HUI01H: Introduction to College Instructor: Kathryn Valentine
Composition and Communication
Tuesday, Thursday from 9:35 to 10:50

Compositi
don and Communi
cation 106 Walker Arts
& Humani
ties

Tue
sday, Thrus
day from 9:35 to 10:50
487-3226 or
kmvalen	t@mtu.edu
office hours: Mon 2:30-3:00, Wed 10:00-11:00 & by
appointment

Required Texts

♦ Ways of Reading. 5th edition. Eds. David Bartholomae and Anthony
♦ Additional readings placed on reserve in the library.

Course Goals
The goals of this course are for you to become more conscious of the decisions writers
make in their writing and more deliberate about the decisions you make in your writing. I
hope too that throughout this course you are challenged to think differently—to
approach writing in new ways, to consider new perspectives on issues, and to challenge
your own ability to read and to write intellectually.
Throughout the term we will be looking closely at schooling practices and their
effects on ourselves and others. You will have the opportunity to write in a variety of
genres about this topic, which should help you to begin to become more aware of the
choices you have as a writer. Along with issues relating to education, we will concern
ourselves with the ways education has been written about and the ways we can write
about it. We will consider how information about education is conveyed, why the
authors we read are concerned with education, what responses we have to their writing,
and how the issues raised in writing reflect or contradict our own experiences.

Project Assignments
For this course you will write a series of three related writing projects. The first
assignment asks you to present and to analyze your previous schooling experiences with
reading and writing instruction. The second assignment asks you to observe a school-
based practice and to describe and analyze that practice and its significance. For the
third project, you will make a deliberative argument about an issue within education.
For this project you will present and discuss a variety of perspectives you have found
on your issue as well as developing your own position.
For each of these papers, you will write several drafts and receive several
responses to your drafts. This revision and response process will give you an
opportunity to learn about your own writing as well as to develop your thinking about
the issues in your paper. All drafts should be typed/word-processed and are due at
the beginning of the class on the scheduled due date. You will receive assignment sheets
with further requirements for each assignment. At the end of the term you will turn in a
portfolio of your writing which should include final drafts of all three projects and a
cover letter.

Class Participation
For this course you will demonstrate excellent participation in a variety of ways. This
will provide you opportunities for learning a variety of writing strategies as well as
sparking new thinking about your work through the response of others. Class
participation includes discussion and workshop participation, reading responses, in-
class writing, and presentations.
Discussion and Workshop Participation: Participation in discussing both writing and issues
in this class will help to develop your understanding of how others respond to ideas,
writing, and your own work. You should be prepared to discuss readings in class, share
<table>
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<th>Week</th>
<th>Tuesday</th>
<th>Thursday</th>
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<tbody>
<tr>
<td>1</td>
<td>Read pp 7-10 in The Guide and Rodriguez’s essay in WR <em>(Ways of Reading)</em>.</td>
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| 2      | **Project 1, draft 1, due**  
Peer response. | **Project 1, draft 2, due**                                 |
| 3      | **Class canceled for conferences.**  
Bring your project 2 proposal to your conference.  
Read Pratt’s essay in WR. | **Class canceled for conferences.**  
Read Rich’s essay in WR. |
| 4      | **Read Finders’ article on reserve in the library.** | **Project 2, draft 1, due**  
Peer response. |
| 5      | **Project 2, draft 2, due**  
Read pp 15-19 in the Guide. | **Read Sizer’s article on reserve in the library.**        |
| 6      | **Read Freire’s essay in WR.**  
Bring your project 3 proposal to class. | **Read Emerson’s essay in WR.**  
Meet in the library for class. |
| 7      | **Read Kozol’s essay and Rose’s essay on reserve in the library.** | **Project 3, draft 1, due**  
Peer response. |
| 8      | **Incorporating sources assignment due.**  
Bring sources you are using for your project to class.  
Read pp. 24-25 and look over the documentation section (26-31) in The Guide. | **Project 3, draft 2, due** |
| 9      | **Class canceled for conferences.** | **Class canceled for conferences.**  
Post a discursive analysis of one reading on netforum. |
| 10     | **Final project workshop** | **Final project workshop** |
| Finals | **Writing Portfolio due**  
(including cover letter)** |                                                             |