Course Description

"Revisions" is designed to help us examine and explore 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. 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 15.
3. I-Search: A paper explaining your research process as you endeavor to answer a question that interests you -- due in class October 13.
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 29.
5. Portfolio: A collection of writing and project samples from this class -- due at my office December 8 by 5 p.m.

Small Projects (part of your class participation and portfolio grade)

1. Focused freewrites: At the beginning of some classes, we will take a few minutes to write down our thoughts on readings and assignments we completed for the class.
2. Peer Evaluations: Frequently, we will share our assignments (both daily and "in progress") with the class to receive and to give feedback.
3. Out of class assignments: You will periodically be asked to complete assignments that complement our readings for the next class.

Texts Required:


*Designing Writing: A Practical Guide*, Mike Palmquist (Bedford/St. Martin's, 2005)

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. BC becomes C). Also, you must complete all assignments to receive a passing grade for this course.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Flyer/Poster</td>
<td>10%</td>
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<tr>
<td>Opinion/Review</td>
<td>10%</td>
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<tr>
<td>1-Search</td>
<td>10%</td>
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<tr>
<td>Research Project</td>
<td>30%</td>
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<tr>
<td>Portfolio</td>
<td>20%</td>
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<tr>
<td>Class Participation</td>
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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 Mellon, Dean of Students (7-2212). For other concerns 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 Tufte reading (download from Shawn’s website)
(please note that to “discuss” you need to read the assignment before class)
Bring two examples of poorly designed and well designed flyers to class

Week 2
September 6: Bring Flyer/Poster to redesign or a sketch for a new Flyer/Poster
Workshop/Brainstorming session on redesigning ideas
September 8 (CI): Discuss Non-Designer’s reading (download from Shawn’s website)
Discuss Chapter 1 in Designing Writing (DW)
Present findings from Design Activity on pages 12 and 13 of DW
(but do 5 websites [or digital sources] on a subject you are interested in)

Week 3
September 13: Discuss Opinion/Book or Product Review Assignment
Discuss Chapter 2 in DW
Present findings from Design Activity on page 19 of DW
(but do 3 college textbooks -- none from this class)
Flyer/Poster Workshop
September 15 (CI): Flyer/Poster due -- present to class
Discuss Chapter 1 in Envision

Week 4
September 20 (CI): Discuss Chapter 2 in Envision
Discuss I-Search assignment (download from Shawn’s website)
September 22 (CI): Opinion/Book or Product Review rough draft
Workshop session on Opinion/Book or Product Review
Discuss Chapter 3 in DW

Week 5
September 27: Conference to discuss review assignment
September 29: Conference to discuss review assignment

Week 6
October 4 (CI): Opinion/Book Review -- final draft with reflection letter due
Discuss I-Search rough draft -- bring to class (should have ~750 words)
Discuss Chapters 4 and 5 in DW
October 6: Discuss Chapter 4 in Envision
Week 7
October 11: Discuss Chapters 6 and 7 in DW
Present “Applying Design” project on page 59 of DW using your Opinion/Book Review project
I-Search Workshop -- Grammar and Spelling Check
October 13: I-Search Presentations -- present research proposals to class

Week 8
October 18: I-Search Presentations -- present research proposals to class
October 20: I-Search Presentations -- present research proposals to class

Week 9
October 25 (CI): Discuss Chapter 5 in Envision
Present “Creative Practice” project on page 139 in Envision
Group Brainstorming and Organization Workshop
October 27: Library/Research Day -- class will meet in the library

Week 10
November 1 (CI): Discuss Group Presentations and research
Discuss Chapter 6 of Envision
November 3: In Class Movie: Super Size Me -- Discussion follows

Week 11
November 8 (CI): Discuss Chapters 7 of Envision
Discuss Chapters 9, 10 and 11 of DW
November 10: Group Presentations -- rough drafts due for class discussion
Discuss Chapter 16 of DW

Week 12
November 15: No Class -- Conference to discuss presentations (Dress Rehearsal)
November 17: No Class -- Conference to discuss presentations (Dress Rehearsal)

(One week off -- Thanksgiving Recess)

Week 13
November 29: Group Presentations
December 1: Group Presentations and Portfolio Workshop

Week 14
December 6: No Class -- Conference to discuss portfolio and final grades
December 8: No Class -- Portfolio due by 5 p.m.; last day of class

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