Instructor’s Name & Office: David Clanaugh, Walker 149.


Instructor’s Office Hours: Mondays, Tuesdays, and Wednesdays 11 AM-Noon, and by appointment. If I’m not in my office, check the Humanities Digital Media Center.

Instructor’s Phone & Email: 487-3280; daclanau@mtu.edu — I will generally reply to your emails within 24 hours. Put a subject line referencing the class and topic. Use your MTU email address for all messages.

Listserv: The listserv address is claR05-L@mtu.edu. Check your email daily for class news.

Website: http://www.hu.mtu.edu/~daclanau/Clanaugh_Webpage/UN2100.html. For the password-protected folder log in with “daclanau” and use “sympheron” as your password.

To Drop Off Assignments: At my office or in my mailbox next to Walker 319.

Required Textbooks & Materials:

- Occasional supplementary readings available through the class listserv/web site.
- Spiral notebook (for note taking and jotting of ideas and questions) and two folders (one to organize class materials & the other to compile journal entries).
- Blank CD upon which to burn your end-of-semester portfolio.
- 25 Points for bringing your textbooks to class on 7/2/09.

Course Overview

"Awareness is the essence of intelligence" — John Dewey

Underlying Assumptions

The proposition that “People cannot NOT communicate” grounds this course. The issue, therefore, involves whether we communicate mindfully and skillfully with awareness of and attention to the wide variety of issues, purposes, audiences, contexts, mediums, and methods we encounter in our personal, social and professional journeys. Humans seek and create meaning; the communication technologies, methods, and strategies we use have many nuances with significant impacts on how we experience and convey meaning.
A parallel proposition is that communication is imprecise and fluid. Technologies, methods and strategies constantly evolve in ways that the products of communication can never can be exhaustively defined or fully understood. For example, read something you wrote as a high school freshman. You will quite likely find yourself asking questions like: “Did I write that? Did I mean that? What did I really mean?” We must approach communication with a sense of humility and humor, knowing that our processes and products will have lives of their own and can yield ever-changing interpretations.

Does this mean that we throw our hands up in despair and give up trying to communicate effectively and clearly? NOT AT ALL!! As humans there is something intrinsic in each of us that leads us to seek connection – to commune – with one another through sharing what we are experiencing and learning during our life journeys.

Purposes, Goals & Methods
Individually and together we can become more aware, mindful and skillful as communicators, and thus experience success and satisfaction about our efforts to connect, share, and learn through communication.

During this course we will work, tinker, and play with the various modes of communication (visual, written, oral, and multimodal) to:

- Analyze communication through the concepts of stasis, context, purpose and audience.
- Develop our rhetorical skills to examine how communication relies upon various combinations of reason and logic (logos), appeals to emotion (pathos), and the credibility of the communicator (ethos).
- Become more effective in how we conceptualize and compose our communications.
- Utilize group and individual communication experiments and assignments to move beyond merely analyzing the communication processes and products of others to ourselves practicing to become more rhetorically effective communicators.
- Become comfortable with and use the awareness that we can constantly improve our work through reflection and "re-visioning" – to see our communication practices with new eyes and in new ways.

The primary goal is your personal and professional growth, so there will be opportunities to tailor course experiences, activities, and projects to your personal interests. Whatever interests and goals you pursue after this course, your enhanced communication skills will help you achieve academic, professional and personal success.

Course Work
Assignment Sequences
There will be three extended assignment sequences during this semester:

- Sequence One (all elements due July 16) will focus on visual representation and design, yet will also have room for written and oral aspects. This project involves developing a poster, flyer, brochure, or comparable item to promote an event, address an issue, or communicate about an organization and its work to your audience for a specific purpose.
• **Sequence Two** (all elements due July 27) will be an oral communication project/presentation. Teams of 3-4 people will script and produce podcasts based on one of their visual designs.

• **Sequence Three** (all elements due 8/12/08) will involve a 10-15 page written group research project about the rhetorical dimensions of a local or regional issue (current or past) primarily addressed through at least two different print media (this can include one Web-based medium). Teams of three to four students can also utilize visual and oral media, but written media must be primary. This sequence will provide a great chance to use the library and public archives, to develop research skills, to develop a critical perspective toward media, and to integrate awareness and use of rhetorical skills. The concluding group presentations will be multimodal (a combination of oral, visual & written modes) and will provide an opportunity to integrate and showcase your skills. Each team member will also produce a distinct 2-3 page persuasive opinion piece about the issue, and will reflect about this project as the integrating class experience in their 4-5 page portfolio reflection paper.

   *I strongly encourage groups to use the Writing Center during this project!*

Each assignment sequence will be broken down into smaller parts that will promote a process orientation for creating your “final” product. These small parts will include: research proposals and plans, rhetorical analyses, journaling, peer reviews, oral presentations, and post-project reflection papers. A passing course grade requires completing all assignments. I must have hard copies of all assignments and will not accept assignments via email.

**Journals**

Take three times each week for JOURNALING. This important on-going class assignment provides opportunities to reflect on class readings, discussions, and activities; to free write about topics of your choosing; and to develop your ideas and plan out your projects. Also feel free to recount out-of-class conversations you have with fellow students about what you are learning, solving problems, developing your ideas, and so forth. Each entry (legibly written or typed) should be 150-200 words, including a “title,” the date, and the time of day. You can also include drawings and diagrams in your journal. **DO NOT UNDULY WORRY ABOUT SPELLING, GRAMMAR, PUNCTUATION & MECHANICS!!** This journal will be assessed only on the basis of whether you make the minimum number of entries; feel free to journal more frequently than the minimum. Journals are due on Thursday, July 23 and Wednesday, Aug. 12. Include a TYPED journal entry from the first and second halves of the semester in your Portfolio.

**Final Portfolio**

The University assesses the effectiveness of the Revisions course through reviewing a cross-section of anonymous portfolios. **Your portfolio (a compilation of pdfs on a CD) will contain all assignments, including plans, drafts, revisions, and reflections.** Save copies of all your work on a flashdrive or backup location. You will convert these files to PDFs, scrub them of identifying information, and include assignment guidelines (available at the class website). More information (portfolio guidelines and a checklist) will be provided later. **Portfolios will be due in class on Thursday, Aug. 13.**
Class Participation
(During class and outside class though journaling and peer interaction)

Our work together will benefit greatly from an atmosphere of collaboration and active involvement by all students in this class. **Individual and group successes go hand in hand**, mutually reinforcing each other. As a result, **your engagement and participation are vital** whether through active listening, sharing your point of view, asking thoughtful questions, and providing respect and encouragement to your colleagues.

Grading

I do not grade based on bell-shaped curve because each class is a unique collection of individuals. There is no greater satisfaction to me than to have a maximum number of students feel successful the final day and to have their final grades reflect outstanding effort and work. Your final grade will be determined in this manner:

- Confirmation you have Class Textbooks: 2.5%
- Two NDDB Quizzes/Reading Summary Sheet: 7.5%
- Assignment Sequence #1 (visual argument project): 10%
- Assignment Sequence #2 (oral podcast project based on visual design): 20%
- Assignment Sequence #3 (print media research/persuasion project): 30%
- Class Participation and Social Practices: 10%
- Journaling: 10%
- Final Portfolio: 10%

Your Final Letter Grade will be based on the following scale:

- A: 100-94%  
- AB: 93-89%  
- B: 88-83%  
- BC: 82-77%  
- C: 76-71%  
- CD: 70-65%  
- D: 64-60%  
- F: 59% and below

Policies

Grading and Group Work

Group work can create anxiety about grades. Should there be a rare group where a member does not pull his or her weight, I will consider the grades of group members on other projects and general class performance to compensate for this situation. During group projects, each individual still contributes skills and exercises responsibilities as an individual.

Late Assignments

I will accept late assignments only in the most extenuating of circumstances such as major medical issues or death of a loved one. You must consult with me and provide some information about these or other serious circumstances (for example, a written doctor’s excuse or statement from the Dean of Students).

A Safe & Respectful Classroom

I expect all students to actively contribute to a safe classroom environment through using respectful and appropriate language, as well as listening respectfully to each other,

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especially when there are differences of outlook and opinion. Please avoid language and behaviors that can be construed as sexist, racist, disrespectful, objectifying, or demeaning.

As part of this perspective, I am a proud member of 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). Thanks!

**Attendance and Communication Policy**

Everyone brings unique gifts, points of view and interests to this class; working and learning together helps everyone expand and reach their goals. We need everyone present on a consistent basis to help us make the most of this learning experience! Your absence (physical or otherwise) not only shortchanges you, it shortchanges your fellow students. You are responsible for signing the daily attendance sheet.

Yet “real life” sometimes requires missing a class. As a result, you are permitted two unexcused absences. After that each unexcused absence lowers your grade 5 percent. Sleeping, text messaging, and so forth qualify as absences – please turn off your cell phones before coming to class. Two tardies count as an unexcused absence; each subsequent tardy counts as another absence.

Excused absences must be documented and will be handled on a case-by-case basis. If you know you will be absent, notify me by email as soon as possible.

**Syllabus Content and Course Schedule**

I reserve the right to revise the syllabus and/or schedule of work to better serve student needs and course objectives.

**MTU’s Policy on Academic Integrity**

Plagiarism and cheating are serious academic offenses. They are defined as “knowingly copying another’s work or ideas and calling them one’s own or not giving proper credit or citation.” 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 dishonest, but they also cheat you out of learning – the prime reason you are here. If you have questions about this issue, please talk with me or consult a Writing Center coach.

**MTU’s Policy on Discrimination and Harassment**

MTU complies with all federal and state laws and regulations regarding discrimination, including the American 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 (487-2212). If you have already received a letter for reasonable accommodation, bring this to my attention as soon as possible so we can set up conditions to maximize your success. For other concerns about discrimination, you may contact your advisor, department chair, or the Affirmative Action Office (487-3310).
Readings & Schedule for Revisions

Subject to adjustment as needed

WEEKS ONE THRU SEVEN

NDDB = Non-Designer's Design Book, 3rd Edition;
RC = Reading Culture

WEEK ONE:

Journal about Lego experience.

For 6/30: Read RC 1-6, 13-16, 21-23, 26-29 for today. Culture/Communication is an “Onion”.
Intro Assignment Sequence One – Begin Identifying topics & making plans. You will provide a brief report to class on Monday 7/6 about your topic idea.
Audience awareness at MTU
Reading Tech Lode articles for tomorrow.
Respond/React to one of the Tech Lode articles by Journaling about it

For 7/1: Read NDDB pp 10-50 (intro, proximity & alignment) for today
“MTU: Glorified Trade School or Elite National University? An Exercise in Rhetoric”
Intro to Communications Triangle: Ethos, Logos, Pathos; Culture/Context, Reality, Framing; Communicator, Message/Purpose, Audience; Needs, Desires, Knowledge
Journal about TV newscast – watch with classmate & report tomorrow about audience.

For 7/2: Read NDDB 51-80 (repetition & contrast) and RC 31-35 for today
PowerPoint on CRAP Principles
Reports on TV Newscast audiences; Discuss Gestalt and CRAP Principles

WEEK TWO:

For 7/6: Quiz One on NDDB pages 10-90 -- the CRAP Principles
Read RC pp 36-44 and NDDB pp 81-90 for today
Emphasis on Ethos based on Gestalt of Communication Situation
Discussion of NYT editorial on Iraq War Reporting
Reports on Assignment Sequence One -- Topics and Plans
Photoshop/GIMP Mini-tutorial
Journal with same Classmate (from TV newscasts) about Newspaper front pages

For 7/7: Read RC pp 44-52; NDDB 91-106 (color) for today
Presentations on Front Pages: How does a Design’s Gestalt establish Ethos?
“The Sauce is the Boss” Exercise – Logos, Pathos, Ethos
Discussion of War Cartoon – Emphasis on Pathos & Logos
Journal about War Cartoon after hearing various points of view during class.
Work on preliminary design sketch and bring to class tomorrow to share for feedback.

For 7/8:
Read NDDB 109-142 for today (Tips & Tricks)
Find poorly designed flyer or poster around campus and analyze using CRAP principals as your Journal entry. Bring to class tomorrow to share.
In-class work on Visual Designs (Designs need to be finished by 7/13)
Peer groups to critique preliminary sketches and brainstorm ideas for revisions. Use feedback forms to take notes and jot ideas.

For 7/9:
Read NDDB 143-200 (Typography & Wrap-up) and RC 53-55 for today (brief discussion of blogging about war)
Quiz Two on NDDB pages 91-200
Hand out and review Reflective Paper Guidelines for Assignment One (Due 7/16)
In-class work on Visual Designs (Designs are due 7/13)
Schedule presentations for 7/13, 7/14 & 7/15

WEEK THREE:

For 7/13: Presentations and Feedback on Visual Designs (Use peer review forms)
Journal: Reflection on Visual Designs and Power of Images

For 7/14: Presentations and Feedback on Visual Designs.

For 7/15: Wrap up Presentations (if necessary)
Listen to a sample podcast
Read PDFs "Podcasting in Education" and "I Can’t Live Without My Radio" for class discussion and exploration of making arguments through sound.
Journal: How would you attempt to convert your visual design into a podcast using sound as the primary medium for making an argument?
Intro Assignment Sequence Two – Podcasting. Form teams of three to four students. Pick podcasting topics.
Also download and install the Open Source podcasting software Audacity from http://audacity.sourceforge.net/

For 7/16: Read RC 74-93 (five articles) on “Generations” for today’s class presentations and discussion. Everyone is to read all selections. Each Team will be assigned one particular reading to focus on for its journal reflection. One team member each week will complete a “Guidelines for Article Analysis & Presentation” in order to lead the 5-7 minute presentation/discussion with support from the other team members.
Presentations will cover the main issue (stasis) of the reading, the rhetorical approach(es) (pathos, ethos, logos), the primary audience, how informative and persuasive was the article, and suggestions to improve it. This format will be followed during each Thursday of Weeks Three through Six.
Journal: Jot some reactions and questions for your group’s Reading Cultures article on “Generations”
Tutorial on Audacity (handout available as PDF in my public folder)
Group work on planning and scripting the podcasts
Collect all Visual Design Project Materials
WEEK FOUR:

For 7/20: Orientation to Writing Center (highly recommended resource for the composition of the Third Assignment Sequence Group Paper).

Work on Podcasts
Journal: Freewrite about your class experiences & evolving perspective on communication.

For 7/21: Library Tour – Research Methods & Resources (meet by JRVP Reference Desk - 2nd Floor)
Journal: Discuss your experiences with podcasting and thoughts about their usefulness for your education. Reflect on your strongest sensory mode for learning.

For 7/22: MTU & Copper Country Archives Tour (meet at Archives in JRVP Basement -- Evening)
Intro Assignment Sequence Three – Form Teams and Begin Brainstorming Projects
Journal: Jot some reactions and questions to your group’s Reading Cultures article on “Changing Technologies”

For 7/23: Read RC 170-172, 236-237, 269-273 and 369-372 (five articles) on “Changing Technologies” for today’s class presentations and discussion.
Podcasts Due: Listen to and Discuss (they must be emailed to me before the start of class)
Collect Journals

WEEK FIVE:

For 7/27: Podcast Reflective Paper (2-3 pages) & all supporting materials due (see assignment guide).
Presentation/Discussion on Writing Styles
Journal: Sketch/Draw your writing
Assignment Three work time (if available)

For 7/28 Read Nancy Sommers’ article (PDF) on the revision process by writers with different levels of experience. Class Discussion.
Small groups to share/discuss writing styles and optimal sensory modes for learning
Schedule Team Conferences for 7/29 Class Time to organize projects
Journal: Respond to and reflect about the Nancy Sommers article.

For 7/29 No Formal Class Time: I will meet with project teams between 8 AM and Noon
Journal: Jot some reactions and questions to your group’s Reading Cultures article on “Work”

For 7/30: Read RC 406-423 (five articles) on “Work” for today’s class presentations and discussion.
Class Work time for Final Projects

WEEK SIX

For 8/3: Presentation Software and Multimodal Communication – Effective elements of and strategies for these presentations (Power Point, Overheads, Class Handouts are all options to provide summaries and promote class discussion).
Presentation on MLA Writing Style and Other Writing Tips
Teams briefly present to class on the Topics; Design Plans (must have written out plans per assignment guidelines; and Progress To Date on Research, Organization, Writing

Journal: Freewrite

For 8/4: Class Work Time and Consultation with Peers & Instructor.
Journal: Freewrite

For 8/5: Rough Drafts Due for Small Group Review & Feedback.
We will also have a presentation/discussion on options for Persuasive Writing.
In-class time for Revision work.
Journal: Jot some reactions and questions to your group's Reading Cultures article on "Public Spaces"

For 8/6: Read RC 306-309, 315-318, 320-324 and 334-338 (five articles) on "Public Spaces" for today's class presentations and discussion.
We will schedule group multimodal presentations for next week. Group Time.

WEEK SEVEN

For 8/10: Persuasive Writing Pieces are Due.
Schedule Group Presentations.
Discuss Portfolio Reflection Paper and Portfolios.
Demonstrate how to use Adobe Acrobat to make a binder of PDFs
In-Class Writing Time.

For 8/11: Final Drafts Due of Group Rhetorical Analysis Paper, along with all supporting materials listed in Assignment Guidelines.
Group Presentations

For 8/12: Group Presentations
Possibility of BMW Films and Multimodal Rhetoric.
Journals Due

For 8/13: Portfolio Reflections and Portfolios are Due. Time during class to pull together these materials at the Humanities Digital Media Center. The Portfolio Reflection Essay serves as your "Final Exam," so summarize your insights and learnings during our semester together and tell me how your learning process has unfolded and deepened.
Class Evaluations