America's involvement in Vietnam tore this country apart. In addition to all the problems caused by the war, an endless parade of serious social issues and traumatic events tore friends, families, and communities apart. Issues and events that inflicted physical, psychological, and emotional wounds on the hearts, souls, minds, and bodies of civilians and soldiers alike. Wounds that left visible and invisible scars. But life was not bad for everyone in this country during our involvement. By 1968, millions of Baby Boomers were coming of age and having the times of their lives in this country. Sadly, over twelve thousand Boomers were killed in Vietnam that year. At the same time, protesters here and abroad were peacefully or violently protesting the social and cultural structures and economic conditions that made such large disparities between the good times and the bad times in the U.S. and in the rest of the world possible....

To put this tumultuous period into a proper context, we are going to explore the lives of people who lived through our involvement in Vietnam, which took place from 19______ to 19______. We will begin the course by developing a context for this time period. From there, you will learn about some of the important events that took place in this country in 1968. You will learn about the lives of two soldiers who served together in Vietnam in 1968. You will explore the role that women played during the war, including such roles as nurses, American Red Cross workers, entertainers, military officers, clerical workers, and reporters. You will learn about other aspects of life in this country and the world during this time-period, including what one young American man did when he received his draft notice in the summer of 1968. You will also get a touch of the Vietnamese perspective. And, finally, you will explore the healing and heart-breaking roles that "The Wall" (otherwise known as the Vietnam Veterans Memorial) play in our lives today.

Required Texts:


A sturdy folder/binder - to hold your Journal Responses and all the other documents you will produce for this course. Note: Bring the pens, pencils, magic markers, crayons, etc. you like to write with to class so you can use them to write, draw, doodle in class. Important: Put everything you do for this course in it because this material will be used at the end of the semester.

Course Description:

This course is intended to help you develop and improve the college-level written, oral, and visual communication skills you will need to be successful in college and beyond. During the semester, you will interpret and interact with a variety of sources, including books, magazines, newspapers, documentaries, movies, television shows, and songs. An essential part of this interaction is your ability to determine the audience, purpose, context, and composition of the various media. You must also apply the same principles to the written, oral, and visual work that you produce for this course.

Course goals:

To be successful in college and beyond, you have to develop your college-level communication skills. (You also have to be reliable and have good people skills, too.) This means you have develop your college-level writing, speaking, and visual communication skills. To do this, you must also develop your college-level reading, thinking, listening, and seeing skills. The best way to do this is to use one consistent method. The heart of the communications method you will use in this course is based on the principles of Audience, Purpose, Context, and Composition (APCC).
To develop and improve your college-level communication skills, you must accomplish the following three goals:

Develop your college-level reading, writing, listening, thinking, speaking, and seeing skills.

Learn to determine and assess different contexts in order to decide which communication method is the most appropriate to communicate with a specific audience, for a specific purpose, in a specific context.

Improve your research skills to find information, evaluate its accuracy and trustworthiness, and use it.

To accomplish these goals, you and the class will explore the social and political issues that affected everyone during our involvement in Vietnam. As a part of this process, you will choose and research an important social and political issue of your choice from the Vietnam-era world that you will explore in an academic research paper.

Grading:

Participation: 50%

To develop and improve your college-level communication skills, you must use them on a regular basis. To accomplish this, you must participate in all class activities and fulfill all written assignments and requirements. Participating means reading all the assigned readings, writing all the required papers and responses, coming to class prepared, being an active member of the class, and regularly contributing to class discussions.

Attendance in this course is essential because a lot of the groundwork for the AAPC Method will be laid out and discussed in class on a structured, class-period by class-period basis during the entire term. As a result, missing more than a few class periods can and will affect your final grade. If you can not make it to class, please notify me - before class if possible. If you miss a class, you are responsible for making up the missed work, and for the missed class discussions.

IMPORTANT NOTE: Please do not jeopardize your safety by driving to class during inclement weather!

All assignments are due as listed on the syllabus. All major assignments that you turn in late will ultimately affect your final grade in this course. **Notes: You must complete ALL required assignments to receive a passing grade in this class. You must also send me, as soon as conveniently possible after you finishing reading this syllabus, a required email message informing me that you read it in its entirety. You also get Extra Credit for finding typos in my printed handouts and in all emails I send to you. You must show me the typo in the printed handout to get this credit. And you must respond to the email and point out the typo(s) in it, to receive this Extra Credit.

Written, Oral, Visual Work, and Presentations: 50%

To improve your college-level writing skills, you need to write. The same is true for improving all of your other communications skills - you need to use them. Therefore, 50% of your final grade in this course is based on ALL of your written work and visual productions (including your Journal Responses), and on your oral presentations and your oral participation in class discussions. I will discuss my grading policy in class. In addition to the major writing assignments, you must also write a Journal Response for EVERY reading assignment, EVERY video shown in class, and for EVERY class discussion. This means there are almost always multiple responses due every class period (even if I do not remember to ask for them). So, when in doubt, write. Responses can be either typed or hand-written. If you hand-write them, please make them legible. In all your responses, I want you to seriously think about what took place in the reading, video, and class discussion, and then tell me what you learned from it. This means you must do more than write a summary of it. Journal Reading Responses are due the day the
reading will be discussed in class. Journal Class Discussion and Video Responses are due the next class period. I will read, evaluate, and return all responses to you during the next class period if possible. I accept late responses — and thoughtful, well-written responses can partially make up for their being late. You can also write Journal Responses for Extra Credit.

Course Requirements:
At the end of the semester you will place the documents listed below in a required UN 2001 Portfolio. You may also make a number of formal and informal oral in-class presentations singularly and/or in small groups, and the appropriate material from them will be included in some form in your portfolio. You will be receiving these assignments (and explanations for them) in class. IMPORTANT NOTE: It is imperative that you save ALL the documents and material that you produce for this course so they can be included in your portfolio*.

| Reading and Writing Self-Assessment | Oral Presentation(s) |
| Source Analysis | PI Writing Assignment |
| Visual Analysis | Portfolio and Reflective Cover Letter |
| Research Paper (at least 2 drafts) | Research Paper Self-Assessment |

* The Course Requirements are not completely finalized, partially because I want to ascertain the class’s and your reading, writing, and thinking skills before I complete them.

MTU complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disability Act of 1990 (ADA). 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 (2212). For other concerns about discrimination, you may contact your advisor, department chair, or the Affirmative Action office (3310).

Academic integrity and honesty are central components of a student's education. Ethical conduct maintained in an academic context will be taken eventually into a student's professional career. Academic honesty is essential to a community of scholars searching for and learning to seek the truth. Anything less than total commitment to honesty undermines the efforts of the entire academic community. Both students and faculty are responsible for insuring the academic integrity of the University.

The following is from: http://www.admin.mtu.edu/ur/l/nuhandbook/SPPol/Conduct/acadinteg.html

The Academic Integrity Policy is intended to provide guidance for students and faculty concerned about maintenance of academic integrity. It shall be the policy of this University to establish procedures to ensure fairness and due process for all parties involved with any apparent violation of academic integrity and honesty.

In their academic work, students are expected to maintain personal academic integrity; treat all academic exercises as work to be conducted privately, unless otherwise instructed; ask faculty to clarify any aspects of permissible or expected cooperation on any assignment; and report any cheating activity.

Definitions of academic dishonesty can be found in the Academic Integrity Policy for plagiarism, cheating, fabrication, and facilitating academic dishonesty. Copies of the policy can be obtained from the Office of Student Affairs and heads of academic departments.

Students charged with a violation of academic dishonesty and found guilty can receive a sanction ranging from academic integrity warning to expulsion. Please refer to the Student Rights and Responsibilities in the University Community document or the Academic Integrity Policy for more information.

I reserve the right to revise the syllabus and/or course schedule to better serve the needs of the students and the course.
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Jan 12 Introduction to Course</th>
<th>Jan 14 Read the Syllabus &amp; Read and Discuss: compose, design, advocate, pages 1-5, 10-16, 23-27, and 34-39. Research: &quot;The Flintstones&quot; TV Show.</th>
<th>Jan 16 Watch and Discuss an episode of &quot;The Flintstones.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 4</td>
<td>Feb 02 TBA</td>
<td>Feb 04 TBA</td>
<td>Feb 06 TBA</td>
</tr>
</tbody>
</table>

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Alan Lynn Barnett
Army - PFC - E3 / 1st Cavalry Division (AMBL)

Wayne Bibbs
Army - PFC - E3 / 1st AVN BDE

Carl Stephen Daniels
Army - PFC - E3 / 1st Cavalry Division (AMBL)

Harold Goldman
Army - PFC - E3

Robert Moreno
Army - PFC - E3 / 1st Cavalry Division (AMBL)

Anthony Eugene Pendola
Army - PFC - E3 / 1st Cavalry Division (AMBL)

James Calvin Ward
Army - PFC - E3 / 1st Cavalry Division (AMBL)

Terry Tim Wright
Army - PFC - E3 / 1st Cavalry Division (AMBL)

Robert Warren Allen
Marine Corps - PFC - E2

Lugene Jackie Clark
Marine Corps - PVT - E1

Patrick Eugene Sinclair
Marine Corps - LCPL - E3

Greg Eugene Hart
Navy - AA - E2

Capt. Eleanor Grace Alexander
2nd Lt. Pamela Dorothy Donovan

2nd Lt. Carol Ann Drazba
Lt. C. Annie Ruth Graham

2nd Lt. Elizabeth Ann Jones
Capt. Mary Therese Klinker

1st Lt. Sharon Ann Lane
1st Lt. Hedwig Diane Orlowski