A Course on Reading & Writing  
Winter 1999-2000

Instructor: Matt Hill  
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Office: Walker 147  
Classroom: Walker 143
Office Hours: M W F 9-10, R 11-12  
Class time: 11:05-11:55

Purpose of Course: To develop critical reading and writing skills that will enable you to engage with complex written texts. By building on the skills you’ve learned up to this point in your academic career, this course will help you hone your writing skills for college writing.

NOTE: If you receive an A or B in this course, you will receive 9 credits of communication credit. If you receive a BC or below in the course, you must take the rest of your communication sequence as it is defined by your department or college.

Date Stuff to Do
Nov. 29 Introduction to Class
Dec. 1 Paul Auster: 49-99 in Ways of Reading; Introducing Structure
3 Ralph Waldo Emerson: 293-308 in Ways of Reading
6 Susan Griffin: 402-459 in Ways of Reading
8 Catch Up Day
10 Michel Foucault: 312-342 in Ways of Reading (EXPLORATORY PAPER ASSIGNED)
13 Jane Tompkins & Alice Walker: 673-702 in Ways of Reading
15 Mary Louise Pratt & Adrienne Rich: 581-615 in Ways of Reading
17 Paulo Freire & Richard Rodriguez: 347-359 & 620-639 in Ways of Reading
20 Harriet Jacobs (Linda Brent): 457-495 in Ways of Reading
22 Catch Up Day (EXPLORATORY PAPER ASSIGNED)

Winter Break
Jan. 7 Library Day (Meet in library for bibliophile celebration)
10 W.J.T. Mitchell: 520-559 in Ways of Reading
12 John Berger: 104-132 in Ways of Reading
14 Susan Bordo: 138-171 in Ways of Reading; Advertisement Exercise
17 Gloria Anzaldúa: 21-45 in Ways of Reading
19 Robert Coles: 175-217 in Ways of Reading
21 Clifford Geertz: 363-398 in Ways of Reading (EXPLORATORY PAPER ASSIGNED)
24 Catch Up Day
26 Virginia Woolf: 748-775 in Ways of Reading
28 Individual conferences
31 Individual conferences
Feb. 2 Choose Your Own Adventure (In other words, TBA)
4 OK, you were lucky this time: No class due to Winter Carnival
7 Writing Workshop
9 Final Paper Due
11 Presentations
14 Presentations
16 Presentations
18 Presentations

NO FINAL EXAM IN THIS CLASS

Please Note: MTT complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act (ADA) of 1990. For more information, please contact Dr. Gloria Melton, Associate Dean of Students (7-2212) or the Affirmative Action Office (7-3310).
Students are expected to attend all classes. I’m giving you two “freebie” absences. Use them wisely. Any subsequent absence after the “freebies” will result in me lowering your final grade by as much as ½ a letter grade per absence. Please keep this in mind around Winter Break and Winter Carnival. I am not allowing extra time around those two time periods.

Attendance does not mean you are merely physically present in the classroom. So don’t just show up and expect to sit around acting all dour. I’m gonna make you work. (Plus, if you fall asleep, you may take a picture of you and post it on Tech’s homepage, inducing public ridicule. When we read Foucault, we’ll learn about these possibilities.)

<table>
<thead>
<tr>
<th>Course Work</th>
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<td>You’re gonna do an awful lot of reading in this course. Plenty of writing, too. Hey, wait a minute, that’s the title of this course! What I’ll attempt to do with these assignments is push you beyond what we might traditionally see on the page. Below, you’ll find the specific assignments for the term:</td>
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**Dialectical Journal**: This is a journal that I’ll collect each Friday, equaling 10 total entries for the term. Each entry is worth 2% of your final grade. What the &!$# is a dialectical journal? Draw a vertical line down the center of your page. On the left side of the line, write down a passage from the reading that strikes a chord—either sweet or dissonant—with you. On the right side of the line, comment or ask questions about the passage.

**Exploratory Papers**: I’m not talking about some cheesy New Agey writing. Every few weeks, I’ll hand out a specific question or questions for you to engage with. I’ll expect you to write more extensively on the course readings. I want you to push yourself with these papers, take some chances with your writing. Each is worth 5% of total your grade. You’ll have three.

**Presentation**: Everyone will do a presentation for the rest of the class. I’m pretty flexible on the topics for the presentation; choose something in the readings on which you’d like to do further work. The presentations should be no longer than 10 minutes, 5-7 minutes to present your work and 3-5 minutes for questions from your peers and me. You can also choose to do group presentations, in which case your group will be allotted more time depending on the number of members. We’ll discuss the presentations in more detail later.

**Longer Paper or Project**: In addition to the above (and to the left) work, you are required to write an extensive paper that draws together several of the assigned class readings with some outside research that you conduct on your own, or in groups if you choose to do a group paper or project (which you can do in conjunction with your presentation). More on this later.

This class will have its own listserv for distributing class information—change in meeting place, work to bring to class, etc.—but I also encourage you to use it to discuss readings since we won’t get to all of the assigned readings in class. Send messages to hill05-L@mtu.edu

How to succeed in this class? Read each assignment carefully. Some of it will thrill you; some of it may bore you. But try to learn something from each reading. Take careful notes both in the text and in your journal.

Bring all your books to class each day and participate in the discussions. Nobody want to listen solely to the instructor. Not even me (the, uh, instructor). Demonstrate your interest in learning the material by answering (or attempting to answer) and asking questions in class.

Thanks to Kara Dodge for letting me rip off Jack Jobst’s syllabus design!