Hu 101t, Section R 11
A Course in Reading and Writing
Walker, room 144
9:35 a.m. to 10:50 a.m. on TR
Fall Term, 1999

Instructor: Wilailuck Suvachittanont
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Office hours: TR 1-3 p.m., other times by appointment

Required texts:
- Gail E. Hawisher and Cynthia L. Selfe, Literacy, Technology, and Society: Confronting the Issues
- Department of Humanities, Guide to Succeeding in First-Year English
- Additional readings may be placed on reserve in the library

Course Description:
Hu 101t is primarily a reading and writing course which introduces you to academic writing and arguments. Your work will involve learning and practicing rhetorical analysis and written communication strategies which you will need to apply throughout your education, and professional career.

Course Goals and Objectives:
The goal of this course is to learn how to develop complex ideas and arguments through thoughtful consideration of different perspectives. It will help you understand how individuals negotiate their choices in life with the social, cultural, and political contexts that surround you. We will accomplish this goal by reading, discussing, and writing about contemporary social issues, beginning with controversies over technology and culture. We will use these areas of study in order to
- learn "rhetorical analysis": a useful way to read difficult, complex academic writing.
- learn how to analyze various strategies used in a piece of writing, to identify key strategies and kinds of strategies, and to learn to see that every feature of writing a writer can take responsibility for is a potential strategy.
- learn how to discover the author's intention and the audience for a piece of writing.
- learn to the distinguish argument from intention, motive and intended audience.
- learn how to write an extended argumentative paper.

Assignments:
Writing assignments will range from informal (journals, reading responses, in-class activities) to formal. For the informal assignments, I will either provide detailed instructions and due dates in class or give you a handout. The formal assignments are briefly outlined below. You will also receive a more detailed handout on each of the assignments as we move through the sequence as follows:
• Several short reflection or response based on the readings
• A 5 page paper on *Can Technology Replace Social Engineering* that analyzes Weinberg's argument, intention, audience, and central strategies
• A final 8 page argumentative paper on a subject you put together from some essays in Gail E. Hawisher and Cynthia L. Selfe book, and your own library research
• A revision of the 8 page argumentative paper

**Course Requirements:**
• Attendance
• Participation
• Conference
• Short Writing Assignments
• An argumentative paper
• Peer responses

*All requirements must be met to pass class*

**Grading:**
Your course grade will be based on the following criteria:

50% based on Participation, which includes:
• attendance & conferences (15%)
• small group work (10%)
• class discussion (15%)
• peer response (5%)
• individual presentation (5%)

Participation means reading the assigned readings and writing responses, coming to class prepared, being an active group member, and contributing to class discussions.

Attendance is strongly recommended. A lot of valuable information and ideas can be generated during class discussions, and you will miss an opportunity to take advantage of it.

If you cannot make it to class, please notify me—before class if possible.
Please Note: You are allowed to miss two class sessions per quarter; subsequent absences will affect your final grade.

50% based on Portfolio, which includes:
• in-class (short) writing (2.5%)
• response papers (10%)
• A 5 page paper (15%)
• A final argumentative paper and a revision (20%)
• Cover letter for portfolio (2.5%)

All assignments are due as listed on the syllabus. Paper turned in late for the Peer response group will affect your final grade in this course.
To prepare a portfolio, you need to take charge of your writing, both with what you produce and how you produce it. The portfolio provides a chance to demonstrate what you have learned and to reflect on the progress you made. This means looking at all you have written and all you want to write, both in and out of writing class. In short, it means being responsible for your own reading and writing.

Note: see Chapter 6: in Guide to Succeeding in First-Year English

In cases in which the student's grade is on a borderline, I will give the higher grade to the student if I have confirmation from the writing center that the student attended weekly appointments all term and made productive use of the time.

The Writing Center
The Writing Center, located in room 107 of the Walker Arts and Humanities Building, is open for walk-in assistance and weekly half-hour appointments. I encourage you to stop in and talk over your writing with a coach, or sign up for a regular weekly appointment if your schedule allows.

Student Athletes
University policy requires all athletes to inform their instructors of excused, game-related absences for the whole quarter during the first week. If this policy applies to you, please provide this formation in a memo that includes your name, social security number, athletic activities, coach's name, and his or her phone number.

Counseling Services
If any time you feel the need to speak with a professional counselor, contact Counseling Services at the Hamar House (the little white residence in the center of campus), 7-2538.

MTU's Policy on Discrimination and Harassment
MTU complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disability Act of 1990 (ADA). If you have a disability and need reasonable accommodation for equal access to education and services at MTU, please call Dr. Gloria Melton, Associate Dean of Students (7-2212). For other concern about discrimination, you may contact your advisor, department chair, or the Affirmative Action Office (7-3310).

MTU's Policy on Academic Integrity
Plagiarism and cheating are serious academic offenses. MTU's Academic Integrity Policy defines it as "knowingly copying another's work or ideas and calling them one's own or not giving proper credit or citation," and it covers copying sections or entire papers form 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 cheat you out of learning, the primary reason you are here. If you ever have questions about this issue, please talk with me or consult a coach in the Writing Center.
Hu 101t Course Schedule  
Section R11, Fall 1999

Week 1  
9/7  -- Introductions  
  -- Course Information  
  -- Set up reading *A Guide to Succeeding in First-Year English* (8-23, 32-43) and  
    Gergen's essay in Technology, Literacy, and Society (12-36)  
9/9  -- Discuss: *A Guide to Succeeding in First-Year English* and Gergen's piece,  
  -- Strategies for reading and understanding a complicated text  
  -- Set up reading Winner (42-54), Silberman (58-63), and Weinberg's essay (68-75)

Week 2  
9/14  -- Discuss Winner, Silberman and Weinberg's paper, and response due  
  -- Set up reading Gill (76-86), Sproull and Kiesler (87-96), and Gibson (111-123)  
9/16  -- Discuss Gill, Sproull and Kiesler, and Gibson pieces, and response due  
  -- Set up reading Scully (142-149), Apple (160-174), and Gelernter (179-181)

Week 3  
9/21  -- Discuss Scully, Apple and Gelernter pieces, and response due  
  -- Set up reading Jessup (199-210), Kantrowitz (212-214), and Young et.al  
    (248-260)  
9/23  -- Discuss Jessup, Kantrowitz and Young et.al pieces, and response due  
  -- Portfolio discussion

Week 4  
9/28  -- Library visit  
  -- Set up reading Wiener (270-276), Lemisch (277-281), and Branscomb (315-323)  
9/30  -- Discuss Wiener, Lemisch and Branscomb pieces, and response due  
  -- 1st Essay discussion

Week 5  
10/5  -- Conferences; class canceled  
10/7  -- Conferences; class canceled

Week 6  
10/12  -- Midterm Evaluations  
  -- Portfolios and 1st essay due  
  -- Peer response  
  -- Set up Kramarae and Taylor (348-361), Petersen (359-360), and Pacific Studies  
    Center (399-404)  
10/14  -- Discuss Kramarae and Taylor, Petersen and Pacific Studies Center pieces, and  
  response due  
  -- Set up Span (409-418), Kaplan and Farrell (424-441)
Week 7
10/19 -- Discuss Span, Kaplan and Farrell pieces, and response due
-- Develop writing strategies, arguments and questions for the paper
-- Set up reading Using Sources (A Guide to Succeeding in First-Year English, 24-25)
-- Set up Schluer (516-534) and Watson (545-549)
10/21 -- Discuss Schluer and Watson pieces, and response due
-- Sources analysis
-- Additional reading TBA (to be announced)

Week 8
10/26 -- Discuss TBA, and response due
-- Presentation
-- Set up reading Documentation (AGuide to Succeeding in First-Year English, 26-30)
10/28 -- Documentation
-- Presentation
-- 1st Draft Argument Paper due

Week 9
11/2 -- Conferences; class canceled
11/4 -- Conferences; class canceled

Week 10
11/9 -- Writing Workshop
-- Evaluations
11/11 -- Writing Workshop

Finals Week
11/16 -- A revision of argumentative paper and portfolio due

Note: I reserve the right to revise the syllabus and/or course schedule to better serve the needs of the students and the course.