UN 2001: The American Working Class

Wednesday, August 26, 2009

UN 2001: Syllabus

Overview

In this class we will be looking at written, oral, and visual communication in the context of the American working class.

The working class is relevant to us all because if you have not had a laboring job, it is likely that your mother, father, grandfather or grandmother did. Unless you come from the aristocracy, you probably had someone who was a wage worker in your background. These folks helped to build America and it is time we learn something about them. We will be using the text *everything’s an argument* to interpret and analyze working class issues and history from various media sources.

Course Objectives

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

1. Identify major themes in written, oral, and visual communication that pertain to America’s working class.

2. Critically analyze ethos, pathos, and logos in materials that are associated with the American working class.

3. Describe the various types of communication used by the American working class.

4. Work independently and in team settings to create projects or presentations regarding the American working class.

Working Class Wisdom

*I asked a man in prison once how he happened to be there and he said he had stolen a pair of shoes. I told him if he had stolen a railroad he would be a United States Senator.*—Mother Jones (woman on the right in photo)

About this Class

Title: Written, Oral, and Visual Communication
Course #: UN 2001
Credits: 3
Days and Time: Tu-Thu, 12:35-1:50
Place: Walker 143
Instructor: Gary Kaunonen
Email: gakaunonen@mtu.edu
Phone: 487-2311
Class web presence: www.wovcomm.blogspot.com
Office: Walker 330
Office hours: Before and After Class

Required Texts:
1. *everything’s an argument*
2. *Finns in Michigan*

Suggested Text: The Non-Designer’s Design

Class Post Archive

* UN 2001: Syllabus

About the Instructor

Gary Kaunonen

http://wovcomm.blogspot.com/2009_08_01_archive.html

5/14/2010
analyze various uses of communication.

Policies

1. Good attendance is crucial to success in this course; excess absences will undoubtedly result in a lowered grade and less practical knowledge, further class participation in discussions will be a chance for some extra credit.

2. Any student caught cheating on a test or plagiarizing will be dismissed from the class and receive a grade of ‘F’ for the course.

3. For the class to "work," it must be an open forum regarding analysis, critical thought, and well-reasoned argument; all viewpoints must be welcomed.

4. I reserve the right to revise the syllabus or class schedule at any time.

5. If you need assistance with writing, grammar, or development of ideas for writing, please see the good folks in the Writing Center located on the first floor of Walker.

6. Please turn off all cell phones, computers, etc. If it becomes a problem we’ll have to deal with it.

Evaluation and Grading

Evaluation of student progress in this class will be determined using a unit/core mastery model. The unit/core mastery model is a good chance for you as a student to take charge of your own education. This method of grading has no complex calculus to determine a grade or wondering from week to week what your grade is, you will know by how many units you have completed. You are in charge of your education; make of it what you will. If you keep up and get things done on time, you will have plenty of time to concentrate on your capstone practical experience (due around mid-term) and final paper.

The unit/core mastery model also provides immediate feedback in testing and for your papers, though more time (a day or so) may be needed for evaluation of written projects. For example, when finished with test taking in class, you will bring the test up to be graded and receive immediate reinforcement (otherwise known as a grade) regarding your test. Each test, writing project, class participation event, and the capstone practical experience are a "unit" and count for one point towards a final grade. The final research paper is the last segment of your grade and you will need to demonstrate core mastery of class material for maximum credit.

A breakdown...written projects account for six points, testing will account for four points, class participation will account for one point, a capstone practical experience will account for one point, a portfolio of your work will get you one point, and a final paper will be written to demonstrate mastery over the course material. In order to show mastery of the individual units, you will need to

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points for the class is 13 along with writing a successful final research paper.

So, that written, there are five segments of evaluation for this class:

**Segment 1** consists of six short writing projects. In all of these short writing projects identification of an audience will be an essential component. These short writing projects will be two pages long. Your writing projects will be double-spaced using 12 point Times New Roman font and have .5 spaced margins. To pass each of these units students must receive a 3.0 or better on each project. You will receive detailed instructions for these projects at least a week before they are due.

Writing Project 1—Grant/Proposal Writing
Writing Project 2—Wageworker Oral History Interview
Writing Project 3—Rhetorical Analysis of Letters from Karelia or Finns in Michigan
Writing Project 4—Interpretive Writing
Writing Project 5—Wobbly Image Analysis
Writing Project 6—Working Class Song Analysis

**Segment 2** consists of testing. There will be four quizzes/tests (quests) during the first part of the semester. These quizzes will consist of 10 questions in various formats (true-false, multiple choice, short answer, fill in the blank). You will do readings and discuss the information on the quiz prior to taking the quiz. To demonstrate unit mastery, students will need to answer 8 of 10 quiz questions correctly. Testing will be done the last 30 minutes of the latter weekly class session (see schedule for dates of testing time). Students are allowed to test twice during the 30-minute testing session. Students may attempt to pass a unit three times, after the third time, a student must write a one page paper to demonstrate unit mastery. Units must be completed in sequential order and no units may be skipped. If you fall behind or are gone from class for whatever reason, you may take quizzes from two units in the same testing session, but you may not take a quiz from an upcoming unit. For a unit to be available for testing, we will have had to cover the material in class first. Upfront, questions will come from the selected texts and from lectures/media/discussions.

**Segment 3** is class participation. This is going to be a participatory experience. We'll do group discussions, class discussions, and out of class activities (aka the field trip). These are all voluntary things, but I strongly encourage you to participate. I encourage this so strongly that I am going to give you a chance to earn a grade for just talking in class and showing up to field trips.

**Segment 4** consists of one creative capstone practical experience. Project particulars include:

http://wovcomm.blogspot.com/2009_08_01_archive.html
Design a tri-fold brochure with full interpretive text for a cultural, heritage, or historical site that deals with a working class theme. Students may work with a partner. In the brochure, text must account for at least half of the panel in four of the six panels. Selection of photos is essential as well as creating an eye-capturing front panel. The brochure must receive a 3.0 or better to complete this practical experience. You will present your brochure to the class and expect questions.

**Segment 5** consists of handing in a portfolio with your semester’s work. More on this later.

Lastly, **core mastery** of the course material will be demonstrated in the form of a final research paper. Instructor and student will agree upon the paper’s topic. The paper will be six pages long, double-spaced using 12 point Times-New Roman font and have .5 spaced margins. This research paper will accompany a portfolio of writing projects 1-6 and the Capstone Practical Experience. **There is no final test.**

To receive a:

- 4.0 (A) students must complete 13 units and receive a 3.0 on their final paper
- 3.5 (AB) students must complete 11 units and receive a 3.0 on their final paper
- 3.0 (B) students must complete 9 units and receive a 2.5 on their final paper
- 2.5 (BC) students must complete 7 units and receive a 2.0 on their final paper
- 2.0 (C) students must complete 6 units and turn in a final paper
- 1.5 (CD) students must complete 5 units and turn in a final paper
- 1.0 (D) student must complete 5 units not turn in a final paper
- 0.0 (F) students must do nothing the entire semester or get caught cheating/plagiarizing

Posted by Gary Kaunonen at 11:09 PM 1 comments

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**Stuff to Know**

MTU complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990 (ADA). If you have disability issues and need reasonable accommodation for equal access to education or services at MTU, call Dr. Gloria Melton, Dean of Students at 487-2212. For other discrimination issues, contact myself, your advisor, department head or chair, or the Affirmative Action Office at

Links to other stuff you should know:
Academic integrity:
www.studentaffairs.mtu.edu/dean/judicial/policies/academic_integrity.html
Affirmative action:
www.admin.mtu.edu/aao/
Disability Services:
www.admin.mtu.edu/urel/studenthandbook/student_services.html#disability

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