SECTION R14 INFORMATION:
Tuesday/Thursday, 9:35-10:50 a.m.
Room: Walker 144
Instructor: Nathan J. Carpenter
Office: Walker 148 (487-3279)
Email: njcarpen@mtu.edu
Website: www.hu.mtu.edu/~njcarpen

OVERVIEW:
In this section of REVISIONS, you will be studying texts used in everyday life—essays, websites, posters, speeches, photographs and slideshows, to name a few—to help you understand communication as an evolving, dynamic process. This class will help you think through your abilities as a communicator and will provide you with opportunities to practice these abilities within a variety of different situations for different audiences. Contrary to what it might seem like, REVISIONS is not just a writing course. Yes, you will be doing a bit of writing every day, but you will also explore ways in which oral and visual modes of communication allow you to make an impact on the world around you.

Some of you might be saying at this point, "Excuse me, I already know how to communicate. I took AP English in high school and design my own websites. I have deep conversations and intellectual debates with people every day, so this class won’t teach me anything new." Many people come into REVISIONS with this attitude, but soon realize that REVISIONS is a course unlike anything they have ever taken. This class will challenge you to think differently about what you already know—to explore communication as a process that requires planning and revising, experimentation and tweaking, considerable practice and a constant consideration of the people and the world around you. Famous musicians practice their instruments. Professional athletes practice their physical strength and endurance. Motivated interns practice the duties, policies, and procedures they will need to know on the job. Likewise, good communicators need to practice their skills and make informed choices about how they will communicate for any audience, in any given situation.

Others of you might also be saying at this point "Hey, I just need a C in this class to get by, so why should I really care about communication?" It’s pretty simple—you have the power to make choices about how you communicate, and your choices will always have consequences. If you are able to make active choices about how you communicate, you will be more likely to be successful in achieving your goals. If you let communication skills slide, well, we all know how frustrating or disastrous it can be when we try to work with ineffective communicators ... think of your favorite professors who always mumble in monotone, or the memos about O-rings that caused the Challenger disaster, or the FEMA emails that document some of the incompetence in dealing with Hurricane Katrina aftermath.

REVISIONS is designed to help you recognize that communication is important to real life and will involve more than just writing a research paper or completing a lab report. You will have to consider audiences that may not be familiar with the concepts you are trying to present. You will have to make ethical choices about how you will communicate. You will have to persuade others to take a position that they may not be willing to take. REVISIONS will give you a foundation for dealing with each of these situations—and more . . .
MICHIGAN TECH’S GOALS FOR REVISIONS

Through their work in the REVISIONS course, students will:

- Learn a rhetorical process for analyzing and producing texts using written, visual, and oral communication.

- Understand how the audience and purpose in any communication situation shape effective communication.

- Analyze and produce a range of (mixed) written, visual, and oral texts in a range of genres.

- Learn how processes of reflection and invention are useful in developing communication.

- Acquire extensive practice in revising written, visual, and oral communication.

- Acquire strategies for testing and assessing their communications.

- Work both alone and collaboratively in learning and communicating.

- Learn how to conduct, communicate, and document research for a substantive piece of argumentative communication.

- On the issues they research, seek out multiple points of view in order to learn how their positions fit with wider contexts.

- Recognize that in the context of global cultural diversity, our communication choices are effective only when we understand how different audiences interpret texts.

- Discuss and analyze the ethical implications of a communicator’s choices in a text.

CLASSROOM POLICIES & PROCEDURES

1. ATTENDANCE: It’s simple—be here! Since this class meets only twice a week, our time together is very limited; therefore, you can only miss TWO classes. You must make up any missed work—I will not provide it for you! Your grade will drop one-half letter grade per absence after the two “freebies.” Attendance is extremely important to this class because you will be doing a lot of group work—don’t let your fellow students down. Excessive absences will negatively impact your grade, regardless of your final score.

2. PROJECTS: Turn them in on time! Your grade will drop one-half letter grade per day late. For days that you are not in class, you are solely responsible for turning in assignments on time and obtaining any missed assignments. For written work, you must turn in a physical copy—I will not accept any e-mailed assignments. You must turn in ALL projects in order to pass this section of Revisions. (Note: turning in all assignments does not guarantee a passing grade!)
3. REQUIRED TEXTBOOK:

4. HOMEWORK: Like most college courses, you should expect to do at least two hours of preparation for every hour you spend in class. This work will be a mixture of readings, written work, and project development. **Plan accordingly and do the readings—there may be quizzes!** Homework and quizzes will be graded according to a check-plus, check, and check-minus system that will averaged into your final grade.

5. SAVE EVERYTHING YOU DO: In order to assess the accomplishments of different classes, the MTU General Education Department wants to review your work over the semester. This means that you will be required to turn in a final portfolio at the end of the semester that celebrates your accomplishments. See #6 for more information.

6. FINAL PORTFOLIO: Buy a 3-ring binder for this class. Print off an extra copy of everything that you do for this class “including” Brainstorming Notes, Rough Drafts, and Final Drafts. On these extra copies, **be sure to remove your name and any course information, and keep them in your binder in a safe location.** As the semester progresses, I will provide you with more detailed portfolio criteria and will periodically check on the status of your portfolio.

7. CHEATING: Don’t do it! Read MTU’s Academic Integrity Policy for details: “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 (487-2007).”

8. CLASSROOM CONDUCT: **BE OPEN!** During the course of discussion in this class you may run into concepts or topics that are foreign to you, or ideas that you downright disagree with. Please treat your fellow classmates with dignity by respecting their right to express their beliefs and/or opinions in class. Heated or volatile discussions will be moderated, but if for any reason you feel threatened or offended by topics or other students in the classroom, contact your instructor immediately after class.

9. 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 (487-3310).
GRADING:

You will be attempting to earn 100 cumulative points over the semester.

Project Weight:

“Communicating Ethical Issues”  
Individual Research Project:  30 pts.

“This I Believe”  
Multimedia Personal Essay Project:  30 pts.

“Recruiting Others”  
Collaborative Multimodal Project:  20 pts.

Homework / Quizzes:  10 pts.

Final Portfolio:  10 pts.

You must turn in ALL projects in order to pass Revisions.  
(Note: turning in all assignments does not guarantee a passing grade!)

Final Grading Scale:

A  95-100 pts.
AB  90-94 pts.
B  85-89 pts.
BC  80-84 pts.
C  75-79 pts.
CD  70-74 pts.
D  65-69 pts.
F  below 65 pts.

FINAL NOTE:

Teaching is a process of constant revision; therefore, your instructor reserves the right to make changes to this syllabus and calendar as dictated by the specific needs of this class.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Week</th>
<th>Date</th>
<th>Day</th>
<th>In-class Activities</th>
<th>What's Due Today?</th>
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<tbody>
<tr>
<td>How Does Communication</td>
<td>Week 1</td>
<td>Sept. 7</td>
<td>Thursday</td>
<td>Using the Rhetorical Process--Group Scramble</td>
<td>CDA 23-54</td>
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<td>Happen?</td>
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<td>Week 2</td>
<td>Sept. 14</td>
<td>Thursday</td>
<td>Brainstorming; Developing Research Questions</td>
<td>CDA 143-160; 256-258 Research Topic Due</td>
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<td>Week 3</td>
<td>Sept. 21</td>
<td>Thursday</td>
<td>Composing Research Project Design Plans</td>
<td>CDA 79-104; Interview Report Due</td>
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<td>Week 4</td>
<td>Sept. 26</td>
<td>Monday</td>
<td>Paper Parameters; Citations</td>
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<td>Week 5</td>
<td>Oct. 3</td>
<td>Tuesday</td>
<td>Peer Revisions</td>
<td>Rough Draft #2 Due</td>
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<td>Week 6</td>
<td>Oct. 12</td>
<td>Thursday</td>
<td>&quot;This I Believe&quot; Introduction</td>
<td>Research Reflection Due</td>
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<td>How Do YOU Communicate?</td>
<td>Week 7</td>
<td>Oct. 19</td>
<td>Thursday</td>
<td>Brainstorming; Creative Writing Exercises</td>
<td>CDA 191-221; &quot;This I Believe&quot; Topic Due</td>
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<td>Week 8</td>
<td>Oct. 24</td>
<td>Tuesday</td>
<td>Peer Revisions</td>
<td>Written Rough Draft Due</td>
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<td>Week 9</td>
<td>Nov. 2</td>
<td>Thursday</td>
<td>Thinking About Photographs</td>
<td>CDA 347-379</td>
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<td>Week 10</td>
<td>Nov. 9</td>
<td>Thursday</td>
<td>Class Time For Recording</td>
<td>Written Final Draft Due</td>
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<td>Week 11</td>
<td>Nov. 16</td>
<td>Thursday</td>
<td>Sharing &quot;This I Believe&quot; Projects</td>
<td>Final &quot;This I Believe&quot; Project and Reflection Due</td>
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<td>Week</td>
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<td>12</td>
<td>Nov. 28</td>
<td>Tuesday</td>
<td>Recruitment Project Introduction</td>
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<td>Nov. 30</td>
<td>Thursday</td>
<td>Discussing Advocacy; Analyzing Student Organization Recruitment Materials</td>
<td>CDA 111-114; Recruitment Text, Design Plan Due</td>
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<td>Tuesday</td>
<td>Reading Text, Submitted Notes</td>
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<td>Dec. 7</td>
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<td>Peer Revisions</td>
<td>Recruitment Text Mock-Up Due</td>
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<td>14</td>
<td>Dec. 14</td>
<td>Tuesday</td>
<td>Sharing Recruitment Texts</td>
<td>Recruitment Text Due; Portfolios Due by 5 PM</td>
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