"If nothing else, we want students to learn that just as facts do no speak for themselves, an interpretation is partial. We want them to begin to realize that when you speak or write you are doing something, other than following procedures, and that in the same way cabinetmakers make furniture and musicians make music, writers animate words, and these words are as much a part of the material world as tables and records and concerts." —Linda Brodkey

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This class
Revisions, UN2001, is one of four core classes required of all students by the University's General Education Curriculum. This class is designed to help you develop and strengthen your communicative abilities and understandings. We will, as the title of the course suggests, be looking at how oral, written, and visual communication can work together to effectively communicate messages in given situations. The goals of this course are to get you to look beyond the mechanics of communication and into the how and why of communication. To do this, we will be performing rhetorical analyses of communication so that we can understand how and why creators of communication make the choices that they make. In turn we will learn to make careful choices when we create a piece of communication.

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.

Required texts

Jasken et. al. *Revisions: Oral, Written, & Visual Communication*

Selected Readings from the Revisions home page

Grades
If, at the end of the semester, you have earned a C in this class, it means you did what was minimally expected of you: you came to all classes and did all the work. (NOTE that you must complete all the class assignments if you hope to receive a passing grade in this class). If you want a B or an A, you must not only come to all the classes and do all the work, but you must do the work with effort and attention. To earn a B or an A, your work must demonstrate to me that you have gone well above and beyond the basic requirements of each assignment.

I do not put grades on individual assignments because I don’t think that grades on assignments encourage you to revise, rework and improve your work; instead, you will receive plenty of feedback from me. If you ever want to know what grade I think you are earning, talk to me in office hours and let me know that you want to discuss your course grade. (I will let you know if ever I think you are doing below C-work in class.) I will also give you a mid-term course evaluation, which indicates what your overall grade in the course would be at that time but is not averaged with your final grade.

More than 3 absences will negatively affect your grade.

Approximate Grade Break down
20% Participation (this includes attendance, small assignments, in-class participation, informal presentations)
10% Project on Communication and Civic Advocacy
10% Pitch Proposal
10% Research/Rhetorical Analysis Presentation
10% Critical Analysis Research Paper
15% Collaborative Project
10% Collaborative Project Presentation
5% Collaborative Project Report

MTU's policy on Academic Integrity

http://www.ha.mtu.edu/~kenvallee/revisions.html