Class meets Monday, Tuesday, Wednesday, and Thursday from 9:35-10:50am in Walker 144.

Your instructor is Rebecca (Frost) Karnosky
Office: Walker 148
Office Hours: Mondays and Wednesdays 11am – noon
Office phone number: 7-3279
Cell phone number: (906) 231-0903
* texts are more likely to reach me at home due to spotty cell coverage
Campus email: rfrost@mtu.edu
* please email me only from your MTU account. I will try to get back to you within 24 hours.
Class list: revisions02-I@mtu.edu

Textbooks


Course Description and Goals

During this Revisions course, students will:
- experience and come to understand the composing process in written, visual, and oral communication
- acquire extensive practice in revising written, visual, and oral communication
- learn how to enhance/complete their 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

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The number one rule in my classroom: It is better to ask for permission than to beg forgiveness. Please bring any problems or delays to me as soon as possible so we can work toward a solution. I reserve the right to not accept late assignments while you have the right to come to me in advance and ask for extensions.

Grading Policy

Each assignment you receive will be worth a number of points, determined on the assignment sheet. You must turn in all assignments in order to pass the class. Assignments will be weighted and put toward your final grade as follows:

- in-class participation: 15%
- reading presentation: 10%
- response papers: 15%
- project #1: 20%
- project #2: 20%
- project #3: 20%

You must earn a C or better to pass. Individual assignment grades can be calculated as follows:

- A: 93%-100%
- AB: 87%-92%
- B: 79%-86%
- BC: 72%-78%
- C: 66%-71%
- CD: 59%-65%
- D: 54%-58%
- F: less than 54%

Attendance Policy

Because of the accelerated nature of this course, you are allowed two unexcused absences over the course of Track A. If your absence is excused, please check with me via email to make sure I'm aware of this. Every unexcused absence after your original two will drop your final grade by 5%. You are responsible for keeping track of your own absences and for catching up with what you have missed.

Assignments will still be due on the original date unless prior arrangements have been made with me.

If you are chronically tardy or more than ten minutes late on one day of class, this can also affect your attendance and therefore your grade. These will be dealt with on a case-by-case basis. If you have a class right before mine on the other side of campus, please let me know right away.

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Important Notes

We all know how intrusive cell phones and other electronic devices can be in a classroom, so either silence everything or leave it at home. If there is an emergency and you need to be able to answer your cell phone, please let me know before class and take your call into the hallway.

During the semester, you will be asked to present and express personal opinions in a variety of media. Some of the topics might be controversial, and I ask your help in making sure that these subjects are handled maturely and without offensive language and/or images. We will be looking at all sides of issues, so please be open-minded and respectful.

Laptop computers will be allowed on certain workdays. I will let you know which days these are.

MTU’s Policy on Academic Integrity, Americans with Disabilities Act, and the Equal Opportunity Act

Plagiarism and cheating are serious academic offenses. They are defined by MTU’s policy on academic integrity as “knowingly copying another’s work or ideas and calling them one’s own or not giving them proper credit or citation.” This includes but is not limited to copying sections of papers, full papers, submitting another student’s work as your own, or purchasing academic papers written by someone else. We will be discussing the proper way to cite sources. If you have any questions, feel free to talk to me, another MTU faculty member, or a coach at the Writing Center. For more information, visit www.studentaffairs.mtu.edu/dean/judicial/policies/academic_integrity.html

You should be aware that plagiarism can result in expulsion from Tech.

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.

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Student-Presented Readings

Working with a partner, you will select readings for the class and then present them during your assigned class period.

Do I get to choose my partner/presentation date?
Sorry. Partners and dates will be assigned at random. Please check your calendar when you get the date to make sure that you will be available. You don’t want to get a zero on your presentation because of an anticipated absence.

Who picks the readings?
You and your partner will be responsible for choosing the readings. You must have at least one essay, chosen either from the book or from an outside source; and at least one piece from the book, whether it’s an essay or a visual. You may choose a maximum of three sources (two essays and one political cartoon, one essay and two visuals, etc.). If you choose an outside source that is not available online, you must bring it to me two class periods before you present so that I might make copies for the rest of the class.

When do we have to tell the instructor which readings we’ve chosen?
Please let me know via email which readings you will be assigning two class periods before you present. This is to ensure that you and your partner will have ample time to prepare for the presentation, as well as to let your colleagues have the chance to read things, as well.

How long does the presentation have to be?
You and your partner are responsible for at least 25 minutes of our class period, and — if discussion kicks into high gear — will be cut off after 60 minutes. You may use the entire given hour if you wish. If your presentation falls short of 25 minutes, your grade will be affected. Each presentation will start at the beginning of class, so depending on how timely you are getting started, you must present until after 10:00 am.

Can I use this cool YouTube video that relates to my readings?
Yes, with limitations. First, you must clearly explain how the video relates, and it’s highly suggested that you use videos as jumping-off points for discussions afterward. Second, you should strive for a 2:1 ratio of your time: you and your partner should be in charge of your presentation (speaking, leading discussion, having small groups work on a project, etc) for at least twice as long as your video. In other words, a 10 minute YouTube video means that your entire presentation should be at least half an hour long.

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Reading Responses

In a class of twenty there will be ten student-presented readings*, and for seven of those you will be asked to write a 500 word reading response. This is your chance to engage with the reading and delve deeper into a facet that interests you.

What are you looking for when you grade my response?
This is not a book report, so I don’t need a summary of the entire reading. I am looking for your insightful ideas on the topic and a personal engagement. This is where you can react to the reading and also show that yes, you did indeed read the homework and prepare for class.

How are my responses graded?
Your response will be returned with a check, check minus, or check plus at the top. A check minus will be given when the response is noticeably less than 500 words and/or the response does not engage in any meaningful way with the readings. A check is satisfactory and the most common grade. A check plus means that you have gone above and beyond expectations with your response. Your grade will not be affected by grammatical errors unless I cannot understand what you are trying to say, though I may correct your grammar.

Why do I have to write 500 words?
500 words is less than a page when written single spaced, which you may do to save paper. If you write fewer than 500 words, you are not giving yourself enough space to fully engage with the topic. The word count is not incentive to fill out your response with excess verbiage, but encouragement to spend some time thinking about the topic.

Why do I have to do reading responses in the first place?
First, this ensures that you did actually read the assigned homework. This will help your colleagues as they present, since you will be able to answer questions and join in on discussions. Secondly you will already have thought about the reading, which will help you join in on discussions. Because the majority of the class will have written about the reading, someone might be called upon to read a section of a reading response as a prompt to further discussion. Thirdly, I have run into a problem with classroom participation where some students simply refuse to speak, and this is the only way in which I can ascertain whether or not the homework is being done.

If I do all of the responses, could I get some extra credit?
Your extra response papers will first go to replacing any check minus grades you might have received. After that the points will go toward boosting your final grade. Yes, you may respond to your own readings if you choose to do so.

* The number of readings and required responses will be finalized after the drop/add period is over

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Homework Assignments through May 24

For Tuesday May 11
Read Chapter One of *Everything’s an Argument*

For Wednesday May 12
Last names A-J: read Chapter Two of *Everything’s an Argument*: Pathos
Last names K-P: read Chapter Three of *Everything’s an Argument*: Ethos
Last names R-Z: read Chapter Four of *Everything’s an Argument*: Logos

For Thursday May 13
1) Project 1 proposal (see Project 1 assignment sheet, handed out May 11)
2) In *The Non-Designer’s Design Book*, read the designated chapter:
   Last names A-C: Proximity
   Last names D-M: Alignment
   Last names N-Se: Repetition
   Last names Sh-Z: Contrast

For Monday May 17
Project 1 essay, rough draft (see Project 1 assignment sheet)

For Tuesday May 18
1) Project 1 visual, rough draft and CRAP principles (see Project 1 assignment sheet)
2) First student-led readings, to be announced

For Wednesday May 19
Student-led readings, to be announced

For Thursday May 20
1) Project 1 essay, second draft (see Project 1 assignment sheet)
2) Student-led readings, to be announced

For Monday May 24
1) Project 1 visual and CRAP principles, second draft (See Project 1 assignment sheet)
2) Student-led readings, to be announced

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