Required Materials:


   This text, referred to as *ala*, will be our guide throughout the semester. You will be asked to read and reflect upon certain chapters and selections for in-class discussion and group activities (see attached course outline). You should plan on obtaining a copy immediately, if you have not already done so. **ALSO, BE SURE TO BUY THE NEW, COLORIZED VERSION OF THIS TEXT!**

2. **Binder:** You need to purchase a hard-cover binder with tab dividers. This will hold all of your work throughout the semester, including all drafts and steps toward the final product.

Course Description: One of four core classes required of all students by the University’s General Education Curriculum, Revisions is designed to help you develop and strengthen your communication skills and understanding. We will examine and design oral, written, & visual texts to gain insight into productive communication for differing contexts and audiences.

Course Objectives: Throughout the course of this semester, you will learn how to: write a statement of purpose; identify the context and audience of a communication; determine the best medium to use; arrange ideas and concepts in the most persuasive and effective sequence; and develop strategies to achieve your communication goals. You will also learn how to develop a design plan and an annotated bibliography while working independently and/or collaboratively.

Assignments and What to Expect: You must complete all assignments to receive a passing grade in this course. We will divide this course into three separate, yet related, assignment sequences. You are expected to carry the knowledge gleaned from the first sequence into the subsequent sequences and so on. These assignments will require you to step through multiple drafts and revisions, which are built into the assignment sequences. I will only accept final work that has developed out of those drafts. Basically, you cannot suddenly change topics or approaches as the final due date nears. I need to see the process that leads up to the final project. **SAVE ALL DRAFTS IN YOUR Binder AS WE Go! DO NOT SAVE OVER YOUR WORK!**
Assignment Point Values:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation</td>
<td>125</td>
</tr>
<tr>
<td>Reading Presentations</td>
<td>25</td>
</tr>
<tr>
<td>One supported argument paper</td>
<td>150</td>
</tr>
<tr>
<td>Draft of supported argument paper</td>
<td>50</td>
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<tr>
<td>Two rhetorical analyses</td>
<td>50</td>
</tr>
<tr>
<td>Oral Communication Project</td>
<td>150</td>
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<tr>
<td>Visual Communication Project</td>
<td>150</td>
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<tr>
<td>Visual Communication Project Reflection</td>
<td>50</td>
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<tr>
<td>Final Reflective Cover Letter</td>
<td>50</td>
</tr>
<tr>
<td>Final Portfolio</td>
<td>100</td>
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</tbody>
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Grading Scale:

Grades are based on a 1000-point system:

- A: 935-1000 points
- AB: 865-934 points
- B: 795-864 points
- BC: 725-794 points
- C: 665-724 points
- CD: 595-664 points
- D: 540-594 points
- F: less than 540 points

Attendance and Participation: This class is interactive. We will be working in groups, doing hands-on activities, and using class discussion to facilitate our learning. When you miss class, you miss valuable information and opportunities for learning. Although students are permitted to miss 2 classes per semester with no questions asked, subsequent absences will greatly affect your overall final grade. *University Excused absences through the dean of students are the ONLY exceptions. Also, arriving late disrupts the class. Two (2) tardies will add up to one full unexcused absence (a subtraction of five overall points for every two tardies). Attendance and participation are worth 150 overall points. This breaks down to five points per day just for showing up and participating. However, because this class relies so heavily on discussion, group work, and in-class activities, I expect active participation.

Final Portfolio: Portfolio requirements will be handed out at a later time, but you MUST save all of your drafts, assignments, peer reviews, group work, notes, and etc. composed throughout the semester. You will be using these materials to complete the final portfolio. Also, please make 2 copies of final assignments: one to hand in to me for a grade, and another clean copy without your name and class information to put immediately into your binder. Final portfolios can have no identifying marks on them, so before turning in an assignment, you must remember to print out an extra copy THAT HAS NO IDENTIFYING INFORMATION ON IT and place it in your binder.

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

Course Schedule:
Although I reserve the right to revise the syllabus and/or course schedule to better serve student needs, the following schedule will be used during the semester to accomplish our goals:

Week One:
1/16: What is communication? What is this class about? What interests you?
For next class: Thoroughly read this syllabus and find a syllabus questionnaire on my website. Print out the syllabus questionnaire, answer the questions, and bring the completed handout with you to our next class (5 points toward attendance/participation grade).
1/18: Review syllabus questionnaire, develop classroom policies, discuss reading presentation expectations, & continue discussion. For next class: Read p. 2-107 in cda and prepare your Reading Presentation.

Week Two:
1/23: Reading Presentations. For next class: Perhaps get a jump on future readings.
1/25: Continue Reading Presentations as necessary. Introduce supported argument assignment. For next class: read p.143-176 in cda and begin thinking about and researching the possibilities for your supported argument paper. Prepare reading presentation if so assigned.

Week Three:
1/30: Reading presentations. Use rest of class time for conferences and lab research. For next class: Complete 2-page (double spaced) free-writing assignment to get started with draft writing (5 points).
2/1: Feedback on free-writing, discuss annotated bibliographies, works cited pages, in-paper citations, and format. Hold in-class conferences and use time for research. How is the project coming along? For next class: Complete a rough draft of your annotated bibliography (10 points) & CONTINUE YOUR RESEARCH for the Supported Argument Paper.

Week Four:
2/6: Feedback on Rough annotated bibliography, discuss internet v. library research, continue citation discussion and answer any questions that have arisen thus far.
For next class meeting: Write Rough Draft (at least 7 pages, double spaced) of your Supported Argument Paper and FINALIZE your annotated bibliography.
2/8: NO CLASS – Winter Carnival

Week Five:
2/13: Library Day – class cancelled for library research.
2/15: Bring final annotated bibliographies and 2 copies of your drafts and to class. Model peer reviews, provide guidelines for review, review first drafts, discuss REVISION. For next class: Continue revising peer supported argument papers and bring them back to next class.

Week Six:
2/20: Hand back draft of supported argument paper. Feedback during in-class conferences. For next class: REVISE papers.
2/22: Revision Due. Do in-class peer review of revisions before final paper is due. For next class: Finalize your supported argument paper.

Week Seven:
2/27: Collect Final Supported Argument Paper AND all steps in the process. Discuss aspects of oral presentations. Introduce podcast assignment and divide into teams for collaboration. For next class: Read p.223-261 in cda.
3/1: Discuss readings and ideas for podcasts. Use class time to explore audacity. For next class: Develop the design plan of podcast assignment (50 pts).

Week Eight:
3/6: Use class time to practice creating podcasts and writing rough scripts. For next class: Begin your rough podcast and script.
3/8: Discuss rhetorical analysis of a speech assignment. For next class: Read pages 416-327 and complete rhetorical analysis of speech assignment (50 points) and finish your rough podcast and script (50 points).

Week Nine:
3/13: No Class – Spring Break
3/15: No Class – Spring Break

Week Ten: I may be out of town this week. Email me by noon on Monday for feedback on your rough podcasts! Final podcasts are due to me on Thursday, March 22nd if I’m not out of town. If I’m out of town, the final project will be due on Tuesday, March 27th and there will be no in-class presentations of the podcasts.
3/20: Feedback on Rough podcast. For next class: Finalize your podcast.

Week Eleven:
3/27: Podcasts due if Week Ten was cancelled. After the Project reflection is due for 50 points as well. Discuss visual rhetorical choices, do in-class analysis of advertisements to better understand visual communication. For next class: Read p.263-314 in cda.
3/29: Reading Presentations. Continue discussion of visual communication. For next class: write a 2-4 page rhetorical analysis of a visual (see assignment sheet and rubric for guidelines) and read pages 329-346 in cda.

Week Twelve:
4/3: Reading Presentations. Discuss Poster Campaign assignment. For next class: Develop several ideas for possibilities for your visual poster campaign and presentation.
4/5: Begin your design plans, in-class work on projects. For next class: Develop a design plan (50 points).
Week Thirteen:
4/10: Continue in-class work on projects. I will be around to check group progress. For next class: draft your presentations and visuals (50 points).
4/12: Testing Day for Poster Campaign Assignment Presentations. For next Tuesday: finalized Documentary Photography assignment is due (50 points).

Week Fourteen:
4/17: Continue Testing Day for Poster Campaign Assignment Presentations if necessary – Prepare for your presentations tonight!
4/19: Collect Reflection of Visual Communication Sequence. Discuss final portfolio and reflective letter. For next class: compose final reflective cover letter for portfolio (50 points).

Week Fifteen:
4/24: Reflective Letter DUE; discuss rubrics and contents for final portfolios. For next class: put together your class portfolio (100 points).
4/26: Collect final portfolios, closing Discussion