Instructor: Nat Gbessagee (Pronounced “Bay-say-gee”)  
Office & Hours: Walker 142 -- M/W 2:15 pm-3:15 pm  
Class Times: Walker 108—M/W/F 4:05 p.m.-4:55 p.m.  
Phone & Email: 906-487-3257 and nggbessa@mtu.edu

Welcome to UN2001—Revisions: Oral, Written, and Visual Communication! In UN2001 students will undertake the rhetorical analyses of text, graphic, and oral or visual presentation from a variety of communication situations, with the overall goal of improving their oral, visual, and written communication skills through self-discovery and practice learning or experimentation.

Course Goals
By the end of this course, you (each student) should be able to:
• Acquire advanced writing, editing, revision, and presentation skills necessary for effective communication and success at the college level and beyond.
• Appreciate the dynamics of academic collaboration in a cross-cultural setting.
• Demonstrate a keen understanding of the ethical and social implications of written, oral, and visual communication.
• Demonstrate through practice a clear understanding of audience analysis, and how an individual audience impacts written, oral, and visual communication.
• Develop appropriate academic research writing skills using library and online sources.
• Identify and develop a rhetorical context for each piece of written, oral, or visual communication.

Course Projects
• A 2 to 3-page (500-750 words) autobiographical essay highlighting your strengths and weaknesses as a communicator, with particular emphasis on how UN2001 might assist you in improving the weaknesses you have identified.
• A documentary photography book on topic that interests you.
• A 7 to 10-page documented essay (research paper) on a similar topic as your photography project.
• Two rhetorical analyses, design plans, and production of other shorter texts.
• A 5-minute oral presentation on your research project.
• Academic portfolio of your best polished works (we’ll discuss what goes into the portfolio, so YOU NEED TO KEEP ALL YOUR WORK for the course).

Required Materials:
• A three-ring binder for end of semester portfolio of writing samples, and a second folder for keeping all your work.

Course Grading:
• Final course grade will be awarded on the basis of the total average obtained after successful completion of ALL COURSE PROJECTS AND RELATED ASSIGNMENTS, as well as class attendance and participation as follows:
  • autobiographical essay = 10%
  • documentary photography book = 20%
  • documented essay (research paper) = 20%
  • two rhetorical analyses = 10%
  • design plans and other shorter texts = 10%
  • oral presentation =10%
  • academic portfolio = 10%
  • class participation = 10%
Late Work Policy:
- All class projects must be completed and submitted on time, as no late work will be accepted in the absence of verifiable written documentation from the Office of the Dean of Students Affairs.

Course Policies:
- You (each student) must strive to attend all class sessions and be punctual because regular class attendance weighs heavily in favor of your successful academic performance and standing (you may, however, miss two class sessions without penalty).
- You are responsible for taking accurate notes in class and doing all assigned class projects on time, even if class is missed because of late registration, illness, or any other factor.
- You are expected to do independent work in class, except when working in pairs or as a group.
- Repeated lateness for class or failure to turn in class assignments on time will affect your grade.
- All written assignments must be formatted in a documentation style of interest to you (we will talk about this in class).

Classroom Policy:
- You must turn off your cell phone or keep it in vibrate mode while in class.
- Active class participation of all of you is encouraged, so we need to respect each other in class.

Special Notes and MTU Academic and Discrimination Policies

Special Note:
Course syllabus is subject to adjustments at anytime to facilitate active student learning.

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 handling in papers written by students for other classes or purchasing academic papers. Plagiarism and cheating not only are dishonest but cheat you out of learning, the prime reason you are here. If you ever have questions about this issue, please talk with your instructor or consult a coach in the Writing Center (7-2007)."

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, Associate Dean of Students (7-2212). For other concern about discrimination, you may contact your advisor, department chair, or the Affirmative Action Office (7-3310)."
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<tr>
<th>Date</th>
<th>Daily Class Activity</th>
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<td><strong>Week 1</strong></td>
<td><strong>Introduction</strong></td>
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| 9/6 (Wed)  | General introduction and overview of course  
Group Activity: “How you have been shaped as a communicator” (p. 13, cda)  
**Assignment1:** Read chapters 1 & 2 in cda and write an autobiographical essay about an event (or events) in your life that shaped your thinking as a communicator (see assignment sheet for details)  
**Assignment2:** Read the course syllabus handed out to you in class and write a response to it (see assignment sheet for details) |
| 9/8 (Fri)  | **K-Day Recess (9/8-9/10) — No Class Activity**                                                                                                      |
| **Week 2** | **Rhetoric as a tool for analyzing Oral, Written, and Visual Communication**                                                                          |
| 9/11 (Mon) | Exchange of autobiographical essays for class discussion and feedback; discussion of syllabus and student comments  
**Assignment:** Read “Native education boosted by presence of elders” (cda, p. 404-405) and summarize text in your own words using rhetorical analysis tips on p. 320-322 of cda |
| 9/13 (Wed) | Discussion of context, purpose, and audience from article on native education; begin writing a rhetorical analysis of 2-5 pages on “native education boosted by presence of elders”  
**Assignment:** Read chapter 10 of cda and write a summary identifying the context, purpose, and audience for each of the two posters on p. 335. (see p. 331-332 for useful tips on the kinds of questions you could ask yourself in the analysis process); bring a favorite postcard, poster, or picture to class on Friday for analysis |
| 9/15 (Fri) | (Autobiographical essay due). Analyzing posters (selected posters from book and home)  
**Assignment:** Read chapter 11 of cda (Analyzing documentary photography) for next class and summarize in your own words what documentary photography is and what it is generally used for |
| **Week 3** | **Selecting photographs for rhetorical analysis**                                                                                                       |
| 9/18 (Mon) | (Rhetorical Analysis #1 Due) Discussion of first part (p.347-370) of chapter 11  
**Assignment:** do exercise “plan and write” on lower left corner of p. 370 |
| 9/20 (Wed) | More discussion of documentary photography (p. 371-379 of cda)  
**Assignment:** Re-read chapter 2 on statement of purpose and all of chapter 3. Write a statement of purpose for your documentary photography project |
| 9/22 (Fri) | Workshop on statement of purpose and photography project details  
**Assignment:** Read chapter 9—especially p. 320-326—for next class on Monday, and do exercise on p. 269 of cda—“Observe, then write.” |
| **Week 4** | **Visual modes of communication (chapter 9)—pathos of type, color in photography, etc.**                                                               |
| 9/25 (Mon) | Visual modes of communication (chapter 9)—pathos of type, color in photography, etc.  
**Assignment:** draft a design plan from your statement of purpose for the photography project and bring a copy to next class  
**Assignment1:** Finish your design plan (see sample design plan with explanation on p. 52 and “design plan for a poster” on p. 106—start thinking on ways to implement your design plan; bring to class on Monday both your finished design plan and photographs for documentary project  
**Assignment2:** Review the form on p. 104 of cda and add to it to develop a rubric in class for evaluating your final photography project |
| 9/27 (Wed) | Discussion and feedback on your design plan  
**Assignment1:** Finish your design plan (see sample design plan with explanation on p. 52 and "design plan for a poster" on p. 106—start thinking on ways to implement your design plan, bring to class on Monday both your finished design plan and photographs for documentary project  
**Assignment2:** Review the form on p. 104 of cda and add to it to develop a rubric in class for evaluating your final photography project |
<p>| 9/29 (Fri) | <strong>Homecoming Recess— No Class Activity</strong>                                                                                                             |</p>
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<th>Week 5</th>
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| 10/2 (Mon) | Workshop on photography project—revisiting design plan; photograph selection and arrangement, and finalizing rubric for final photography project  
| 10/4 (Wed) | Draft of photography project due; considering strategies for your photography project; peer review of photography project draft using rubric generated in class  
| 10/6 (Fri) | Write a 2 to 3-page essay about your reflection on what you learned from developing the photography book (explain how you chose your purpose, context, audience, and strategies)  
**Assignment:** Complete photography book for submission on Monday; read “pathos in writing” (p. 209-210, cda) and answer bulleted questions under “analyzing pathos” (p. 210).  

| Week 6 | Academic Research Writing  
| --- |  
| 10/9 (Mon) | Final photography book due; peer review of draft of reflective essay; discuss answers from “analyzing pathos” exercise  
**Assignment:** Read chapter 6, “researching for advocacy and argument” of cda; take particular note of p. 152-154 and be prepared to explain which research sources you use most often and why.  
| 10/11 (Wed) | Reflective essay on photography project due; rudiments of academic research writing (p. 146; 152; 154-158 of cda)  
**Assignment:** Read about “research questions” (p. 146-150) of cda and make a list of research questions for your research project; read “ethos, logos, and pathos as writing strategies” (p.191-212)  
| 10/13 (Fri) | More discussion on academic research writing and group activity on research questions  
**Assignment:** Read research article “a design plan for my research paper” (p.161-162), and write 2 or more paragraphs in answer to the questions under “discuss with others” (p. 162); write a design plan for your research paper using the five steps on page 52  

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| 10/16 (Mon) | Peer review of the design plan created for your research paper and discussion on “how do you compose” (p. 62-66)  
**Assignment:** Read about sense of purpose/statement of purpose, context, and audience (p. 67-76)  
| 10/18 (Wed) | Workshop on statement of purpose and structure for your research paper; style guide, and handout on annotated bibliography  
**Assignment:** Prepare an annotated bibliography of ten references for your research project and bring rough draft to next class; continue with writing your research paper  
| 10/20 (Fri) | Workshop on annotated bibliography, citation (in-text; works cited), and rubrics for evaluating research paper (p. 220; 173-174)  
**Assignment:** Read “smaller arguments to use for building larger arguments” (p.201-205) and do exercise “analyzing transitions” on p. 205  

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| 10/23 (Mon) | More discussion on citation and complete draft of annotated bibliography; writing the introduction and conclusion of academic research papers  
**Assignment:** Read “building ethos in introductions to written compositions” (p.194-195), along with the example introductions on p. 196-197 and begin writing the introduction for your research paper; read “writing conclusions” p. 211 along with the conclusion to President Bush’s 9/11 speech on p. 242-243, and make a list of some strategies for effective conclusions.  
| 10/25 (Wed) | Discussing strategies for conclusions; analyzing essays and speeches rhetorically  
**Assignment:** Find the audio recording and text of President Bush’s 9/11 speech on the internet. Listen to the audio recording of the speech and note your impressions on a piece of paper. Bring the text of the speech to next class for discussion  
| 10/27 (Fri) | Rhetorical analysis of Pres. Bush’s 9/11 speech; begin writing a 2 to 5-page rhetorical analysis of
the 9/11 speech. Complete draft of your research paper and bring a copy to class on Monday

| Week 9 | 10/30 (Mon) | (First draft of research paper due) Peer Review on research paper draft; Use "qualities of polished research writing" (p. 173-174) as rubric in evaluating your own research paper draft and drafts of your classmates  
**Assignment:** Read proofreading and editing (p. 213-215) |
| --- | --- | --- |
|  | 11/1 (Wed) | Proofreading, editing, and revising your research paper  
**Assignment:** Read and compare Andrew's first research paper draft (p. 164) with Andrew's final draft (p. 168-171) as guide for revising your research papers |
|  | 11/3 (Fri) | (Revised draft of research paper due); peer review of draft of rhetorical analysis of 9/11 speech  
**Assignment:** Read "Inviting Transformation" (p. 234-237) and explain in 1 or 2 paragraphs what you understand by presentation, speaking, and transformation |

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<th>Understanding Oral or Visual Communication</th>
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|  | 11/6 (Mon) | Group discussion of "inviting transformation" and 2nd rhetorical analysis piece  
**Assignment:** Read chapter 8 of eda (about oral modes of communication) and do exercise on p. 229—"analyzing the contexts of speaking" |
|  | 11/8 (Wed) | (2nd rhetorical analysis due); Part discussion on oral presentation and part open for discussion and feedback on progress of student research papers and other assignments and topics covered in class |
|  | 11/10 (Fri) | (Final Research Paper Due)—Reflection (write a 1 to 2-page reflective essay on the writing processes you experienced while working on the research paper; re-read chapter 8 |

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<th>Thanksgiving Recess (11/20-11/23)—No Class Activity</th>
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