk 10 Monday 11/6**  
**read for today:** chapter 6 of cda, pages 143-153  
in class we will: discuss the reading assignment, and IN-CLASS PROJECT  
**assignment due today:** bring a list of ideas for project 3

**Wednesday 11/8**  
**read for today:** chapter 6 of cda, pages 154-176  
in class we will: discuss the reading assignment

**Friday 11/10**  
**read for today:** no new reading  
in class we will: peer review project ideas  
**assignment due today:** BRING IN DRAFT OF YOUR DESIGN PLAN (1 PAGE)

**Wk 11 Monday 11/13**  
**read for today:** chapter 11 of cda, pages 347-379  
in class we will: discuss the reading assignment

**Wednesday 11/15**  
**read for today:** chapter 8 of cda, pages 223-260  
in class we will: viewing of president’s speech, and IN-CLASS PROJECT

**Friday 11/17**  
**read for today:** no new reading  
in class we will: work on portfolios  
**assignment due today:** REVISED DESIGN PLAN AND FIRST DRAFT OF PAPER  
**11/17-11/27**  
**THANKSGIVING RECESS BEGINS AT 10:00 P.M. FRIDAY, 11/17

**Wk 12 Monday 11/27**  
**read for today:** no new reading, but bring in an image that makes an argument  
in class we will: 2-minute informal presentations on found images

**Wednesday 11/29**  
**read for today:** chapter 14 of cda, pages 427-465  
in class we will: discuss the reading assignment  
**assignment due today:** RHETORICAL ANALYSIS OF “THE PERIODIC TABLE” OR “HIGHER EDUCATION” (choose one)

**Friday 12/1**  
**read for today:** no new reading  
in class we will: discuss citations and annotated bibliography

**Wk 13 Monday 12/4**  
**read for today:** no new reading  
in class we will: presentations and peer reviews of Project 3

**Wednesday 12/6**  
**read for today:** no new reading  
in class we will: presentations and peer reviews of Project 3  
**assignment due today:** PROJECT 3

**Friday 12/8**  
**read for today:** no new reading  
in class we will: discuss final project, discuss final revision of semester’s work

**Writing a cover letter**

**Wk 14 Monday 12/11**  
**read for today:** visit and analyze career center web site, www.careercenter.mtu.edu  
in class we will: peer review of cover letters

**Wednesday 12/13**  
**read for today:** no new reading  
in class we will: course evaluations

**Friday 12/15**  
PORTFOLIOS DUE