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Website: http://www.hu.mtu.edu/~kailyaso/revisions05

What is this class about?
Welcome to Revisions: Oral, Written, and Visual Communication! Revisions: UN2001, is one of four core classes required of all students by the University’s General Education Curriculum. Revisions is one of four core General Education classes required of all students at Michigan Tech. Here is the Statement of Philosophy from the General Education taskforce that developed the current General Education curriculum:

In our General Education program, faculty and students cultivate intellectual values essential to the practice of democracy:

- respect for others, desire to engage in constructive discourse, clear reasoning and communication, and careful and balanced analysis. Students learn to understand, value, and negotiate individual, intellectual, and cultural difference, and to recognize and understand the significance of historical, social, and environmental context. Every graduate should understand the diverse modes of inquiry that distinguish the sciences, humanities, social sciences and professions, and should acquire a broad knowledge of the world’s intellectual, spiritual, and artistic traditions. Together, these elements prepare graduates who can work with others to improve their communities, their societies, and their world.  
( http://www.admin.mtu.edu/admin/vpinst/freport.htm#phil)

Growing directly out of this statement of philosophy, the particular purpose of Revisions is to help you become a stronger communicator so that you can not only be more effective in whatever career you follow but also so that you can be a more effective member of all the communities in which you participate.

To that end, we will not be focusing on the mechanics of communication in this course; instead, we will be examining closely how analyses of the purpose, context, and audience of any communication situation help you think about the most effective choices (including mechanics) to make in designing any piece of communication, no matter the medium. We will also be exploring — and reflecting upon — the particular composing habits and practices that help you strengthen your abilities and that shape you as an individual.

What do I need for this class?

- Williams, Robin. The Non-Designers Design Book (MTU bookstore, approx. $15.00).  
- Clowes, Daniel. Ghost World (Amazon or Barnes & Noble, approx. $10.00).  
- Winick, Judd. Pedro and Me: Friendship, Loss, and What I Learned (Amazon or Barnes & Noble, approx. $11.00).  
- Satrapi, Marjane. Persepolis: The Story of a Childhood (Amazon or Barnes & Noble, approx. $12.50).  
- You will need access to the internet and your mtu.edu email account.
Policies

Grading The following is the breakdown I will use for your grades:

100-94 = A
93-90 = A/B
89-84 = B
83-80 = B/C
79-74 = C
73-70 = C/D
69-64 = D
63-60 = D/F

Social Practices Policy
The success of this class is dependent on your respectful participation and contribution to the discussions, exercises, and overall feel of the classroom. As such it is important that you not only come to class but also actively participate in the discussions and exercises that take place throughout our time together. Consequently, if you do not actively participate by, for example, adding productively and respectfully to discussions, being engaged in exercises, actively listening to others—you are depriving your classmates and me of learning experiences. And so, to encourage everyone's participation in this class your social practices will make up 10% of your final grade.

Attendance Policy
Because the pace of this course is quite quick and because we will be doing a lot of group work and class discussions, attendance is a crucial part of your grade. Three absences are permitted per semester and any more will result in a lowering of your grade, 2% for each day over three. You are always responsible for work missed during an absence, and if you come to class unprepared after an absence your grade will suffer. Two tardies equals an absence (although I'd much rather you be late than not show up at all) and sleeping in class will also count as an absence. If you know you will be absent please let me know so that we can work something out. I am much more forgiving of absences if you are responsible about the situation.

Late Papers & Projects
Late papers/projects will not be accepted unless arrangements are made with me, at least two days before the assignment is due. Not turning in a paper on time will result in a lowering of your grade, 2% per each day late.

Outside help
You are always free to use the Writing Center for help with the writing dimension of your projects. However, you may not have others do design or technical work for you. This includes seeking an excessive amount of help from your classmates. It may seem practical at times to enlist the help of friends or roommates who are artists or programmers in order to have a fancier looking project. This is no different than having someone who is a better writer than you are write your paper. Teaching someone how to do something is one thing (within reason), doing it for them is another. You all will learn by doing, and will evaluate you on how well you complete these tasks based on your skill level.

About Plagiarism and Intellectual Property
The easy availability of materials on the Internet makes it tempting to use other people's work (or incorporate it into your own) without asking permission or citing sources. However, you are responsible for obtaining permission and for giving credit where credit is due. We'll be discussing what constitutes fair use and how to resolve
more complicated questions of intellectual property. Err on the side of caution because plagiarism is a very serious offense within the academic community. If you submit the work of others as your own, you will definitely fail the project and you suffer more severe penalties imposed not only by me but by the Dean of Students.

**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 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).

**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 concern about discrimination, you may contact your advisor, department chair, or the Affirmative Action Office (7-3310).

**Assignments and grading**

There will be four major assignments for this class:

1. narrative assignment (20%)
2. research-argumentative assignment; and (30%)
3. group project (20%)
4. a portfolio (10%)

The first three assignments will give you the option of composing/designing them in your choice of medium. This will be explained further as we move closer to each of these assignments. The last assignment--a portfolio--is compilation of your work for this class, and will be due shortly after the first three assignments are complete. Again, we'll discuss the details of this more as we get closer to the end of the semester.

Other assignments:

Additionally, we'll be doing readings and reflective responses to these readings throughout the semester. There will be two parts to this aspect that will account for the last 10% of your grade:

1. reflective responses
2. leading discussion for one of the readings

So, you might be wondering..."hey that's only 90%... she can't add...", however, in the social practices section you might recall (review/remember) that your participation in the class is worth 10% of your grade...thus, completing your grade and giving us that wonderful 100%.

**NOTE:** You must complete ALL of your assignments to get a passing grade!
**Schedule**

Below you will find the calendar or schedule for our class. Please note the major due dates for assignments. This calendar and subsequently the schedule of assignments listed was created with the “ideal” notion that we would remain on track with little to no major events affecting or disrupting our progress. Please remember this is the IDEAL, often times things do come up and we have to adjust, and so with that said... I reserve the right to change our calendar/schedule to better accommodate our needs as a class.

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<tr>
<th>Week 1</th>
<th>Week 9</th>
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<tr>
<td><strong>Aug. 30 (T)</strong></td>
<td><strong>Oct. 25 (T)</strong></td>
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<td><strong>Introduction to class</strong></td>
<td><strong>Discussion: On the reading.</strong></td>
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<td><strong>Homework:</strong></td>
<td><strong>In class:</strong> Pair up and discuss the resources you've chosen for your topic. Answer the questions on handout.**</td>
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<td>1) Answer syllabus questionnaire, bring to class on Thursday.</td>
<td><strong>Discussion:</strong> Citing resources, choosing resources.**</td>
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<td>2) Read Williams, pp. 121-175, create a nametag that represents who you are, bring to class on Thursday.</td>
<td><strong>Homework:</strong> Continue do research—this time find visual texts. See handout for details.**</td>
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<td><strong>Sept. 1 (Th)</strong></td>
<td><strong>Oct. 27 (Th)</strong></td>
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<td><strong>Discussion:</strong> Name tags, Williams, syllabus questions</td>
<td><strong>In class:</strong> Pair up again, discuss the visual resources you’ve found. Answer the questions on the handout.**</td>
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<td><strong>Homework:</strong></td>
<td><strong>Discussion:</strong> Using visual resources.**</td>
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<td>1) Read Williams, pp. 11-120, answer questions about reading. Bring to class on Tuesday.</td>
<td><strong>Homework:</strong> 1) Post to the blog your topic idea and your position on the topic. Post by Friday at 5pm. 2) Respond to two students and their topic—see handout about the how I would like you to respond. Post responses by Sunday at midnight.**</td>
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<td>2) Read Suzanne Britt, <em>Neat People v. Sloppy People</em>, answer question(s) about reading. Bring to class on Tuesday.</td>
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<td><strong>Week 2</strong></td>
<td><strong>Week 10</strong></td>
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<td><strong>Sept. 6 (T)</strong></td>
<td><strong>Nov. 1 (T)</strong></td>
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<td><strong>Discussion:</strong> Williams and CRAP, Britt and rhetorical analysis. <strong>Group exercise:</strong> Ad analysis and CRAP <strong>Homework:</strong></td>
<td><strong>Discussion:</strong> A bit of a review. Argumentative strategies, visuals, identity. Where we’re at in class, how are we doing? <strong>Homework:</strong> Read the following, Rich’s <em>What Does a Woman Need to Know?</em> and Thomas’ <em>The Mind of Man</em>, come prepared with one question about the reading.**</td>
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<td>1) Read Katz pp. 444-446, and Tannen pp. 70-78, answer questions. Bring to class on Thursday. 2) Read Wysocki—ethos, pathos, logos, answer question(s). Bring to class on Thursday.</td>
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<td><strong>Sept. 8 (Th)</strong></td>
<td><strong>Nov. 3 (Th)</strong></td>
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<td><strong>Discussion:</strong> Katz and Tannen, and ethos, pathos, logos. The visual—cartoon.</td>
<td><strong>Small groups:</strong> Discuss readings, answer questions on handout.**</td>
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**Week 3**

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| Sept. 13
(T) | **Discussion:** Readings, the visual elements and rhetorical analysis strategies.  
**Group exercise:** Visualizing *The Future of Modesty*  
**Homework:** Come and watch the movie *Ghost World*, 5:30-8:00pm. Room to be announced.  
Read Wysocki’s—'medium' and 'arrangement'. Answer question(s). Bring to class on Thursday. |

**Week 11**

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<th>Date</th>
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| Nov. 8
(T)    | **Discussion:** Looking ahead to the rest of the semester. Sign up for conferences.  
**In class:** Pair up and discuss your argumentative assignments, see handout.  
**Homework:** Work on your argumentative assignment. |

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<th>Date</th>
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| Sept. 15
(Th)   | **Discussion:**  
1) A bit of review -- identity issues, rhetorical analysis strategies for text and visuals.  
2) Discuss our first major assignment -- narrative assignment.  
**Homework:**  
1) Post some ideas about your narrative assignment to the blog--explaining what you’d want to discuss and in which medium, post by Friday at 5pm.  
2) Respond to two of your classmates’ posts, explain what you find interesting about their topic and what effects the medium they have chosen would have. Post responses by Sunday at midnight.  
3) Read, Bardeen’s *Not Close Enough for Comfort*, and the following, Scalia’s *A Label that Sticks*, at http://www.firstthings.com/ftissues/ft0506/opinion/scalia.html. Answer the question(s) on handout, bring to class on Tuesday. |

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<th>Date</th>
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| Nov. 10
(Th)   | **Draft due/ Conferences—meet in the Rozca, in front of the coffee place.**  
**Homework:** Work on your argumentative assignment, due Tuesday. |
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<th>Week 4</th>
<th>Week 12</th>
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<td><strong>Sept. 20 (T)</strong></td>
<td><strong>Nov. 15 (T)</strong></td>
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| **Discussion:**  
1) Some interesting posts—ideas for your narrative assignment.  
2) Discuss reading.  
3) Listening to sound narratives.  
**Homework:**  
1) Visit some of the websites listed and listen to three sound narratives, answer the questions about each one, post your answers to the blog. | **Research-argumentative assignment due**  
**Discussion:** Your last major assignment, group project.  
**In class:** Brainstorm ideas about the final project and decide on your group members.  
**Homework:**  
Read article handed out in class on identity, *Us v. Them*.  
*Persipolis*, pp. XX-XX TBA |
| **Sept. 22 (Th)** | **Nov. 17 (Th)** |
| **Discussion:** Sound—narratives, strategies, effects.  
**Homework:** Work on your narrative assignment. Come to class on Tuesday prepared to discuss your narrative project and get feedback. | **TBA** |
| **Week 5** | **Week 13** |
| **Sept. 27 (T)** | **Nov. 22 (T)** |
| **In class:** Sign up for conference times.  
**Discussion:** In pairs, go over each other's narrative assignment draft and answer the questions on the handout. | **Thanksgiving Break -- Have a good break!** |
| **Sept. 29 (Th)** | **Nov. 24 (Th)** |
| **Draft due/ Conferences—meet in the Rozca, in front of the coffee place.**  
**Homework:** Work on your narrative assignment, due Tuesday. | **TBA** |
| **Week 6** | **Week 14** |
| **Oct. 4 (T)** | **Nov. 29 (T)** |
| **Narrative assignment due**  
**Discussion:** Moving on to the next assignment—argumentative. Define it, strategies to effectively argue, example.  
**Handout, in class:** Wysocki, argumentation.  
**Homework:**  
2) Answer the questions on the handout, bring to class on Thursday. | **TBA** |
| **Oct. 6 (Th)** | **Dec. 1 (Th)** |
| **Discussion:**  
1) Examples of arguments—small groups. The responsibilities of engaging in an argument. | **TBA** |
3) Discuss readings.

**Homework:** Read Martin's *The Body at War: Media Views of the Immune System*, pp.286-301. Answer the question(s) on the handout, bring to class on Tuesday.

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<th>Week 7</th>
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<td><strong>Oct. 11 (T)</strong></td>
<td><strong>Dec. 6 (T)</strong></td>
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| **Discussion:** On the reading—arguments, images, and sources.  
**In class:** Small groups, brainstorm and draw out other images associated with the body.  
**Homework:** Read *Pedro and Me*, pp.1-75.  
Read NPR's piece on Sex Ed at http://www.npr.org/templates/story/story.php?storyld=1622610. Answer question(s) on handout, bring to class on Tuesday. | **Presentations** |

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<th>Oct. 13 (Th)</th>
<th><strong>Dec. 8 (Th)</strong></th>
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| **Discussion:** On the reading—arguments and visuals.  
**In class:** In pairs, brainstorm ideas about your own argumentative assignment. Turn in your ideas to me at the end of class.  
**Homework:** Finish reading *Pedro and Me*.  
Write an editorial piece on a topic we've encountered in the last few readings. See handout for instructions. Bring in your editorial to class on Tuesday. | **Presentations** |

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<th>Week 8</th>
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<th>Finals week</th>
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<td><strong>Oct. 18 (T)</strong></td>
<td><strong>Dec. 13 (T)</strong></td>
<td><strong>Conferences/ Portfolios due</strong></td>
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| **Discussion:** On the reading, other issues/arguments presents in the novel.  
**In class:** Pair up, read each other's editorials; get feedback.  
**Homework:** Revise your editorials for Thursday. Write a short reflective paper about the role of ethos in your editorials. See handout for instructions. | | |
| **Oct. 20 (Th)** | **Dec. 15 (Th)** |
| **In class:** Pair up and read each other's editorials again. Answer the questions on the handout.  
**Discussion:** Ethos, pathos, logos.  
**Homework:** Read Hart's, *How to Get a College Education*. Answer the questions on | |
handout, bring to class on Tuesday. Go do some research for your argumentative assignment. See handout for details and instructions. Bring your resources to class on Tuesday.