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 20.
2. I-Search: A paper explaining your research process as you endeavor to answer a question that interests you -- due in class October 23.
3. YouTube/Video: A video in which you read your I-Search and support your findings with images -- due online or in class October 23.
4. Rhetorical Analysis: A 3 to 5 page rhetorical analysis of Super Size Me.
5. Collaborative research project: A research paper and presentation you and your group will conduct for an open audience explaining and arguing the stance your group took after conducting research -- due before presenting on December 4.
6. Portfolio: A collection of writing and project samples from this class -- due at my office December 14 by 5 p.m.

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

1. Focused freewrites: At the beginning of most classes, we will take a few minutes to write down our thoughts on readings and assignments we completed for the class.
2. **Peer Evaluations:** We will frequently 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.

**Required Text:**


**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 two classes, your final grade will suffer — one grade level for each class (i.e. BC becomes C), and if you are late three times, it will be counted as one missed class. Also, you must complete all assignments to receive a passing grade for this course.

Flyer/Poster: 10%
I-Search: 10%
YouTube/video: 10%
Rhetorical Analysis: 10%
Research Project: 20%
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).” (From MTU Instructor Handbook)

**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).” (From MTU Instructor Handbook)
Class Outline

Week 1
September 4: First day of class
September 6: Discuss Tufte reading (download from Shawn’s website:
http://www.hu.mtu.edu/~spaposte/revisions.html
(NOTE: To “discuss” you need to read the assignment before class)

Week 2
September 11: Bring Flyer/Poster to redesign or a sketch for a new Flyer/Poster
Workshop/Brainstorming session on redesigning ideas
Discuss pages 33 to 56 in Compose Design Advocate (CDA)
September 13: Discuss Non-Designer’s reading
(download reading from Shawn’s website)
Discuss pages 285 to 299 CDA

Week 3
September 18: Flyer/Poster Workshop
Discuss pages 329 to 341 in CDA
Discuss Gestalt film (follow link on Shawn’s website)
September 20: Flyer/Poster due -- present to class
Introduction to I-Search/YouTube assignment

Week 4
September 25: Discuss I-Search assignment -- skim these papers
(download from Shawn’s website)
Discuss pages 80 to 96 in CDA
September 27: Break into I-Search workgroups
Turn in I-Search rough draft (should have ~500 words)
Discuss pages 143 to 160 in CDA

Week 5
October 2: Library/Research Day – class will meet in the library
October 4: Video Production intro – using I-Movie
Discuss pages 256 to 258 in CDA

Week 6
October 9: Discuss I-Search rough draft -- bring to class (should have ~2000 words)
Discuss pages 61 to 77 in CDA
October 11: Discuss I-Search final draft -- bring to class (no more than 2500 words)
Discuss pages 181 to 211 in CDA

Week 7
October 16: Conference to discuss I-Search paper and YouTube production
October 18: I-Search/YouTube Workshop -- Grammar and Spelling/ Visual
and Sound Check
Discuss pages 213 to 222 in CDA
Week 8
October 23: I-Search/YouTube Presentations -- present research proposals to class
October 25: I-Search/YouTube Presentations -- present research proposals to class

Week 9
October 30: Group Brainstorming and Organization Workshop
November 1: Discuss Group Presentation and research
Group Project Abstract Due
Discuss pages 223 to 249 in CDA

Week 10
November 6: In Class Movie: Super Size Me
No readings this week – work in your groups
November 8: In Class Movie: Super Size Me -- Discussion follows

Week 11
November 13: 3 to 5 page double spaced rhetorical analysis of Super Size Me
Group Workshop
November 15: Group Presentations -- rough drafts due for class discussion
Discuss pages 252 to 255 in CDA

(One week off – Fall Break)

Week 12
November 27: No Class -- Conference to discuss presentations
November 29: No Class -- Conference to discuss presentations

Week 13
December 3: Group Presentation Workshop in Walker 134 from 5 to 8 p.m.
December 4: No Class -- Group Presentations in Walker 134 from 5 to 11 p.m.
December 6: Portfolio Workshop and Instructor Evaluation

Week 14
December 11: No Class -- Conference to discuss portfolio and final grades
December 13: No Class -- Portfolio due by 5 p.m. on Dec 14

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