Welcome to Revisions! This course is one of four required core courses in MTU’s General Education curriculum. Revisions is designed to develop your ability to produce and interpret oral, written, and visual communication. To achieve these goals, you will learn to apply rhetorical concepts such as audience, ethos, logos, and pathos while undertaking an extensive composing process. In the end you will possess a range of composing skills as well as critical and analytical reasoning skills that will enhance your confidence and effectiveness in work-life, personal-life, and academic-life communication. You will be asked to design compositions and texts so that they fit interesting, sometimes difficult, situations and audiences. The course is centered on helping you improve skills in communicating multi-modally; it requires you to learn a complex process for understanding, analyzing, and creating texts in and for rhetorical situations from many sources and different audiences. Finally, it stresses turning ideas into action through communication. Enjoy!

seven course goals for UN 2001

• Learn to use rhetorical analysis and critical reasoning in analyzing and producing communication
• Practice the composing process in written, visual and oral communication
• Learn to enhance/complement written communication with visual and oral forms of communication
• Acquire practice in brainstorming, revising, and reflecting on written, visual and oral communication
• Work both individuallv and collaboratively in learning and communicating
• Learn to conduct, communicate, and document research for a substantive issue
• Experience a range of written, visual, and oral genres, focusing on the role of purpose and audience

active participation & attendance

Frequently, students will be discussing each other’s work and providing written reviews of each other’s writing and presentations during this class. You are important in this class and your absence will always affect class dynamics and the overall enrichment that comes from full participation. For these reasons, infrequent or erratic attendance is disruptive to learning and should be avoided. If you accumulate more than four absences during the semester, you will not pass the course and will be advised to drop the class and take it during a semester in which you have a better schedule. (Excused absences, such as illness, still count as absences.) Any missed conference with the instructor counts as two absences. This attendance policy is strictly enforced.

University policy dictates that traveling athletes must turn in work BEFORE their absence or else make other arrangements with the instructor.

major assignments

Your assignments will be composed on a computer. Always print out a copy to hand in and a copy with your name deleted to keep for your portfolio. Project work done by hand such as hand-drawn sketches to develop ideas, collages of mixed media as finished projects, and so on are acceptable when integral to your finished project. All stages of your project must be included in the portfolio. I encourage you to think creatively and use a variety of media.

Detailed assignment sheets and grading rubrics for each project are discussed and distributed in class

Written, visual, oral communication analysis: For your first project you will work with one other student to write a rhetorical analysis of a multimedia website from NASA about the “Golden Record.” This will involve considering the decisions made by producers of the Golden Record as well as producers of the NASA website. You will discuss rhetorical appropriateness/consequences of those decisions by identifying and discussing the role of purpose, audience, or context for each of the two pieces of communication. Your
analysis will be designed in the form of a one-page written handout that you will use and distribute during a full-class, round table discussion. http://www.ipl.nasa.gov/multimedia/voyager_record/index_voyager.html

**Visual production & written analysis:** This is an individual project. Using Photoshop, you will design a visual argument to represent one aspect of your identity. This expressive project is accompanied by a design rationale, a test, and a very brief, informal “elevator talk” presentation. Consider an international audience for this visual argument, one that might see it on the Web, for example.

**Project 2**
1 slide
2 pages
2 minutes
(150 points)

**Written analysis of multi-genre article:** This is an individual project. Write a rhetorical analysis (using ethos, pathos, logos) of a professional geographer’s article containing photos, maps, and diagrams. The instructor will provide photocopies of this article, which concerns nuclear waste repositories. Your rhetorical analysis will touch on visual and written aspects of the article.

**Project 3**
3 pages
(200 points)

**Oral and visual communication:** Project 4 provides you with the opportunity to do a visual rhetorical analysis and mini-presentation about a piece of communication that is primarily visual and makes an argument concerning sustainability. Choose a piece that you had a strong reaction to or remembered long after you saw it. You are encouraged to choose a short video documentary, a drawing, poster, illustration, single web page, product marketing, or photograph related to the sustainability project that you pick for your research project 5. Design a half-page handout to distribute with your presentation.

**Project 4**
3-4 minutes
(150 points)

**Written communication:** Research Project 5 has both individual and group elements. Individually, you write a formal, nine- to ten-page, well-researched and appropriately documented argument paper that you design in order to reach your audience—portfolio evaluators as well as classmates are considered part of this audience. Your project will include an annotated bibliography of your sources—print, oral and/or visual. (a) Individually, select, analyze and research a sustainability project. (b) Look at how your issue is seen differently by different groups of people—the sustainability project’s stakeholders. (c) Express your own view or argument about on the social and the scientific (or economic or technical) value of the sustainability project.

**Research Project 5**
9 to 10 pages
21-24 minutes per panel
(500 points)

**Final course portfolios**
2-page reflective letter
(50 points)

You are required to include a copy of all your drafts, assignments, response papers, peer reviews, group work, reports, and so on. You will be required to compose a final portfolio of your work and write a reflective cover letter to accompany it. You will be required to describe your understanding of the course goals, the value of the class to your general education and to your learning about multimodal communication. The assignments and all of the work you did for the assignment must be included. Submitting a complete portfolio is mandatory; without the portfolio, you cannot pass Revisions.

A detailed sheet with portfolio instructions will be distributed and discussed in class.

**Late work**

Your colleagues and I expect you to turn in your best work by the deadline. Not having an assignment completed by class time will definitely affect your ability to participate in class and will create difficulties for your colleagues as well. Because our work lives are busy and sometimes interrupted by unavoidable circumstances, however, one major assignment can be submitted without penalty if you email me by midnight the night before deadline.
• You may choose one major writing assignment—other than the final portfolio—to submit two class days after the original deadline. Think carefully about your scheduled midterms, other projects, and work schedule as you plan which assignment to use as your approved late one.

• No other late written assignments are accepted for full credit; timeliness in the workplace is highly valued. I will accept a late assignment up to 48 hours after deadline, but credit for the assignment will not exceed a “C,” regardless of quality of the work.

• Failing to give an oral presentation on the scheduled day results in an “F” or zero for the assignment. No exceptions.

• Failing to attend a scheduled conference with the instructor counts as two absences because class meetings have to be cancelled in order to set aside time to meet with everyone in the class.

social practices/community expectations

Social practices/community expectations are an important part of your Revisions grade. This includes oral and written assignments, oral participation in class, including quizzes, handwritten write-ups of in-class work, peer review activities, email, computer lab activities, and several in-class writing projects.

Timeliness, courteous response to others’ ideas and work, preparedness, and workplace quality communication products characterize conduct in the professional workplace and in this course. In this course you are expected to conduct yourself as a respectful and dependable colleague.

At the beginning of each class, please check your belts, pockets, and backpacks for electronic devices to be sure they are turned off. Respecting this policy will make it easier for all of us to communicate and focus in the classroom. Again, NO live cell phones are permitted in this class—neither are Blackberries, pagers, iPods, TVs, PSPs, laptops, headphones, or any other electronics you may possess. When it is necessary for you to use a computer, we will have access to the Humanities computer lab.

Online communication will be frequent in this course, so check your mail at least once a day. Please activate your MTU email and forward your email accordingly if you do not use your @mtu.edu address as your primary email. Also, if you are using another email services as your primary address, please check that you have enough space to receive several course messages. You are responsible for the information contained in messages that bounce back due to lack of space. Please sign all emails to me with your full name, not your username.

You are graded on the progress and work you complete throughout the semester, on how well you demonstrate that your efforts are matching the course goals, on how well you demonstrate that you understand, interpret and integrate instructor and peer suggestions into your revised work, and on your commitment to community responsibility. To assess this, I use a point system.

Project points are earned based on the criteria that match with the goals of each project. If you ever feel you should have scored more points, please come in to talk to me about it; prepare a convincing written argument for your proposed change and present it to me so we can discuss it.

<table>
<thead>
<tr>
<th>COURSE POINTS AND LETTER GRADES</th>
<th>ASSIGNMENTS AND POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A  =  1500 to 1580 points</td>
<td>project 1</td>
</tr>
<tr>
<td>AB =  1379 to 1390 points</td>
<td>project 2</td>
</tr>
<tr>
<td>B  =  1289 to 1210 points</td>
<td>project 3</td>
</tr>
<tr>
<td>BC =  1209 to 1150 points</td>
<td>project 4</td>
</tr>
<tr>
<td>C  =  1149 to 1050 points</td>
<td>project 5</td>
</tr>
<tr>
<td>CD =  1049 to 960 points</td>
<td>final portfolio letter</td>
</tr>
<tr>
<td>D  =  959 to 870 points</td>
<td>social practices/community responsibility</td>
</tr>
<tr>
<td>F  =  under 870 points or the result of not submitting all assignments, not submitting the complete final portfolio, or accumulating more than 4 absences</td>
<td></td>
</tr>
</tbody>
</table>

late-stage revision
No extra credit is possible in this course, but I encourage you to consider revising any finished projects for which you receive an unsatisfactory grade.

- consider all feedback (from the instructor and from peers),
- write a brief proposal of how you plan to improve your work and, therefore, your grade,
- meet with me to talk about your proposal and project before proceeding
- do all this no later than three days after the graded project is handed back, and
- complete the revision within seven days from when the graded work was returned to you.

**discrimination/harassment policy at mtu**

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 seek 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, contact your advisor, department chair, or the Affirmative Action Office (7-3310).

**safe place at mtu**

According to Safe Place's Mission Statement, "The GLBT Safe Place Program strives to reduce homophobia...Through education, advocacy, and awareness, the program contributes to an open campus climate that is safe and accepting to all members of the University community" (see www.Safeplace.mtu.edu). This open climate will be maintained in our Revisions class as well.

**academic honesty**

All work—writing, data, and visuals—that you take from a print or online source must be carefully quoted, paraphrased, and cited in your papers and presentations. Anything less than full documentation is considered plagiarism and will result in the student failing the course. Plagiarism and cheating are serious academic offenses defined by MTU as "knowingly copying another's work or ideas and calling them one's own or not giving proper credit or citation." 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 students out of learning. If you have questions about this issue, which can be confusing, please follow through by talking with me or consulting a coach in the Writing Center (7-2007).
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>1/13/09</td>
<td>Introduction to Revisions, to each other; origami presentations with different purposes</td>
</tr>
<tr>
<td></td>
<td>1/15/09</td>
<td>Review syllabus; intro to computer lab; look at NASA's golden record to begin project 1</td>
</tr>
<tr>
<td></td>
<td>1/20/09</td>
<td>Read 33 to 57 in Wysocki &amp; Lynch. Bring draft of project 1</td>
</tr>
<tr>
<td></td>
<td>1/22/09</td>
<td>Submit project 1, project 1 round table discussion</td>
</tr>
<tr>
<td></td>
<td>1/27/09</td>
<td>Project 1 round table continued; complete Photoshop Tutorial (at home)</td>
</tr>
<tr>
<td></td>
<td>1/29/09</td>
<td>Project 1 round table continued; have Photoshop Tutorial completed; Introduction to project 2 (Photoshop Identity Slide &amp; Rationale); Introduction to ethos, pathos, logos, review exercise for audience, context, purpose using textbook</td>
</tr>
<tr>
<td>Two</td>
<td>2/3/09</td>
<td>Read to in Wysocki &amp; Lynch; take ethos, pathos, logos quiz for visual communication; begin project 2 lab sheet A in class; print Pascaletti's &quot;Landscape Permanence and Nuclear Warnings&quot; article for project 3 (rhetorical analysis of professional geographer's mixed media article); take home project 2 lab sheet B to work on over break. (Winter Carnival!)</td>
</tr>
<tr>
<td></td>
<td>2/10/09</td>
<td>Bring completed project 2 (identity) lab sheet B; participate in workshop on usability testing for project 2 draft slide.</td>
</tr>
<tr>
<td></td>
<td>2/12/09</td>
<td>Introduction to project 2 identity rationale essay; take quiz on reading/rhetorical analysis of project 3 article (Pascaletti's article); brief overview of sustainability readings.</td>
</tr>
<tr>
<td></td>
<td>2/17/09</td>
<td>Group work on project 3--ethos, pathos, logos in writing/visuals in the article; discussion of two shortest sustainability articles (online source); continue revising work on project 2 identity slide &amp; rationale</td>
</tr>
<tr>
<td></td>
<td>2/19/09</td>
<td>Informal oral reports (groups) &amp; brief handout on project 3 (Pascaletti's article) due; keep working on project 2 identity slide &amp; rationale</td>
</tr>
<tr>
<td></td>
<td>2/24/09</td>
<td>Read &amp; be prepared to discuss Wang's article on &quot;Culture of Sustainability;&quot; submit short rhetorical analysis essay for project 3; Introduction to research project that encompasses project 4 (analysis of visual that is part of your research paper) &amp; project 5 (individual research paper &amp; group panel presentation)</td>
</tr>
<tr>
<td></td>
<td>2/26/09</td>
<td>More on research sources, designs, charts, proposals; working with sustainability videos</td>
</tr>
<tr>
<td>Three</td>
<td>3/3/09</td>
<td>Meet in the VanPelt Library; submit slide &amp; rationale paper for project 2 (identity visual)</td>
</tr>
<tr>
<td></td>
<td>3/5/09</td>
<td>Informal &quot;elevator talks&quot; on your final, revised project 2 identity slide; read &amp; be prepared for discussion/quiz on Kolbert's article on Alaska &amp; climate change; submit project 5 research proposals by 5:00 P.M. to class folder on CCLi server.</td>
</tr>
</tbody>
</table>
Spring Break!!

week nine

No class meeting; required conferences with instructor about your research proposals
scheduled for Monday & Tuesday, March 16 & 17; start researching!

Introduction to panel presentation expectations; first meeting of panels (set up by
instructor). Samples of project 4 slides shown in class; continue researching for project 5.

Draft of project 5 research paper “layer 1” due; discussion of plagiarism; submit project 4
slide by 5:00 p.m. to class folder on CCLI server; panel meeting.

Give presentations for project 4; possibly brief time for panel meeting; keep working on project 5.

Draft of project 5 research paper “layer 2” due; introduction to “detective work” on your
project 5 research sources; some panel meeting time; keep working on project 5.

No class meeting; required full-panel conferences with instructor scheduled for Wednesday &
Thursday, April 1 (no, really) & 2; keep working on project 5.

Panel #1 & #2 presentations; keep working on project 5.

Panel #3 & #4 presentations; Self-critiques due from Panel #1 & #2; keep working on project 5.

Complete draft of project 5 research paper “layer 3”; Full draft, including references page, due;
revising workshop; self-critique due from Panel #3 & #4.

Introduction to portfolio cover letter; editing workshop for project 5 in lab, using “Style Chart;”
portfolio checklist distributed.

Portfolio workshop (bring checklist); submit draft of cover letter; tie up loose ends.

Submit complete portfolios (including revised cover letter & revised & edited project 5);
evaluations; final video

Congratulations!