Revisions
UN2001 R5

Contact Info
Instructor: Shawn Apostel
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Class Info
Fall 2004
Room: 143
Days: Mon/Wed/Fri
Time: 10 to 11 a.m.

Course Description
"Revisions" is designed to give you the tools necessary to make informed decisions regarding the consumption and creation of information. We will accomplish this by evaluating the visual, oral, and written arguments used in advertisements, opinions, brochures, professional documents, newspaper/magazines, and websites based on our readings. We will then create documents and presentations based on what we've discovered.

Student Outcomes
Upon the successful completion of this course, you will be able to
• Enhance/complement writing with visual and oral forms of communication
• Understand the composing process in written, visual, and oral communication
• Use writing to process your thoughts and organize your arguments
• Conduct, communicate, and document research for a substantial piece of argumentative writing

Main Projects
1. Poster/flyer: A visual essay designed to persuade MTU students – due in class September 20.
3. Revision of a professional brochure or assembly instructions: A redesigned informative piece customized for a specific audience – due in class October 22.
4. Collaborative research project: A written script for a presentation you and your group will conduct for the class explaining and arguing the stance your group took after conducting research – due during class November 15 – 19.
5. Portfolio: A collection of writing and project samples from this class – due at my office December 10 by 5 p.m.

Small Projects (part of your class participation and portfolio grade)
1. Focused freewrites: At the end of some classes, we will take a few minutes to write down what we learned that day and how we contributed to the class discussion.
2. Journal entries: Frequently, we will write down our thoughts/questions concerning various readings or projects that we are working on.
Texts
Required:
Reading Culture: Contexts for Critical Reading and Writing, Diana George and John Trimbur (Pearson Longman Publishing, 2003)
Magazine/Newspaper (you choose, but I must approve)

Requirements/Attendance
This class is designed around John Dewey’s philosophy of "experiential learning," which means that we will do more than just read and understand the required and selected texts; we will engage and experiment with the ideas our readings suggest. We will find examples of our discussions and readings in our daily lives and share them with the class. In short, we will own the concepts we learn. This active learning style works best when everyone attends class prepared to participate in discussions and workshops. If you miss more than three classes, your final grade will suffer – one grade level for each class (i.e. A becomes AB). Also, you must complete all assignments to receive a passing grade for this course.

Flyer/Poster: 10%
Opinion/Review: 10%
Brochure: 10%
Research Project: 30%
Portfolio: 20%
Class Participation: 20%

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

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, Dean of Students (7-2212). For other concern about discrimination, you may contact your advisor, department chair, or the Affirmative Action Office (7-3310).
Class Outline

Week 1
August 30: First day of class
September 1: Discuss Non-Designer’s chapters 1-7
September 3: Discuss Non-Designer’s chapters 8-10

Week 2
September 6: Labor Day
September 8: Bring Flyer/Poster to redesign or idea for a Flyer/Poster
    Discuss Tufte reading
September 10: Bring up to five images as suggested in “Choosing Images” on page 181
    Discuss pages 173-181 in Reading Culture

Week 3
September 13: Conference
September 15: Conference
September 17: Conference

Important Future Dates
September 20: Flyer/Poster due
September 24: Opinion/Book or Product Review – rough draft
October 1: Opinion/Book or Product Review – final draft; bring Brochure or Assembly
    Instruction to redesign
October 8: Brochure or Assembly – rough draft
October 15: Brochure or Assembly – second draft
October 22: Brochure or Assembly – final draft; discuss Research Project; select ideas during class
October 25: Tentative Library Day; locate sources for Research Project
October 29: Research Presentation – rough draft
November 8 – 12: Conference to discuss second draft of Research Project
November 15 – 19: Class Presentations – final written draft of Research Presentation due
November 22 – 26: Thanksgiving Break
December 6 – 10: Conference to discuss Portfolio
December 10: Portfolio due by 5 p.m.; last day of class

* I reserve the right to modify this syllabus at my discretion.