Revisions, otherwise known as UN2001, is required for all Sophomores under the University's General Education Curriculum. This course is designed to help you learn how to enhance and complement your writing with visual and verbal forms of communication, understand and experience the composing process in written, visual and verbal communication, as well as to experience a range of written, visual, and verbal genres. These goals will be accomplished by completing a multi-genre project. (If you think I am talking in French, don’t worry about it. We will be discussing what I just said in English early on in the class.)

Absolutely! What is a class without a few expensive books? We will be using Revisions: Oral, Written, and Visual Communication- by Lynch, Weber, Wysocki, and Jasken, and The Non-Designer’s Design Book by Robin Williams. (Not that Robin Williams.)
Well, I suppose that if you don't enjoy taking classes over and over again, you might want to consider showing up and participating. Much of the work we will do in this class is based on collaboration and group work, and if you slack off and don't show up you will certainly have some irate classmates. I am pretty strict on this subject. I suppose I can give you an unexcused absence. Make that 2. I will say that if you miss any more than 5, which is over 2 weeks of class, you will automatically fail. Please don't make me do that. If you are having problems in any way, shape, or form, come see me before you start slacking, ok??

Thank you very much. I appreciate the compliment. It is a known fact that the more students communicate and interact with their instructors, the better their grades. I would strongly suggest you come talk to me if you have any questions or comments concerning assignments or anything else that might come up in our class discussions. There will be some scheduled class periods where we will talk individually. But never fear, not only don't I bite, but I usually bring candy. Or donuts. Or something.

Sorry, Charlie/Charlotte. You are just
plum out of luck on that one. I admit to being royally liberal, but I have to draw the line somewhere. Besides, the University needs a grade so they have something to put on your transcripts. Unfortunately, I do not, I repeat, do not accept late work. Unless, of course, you have an incredibly good excuse. (Although there is the possibility of earning a few extra bonus points for coming up with an excuse that keeps me laughing for at least an hour.)

That said, let me get into my policies in a little more detail. I do not grade individual assignments, but you will be given feedback on each and every one. You will be turning in a midterm self-grade evaluation as well as a final evaluation. Based on the criteria that follows this blurb, you will let me know what you think your grade should be and why. I, in turn, will give you an evaluation of where I think you are in this class. I really hate it when I have been required to do this, but it is a good experience. Trust me.

Here is a breakdown of how I look at grades: it is going to be as difficult to fail in this class as it will be to earn an 'A.' As long as you show up to class and do all the work, you will be able to get a 'C' in this class. I know, but remember, a 'C' is average, and you can do way better than average. 'A' work means that you not only come to class prepared, but you have questions about the assigned reading, and have thought about how what you have read might affect you and the world we live in. It also means being ready to give feedback to your fellow students, and listening to the feedback that they give you, respectfully, I might add. Rough drafts of your written work should be ready on due dates so that your peers can evaluate them, and your final papers should be completely prepared and proofread before they have been turned in.
On the other hand, I will be asking you periodically to evaluate me as well. How is the class going? Is it meeting your expectations? Should I be doing something differently to aid in your learning process? I intend to learn as much from you as I want you to learn from me, and that means lots of feedback.

I can do more than that. I can also tell you about the counseling services offered at Tech. They are wonderful. Use them if you need to. That's what they are there for. As far as assignments go, the following is a tentative schedule of the major ones, which, of course, means I reserve the right to make adjustments. I will assign weekly readings and projects as we move through the semester.

**Jan. 30**

Go over rhetoric, rhetorical analysis, and some basic questions to ask when analyzing something. Logos, Pathos, and Ethos.


**Feb. 4**

Discussion of Rhetoric of Neutrality, ads.

**Feb. 6**

Luke and Cody teach us. 6 Cognates of
Design, will spend part of class time in the lab. Read Non-Designers Design book pp. 11-62 for the 11th.

Feb. 11

Presentations on work done in lab on Feb. 6 based on 6 Cognates of Design. If there is time, begin talking about CRAP principles. Read rest of Non-Designers Design book. Write a 2 page response to book, detailing how you might use these principles in your given field of study. This will be due on Feb. 18.

Feb. 13

Winter Carnival

Feb. 18

Finish up CRAP, if need be, and start talking about visual argument assignment. These will be based on your chosen topic. Read Rhetorical Background pp. 357-368. Write a one page proposal detailing your ideas for your argument.

Feb. 20

Emily and Greenhoe lead the class.


Feb. 25

Discuss ethical responsibilities of writers/composers. How do these relate to your visual argument and why? Find examples of propaganda on the Web in the lab. Continue working on your visual argument assignment.

Feb. 27
Mike and Jeremy take to the front.

Present on your propaganda findings. You have spring break to finish your visual arguments.

**March 3-7 Spring break**

**March 11**

NO TALKING DAY! Everyone will come in and display their visual arguments. We will individually evaluate each piece, determining whether the argument worked or not. For March 13, type up 2 pages on the notes you took on your peers' arguments detailing your findings.

**March 13**

Discuss arguments and your findings.

Kirby and Craig lead the class. If there is time, some of you might want to bring music videos that relate to any of the items we have been talking about in class. Must be able to explain how they relate.

**March 18**

Rough draft of research paper due. Peer reviews and group work. Talk about Web page assignment as final project/portfolio. If time permits, we can continue presenting music videos. Continue working on your research paper.

**March 20**

Kim and Gina lead discussion. Individual conferences on research paper start. Continue working on research paper.

**March 25**

Class canceled due to individual
conferences. Continue working on research paper.

March 27

Class visit by photographer Brian Parmeter, who will talk about photo essays and give examples. Photo essay assignment given.

April 1

Second draft of research paper due. Bring in rough draft of photo essay. Peer review on photo essay. Read Dreamweaver tutorial on Web.

April 3

Scott and Jason lead class discussion. Class tutorial on Dreamweaver.

April 8

3rd draft of research paper due. Lab work on Dreamweaver.

April 10

David and Jon lead the class discussion. Lab work.

April 15

Photo essays due. Present to class.

April 17

Continue photo essay presentations. Dan and Pat will lead class discussion.

April 22

Final research paper due. Lab work.

April 24

Mehmet and Salem will lead the class, as will Ben and Matt.

April 29
Presentations of Web page final project/portfolio.

May 1

Presentations of Web page final project/portfolio.

Well, plagiarism is considered cheating, and is a serious academic offense. It is defined 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, major ideas, or entire papers from printed or electronic sources as well as handing in papers written by other students. More to the point, plagiarism prevents you from learning, which has the potential to make your future classes more difficult. Who really needs that? If you have any questions, please talk to me or consult the Writing Center.

The Writing Center, located in Walker 107, is there to assist you if you are having problems with assignments that deal with verbal, visual or written communication. Hmm. Does that sound familiar? I strongly suggest you take advantage of this wonderful resource. You can find more information at http://www.hu.mtu.edu/wc/. If you need help finding the place, let me know. I live there sometimes.
Yeah, I guess you better believe it. 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 (487-2212). For other concerns about discrimination, you may contact your advisor, department chair, or the Affirmative Action Office (487-3310).

Ok, I am pooped. Let's just get on with it, shall we???