UN2001
Written, Oral, and Visual Communication

Syllabus-Spring 2010
(Adapted from Casey Rudkin)

Section R23
CRN 12134
T - R 3:35-4:50
Walker 144
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office: 341 Walker Hall
Office Hours: Mondays 2:00-4:00

UN2001 is a platform for the study and practice of written, oral, and visual communication.

Course Objectives:

Upon successful completion of this course, students should be able to:

1. Identify major themes in written, oral, and visual communication, and critically analyze each for their ethos (credibility/ethics), logos (logic), and pathos (emotional) appeals.

2. Identify and critically engage audiences.

3. Practice intentional written, oral, and visual communication modes toward specific rhetorical intent. In other words, we are here to learn to argue effectively.

The Plan:

With the textbook Everything’s an Argument (A. Lunsford, J. Ruszkiewicz, K. Walters) as our primary guide, we will work toward the objectives stated above. Additionally, as we move into visual rhetoric, we will use The Non-Designer’s Design Book (Robin Williams).

Assignments There will be weekly written assignments based on the reading and other media we will be considering (movies, radio spots, on-line resources). These
should be double-spaced in 12pt text with your name and assignment title at the top.

(Note: Assignments are due on the published dates and will not be accepted if they are late (except in case of legitimate illness with either a doctor’s documentation or a note from the office of Student Affairs.)

**Quizzes** Weekly quizzes will serve to monitor your engagement with the class readings

**Projects** The following “big” projects will each require a written proposal and outline describing the audience, the message, and methods.

**Research Paper:** 6-8 pages plus a separate Works Cited page, double spaced, 12pt font, MLA format, minimum of five citations (at least three from print sources [books, journals, periodicals].

**Oral Presentation:** This can be a traditional in-class speech or a pre-recorded presentation, and can be done individually or in a group of up to three students.

**Visual Presentation:** This can take the form of a photo-essay, video, or computer graphics (PowerPoint/Keynote, PhotoShop, InDesign, etc.)

**Portfolio:**

**Grading:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Participation in class discussion</td>
<td>15%</td>
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<tr>
<td>weekly assignments/quizzes</td>
<td>15%</td>
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<tr>
<td>Portfolio</td>
<td>10%</td>
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<tr>
<td>Major projects</td>
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<tr>
<td>Research Paper</td>
<td>20%</td>
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<tr>
<td>Oral Presentation</td>
<td>20%</td>
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<tr>
<td>Visual Presentation</td>
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I grade on the A, B, C, D, F scale (no A-B, B-C, C-D), because to my thinking, it hurts as many GPAs as it helps.

**Policies:** **Attendance:** I begin from the premise that you are here because you want to be in college and that you are seriously committed to your education. We all know people for whom this is obviously not the case, and if you are unsure about your commitment, I strongly suggest that you drop this course now.
Participation: This is an important aspect of the course; the quantity and quality of our interaction will definitely affect how much you learn. Your participation in class discussions is expected, and will be a significant factor (20%) in your overall grade. If you self-identify as a “shy” person or if you find it difficult to contribute in a class environment, this course is an excellent opportunity for you to become more comfortable with it. An important aspect of the free flow of ideas in class discussion is the creation of a respectful environment. You will most likely be exposed to new ideas and opinions that differ from those you hold. In order to deeply and critically explore new ideas, it is important to keep an open mind and to welcome thinking that differs from your own. You won’t always agree with the positions of others, but by listening actively and respectfully you create for yourself and others an environment wherein you can critically share and challenge your own opinions, the upshot of which will result in the strengthening of your own convictions. Disrespectful behavior within the context of our class will negatively impact the participation component of your grade.

Calendar adjustments: The calendar that follows should be considered a rough approximation of our intended progress, but I will be making adjustments throughout the semester in order to maximize content and 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 handing in papers written by students for other classes or purchasing academic papers. Plagiarism and cheating not only are 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). (http://www.studentaffairs.mtu.edu/dean/judicial/policies/academic_integrity.htm)

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 (487-2212). For other concerns about discrimination, you may contact your advisor, department chair or the Affirmative Action Office (487-3310). Disability Services (http://www.admin.mtu.edu/urel/studenthandbook/student_services.html) Equal Opportunity (http://www.admin.mtu.edu/admin/boc/policy/ch3/ch3p7.htm)