Course Description:

Revisions is one of four core classes required of all students by the University's General Education Curriculum. All undergraduate students should take Revisions during their second year. The objectives for the course, as defined by the University's General Education Council, require direct instruction in oral, visual, and written communication.

Goals and Objectives:

In this class, you will:

• acquire a wide repertoire of oral, written and visual communication strategies and tools with a strong emphasis on practice of these skills.
• assess different communicative contexts in order to decide which media, strategies and tools are appropriate for the situation and audience.
• develop a range of strategies for effectively giving and getting feedback and for assessing your own communicative products.
• learn the possibilities of and necessity for revision as a strategy for achieving specific communicative goals.

Methods:

To encourage your thinking about these topics and to allow you to develop your own individual strategies and processes for the communication goals outlined above, during this class you will be required to:

• do the research necessary for, develop, and present formal academic texts.
• analyze the argumentative structures of different media, and develop appropriate argumentative structures for the texts (written, oral and visual) you produce.
• recognize that many perspectives and arguments can be developed from any collection of information.
• make explicit the implicit cultural, temporal and personal assumptions that underlie the communication practices that you learn in this class and to question the value and usefulness of those assumptions.
• practice small group decision-making strategies and how to plan formal and informal group discussions
• cope with and make practical use of the anxiety that often accompanies having to be a communicator.
• learn the distinction between writing and editing and between an argument and the presentation of an argument.
• learn to see writing as a process of making choices of not only words but ethos, tone and style.
• learn conventions of visual layout and typesetting for different contexts, using words and images together, and begin to understand when it is valuable to break these conventions purposefully.
• learn how to compose, interpret, and use photographs, illustrations, charts, graphs and other visual elements within a layout.

Books:

• The Revisions Reader
• www.hu.mtu.edu/revisions (user: guest, pass: revisions)
Grading:
You must complete all assignments to receive a passing grade in this course. Students are allowed to miss two classes per quarter; subsequent absences will affect your final grade. You will be responsible for finding out what you missed while absent.

15% Class Participation, Journals and Attendance
25% Minor Documents
30% Oral Presentations
30% Major Documents

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 call Dr. Gloria Melton, Associate Dean of Students (7·2212). For other concerns about discrimination, you may contact your advisor, department chair, or the Affirmative Action Office (7·3310).

MTU's Policy on Academic Integrity
Plagiarism and cheating are serious academic offenses. MTU's Academic Integrity Policy defines it as "knowingly copying another's work or ideas and calling them one's own or not giving proper credit or citation," and it 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 cheat you out of learning, the primary reason you are here. If you ever have any questions about this issue, please talk with your instructor or consult a coach in the Writing Center (7·2007).

Assignments:
- Several small assignments and presentations
- Analysis of a visual and verbal communication object
- Major project—analyzing group communicative practices (written text and presentation)
- Major project—Creating a group communicative object (document, presentation, and written text)

Detailed Syllabus: Course Schedule:

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<th>Week</th>
<th>Tuesday</th>
<th>Thursday</th>
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<tr>
<td>Week 1</td>
<td>Intros, syllabus Read McCord, &quot;Show and Tell&quot; Read Christensen, &quot;Every Student Teaches...&quot;</td>
<td>Visual Communication Read Foss, &quot;Generic Criticism&quot; Find 8 websites on your interest &amp; summarize Gather 25-50 magazine advertisements</td>
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<td>Week 2</td>
<td>Genre Read Varallo &quot;Family Photographs&quot; Bring/write description of a photograph or other object to analyze generically</td>
<td>Genre Cont'd Read Non-Designers Design Book pp. 12-62 Read Kostelnick &quot;Rhetorical Background&quot; Prepare transparencies of two websites</td>
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<td>Week 3</td>
<td>Design/Rhetorical criticism Website Critiques Read Non-Designers Design Book pp. 63-94</td>
<td>Continue Web Critiques Write up Critique Papers Read Non Designers... pp. 94-126 Read Amstotn &quot;Toward a Dynamic Balance&quot;</td>
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<td>Week 4</td>
<td>Pitch Proposals/Visuals Read Smith, &quot;Speech Anxiety&quot; Read Smith &quot;Outlining the Speech&quot;</td>
<td>Work on Pitch Proposals Read MacIntyre &quot;Public Speaking Anxiety...&quot; Read Tannen &quot;Involvement Strategies&quot; Read M. L. King &quot;I Have A Dream&quot;</td>
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<td>Week</td>
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| Week 5 | Pitch Proposals and main group selection and peer critiques  
Research main groups and related groups  
Create web page of research | Discuss Group Research/peer critiques  
Read Foss "Inviting Transformation  
Prepare self evaluation of pitch proposals |
| Week 6 | Discuss Papers/Research Questions  
Read Parker "Absolute Powerpoint" | Discuss Research Questions  
Read Wysocki "Impossibly Distinct"  
Read Lupton "Period Styles"  
Read/Critique Sample Research Papers |
| Week 7 | Discuss Sample Research Papers  
Type up Research Question and 1-2 page paper plan | Discuss Research Paper plans  
Work on Outlines  
Prepare formal outlines  
Read Trimbur "Ethics of Cite..." & "MLA Styles" |
| Week 8 | Outlines Due  
Prepare 1st Draft | 1st Draft Due  
Discuss 1st Draft |
| Week 9 | No Class—Conferences  
2nd Draft Due at your conference | No Class—Conferences  
2nd Draft Due at your conference |
| Week 10 | Presentations/Peer Critiques | Presentations/Peer Critiques |
| Week 11 | Peer Feedback Discussion  
Prepare Self Evaluation | Papers Due  
Discuss Collaboration  
Group work on Project/Prepare Proposal  
Read Trimbur "Ethics of Collaboration" |
| Week 12 | Proposals Due/Present Proposals  
Read Lakoff "We the Jury"  
Read Tannen "What Other Ways..." | Discuss Design Projects/Accessibility  
Read Siple "Cultural Patterns of Deaf People"  
Read Shriver "How Docs Engage Readers..."  
Prepare Rhetorical Plan for your Project |
| Week 13 | Discuss Rhetorical Plans with other groups,  
Work on Projects/Presentations | No Class—Work on Projects/Presentations |
| Week 14 | Presentations | Presentations |
| Week 15 | Assessment  
Discuss Portfolio and Cover Letter | Portfolios Due, Evaluations, etc. |