Instructor: Andrea Norkus
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Time: M T W TR 2:05-3:20
Mail Box: Walker 319

Course Description: This course will better acquaint students with strategies for written, spoken, and visual communication. Because students study, practice, and develop texts that are conveyed to varying target audiences, UN 2001 will prepare students to learn rhetorical strategies for conducting informed research, critical reasoning, and persuasive techniques. The multimodal approach will give students the knowledge needed to communicate effectively while promoting personal growth as a scholar and individual.

(MTU Student Curriculum/ Humanities Guidelines).

In addition, we will be discussing variances in communication, development, and understanding. Our course will have a theme: “Merging Boundaries, Boarders, Biases, and Differences—Communication in a Diverse Society.” This theme will allow us to explore what it means to be “different,” what we can learn from diversity, and how to see perspective as the “Other.”

Course Objectives:
In UN 2001 students will learn to:

- Expand on and improve your written and oral communication skills and abilities.
- Write and speak precisely and persuasively.
- Explore various avenues of rhetorical techniques and strategies.
- Demonstrate the ability to use appropriate citations practices.
- Develop proofreading and editing skills.
- Adjust communication strategies and modes for specific audiences and or situational differences.
- Demonstrate the ability to evaluate evidence.
- Strengthen the ability to consider/respect others positions, statements, and ideas.
Required Materials:

Text: Informed Argument

Recommended Materials:

Citation Handbook
USB Drive/Thumb Drive
Notebook
Writing utensil
Folder or binder

Additional Requirements: Attendance is MANDATORY. If you choose to miss a class your grade will suffer greatly. If you have a legitimate reason (illness, death in family, etc..) you should contact your instructor immediately via e-mail or telephone. The instructor will determine how you will, or if you will be able to make up missed activities based upon the circumstances. **You are allotted 3 absences a semester NO EXCEPTIONS WILL BE MADE.**

Learning Log: After EVERY assignment you will be writing up a short paper (3 paragraphs) about what you learned from the prior assignment—you should keep these responses in a safe place so that you may use them for your Reflective Summary Assignment at the end of the course.

Homework: It’s your responsibility, it’s your effort, and it’s your grade. If you choose not to complete your homework it’s nobody’s fault but your own. Late work will not be accepted and a zero will be given for the recorded assignment.

Assignments and Research: Submissions must always be typed in Times New Roman font (size 12) with proper margins, spacing, and citation style/s unless instructed otherwise.

SPELLING AND GRAMMAR COUNT. It’s understandable that you’re not all English majors, but it is absolutely necessary to be as accurate and professional as possible.

Course Website: Canvas https://mtu.instructure.com/
- ALL homework will be turned in either as a hard copy in class or posted onto Canvas. If you happen to have any issues with Canvas contact me via e-mail and attach a copy of your assignment to avoid being marked down.
-Also, make sure to check Canvas for updates EVERY DAY! Make sure you’re not missing any required readings or assignments.

**E-Mail:** Please be courteous to your instructor AND e-mail in a timely fashion. Also, allow 24 hours for an e-mail response.

-For example, don’t send an e-mail like this: “Yo dude, I’m sick, can’t come in 2-day. Pce.”

-One day you’ll all be working in a professional setting and communication errors like this will be unacceptable and inappropriate.

**Electronic Devices:** Refer to your course syllabus or e-mail for the dates you need to bring your laptop. As for cell phones, I-Pods, MP3’s, etc…will NOT be needed and should be turned off and or silenced during class time. In the event of an emergency the instructor’s phone will be left on to ensure lines of communication are open and available. If a student is using an electronic device during class without permission the device will be confiscated for the class period and returned after class. Students violating this rule will lose participation points and will be required to speak with the instructor.

*Texting during class is a very large pet peeve of mine. If you need to make a call or send a text it is expected that you will excuse yourself from the room to do so. If you do not abide by these rules I will answer your text/and or phone call in class—and yes, this is not a joke, do not test it.

**Grades/Grading Scale:**

There will be a variety of course requirements you’ll be expected to complete from the following list:

*For spoken communication: Considers the tone of voice, pace of articulation, expression, vocal fluency, and shows that the individual has rehearsed and edited the piece.

*For sound communication: Sound effects and/or soundtracks meaningfully contribute to the rhetorical effects of the project.

*For visual communication: Must represent thoughtful application of design elements and the designs must support rhetorical principles or serve a rhetorical principle (Supporting, enforcing, representing, etc…)

*For written communication: Students will thoughtfully compose original documents/assignments that will encompass/distribute their knowledge gained throughout this semester—this will be applied to each/every project assigned.

**Annotated Bibliography Assignment—**

-This assignment will introduce you to “good researching habits” and will connect directly to your Critical Analysis Assignment.
-You will learn how to locate, reflect upon, and demonstrate the use of “supporting” evidence for your scholarly claims/arguments.

-Must include 8-10 sources (2 must be print books).

Critical Analysis/Argumentative Paper Assignment—(The Wiki Assignment)

-This assignment will show students the concepts of ethos, pathos, and logos (Rhetorical Principles).

-Students will demonstrate how to craft an argument and use support/knowledge to defend their position(s).

-Students will learn how two unlike, arbitrary concepts/issues/products, etc... link together and what their importance is and how it might be applied in larger sense.

-Must be 5 pages double spaced in MLA/APA format.

Professional E-mail/Cover Letter Assignment—

-Exhibits an understanding of how to communicate effectively in a professional manner.

-Will prepare students to engage in mindful electronic etiquette.

-Must be 3 paragraphs (5 sentences each).

-Demonstrates the use of audience/language analysis.

Technical Manual—

-Must be 5 single-spaced pages.

-Cited in MLA format.

-Guide readers/users through without hesitation.

-Demonstrate audience/language analysis.

-Include visual elements but no more than 5 pictures/graphs/charts.

-Will show students the importance of producing documents—text, spacing, alignment, etc... (CRAP PRINCIPLES).

Reflective Summary—

-Provides an overview of what you have learned in the course and highlights your development/process.
- Actively displays your experience with the multimodal approach.
- Offers an honest appraisal of your portfolio contents.
- Holds visual appeal and design.
- Uses appropriate language for the audience in question.
- Does not exceed 2 single spaced pages but must be at least one and a half pages.

(Referenced from and adapted from: MTU Student Curriculum/ Humanities Guidelines).

Participation: Students are expected to participate and be at every class. Attendance is ALWAYS taken at the beginning of class. I will grant students a 5 minute window for the first two weeks; however, after that you will be expected to attend class on time. Students will be allowed THREE unexcused absences. After the student's unexcused absences are used the student will suffer a significant deduction points from their grade for every unexcused absence after that. If a student doesn’t actively participate in class, they will be considered absent. Mind you, class participation means listening actively, taking notes, asking questions, addressing issues in written or oral manners, etc... Participation is supremely important; your grade will reflect it. Asking questions, making comments, and discussion will be beneficial to your experience in UN2001.

**Grading Scale:**

Total points: 1000


D: 670-600   F: 600-Below

**The Final Break-Down:**

1. Annotated Bibliography: 100pts
3. Professional e-mail/Cover Letter: 200pts (100 pts each)
(4) Technical Manual: 200pts

(5) Reflective Summary: 50pts

(6) Attendance: 30pts

(7) Homework/Discussions: 20pts

(8) Mini-Portfolio: 200pts REQUIRED to fulfill course

****We will be working on a “mini-portfolio” which will include all drafts at the end of the semester—hence, it’s extremely important that you save your files in a secure location and DO NOT save over them!!!

Miscellaneous:

-There should not be any reason why a student who puts forth a reasonable amount of effort should earn less than a C in this course.

-The instructor reserves the right to make changes to the syllabus to ensure that the objectives are met. Any changes regarding the syllabus, homework, research, etc...will be sent out via e-mail.

-Students are expected to abide by the policies of MTU with regard to academic honesty, cheating, plagiarism, etc…

-Students are expected to respect the rights of other student in class as well as the instructor. This will provide a friendly, stress-free atmosphere that is conducive to learning.

-You will each be responsible for turning in your homework on the date it is assigned to be due—if you are having difficulty using Black Board, please e-mail me your attachments/questions/concerns.

-You will each sign an academic integrity form, if found in violation without proper acknowledgement (plagiarism) you will receive an F for the course.

-No outside collaboration of any kind will be tolerated for this course unless instructed otherwise ie; (no using “scoop files” or any other files/documents not generated by the student that is CURRENTLY enrolled for the course).

University Policies:

-Academic regulations and procedures are governed by University policy. Academic dishonesty cases will be handled in accordance the University's policies.

-If you have a disability that could affect your performance in this class or that requires an accommodation under the Americans with Disabilities Act, please see me as soon as possible so
that we can make appropriate arrangements. The Affirmative Action Office has asked that you be made aware of the following:

*Michigan Technological University complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990. If you have a disability and need a reasonable accommodation for equal access to education or services at Michigan Tech, please call the Dean of Students Office at 487-2212. For other concerns about discrimination, you may contact your advisor, Chair/Dean of your academic unit, or the Affirmative Programs Office at 487-3310.*

**Academic Integrity:**
http://www.studentaffairs.mtu.edu/dean/judicial/policies/academic_integrity.html

**Affirmative Action:**
http://www.admin.mtu.edu/aoa/

**Equal Opportunity Statement:**

**Tentative Schedule:** Our Schedule will be posted on Blackboard. If there happens to be any alterations in our assignments/due dates I will notify you via e-mail AND in class. It is your responsibility to remember and/or record these alterations.

**UN 2001 Course Schedule**

*This schedule will change pending dates for vacation/holidays, etc…*

*Also, if we are having a “peer response workshop” you must bring in copies for your group members and yourself—these are needed for the workshop. Those who do not bring copies will be asked to leave class without credit for the assignment(s) and will be marked absent for the day.*

*Your final portfolio will include ALL drafts created throughout the semester. You MUST save accordingly—that is, do NOT save over your prior work—remember to save your files as separate names!!!*
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Monday May 7</th>
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<tbody>
<tr>
<td></td>
<td>Introduction to the course: Read through and signing the syllabus, Academic Integrity form, Citation Examination form, and walk through Canvas.</td>
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<td></td>
<td>Introduction to Annotated Bibliography and Critical Analysis Assignment</td>
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<td></td>
<td>Hand out assignment rubric:</td>
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<td></td>
<td>Homework: Read Chapter 1 and think of 3 topics for their research/CA paper. View Plagiarism and citation PPT.</td>
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<tr>
<td>Tuesday May 8</td>
<td>Discuss paper topics—choose 1 out of your 3 topics for the research paper/CA paper. Consider the following:</td>
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<td>1—Which argument style are you going to use? Arguments to: assert, prevail, inquire, negotiate (Ch.1)</td>
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<td></td>
<td>2—Who is your audience? What is your argument? What context are you arguing in? (Historical, medical, geographical, etc...). (Ch.1)</td>
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<td>Homework: Read Chapters 5 (Answer questions on page 110, 112, 144 and 148) in the green-charted section) 6 (Read through only) and 7 (Read through only).</td>
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<tr>
<td>Wednesday May 9</td>
<td>Discuss Chapters 5, 6, 7—</td>
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<td>How to summarize and paraphrase? What is direct and indirect quotation? (163) Using other sources bibliography lists (paying attention to other sources while reading)—using annotations to assist in summary and paraphrase.</td>
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<td></td>
<td>Address selective research and implications for improving/strengthening argumentation.</td>
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<td></td>
<td>Homework: Annotated Bibliography due next class.</td>
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<tr>
<td>Thursday May 10</td>
<td>Annotated Bibliography due today on Canvas.</td>
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<td>Learning Log for AB</td>
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</table>
Review Chapter 4 Ethos, Logos, and Pathos. Toulmin Model of Argumentation.

Create a mind map or outline for RP/CAP.

Homework: Finish mind-maps or outlines—due next class.

**Week 2**

**Monday May 14**

Organizing and composing a draft of your research paper (in class) please bring your computers if you are able to—otherwise bring a pen/paper.

Using color-coded flash cards label the parts of your draft—what is going where and why?

Homework: Work on research/CAP paper.

**Tuesday May 15**

Research/CAP Paper workshop—bring in computers, books, etc...

Homework: Research/CAP paper—draft due for peer edit next class (Ask instructor how many copies will be needed—and of course, all copies should be hard copy).

**Wednesday May 16**

Small group workshop for Research/CAP Papers.

Homework: Make necessary revisions to your Research/CAP papers.

**Thursday May 17**

*Introduction: Professional E-Mail and Cover Letter*

Begin discussing Multimodal Communication and document design.

CRAP Principles.

Research a company/position you might apply for either now or in the future. Provide a short write up addressing why you made this choice. Please provide a copy of the job listing as well.

Homework: Collect a few multimodal documents and analyze them. Think about the medium and the message that is being conveyed. What is significant and why? Please bring in a hard copy of your response and your
<table>
<thead>
<tr>
<th>Week 3</th>
<th>Monday May 21</th>
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<tbody>
<tr>
<td></td>
<td><strong>Critical Analysis/Research Papers due on Canvas.</strong></td>
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<td></td>
<td>Learning Log for Research/CA Paper.</td>
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<tr>
<td></td>
<td>Discuss multimodal homework documents and student responses.</td>
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<td><strong>Homework:</strong> Produce a draft of your Professional E-mail and Cover Letter.</td>
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<td><strong>Tuesday May 22</strong></td>
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<td>Small group workshop for PE-mails and CLs—drafting ideas with each other.</td>
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<td></td>
<td><strong>Homework:</strong> Revise PE-mails and CLs—Due next class.</td>
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<td><strong>Wednesday May 23</strong></td>
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<tr>
<td></td>
<td><strong>Professional E-mail and Cover Letter due on Canvas.</strong></td>
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<td></td>
<td>Learning Log for P-Emails and CLs.</td>
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<td></td>
<td>Introduce <em>Technical Writing</em>, and work on drafting a proposal (1-2 pages</td>
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<td>single spaced) for your TM in class—hard (written) copy.</td>
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<td></td>
<td>Movie and Class Activity: Office Space—Look at technical communication in</td>
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<td>the movie and address when the characters use definitions, instructions,</td>
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<td></td>
<td>and descriptions. How are they used?</td>
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<td></td>
<td><strong>Homework:</strong> Finish Proposal and post to Canvas before next class.</td>
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<td></td>
<td><strong>Thursday May 24</strong></td>
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<tr>
<td></td>
<td>Movie: Finish Office Space.</td>
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<td>Activity: Producing directions that fly by—Consider Audience, definitions,</td>
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<td>instructions, and descriptions.</td>
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<td>*Definitions-Why did you choose them in particular?</td>
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<td></td>
<td>*Instructions-What/how did you define the process? Bullets? Pgs? Pictures?</td>
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<td></td>
<td>(What does your writing convey?</td>
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</table>
|                | *Descriptions-What do your descriptions look like? What are they
Communicating? Are your descriptions aimed at your audience? Are they in “order”? Discuss proposals and create a storyboard draft of your TMs.

Homework: Storyboard draft of TM due next class and read Chapter 3.

**Week 4**

**Monday May 28 (MEMORIAL DAY RECESS) NO CLASS!**

**Tuesday May 29**

Work on setting up Technical Manuals—what will your chapters cover? How in depth are you going with your information? Is your writing clear and concise? Have you taken your audience into consideration?

Homework: Work on a draft of your TM’s.

**Wednesday May 30**

Adding visuals, charts, and graphics to your TM’s.

Addressing citation of borrowed visuals etc...

Looking at the aesthetic value and organization of your TM’s.

Homework: Work on your draft of your TM’s.

**Thursday May 31**

In-class workshop day.

Homework: Finish a draft of your TM’s for next class (Bring printed copies to class for small group workshop). Ask instructor how many copies are needed.

**Week 5**

**Monday June 4**

Small group workshop—looking at each other’s TM’s. What is appealing and strong? Why? What is weak and needs more attention? Why?

Class activity TBA.

Homework: Make the necessary revisions to your TM’s.

**Tuesday June 5**
**Technical Manual** due on Canvas.

Learning Log TM's.

Sign up for student conferences.

Class activity TBA.

Homework TBA and class discussion online

**Wednesday June 6**

Student presentation in class—students must choose one project to present in class. During this presentation audience member will be expected to provide areas of feedback for the student presenter. This feedback will help facilitate the revisions process at the end of the semester.

Individual Student Conferences—all students must attend class.

Homework:Class discussion online

**Thursday June 7**

Student presentation in class—students must choose one project to present in class. During this presentation audience member will be expected to provide areas of feedback for the student presenter. This feedback will help facilitate the revisions process at the end of the semester.

Individual Student Conferences—all students must attend class.

Homework:Class discussion online

**Week 6**

**Monday June 11**

Student presentation in class—students must choose one project to present in class. During this presentation audience member will be expected to provide areas of feedback for the student presenter. This feedback will help facilitate the revisions process at the end of the semester.

Individual Student Conferences—all students must attend class.

Homework:Class discussion online

**Tuesday June 12**

Student presentation in class—students must choose one project to present in
class. During this presentation audience member will be expected to provide areas of feedback for the student presenter. This feedback will help facilitate the revisions process at the end of the semester.

*Individual Student Conferences—all students must attend class.*

*Homework: N/A*

**Wednesday June 13**

*Introduce Reflective Summary*—work on crafting a polished draft for your mini-portfolio. (Please bring your computers to class today).

Go over proper submission procedures for the mini-portfolio.

*Homework: Finish the draft of your RS for tomorrow’s class.*

**Thursday June 14**

Revision Workshop day—students bring in all of their projects (preferably on a computer) to work on finalizing drafts for their mini-portfolios due on Thursday June 20 at the end of class.

**Week 7**

**Monday June 18**

Class activity TBA.

Student-to-student conferences.

**Tuesday June 19**

Class activity TBA and open office hours for students until 6pm. Stop by Walk 1-19 if you need any assistance with your portfolio revisions etc...

**Wednesday June 20**

Class party and celebration! Students who are still in need of assistance may sign up for individual meeting times with me in Walker 149.

**Thursday June 21**

_Last day of class: All assignments are due on Canvas and course evaluations must be filled out._
I have read and understood the syllabus for this course. I will direct any questions regarding the contents of this document in a timely manner to my course instructor. If any difficulties should arise in meeting any of the requirements/expectations as outlined above I will contact my course instructor immediately.

Print Name Here: ________________________________

Sign Name Here: ________________________________

Sign Date Here: ________________________________