UN 2001
Composition: Written, Oral, and Visual
Section 9: Monday, Wednesday, Friday 2:05-2:55
Rekhi Hall G009
Fall 2010

Basic Information

Instructor: Heather Tahtinen
Office Hours: T 2:00-3:00; MW 3:15-4:15 or by appointment
Office Location: Walker Arts and Humanities Building – Room 313
Email: 
Office Phone Number: 487-3230

Required Texts:

Everything’s an Argument by Andrea A. Lunsford, John J. Ruszkiewicz, and Keith Walters;
  Fifth Edition.


Throughout the semester, there will be additional readings on Blackboard and PDF handouts.

Course Description and Overview

As part of your undergraduate education at Michigan Technological University, you will be required to take
certain general education courses, which may be seemingly unrelated to your specific area of study. One of
these courses is UN 2001. This may lead you to ask yourself why what we are learning in this class is so
important.

While many colleges and universities require students to take a basic writing course, Michigan Tech
requires students to take UN 2001, which encompasses not only written composition, but oral and visual
composition as well. During the course of this semester, you will be complete homework assignments,
readings, and major projects that will reflect the ideas we learn in class. All work in this class will revolve around rhetoric and why it is such an important aspect of composition.

This course will be split up into two units. The first unit will focus heavily on rhetoric, in which you will begin to understand how to use and recognize rhetoric in written, oral, and visual composition. The second unit, while focused on rhetoric, will center on research. In this unit, you will explore tactics of formal research using *The Craft of Research* as a guide. In each unit, you will be required to complete minor and major assignments to reflect the encompassed ideas.

**Course Goals**

In a short amount of time, all of you will enter the workplace in which *you will have to* communicate ideas in some way, shape, or form. In this class, you will develop the framework you need to effectively communicate both in college and in your future jobs.

By the end of this class, I expect that you will…

- Know how to formulate your writing, design, and oral presentation skills around basic rhetorical components (we will talk more about rhetorical components and what they mean in detail during class sessions.)
- Be able to think critically not only about your assignments, but also, about the world around you. As one of your required texts suggests, everything is an argument. I hope that you will know what that means by the end of the semester.
- Be able to research and write about a topic using various credible sources.
- Get a knack for communicating ideas through not only written, but also, oral and visual mediums.
- Learn how to read, comprehend, and use scholarly research within your own research.
- Be able to look at the work of others and give them a substantive, constructive critique.

**Attendance Policy**

Perhaps the most important part of this class is that you are here for every class period and that you are here on time. I do not provide online lecture notes, because most of the time I will not lecture. This class is based on class discussion because I believe valuable discussion is the formulation of a valuable education. If you are not here, you will not get anything out of the class. To this end, *I will allow you to miss class three times without being penalized.* If you miss class more than three times, a significant number of points will be taken off of your attendance and participation grade for each absence. Your attendance and participation could be the difference between passing the course and failing the course.
Grading Policy

Your grade in this class will be determined on a point system of 1000 points. The point break-down will be as follows:

Unit 1:
- **Rhetorical Analysis**: 150 points
- **Promotional Document Design**: 100 points
- **Career Documents**: 50 points

Unit 2:
- **Formal Research Paper**: 150 points
- **Annotated Bibliography**: 50 points
- **Research Proposal**: 50 points
- **Research Presentation**: 100 points

Other:
- **Attendance and Class Participation**: 150 points
- **Reflections, Quizzes, and In-Class Assignments**: 100 points
- **Reflective Portfolio**: 100 points

Grading Schematic:

A = 935-1000 points  
A\(\bar{B}\) = 865-934 points  
B = 795-864 points  
B\(\bar{C}\) = 725-794 points  
C = 665-724 points  
C\(\bar{D}\) = 595-664 points  
D = 540-594 points  
F = 594-0 points

Assignments

**Rhetorical Analysis** – In this assignment, you will rhetorically analyze and similarities and differences of two advertisements in a five to six page exploration. The advertisements you choose must sell similar products to one another, but they must be from different time periods. To make for an interesting analysis, you may choose, for example, to compare and contrast an alcohol advertisement from before the prohibition era to one after the prohibition era.

**Promotional Document Design** – This assignment will allow you to focus specifically on visual composition. You will design a promotional document (e.g., poster, brochure, postcard, mailer, webpage, video) for an organization to which you belong, or belonged to in the past. In your design, you will be required to use rhetorical components similar to those you analyzed in the rhetorical analysis.
Career Documents – To end the unit on rhetoric, you will revise (or create) your resume and cover letter. This will be a brief workshop you will complete in-class with peers. My hope for this assignment is that you will revise these documents to encompass rhetorical components.

Formal Research Paper – In this assignment, you will work in pairs and research a topic that is relevant in your field of study. You will first research academic magazines or journals specific to your field, choose a topic that readers of that magazine or journal would be interested in, and write a 1000-1500 word academic article.

You should think about your topic in terms of a question or problem in your field. Here are some links to examples of this:

Annotated Bibliography – This is a subset of the formal research paper and is to be completed before the drafting process begins. The annotated bibliography will list the sources you will use for your research and will also provide a brief commentary about how you intend to use the source within your paper.

Research Proposal – Before you begin researching and drafting, you will be required to submit a short proposal regarding what you intend to research.

Research Presentation – The final aspect of your research project will be to present your article to your peers. The presentation should be 8-10 minutes and will detail your topic and research as well as convey an argument to the class.

Reflections, quizzes, and in-class assignments – Throughout the semester, you will be required to complete written or verbal reflections about things we read or watch in class. You will also be periodically quizzed on the assigned readings.

Reflective Portfolio – At the end of the semester, you will be required to compile a portfolio containing all of the assignments you completed in this class. Remember to keep electronic copies of everything you work on in this class – you will need it for this assignment.

Other Policies

Respectfulness – I have a no tolerance rule for disrespectful attitudes in my classroom. While at times you may disagree with the opinion of a classmate or of me, address the issue in a rational, non-disrespectful manner. If you choose to be disrespectful, I reserve the right to ask you to leave the classroom.
Late Assignments – I will not accept any late assignments. If you are not going to be in class on a day where homework or assignments are due, you may turn them in early. In addition, I will not accept emailed assignments.

Electronic Devices – Before class, please turn off all cell-phones, beepers, ipods, laptops, and any other electronic device that will interfere with the dynamic of the classroom.

Readings – Although it may not seem significant, reading is an important part of this class. Not only will we be discussing the readings as a class, but you will also be quizzed on them periodically. Do not blow readings off.

Syllabus – I reserve the right to change the syllabus at any point during the semester.

Michigan Technological University Policies

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 cheating you out of learning, the prime reason you are here. If you ever have questions about this issue, please talk to your instructor or consult a coach in the Writing Center (487-2007).

Discrimination and Harassment – Michigan Tech 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 accommodation for equal access to education and services at Michigan Tech, 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).

Affirmative Action:

Disability Services:

Equal Opportunity Statement:
Academic Calendar:

Week One:
8/30 - Syllabus introduction; introductions. **For Wednesday, read chapter 1 in EAA; complete discussion prompt #1.**

9/1 - **Chapter 1 quiz; go over discussion prompt #1**

9/3 - **Introduction to rhetorical analysis. For Wednesday, brainstorm list of topics, read chapter 5 in EAA.**

Week Two:
9/6 - (No class; labor day recess)
9/8 - Chapter 5 quiz; in-class work on discussion prompt #2. **For Monday, have design plan for rhetorical analysis assignment completed.**
9/10 - (No Class; K-Day recess)

Week Three:
9/13 - Go over discussion prompt and design plans; lecture: chapters 2, 3, and 4 in EAA
9/15 - Context presentation. **For Friday, read context article on Blackboard.**
9/17 - Article quiz/discussion

Week Four:
9/20 - Rhetoric in career documents; rhetoric quiz. **For Friday, have draft #1 of rhetorical analysis ready to turn in.**
9/22 - Peer review rhetorical analyses in class; draft #1 due. **For Friday, bring in job ad, cover letter, and resume**
9/24 - Cover letter and resume workshop

Week Five:
9/27 - **Cover letter and resume due; Film viewing: “The Persuaders”**
9/29 - Film viewing: “The Persuaders”
10/1 - Finish “The Persuaders”; **For Monday, type one-page response.**

Week Six:
10/4 - Discuss "The Persuaders"; Peer Review draft #2 of rhetorical analysis in class
10/6 - TBA; **For Friday, have final draft of rhetorical analysis completed.**
10/8 - Rhetorical analysis due; **For Monday, read chapter 14 in EAA.**

Week Seven:
10/11 - Chapter 14 lecture and discussion
10/13 - Introduction to design project; For Friday bring in list of project ideas
10/15 - TBA; **For Monday, have design plan completed**