Texts:


Supplies:

You'll need a file folder to hold your portfolio of journal entries, drafts, critique sheets, and graded papers. I'll bring in some used ones if you'd prefer not to buy a new one. I will be collecting in-class journal entries each class period. I will collect drafts and critique sheets on the day formal essays are due and graded essays shortly after they are returned. Please have the file folder by Thursday of week one.

Purpose:

The course is described in the catalog as follows:

A study of how and why different groups of people use reading and writing differently in varying situations and in varying textual media. Topics may include: the various ways texts function and reading is used; the authority of written texts; access to reading and writing and to various textual media.

Writing Assignments:

Response Journal:

For one of the readings specified with an asterisk in the syllabus for a particular day, you should submit out-of-class response statements of at least half a double-spaced page in length. At least one of them should be sent to the entire class via e-mail at flynn3150-i@mtu.edu. To count as a response on a particular day, an e-mail message should be sent before the class in which the response is due and printed out and submitted the day the response is due. The response should demonstrate that you have read the assignment meaningfully and should discuss the assignment in terms of course content and goals. Some possibilities would be to focus on important themes, or relationships between themes and the author of the selection, or important passages, words, sentences, images or phrases, or connections between the selection and other selections assigned that day or previous course readings or readings done elsewhere. The responses will provide you an opportunity to reflect on the material you have read and to record your reactions in a focused way. These responses are not formal and need not be polished or well organized. The act of writing should stimulate you to make connections you might not previously have made.

Portfolio Analysis
## Grades:

Your grade will be based on the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio (responses, e-mail(s), critiques, outlines/questions)</td>
<td>25%</td>
</tr>
<tr>
<td>Presentation # 1</td>
<td>5%</td>
</tr>
<tr>
<td>Presentation # 2</td>
<td>5%</td>
</tr>
<tr>
<td>Presentation # 3</td>
<td>5%</td>
</tr>
<tr>
<td>Formal essay # 1</td>
<td>20%</td>
</tr>
<tr>
<td>Formal essay # 2</td>
<td>20%</td>
</tr>
<tr>
<td>Formal essay # 3</td>
<td>20%</td>
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</tbody>
</table>

## Criteria for Evaluation:

**A Papers and Presentations:**

The author makes an original contribution so that the reader becomes involved and learns from the piece or presentation. The central point of the essay is clear, and the parts of the essay have been connected effectively. The outline for the presentation is correct in form and effective. Support for the point is appropriate for the intended audience and convincing. Support for the point is adequate for the intended audience and fairly convincing. The reader's or listener's needs have been taken into consideration. There are few if any errors.

**B Papers and Presentations:**

The writing or speaking is clear, but the contribution does not seem especially original or new. The central point is clear, but the parts of the essay or talk could be connected more effectively. Support for the point is adequate for the intended audience and fairly convincing. The reader's or listener's needs have been taken into consideration to an extent. There are some errors.

**C Papers and Presentations:**

Takes some effort on the part of the reader or listener to get through the essay or talk. The writer or speaker is making an effort to connect the essay or talk with the audience. The central point is clear, and the parts of the essay or talk have been connected. Support for the point is not especially appropriate for the intended audience and not especially convincing. The reader's or listener's needs have not always been taken into consideration. There are a number of errors.

**D Papers and Presentations:**

The reader or listener cannot figure out what point the writer or speaker is trying to make. The central point is not at all clear, and the parts do not support it. Support for the point is inappropriate for the intended audience and not convincing. The reader's or listener's needs have not been taken into consideration. There are many errors.

**F Papers and Presentations:**

The paper or talk does not respond to the assignment at all or has not been handed in or presented.

**Other:**
Week 6 (Oct. 5-7)
T King, "Toolbox," Ch. 12-16 (pp. 220-249), "On Living," Ch. 1-7 (pp. 253-270), "And Furthermore, Part I" (pp. 271-284), "And Furthermore," Part II (pp. 285-288). Response #6 due.
Th King video.

Week 7 (October 12-14)
T Barton, Ch. 1-3. Proposal for essay #2 due.
Th Barton, "Ch. 4-6. Response #7 due.

Week 8 (October 19-21)
T Barton, Barton, Ch. 9-11. Draft of essay #2 due.
Th Barton, "Ch. 12-14. Response #8 due.

Week 9 (October 26-28)
T Essay #2 due. Presentations.
Th Presentations

Week 10 (Nov. 2-4)
T The Lost Generation Video.
Th Hemingway, "A Good Café on the Place St.-Michel," "Miss Stein Instructs," "Une Génération Perdue." Response #9 due.

Week 11 (Nov. 9-11)
Th Hemingway, "Ezra Pound and His Bel Esprit," "Scott Fitzgerald." Response #11 due.

Week 12 (Nov. 16-18)
T Tan, "The Cliffsnotes Version of My Life," "Persona Errata." Proposal for essay #3 due

Week 13 (Nov. 30-Dec. 2)
T Tan, "The Language of Discretion," "Five Writing Tips." Draft of essay #3 due.

Week 14 (Dec. 7-9)
T Essay #3 due. Presentations.
Th Presentations. Portfolio analysis due. Portfolios due.