Revisions
UN2001 R12/13

Contact Info
Instructor: Shawn Apostel
Office: Walker 147
Office Hours: 9 to 11 a.m. on W & Th
Email: spaposte@mtu.edu
Office: 906.487.3276
Web: http://www.hu.mtu.edu/~spaposte/revisions.html

Class Info
Spring 2005
Room: 144
Days: M/W/F

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, 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 January 24.
3. I-Search: A paper explaining your research process as you endeavor to answer a question that interests you – due in class February 28.
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 April 11-13.
5. Portfolio: A collection of writing and project samples from this class – due at my office April 22 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 Trimbub (Pearson Longman Publishing, 2003)
Magazine/Newspaper of your choice

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%  
I-Search: 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**
- January 10: First day of class
- January 12: Discuss Tufte reading (download from Shawn’s website)
- January 14: Bring Flyer/Poster to redesign or idea for a Flyer/Poster

**Week 2**
- January 17: MLK Recess
- January 19: Discuss *Non-Designer’s Proximity, Alignment, Repetition, and Contrast*
- January 21: Discuss pages 256-257 in *Reading Culture*
  - Discuss pages 199-201 in *Reading Culture*

**Week 3**
- January 24: Flyer/Poster due – present to class
- January 26: Discuss Opinion/Book or Product Review Assignment
- January 28: Two prior arguments due – will discuss in class
  - Discuss pages 253-255 in *Reading Culture*

**Week 4**
- January 31: Opinion/Book or Product Review rough draft – discuss in class
  - Discuss I-Search assignment (download from Shawn’s website)
- February 2: Conference to discuss review assignment
- February 4: Conference to discuss review assignment

**Week 5**
- February 7: Conference to discuss review assignment
February 9: Winter Carnival
February 11: Winter Carnival

Week 6
February 14: Opinion/Book Review – final draft with reflection letter due
Discuss I-Search rough draft – bring to class
February 16: Discuss pages 7-18 in Reading Culture
February 18: Discuss pages 20-27 in Reading Culture
Bring recent newspaper or news magazine to class

Week 7
February 21: Discuss pages 28-32 in Reading Culture
Print out and bring online news story to class
February 23: Discuss pages 35-37 in Reading Culture
Bring articles with consenting or opposing views to class
February 25: I-Search Presentations – pitch ideas to class

Week 8
February 28: I-Search Presentations – pitch ideas to class
March 2: I-Search Presentations – pitch ideas to class
March 4: Spring Break
March 7: Spring Break
March 9: Spring Break
March 11: Spring Break

Week 9
March 14: Library/Research Day – class will meet in the library
March 16: Research Day
March 18: Research Day

Week 10
March 21: Discuss Group Presentations and research
March 23: Discuss pages 173-185 in Reading Culture
March 25: Select your own ad and complete assignment on 187 – will discuss in class

Week 11
March 28: Discuss pages 249-253 in Reading Culture
March 30: Discuss http://www.mcspotlight.org/media/books/schlosser.htmlpages
Read extract from the book (link on bottom of the website)
April 1: Discuss http://www.thematrix.com/

Week 12
April 4: Group Presentations – rough drafts
April 6: Conference to discuss presentations
April 8: Conference to discuss presentations

Week 13
April 11: Group Presentations
April 13: Group Presentations
April 15: Portfolio workshop

Week 14
April 18: Conference to discuss portfolio and final grades
April 20: Conference to discuss portfolio and final grades
April 22: Portfolio due by 5 p.m.; last day of class

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