Revisions
UN2001 R 21

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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, movies, 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 January 24.
2. I-Search: A paper explaining your research process as you endeavor to answer a question that interests you -- due in class January 14.
3. YouTube/Video: A 2 to 5 minute video in which you read portions of your I-Search and support your words with images -- due online or in class March 4.
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 April 15.
6. Portfolio: A collection of writing and project samples from this class -- due at my office April 24 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
January 15: First day of class
January 17: 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)
Bring Flyer/Poster to redesign or a sketch for a new Flyer/Poster
Workshop/Brainstorming session on redesign ideas
Discuss pages 33 to 56 in Compose Design Advocate (CDA)

Week 2
January 22: Discuss Non-Designer’s reading
(download reading from Shawn’s website)
Discuss pages 285 to 299 CDA
January 24: Flyer/Poster Workshop
Discuss pages 329 to 341 in CDA
Discuss Gestalt film (follow link on Shawn’s website)

Week 3
January 29: Flyer/Poster due -- present to class
Introduction to I-Search assignment
Discuss I-Search assignment -- skim these papers
(download from Shawn’s website)
January 31: Break into I-Search workgroups
Turn in I-Search rough draft (should have ~500 words)
Discuss pages 80 to 85 in CDA
Discuss pages 143 to 160 in CDA

Week 4
February 5: Library /Research Day – class will meet in the library
February 7: No Class: Winter Carnival

Week 5
February 12: Discuss I-Search rough draft -- bring to class (should have ~2000 words)
Video Production Intro – Using I-Movie
Discuss pages 256 to 258 in CDA
February 14: Discuss I-Search final draft – bring to class (no more than 2500 words)
Discuss pages 213 to 222 in CDA

Week 6
February 19: Visual Strategies used in Film
Discuss pages 509 to 530 in CDA
February 21: Arrangement Strategies used in Film
Discuss pages 86 to 96 in CDA
Week 7
February 26: YouTube Workshop
February 28: YouTube Workshop

Week 8
March 4: YouTube Presentations -- present research proposals to class
March 6: YouTube Presentations -- present research proposals to class

(One week off – Spring Break)

Week 9
March 18: Group Brainstorming and Organization Workshop
March 20: Discuss Group Presentation and research
Group Project Abstract Due
Discuss pages 223 to 249 in CDA

Week 10
March 25: In Class Movie: Super Size Me
Group Checklist Due (see page 251 in CDA)
March 27: In Class Movie: Super Size Me -- Discussion follows
Group Presentations -- turn in rough drafts

Week 11
April 1: No Class – Work on presentations
Read pages 181 to 211 in CDA -- okay to skim this reading
April 3: No Class – Work on presentations
Read pages 252 to 255 in CDA

Week 12
April 8: 3 to 5 page double spaced rhetorical analysis of Super Size Me
Group Workshop
April 10: Group Presentations -- full drafts due for class discussion

Week 13
April 14: Group Presentation Practice Run in Walker 134 from 5 to 7 p.m.
April 15: No Class -- Group Presentations in Walker 134 from 5 to 11 p.m.
April 17: Portfolio Workshop and Instructor Evaluation

Week 14
April 22: Portfolio Workshop -- have everything gathered and a letter drafted
Conference to discuss portfolio and final grades
April 24: No Class -- Portfolio due by 5 p.m.

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