REQUIRED TEXT

DESCRIPTION
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, in this course 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 to make in designing any piece of communication, no matter the medium.

In this particular section of Revisions, you will choose a current social issue that matters to you and about which there is much current discussion. Throughout the semester you will conduct various traditional and creative research into the issue you choose. By composing various pieces on this issue, you will learn how to shape communication in different media for different audiences.

When you look at the course calendar, notice these main assignments:
• an informal journal with entries in response to weekly readings
• a 2-3 page exploratory essay on a social issue of your choosing
• a 2-3 minute informal speech on that issue
• a 3-page analytical response to an article related to your issue
• a 3-page analysis of visual rhetoric related to your issue
• a poster about the issue you’re researching
• a persuasive research paper on your issue (original and revised versions)
• a 2-page response to a video
• a final, multimedia group presentation about a theme generated by your group’s combined issues

In addition, so that the University can assess the effectiveness of the Revisions course, you are required at the end of the semester to submit a portfolio of a significant representation of your work throughout the semester. In order for you to be able to create this portfolio, you will need to keep every single piece of work you produce in this class.

GOALS
Through your work in Revisions, you will:
• understand and experience the composing process in written, visual, and oral communication.
• acquire extensive practice in revising written, visual, and oral communication.
• learn how to enhance/complement your writing with visual and oral forms of communication.
• experience a range of written, visual, and oral genres and understand how a writer's purpose and sense of audience shape these genres.
• experience both the personal and social/collaborative dimensions of learning and communicating.
• acquire practice in rhetorical analysis and critical reasoning.
• learn how to conduct, communicate, and document research for a substantial piece of argumentative writing.
GRADING
For each of the major assignments, a grading rubric will be provided. Each rubric will lay out the important qualities that each assignment should possess, and so will clearly describe what you need to attend to in order to effectively accomplish the goals of the assignment.

In addition to basing your final grade of the semester on the individual grades you earn on the major assignments, I will also be grading your participation in class. Because your learning in this class depends tremendously on you interacting well with others (listening to them, responding thoughtfully to them in speaking and writing) as well as on your energetic participation in class discussion and activities leading to the development of your major assignments, these activities will count toward your final grade — which means that class attendance is very important.

Here is a more detailed breakdown on how I will weigh each assignment:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informal journal</td>
<td>50</td>
</tr>
<tr>
<td>Exploratory essay and speech about your social issue</td>
<td>25</td>
</tr>
<tr>
<td>Analysis of article about your issue</td>
<td>50</td>
</tr>
<tr>
<td>Analysis of visual argument of your issue</td>
<td>50</td>
</tr>
<tr>
<td>Visual argument of your issue</td>
<td>100</td>
</tr>
<tr>
<td>Argumentative research paper on your issue</td>
<td>300</td>
</tr>
<tr>
<td>Response to video</td>
<td>25</td>
</tr>
<tr>
<td>Revision of research paper</td>
<td>150</td>
</tr>
<tr>
<td>Multimedia group presentation</td>
<td>200</td>
</tr>
<tr>
<td>Class participation</td>
<td>50</td>
</tr>
</tbody>
</table>

NOTE that you will not receive a final grade in this class until you turn in the final portfolio.

REVISION OF WORK
If you are not happy with the grade you receive on the final version of any assignment, you can revise the work. I will happily accept revisions up until the last day of classes. If you plan on revising your work for an assignment, you must come see me first to discuss how you might proceed.

LATE WORK
I have tried to shape a class schedule that is challenging but with plenty of time to think. Because you will only do yourself damage if you get behind in this class, I will not accept any late work unless you have come to see me beforehand and have solid and documented reasons for needing more time to submit an assignment.

ATTENDANCE
If you have more than three absences from class, your grade will be affected. If you miss a class, please do not contact me to find out what you missed. All assignments are listed on the course calendar; or, ask another person who is taking the class what you missed. If an issue arises in which you cannot attend class for one or more days (such as a serious illness or a death in the family), please communicate with me so that we can make arrangements regarding course materials and assignments.

MTU’S POLICY ON ACADEMIC INTEGRITY
Plagiarism and cheating are serious academic offenses and neither will be tolerated in this class. They are defined as "knowingly copying another’s work or ideas and calling them one’s own or not giving proper credit or citation." This policy applies to copying sections or entire papers from printed or electronic sources as well as handing in papers written for other classes or by other students for other classes; it also applies to purchasing academic papers. Plagiarism and cheating are not only dishonest but also cheat you out of learning, which is, I hope, the reason you are at Tech. If you ever have any questions about what counts as cheating or plagiarism, please talk with me or consult a coach in the Writing Center (7-2007).
### Weekly Calendar

#### Week 1
- **T 1/15** Intro to Class
  - Hand out and discuss journal assignment
  - Homework: Read in CDA pgs. 18-31, write journal entry
- **R1/17** Discuss pgs. 18-31
  - Hand out and discuss preliminary assignment sheet for Research Paper
  - Hand out and discuss Assignment #1, exploratory essay
  - Homework: Read *Envision* pgs. 94-122 (pdf provided), write journal entry

#### Week 2
- **T 1/22** Discuss pgs. 94-122
  - Homework: Assignment #1, Exploratory essay on your selected issue
- **R 1/24** Present your issue to class
  - Assignment #1, Exploratory essay due
  - Hand out and discuss Assignment #2
  - Homework: Read *Envision* pgs. 28-55 (pdf provided), write journal entry

#### Week 3
- **T 1/29** Submit article for approval (for Assignment #2)
  - Discuss pgs. 28-55
  - Homework: Read *Envision* pgs. 56-91 (pdf provided), write journal entry
- **R 1/31** Discuss pgs. 56-91
  - Homework: Read CDA pgs. 427-507, write journal entry
  - Complete draft for Assignment #2

#### Week 4
- **T 2/5** Discuss pgs. 427-507
  - Peer review of draft for Assignment #2
  - Homework: Assignment #2; Read CDA pgs. 33-54, write journal entry
- **R 2/7** Class cancelled—Winter Carnival

#### Week 5
- **T 2/12** Assignment #2 due
  - Discuss pgs. 33-54
  - Hand out and discuss Assignment #3 and Assignment #4
  - Homework: Find visual rhetoric to analyze for Assignment #3
  - Create design plan for Assignment #4
  - Read CDA pgs. 263-312, write journal entry
- **R 2/14** Discuss pgs. 263-312
  - Bring in visual rhetoric for approval for Assignment #3
  - Discuss design plan for Assignment #4 with peer
  - Homework: Complete draft for Assignment #3

#### Week 6
- **T 2/19** Continue to discuss pgs. 262-312
  - Peer review of draft for Assignment #3
  - Homework: Read CDA pgs. 329-343, write journal entry
  - Complete mock-up poster for Assignment #4
- **R 2/21** Discuss pgs. 329-343
  - Peer review of mock-up poster for Assignment #4
  - Homework: Read *Envision* pgs. 4-27 (pdf provided), write journal entry
Week 7
T 2/26 Discuss pgs. 4-27  
Assignment #3 due  
Homework: Complete Assignment #4, poster of your issue  
R 2/28 Present poster to class  
Homework: Read CDA pgs. 143-174, write journal entry

Week 8
T 3/4 Handout Assignment #5, the research paper  
Discuss pgs. 143-174  
Homework: Read CDA pgs. 181-221, write journal entry  
R 3/6 Discuss pgs. 181-221  
Homework: Work on Assignment #5, research paper

Week 9  
Spring Break

Week 10
T 3/18 Hand out Assignment #6, response to video  
Watch *An Inconvenient Truth*  
Homework: Complete draft of research paper  
R 3/20 Continue *An Inconvenient Truth*  
Conduct peer response of research paper

Week 11
T 3/25 Assignment #6 due  
Discuss persuasive aspects of video, both written and oral  
Homework: Read *Envision* pgs. 160-195 (pdf provided), write journal entry  
R 3/27 Assignment #5, Research Paper due  
Discuss pgs. 160-195  
Hand out Assignment #7, Revision of Research Paper  
Hand out Assignment #8, Group Presentation  
Homework: Read CDA pgs. 223-260, write journal entry

Week 12
T 4/1 Discuss pgs. 223-260  
Homework: Read *Envision* pgs. 198-231 (pdf provided), write journal entry  
R 4/3 Discuss pgs. 198-231  
Homework: Prepare for group presentation

Week 13
T 4/8 Hand out and discuss Portfolio assignment  
Time for group presentation planning  
Homework: Begin gathering together Portfolio materials  
R 4/10 Time for group presentation planning  
Homework: Assignment #8, Group Presentation

Week 14
T 4/15 Assignment #8, Group Presentation due  
R 4/17 Assignment #8, Group Presentation due  
Journal due

Week 15
T 4/22 Assignment #7, Final revision of paper due  
In-class reading and discussion of Jon Stewart, “Commencement Address”  
R 4/24 Portfolio due  
Evaluations

Week 16
FINALS—There will be no final in this class