TEXTS:
Reading Culture: Contexts for Critical Reading and Writing, George &Trimbur. 2003

Description.
The goals of this class include the following: a linked series of writing assignments which culminates in
an analytical and reasonable rhetorical persuasive argument, learning to enhance writing with visual
and oral forms of communication, acquire extensive practice in revising written, visual, and oral
communication, understand and experience the composing process, and experience both personal and
and collaborative dimensions of learning and communicating. Whew! I've developed an outline of the

course that I hope will meet or exceed all of these goals, read more in the upcoming sequel to
“description” called “structure.” Before we get there...

While it is evident that writing is the spine of this class, we need to have an anchor point to keep our

writings from drifting off into the abyss. The first chapter in Reading Culture that we'll work with is

“Generations.” Therefore, let's anchor our work with the concept of Generation: what is it, which one

are you in, why, is it different from your father's Oldsmobile, etc.

Structure:
Each Thursday—except except the last one—you will be required to turn in a one-page response to the
reading(s) of the week. The first half of the response should not summarize the readings, but should
show in any way you choose what your gut-reaction or relationship with the readings is. The second
half of this page should be devoted to doing the same darn thing, but with a specific audience (to be
denoted later) in mind. You will keep these pages in a portfolio—preferably 3-ring or something akin
to a Trapper keeper! This portfolio will be turned in to me the last week of the class and include all
your assignments as well as the responses.

Wednesday of Week 3: a 3-4 page paper focused on generation using ideas from the text, class, or
your own experience. This could be narrative, essayist, persuasive, etc. in nature... your choice.

Thursday of Week 4: a group presentation elaborating on your individual papers from Week 5... maybe
delve into the similarities or the differences each of you as individuals faced. Summarize your
experience in that week's response paper.

Monday of Finals week: turn in your revised paper from week 5, consider in this revision what you
gleaned from the group project, and ADD a visual argument to your work.

Grading:
The weekly responses are worth 10%, BIG assignments are worth 25% each. Classroom
participation/precipitation is worth 15%. You must complete all assignments to receive a passing
grade in this course. In addition to grading, you are required to attend. See below...
Students are allowed to miss 2 classes per semester; each unexcused absence after these 2 freebies
lowers your overall grade one full grade point. Note: if you arrive after I take attendance, it is your
responsibility to remind me of your attendance.

Plagiarism and cheating are serious academic offenses. They are defined by this policy as "knowingly copying another's work or ideas and calling
them one's own or not giving proper credit or citation," and this policy covers copying sections or entire papers from printed or electronic sources
as well as handing in papers. If you ever have questions about this issue, please talk with your instructor or consult a coach in the Writing Center
(7-2007). MTU complies with all federal and state laws and regulations regarding discrimination, including the American with Disabilities Act of
1990. If you have a disability and need reasonable accommodation for equal access to education and services at MTU, please call Dr. Gloria
Meltin, Associate Dean of Students (7-2212). For other concerns about discrimination, you may contact your advisor, department chair, or the
Affirmative Action Office (7-3310). I reserve the right to revise the syllabus/schedule to better serve your needs.