Revisions: Oral, Written, & Visual Communication

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UN2001, Section R19, Fall 2008
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Required Materials

1. Textbooks

   This text, referred to as cda, will be our guide throughout the semester. You will be asked to read and reflect upon certain chapters and selections for in-class discussion and group activities (see attached course outline). You should plan on obtaining a copy immediately, if you have not already done so.


2. Binder
You need to purchase a hard-cover binder with tab dividers. This will hold all of your work throughout the semester, including all drafts and steps toward the final product.

Course Description: One of four core classes required of all students by the University’s General Education Curriculum, Revisions is designed to help you develop and strengthen your communication skills and understanding. We will examine and design oral, written, & visual texts to gain insight into productive communication for differing contexts and audiences.

Course Objectives: Throughout the course of this semester, you will learn how to: write a statement of purpose and design plan; identify the context and audience of a communication; determine the best medium to use; arrange ideas and concepts in the most persuasive and effective sequence; and develop strategies to achieve your communication goals while working independently and/or collaboratively.

Assignments and What to Expect: You must complete all assignments to receive a passing grade in this course. We will divide this course into three separate, yet related, assignment sequences. You are expected to carry the knowledge gleaned from the first sequence into the subsequent sequences and so on. These assignments will require you to step through multiple drafts and revisions, which are built into the assignment sequences. I will only accept final work that has developed out of those drafts. Basically, you cannot suddenly change topics or approaches as the final due date nears. I need to see the process that leads up to the final project. *SAVE ALL DRAFTS IN YOUR BINDER AS WE GO! DO NOT SAVE OVER YOUR WORK!*
Assignment Point Values:
Attendance/Participation = 135 points
Syllabus Questionnaire = 10 points
Communication Narrative = 50 points
Preliminary Research Guide = 10 points
Answers to Topic Questions = 10 points
One supported argument paper = 100 points
Annotated Bibliography Draft = 15 points
Final Annotated Bibliography = 35 points
Draft of supported argument paper = 50 points
Peer Review = 10 points extra per review day (70 poss)
Two rhetorical analyses = 50 points each
Multimedia Project Proposal = 15 points
Multimedia Project Design Plan = 50 points
Multimedia Project = 200 points
Final Portfolio = 100 points

Grading Scale:
Grades are based on a 1000-point system:
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 less than 540 points

Attendance and Participation: As you can see from the above grade breakdown, attendance and participation are worth 135 overall points. Because this class relies so heavily on discussion, group work, and in-class activities, I expect active participation; therefore, showing up and participating earns you 5 points per class. Failing to participate (either through active listening or joining the discussion) will reduce your grade. Arriving late disrupts the class and will reduce your grade by 1 point for every 2 minutes that you are late. Also, if you are sleeping in class or doing homework for another class, I will consider you absent for the day.

Final Portfolio: Specific portfolio requirements will be handed out at a later time, but you MUST save all of your drafts, assignments, peer reviews, group work, notes, etc. composed throughout the semester. You will be using these materials to complete the final portfolio. Also, please make 2 copies of final assignments: one to hand in to me for a grade, and another clean copy without your name and class information to put immediately into your binder. Final portfolios can have no identifying marks on them, so before turning in an assignment, you must remember to print out an extra copy THAT HAS NO IDENTIFYING INFORMATION ON IT and place it in your binder.

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 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 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 the Dean of Students 487-2212. For other concerns about discrimination, you may contact your advisor, department chair, or the Affirmative Action Office at 487-3310.
Course Schedule:
Although I reserve the right to revise the syllabus and/or course schedule to better serve student needs, the following schedule will be used during the semester to accomplish our goals:

Week One:
9/2: What is communication? What is this class about? What interests you? Develop classroom policies and theme for course. Also, if there is time: discuss communication narrative expectations. For next class: Thoroughly read this syllabus and find the syllabus questionnaire on my website. Print out the syllabus questionnaire, answer the questions, and bring the completed handout with you to our next class. Also, get acquainted with cda by skimming over p. 2-107.
9/4: Review syllabus questionnaire, continue discussion & review rubric/expectations for communication narratives. For next class: Create your communication narrative.

Week Two:
9/9: Communication Narrative Presentations. For next class: Think about what questions you might have that could be used in a supported argument paper -- a mysterious phenomenon or intriguing study could be useful points of departure. Introduce supported argument assignment. For next class: read p.143-176 in cda and begin thinking about and researching the possibilities for your supported argument paper.

Week Three:
9/16: In-class conferences on ideas. For next class: Complete the Preliminary Research Guide that is found under the Resources Page of my website.
9/18: Discuss paper expectations -- annotated bibliographies, works cited pages, in-paper citations, and format. Hold in-class conferences and use time for research. How is the project coming along? For next class: Check out “Advice for Entering Academic Conversations Guidelines and Tips” on the Resources page of my website and CONTINUE YOUR RESEARCH for the Supported Argument Paper.

Week Four:
9/23: Discuss Academic Conversations information, continue citation discussion and answer any questions that have arisen thus far. For next class meeting: Keep researching and begin writing your paper. Write down and bring the answer these questions: What is your main argument? How do you support that argument? What are the alternatives to your claim? How are you able to refute those alternatives?
9/25: More in-class discussion and conferences. For next class meeting: Write Rough Draft (at least 7 pages, double spaced) of your Supported Argument Paper and email your drafts to the class list by class time on Tuesday. Be sure to include your works cited page with your draft. Also, Complete a rough draft of your annotated bibliography and bring a hard copy to class on Tuesday.

Week Five:
9/30: Model peer reviews, provide guidelines for review, discuss REVISION. Begin in-class discussion of individual papers. For next class: read assigned classmates’ papers.
10/2: Continue peer feedback of individual papers. For next class: read assigned classmates’ papers.
Week Six:
10/7: More peer feedback. Just an FYI, this is also Career Day! For next class: read assigned classmates' papers.
10/9: More peer feedback. For next class: Finalize your supported argument paper.

Week Seven:
10/14: Collect Final Supported Argument Paper AND all steps in the process. Discuss multimedia presentations. For next class: Read p. 263-314 in cda and write a one-page proposal for a multimedia presentation topic (this can be based on the supported argument paper research you've just done). Also, print out, read, and bring to our next class meeting the "A Rhetoric Primer" from the UN2001 page of my website. Finally, Complete the "Before a Project" Reflection and bring to class on Tuesday.
10/16: No Class – Generate multimedia presentation ideas and do your assigned readings.

Week Eight:
10/21: Collect "Before a Project" Reflection. Discuss the Rhetoric Primer and cda readings on visual arguments. (Have quiz on readings if necessary.) Present your proposal idea and divide into groups for multimedia project. For next class: Read pages 329-346 in cda.
10/23: Do adbuster presentation to spark discussion. Discuss the rhetorical analysis of a visual assignment and begin multimedia presentation group work as time allows. For next class: complete rhetorical analysis of visual assignment (50 points) and read p.223-261 in cda.

Week Nine:
10/28: Discuss oral presentation component of multimedia project. Then, group conferences with me to discuss design plans and project ideas. For next class: Read pages 316-327 in cda and begin drafting your multimedia presentation design plan.
10/30: Discuss the rhetorical analysis of a speech assignment and specifics of design plan expectations. Continue working in groups. For next class: complete a rhetorical analysis of a speech (50 points).

Week Ten:
11/4: Media “lessons” in lab. Continue working in groups and familiarize yourselves with available technology. For next class: Find 5 more sources for project.
11/6: Discuss design plans and have in-class conferences with me to discuss project development. For next class: Finalize the design plan, including outline of project presentation. Also, complete the “During a Project” Reflection and bring to class on Tuesday.

Week Eleven:
11/11: Collect individual “During a Project” reflections. Also collect group design plans and continue in-class work on projects.
11/13: Discuss final reflective cover letter and continue in-class work on projects. For next class: bring rough portfolios to next class for discussion and organization.

Week Twelve:
11/18: Review Portfolio requirements, discuss final cover letter. For next class: Bring final cover letter draft IF you want my input before handing it in.
11/20: Continue in-class work on projects and answer any last minute questions.
Thanksgiving Recess: 11/25 & 11/27

Week Thirteen:
12/2: Reminder about final portfolio and due dates. Final day for in-class work on projects. For next class: finalize your presentations.
12/4: Presentation day

Week Fourteen:
12/9: Presentation Day
12/11: Presentation Day; Last day to turn in final portfolio.