Just the facts...

- Class meets Tuesdays and Thursdays from 8:05 AM to 9:20 AM
- Class meets in Walker 144
- Your instructor is Casey J Rudkin
  - Office location: 312 Walker (but I can also be found in the CCLI Lab)
  - Office hours: Monday 12:00 PM to 3:00 PM
  - Office phone number: 487-3235
  - Home phone number: 337-1546 (never before 10 AM and never after 10 PM)
  - Campus e-mail: casey@mtu.edu
    Note: Please e-mail me ONLY from your MTU account. I don't want to see e-mails from hottie@yahoo.com or learn anything too personal about you, if you know what I mean. Also, when you send attachments, I will only accept them named in the following format: Lastname_Section_assignment.extension I am good with .doc and .pdf and a few other formats, but check with me if it's a weird one.
  - I check my e-mail at least once a day - give me 24 hours to respond
  - Official Casey's Revisions website: http://www.hu.mtu.edu/~casey/
- Textbook: Wysocki, Anne F. & Dennis A. Lynch – *compose/design/advocate: a rhetoric for integrating written, visual, and oral communication*
- Materials:
  - Pens and pencils
  - Notebook
  - 8 ½ x 11 3-ring binder with clear cover
  - set of 8 tabs for the binder
  - access to a computer (at least the CCLI)
  - other materials as needed

Course Description & Goals

During this Revisions course, students will...

- Learn a rhetorical process for analyzing and producing texts using written, visual, and oral communication.
- Understand how the audience and purpose in any communication situation shape effective communication.
- Analyze and produce a range of (mixed) written, visual, and oral texts in a range of genres.
- Learn how processes of reflection and invention are useful in developing communication.
- Acquire extensive practice in revising written, visual, and oral communication.
- Acquire strategies for testing and assessing their communications.
- Work both alone and collaboratively in learning and communicating.
- Learn how to conduct, communicate, and document research for a substantive piece of argumentative communication.
On the issues they research, seek out multiple points of view in order to learn how their own positions fit within wider contexts.

- 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.
- Discuss and analyze the ethical implications of a communicator's choices in a text.

Course Overview

This is a General Education requirement, and it is in the course schedule to help you broaden your worldview. "But why," you may ask, "would I want to do that?" This semester, I'll show you.

Communication is everywhere, and you've been using it your whole life. This is one of the most important courses you will take at Michigan Tech because it is one of the few required communication classes. Superior communication will carry you farther in this world than almost anything else you can learn. I heard a great saying last year: "Engineers who can't communicate effectively wind up working for those who can."

You have to ask yourself at the start of this course — "Which of those types of people do I want to be?" I know you can already communicate, but I want to help you to do it better.

The Fine Print...

A Note About Assignment Structures

Several of your assignments in this course require you to work through multiple drafts, steps and revisions. I will only accept work that develops out of these processes. In other words, don't throw me a curve ball; you may not change your subject or your scope late in the game.

Seventy Words About Your Final Portfolio

This course cumulates in a final portfolio, a project to showcase your best work of the semester. Because of the nature of this beast, you MUST save ALL of your drafts, assignments, peer reviews, group work, notes, papers, etc. You will be using all of these materials to compose your final portfolio. Missing information can result in a redundancy of your efforts, a lower grade or worse (use your imagination).

Pet Peeves & Other Important Stuff

I have an electronics policy of which you really need to be aware. I do not permit cell phones in my class — ditto for Blackberries, pagers, radios, TVs, PSPs, laptops or any other electronics you may possess that I haven't even heard of yet. If an electronic item beeps, buzzes, whirs, sings, or chirps, you will be marked absent for the day; I will assume you were paying attention to it, as opposed to the class. If you have an emergency, and your electronic device HAS to be on, please talk to me before class begins. I instituted this rule to make it easier for all of us to communicate in the classroom.

Second, please do not wear hats or sunglasses to class. It is distracting when I cannot see your eyes. Eye to eye contact is very important in communication, and I want a lot of it during this course. Besides that, I was raised in the era of dinosaurs and not wearing hats indoors. Humor me.

MTU's Policy on Academic Integrity

Plagiarism and cheating are serious academic offenses. They are defined 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. Plagiarism and cheating are not only dishonest but also cheat you out of learning, the prime reason you are here. If you ever have questions about this issue, please talk with me or consult a coach in the Writing Center (487-2007).

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, Dean of Students (gbmelton@mtu.edu or 487-2212). For other concerns about discrimination, you may contact your advisor, department chair or the Affirmative Action Office (487-3310).
Safe Place

Safe Place's Mission Statement is: "The GLBT Safe Place Program strives to reduce homophobia and heterosexism on Michigan Tech's campus. Through education, advocacy, and awareness, the program contributes to an open campus climate that is safe and accepting to all members of the University community" (from www.safeplace.mtu.edu). I am a proud member of Safe Place.
Grading Policy

I base your grade in my course on a 1000-point system. Remember, you must complete all assignments to receive a passing grade in this course. Expect the basic breakdown to look like this:

- 100 points for active class participation
- 100 points for homework and in-class assignments
- 25 points for the Communication Medium assignment
- 75 points for Major Communication Style project
- 200 points for Visual Analysis project
- 200 points for the Podcasting project
- 200 points for the Research project
- 100 points for the Portfolio

Most majors require you to get a C or better to pass. You can expect a grade breakdown to look something like this:

A  935-1000 points
AB  865-934 points
B  795-864 points
BC  725-794 points
C  665-724 points
CD  595-664 points
D  540-594 points
F  you really don’t want to go here...

Attendance Policy

Be aware that students are permitted to miss three (3) classes per semester, unexcused; subsequent absences will negatively affect your grade. Documented, excused absences will be dealt with on a case-by-case basis. This policy is in effect because, as this is a course on communication, you will need to be present to pick up the nuances of terminology, the applications for the coursework and class discussion. I strive to provide a rich environment for learning, a place full of possibilities. All I ask is that you attend, so you can add your valuable and unique perspective to the discourse. Because arriving late disrupts the class, three (3) tardies will add up to one full unexcused absence. If I have to stop class when you enter, or back up in any way to include you in the conversation, it will be considered a tardy.
Course Schedule

Let me begin with the following caveat: I reserve the right to revise the syllabus and/or course schedule to better serve student needs. Ideally, things will go smoothly, but we all know things happen and conditions change. In the event I need to make a revision, I will give you as much notice as I possibly can.

<table>
<thead>
<tr>
<th>Week</th>
<th>Tuesday</th>
<th>Thursday</th>
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| 9/5  | Intro to class  
Assign “Syllabus homework”  
*Read cda 17-22, 33-56*  
Define key terms | 9/7  
“Syllabus Homework” due  
Key Terms due  
Discuss terminology  
Assign “Medium” |
| 2  | "Medium" due  
Assign Major Communication Style  
(Annotated Bib)  
Talking the talk (clip from Dragons)  
*Read cda 256-258*  
(Wednesday 9/13 – last day to drop with refund) | 9/14  
Annotated Bib proposal due  
Assign Analyzing Written Text homework  
*Read cda 111-115, 133, 173-174*  
| 3  | Talk Like a Pirate Day  
Discuss essays | 9/21  
Watch The Yes Men  
Assign The Yes Men questions – see website  
(Friday 9/22 – last day to drop without a grade appearing on your transcripts – no refund) |
| 4  | Annotated Bib rough draft due  
Discuss drafts  
**The Yes Men questions due**  
Read “Birth of a Hoax” (PDF on website) | 9/28  
Discuss “Hoax”  
*Read cda 33-55 (Design Plans)* |
| 5  | Annotated Bib final due  
Assign Research Project  
Citation policies and Wikipedia  
Discuss Design Plans | 10/5  
Annotated Bib reflection due  
Research Proposal due |
| 6  | Research Design Plan due  
Schedule conferences | 10/10  
Conferences  
No class, see me for 20 minutes this week. |
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<tr>
<th>Week</th>
<th>Tuesday</th>
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<tr>
<td>7</td>
<td>Research</td>
<td>10/19</td>
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<td>Research Rough Draft due</td>
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<td>Discuss drafts</td>
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<tr>
<td>8</td>
<td>Research</td>
<td>10/26</td>
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<td>Begin Visual Rhetoric</td>
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<td>10/24 Final Research Paper Due</td>
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<td>Discuss Visual Rhetoric</td>
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<td></td>
<td><em>Read cda 80-86</em></td>
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<td>(Monday 10/23 – Mid-Term grades available)</td>
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<td>9</td>
<td>Visual Rhetoric</td>
<td>11/2</td>
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<td>10/31 “Common Scents” due</td>
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<td>Discuss “Common Scents”</td>
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<td><em>Read cda 263-265, 268, 270-313</em></td>
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<td>(Monday 10/30 Spring Semester Registration begins – goes through Sunday 11/12)</td>
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<td>10</td>
<td>Visual Rhetoric</td>
<td>11/9</td>
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<td>11/7 Visual Analysis of Historical Flag final due</td>
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<td>Discuss visual strategies (305-313)</td>
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<td>11</td>
<td>Oral Rhetoric</td>
<td>11/16</td>
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<td>11/14 Visual Analysis of Your Flag due (Tentative: Guest Speaker)</td>
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<td>CCLI time</td>
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<td>- get familiar with Audacity</td>
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<td>12</td>
<td>Oral Rhetoric</td>
<td>11/30</td>
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<td>11/28 Revised Design Plan Due</td>
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<td>CCLI time</td>
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<td>13</td>
<td>Oral Rhetoric</td>
<td>12/7</td>
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<td>12/5 CCLI time</td>
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<td>14</td>
<td>Oral Rhetoric</td>
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<td>12/12 Podcast Reflection due</td>
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<td>12/14 Letter to Next Class due</td>
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