COURSE DESCRIPTION

Revisions is a general education requirement designed to offer you the opportunity to broaden your worldview, and to equip you with the necessary tools to communicate effectively in written, visual, and oral modes.

So, who's going to be impressed with your masterful communication skills? Everyone! At the end of the semester you will be better prepared to communicate persuasively, taking into account the audience, purpose, and context of a given communicative situation. You will also learn fancy and impressive terms like rhetorical analysis, ethos, pathos, and logos.

COURSE OVERVIEW

We will be taking a cultural studies approach to this class. What does that mean? It means we'll read, analyze and respond to texts about popular culture, political, and social issues. Specifically, we'll cover chapters 1, 4 and 10 in Reading Cultures (and a handful of texts from other chapters). These texts will serve as the vehicles for your learning about rhetorical analysis. The Non-Designer's Design Book will be our resource for learning principles of good visual design – we will read chapters 1-7. Throughout the semester, we will explore what it means to engage in composition as a process. Many of your assignments will require some kind of brainstorming or reflection, multiple drafts, peer reviews, and revision.

How to Find Me: ksnyderm@mtu.edu  (734) 476-7063  314 Walker  W/F 9-10 a.m.
ASSIGNMENTS & ACTIVITIES

When I assign your coursework, I will provide you with detailed instructions and, in some cases, a rubric. I will explain all assignments in class and then I will give you a chance to ask questions. Please feel free to contact me if you have questions or concerns regarding any of your assignments.

Please note: I reserve the right to revise the syllabus and/or course schedule to better serve student needs.

- Personal Persuasive Text – Due 9/26
- Visual Argument – Due 10/20
- Research Project (Group Assignment) – Draft Due 11/21, Presentations beginning 12/8

- **Portfolio – Due the final week of class**
  - You must save all work you produce in this class including rough, intermediate and final drafts, major and minor assignments, peer reviews, notes, and other coursework.
- **Short (1-2 pg) written responses** due with most readings. These response papers will serve many purposes for our class. First, they will give you a chance to reflect on your readings. Written reflection often leads to new insight – a process called “writing for learning.” We will also use your responses to generate class discussion and to practice peer review and revision.
- **Teams of two will lead one class discussion** on an assigned reading. You will sign-up for your discussion date in class on 9/10. As discussion leaders, you’ll have a chance to practice oral communication skills and to see the classroom from another perspective (mine!).
- **Informal, in-class debates** responding to texts in Reading Cultures. Prior to holding our own debates, we will listen to recordings and/or watch film of several “great” speeches in history and discuss what makes for good oratory.
- **Legos, crayons, and magazines** – you’ll find out soon enough!
- **See below ...**

Ask not what Revisions can do for you, but what you can do for Revisions. Seriously. This is a discussion/activity-based writing course where you be asked to do lots of writing and lots of thinking and lots of talking. The more you contribute to this class the more you will get out of it.
REQUIRED TEXTS


GRADES

YOU MUST COMPLETE ALL ASSIGNMENTS TO RECEIVE A PASSING GRADE.

Your grade will be determined as follows:

- 10% Homework
- 20% Personal Essay
- 20% Visual Argument
- 20% Research Project
- 20% Total Participation/Attendance
- 10% Portfolio

Grading System

- A  93% +
- AB  88-92%
- B  82-87%
- BC  76-81%
- C  70-75%
- CD  65-69%
- D  60-64%
- F  59% -

Late Assignments

I will not accept assignments made late by procrastination, laziness or apathy. That being said, if you are concerned about completing a given assignment on time for valid personal reasons, let me know as far ahead of the due date as possible so that we can talk about making other arrangements.
COURSE POLICIES

Absences: I will grant you three unexcused absences; subsequent missed classes will affect grade.

Behavioral Standards: Please behave as an adult in my classroom. I hope I don’t have to spell that out for you at this point. If you act as children, I will treat you as such and the class will become highly punitive in nature.

Instructor Pet Peeves: I do not want to see or hear any of the myriad electronic devices you may own. Please see me if you have concerns regarding this policy.

Do not chew gum in class and do not bring food to class. Feel free to imbibe tasty beverages, but quietly.

UNIVERSITY POLICIES

Academic regulations and procedures are governed by University policy. Academic dishonesty cases will be handled in accordance the University’s policies. If you have a disability that could affect your performance in this class or that requires an accommodation under the Americans with Disabilities Act, please see me as soon as possible so that we can make appropriate arrangements. The Affirmative Action Office has asked that you be made aware of the following:

Michigan Tech complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990. If you have a disability and need a reasonable accommodation for equal access to education or services at Michigan Tech, please call the Dean of Students Office, at 487-2212. For other concerns about discrimination, you may contact your advisor, department head or the Affirmative Action Office, at 487-3310.