This section of Revisions is thematically-based on environmental studies. We will focus our efforts on public advocacy and the communication practices of non-profit environmental organizations. In addition to assigned readings, to facilitate a greater awareness of environmental concerns, we will track specific issues in the media. We will also supplement our class time with video presentations and case studies.

This course will help you strengthen your abilities with oral, visual, and written communication. You will be making speeches (individually and possibly in small groups) that require supporting visuals, and you will be composing papers that require formatting as well as visual and written evidence. You will also be analyzing the oral, visual, and written presentations of others to determine what kinds of communication media and strategies are—or are not—appropriate for different situations; drawing on such analysis, you will recommend and then develop a piece of communication—a web site? a brochure? a video production? a public service announcement? a presentation for children?—that helps an environmental organization better achieve its communication goals.

**Course Goals**
By the end of this semester, you should have:

- Acquired a wide repertoire of oral, written, and visual communication strategies and tools.
- Assessed different communicative contexts in order to decide which media, strategies, and tools are appropriate for the situation and audience.
- Developed a range of strategies for effectively giving and getting feedback and for assessing your own communicative products.
- Learned the possibilities of and necessity for revision as a strategy for achieving specific communicative goals.
Course Materials

The following materials (all available in the MTU bookstore) are required for this class:

- *Readings for Revisions: Oral Written and Visual Communication*
- *The Non-Designer's Design Book*
- A composition journal; and,
- A folder to maintain your work.

You should bring these books to each class with you, along with pens or pencils you like to use for writing. Always be prepared for class!

Texts you will make in this class

At the end of the semester you will have added to your personal university portfolio the documents listed below. You may not understand now what some of these documents are, but you will be receiving full explanations and detailed assignments in class.

- A self- and class-assessment cover letter
- The journal you will keep during class
- A literacy narrative
- A draft & final version of a persuasive academic paper (all instructor's comments to be included)
- A summary response of all the feedback you receive.
- A written project proposal.
- A written project report.

In addition to the paper documents above, you will also be making oral presentations in class, which may be videotaped for you to include in your portfolio.

- An individual or small group "pitch proposal" (a short persuasive presentation).
- An individual formal, academic presentation.
- An individual or small group informative presentation

Class Resources

- Each other. You can only learn the matter of this class through being attentive to what others say. You can only learn the matter of this class through taking seriously the opinions and thoughts (and criticisms...) of others. In addition, you will feel most comfortable in this class and get the most done if you develop friendly, collegial, and respectful relations with
others in class. You will also help make this university community be a community if you work towards such relations.

- Me. I want you to succeed in this class, and to learn—so I want to be sure you always understand the hows and the whys of the work I ask of you. Please don’t hesitate to ask questions in class, and please come to my office hours (you don’t have to have some life-or-death problem to come to office hours—just come with any question or concern you have about our class). (And, in general, in college, people who talk with their professors do better.)

- The Writing Center (phone: 487-2207). The Writing Center is in Walker 107. The Writing Center is not about correcting spelling and grammar (although they can help you with this), but about helping you become a confident and thoughtful communicator. You can make appointments to meet weekly with a coach, or you can take advantage of drop-in hours. People who visit the Writing Center do better in classes both because they receive friendly encouragement and support and also because such visits will help you gain even more confidence and seriousness in your communication practices.

**Class Attendance**

You are allowed to miss two classes per semester; any subsequent absence will affect your final grade. If you miss a class, you are responsible for finding out what you missed and for making up any work you missed. If you have a **REAL** emergency, see me.

**Course Grading**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>25%</td>
</tr>
<tr>
<td>Journal Maintenance</td>
<td>10%</td>
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<tr>
<td>Formal assignments</td>
<td>40%</td>
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<tr>
<td>Informal assignments</td>
<td>25%</td>
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</tbody>
</table>

Grading for this course will be based on the following policy: A "C" means you did what was minimally expected of you (i.e., coming to class and doing all the work—you must complete all the assignments to receive a passing grade in this course). To receive an "A" or "B", you must not only meet individual assignment objectives, but your work must show thoughtfulness, effort, and improvement (i.e., revision). The greater your effort, the better your grade!

All assignments are due on the day they are assigned. If you know you will be absent, it is your responsibility to turn in assignments prior to class. You are also responsible for assignments given on the day you are absent—see a classmate for details or e-mail me in advance. Late papers will be accepted until 5 PM of the day
that they are due; anything after that point will receive only partial credit (barring special circumstances such as illness).

Individual assignments will not be graded, although a check/check plus system will be used throughout the semester to help gauge how well you have met the assignment objectives, in addition to written feedback. My grading philosophy stresses continued improvement on your part.

A note on your time & this class
It is an expectation of this university that for every hour you spend in a class there will be approximately three hours of time outside of class you will need to spend on the work of the class. Since we meet approximately two-and-a-half hours per week, I am expecting that you will put in, on average over the semester, close to eight hours per week on your work for this class. I have planned assignments with these expectations of you in mind.

My responsibilities to you
What I believe to be most of your responsibilities to the class and yourself are, I hope, made clear in the preceding sections on attendance, grading, time and the materials you will produce. Here are what I think to be my responsibilities to you:

- To be prepared for class myself, having read or studied the day's work and having developed class activities that help you approach the work thoughtfully and carefully and often, even, I hope, with interest and delight.
- To work to develop a respectful class environment where we listen and respond to each other thoughtfully and respectfully.
- To be available and attentive to you immediately before and after class and during posted office hours, so that you can bring up and discuss issues that interest you or matters that concern you about how the course and your work are going. I am also happy to make appointments to meet with you if you cannot attend my posted office hours.
- To be clear about my expectations about the work of the class. With each assignment, you should know before you start what I am looking for you to do and consider in that assignment; you should know how I will be assessing your work.
- To return your work to you in a timely manner. I will most often return short assignments to you during the following class. For longer assignments—any of the formal projects—I will take a week to respond. (Like most of you, I plan ahead to be sure I have time for work that is coming up. For example, when I know you will be turning in a long paper, I make sure not to schedule much other work for the week that I will be reading and carefully considering your
work—so, if you turn in work late, my schedule will probably no longer be so set up, and it might very well take me longer to respond.)

One final responsibility I see you as having, then, is to help me in this work. I want to hear from you, for example, whether my assignments help you understand my expectations. Also, it is only with your careful participation that we can achieve a class that is enjoyable and challenging and engaging for everyone.

IMPORTANT UNIVERSITY POLICIES:

MTU's policy on Academic Integrity
Plagiarism and cheating are serious academic offenses. MTU’s Academic Integrity Policy defines plagiarism as “knowingly copying another's work or ideas and calling them one’s own or not giving proper credit or citation,” and the 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 not only dishonest but they cheat you out of learning. If you ever have any questions about this issue, or about how to cite someone else’s work properly, please talk with me or consult a coach in the Writing Center.

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 contact Dr. Gloria Melton in the Dean's Office (phone: 7-2212). For other concerns about discrimination, you may talk with your teacher, your advisor, a department chair, or the Affirmative Action Officer (phone: 7-3310).

Right to Change Policy
As Instructor of this course I maintain the exclusive right to change or alter this syllabus to accommodate the needs of the students.