Beth Flynn  
HU3150, Reading and Writing  
Walker 108  
T, Th 11:05 a.m.-12:20 p.m.  
Fall, 2006  
Office: 310 Walker  
Office phone: 487-3227  
E-mail: eflynn@mtu.edu  
Class e-mail list: 3150-I@mtu.edu  
Office Hours: T, Th 12:30-2:00 p.m. and by appointment

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 selected readings indicated on the syllabus, you should submit in-class or out-of-class response statements of at least 125 words. 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

Please prepare a portfolio analysis (at least a page long) that provides a commentary on responses, drafts and critique sheets, and final papers. What are some strengths of your performance on these assignments? What are some limitations?

Formal Writing:
Three formal papers will be required.

The first is a four-page essay (approximately 1,000 words) in which you describe your own literacy development. Focus on present or past practices, on reading or writing for pleasure, on technical reading or writing, or on the relationship between your reading or writing and your use of electronic communication. Try to provide a larger context for your analysis. Some questions to consider are: How did you learn to read or write? How has your reading or writing changed over the years? How does what you read or write affect how you read and write? What social/economic/political factors affect how you read or write? How does your reading differ from that of others? Don't feel that you have to address all of these questions. Most important is that the essay have a clear focus. Be sure to make some references to pieces in The Writing Life in your essay.

The second is a four-page (approximately 1,000 words) analysis of King's On Writing and a biographical or autobiographical essay that focuses specifically on reading or writing but has not been assigned in class, making explicit references to material in Yagelski. Possible topics for your essay are: the ways in which the authors or subjects use reading and writing, the situations in which they read and write, the textual media they employ, the various ways the texts they read and write function, the authority of the texts they read and write, and their access to reading and writing and to various textual media. You may also focus on reading or writing acquisition, development, or competence.

The third is a four-page (approximately 1,000 words) comparison of the Menchú or Tan autobiography and a film based on a biography or autobiography that focuses on literacy. Describe the biographies or autobiographies. What do they tell us about literacy? How are they similar or different? What are some strengths and limitations of the two? How do they connect up with the other autobiographies we have read? Be sure to make explicit references to Yagelski.

Presentations:
You will have an opportunity to present essays #1, 2, and 3 in four-minute presentations. The presentation should be based on the paper you have submitted but should be tailored for oral delivery. Please use at least one overhead that provides an outline of your paper and a thesis statement. Please include a paper copy of the outline and thesis statement with your paper. Make sure to put a complete heading on the outline including your name, my name, the date, the course number, and the assignment number.

Reports/Discussions:
Once during the term make a five-minute report on background material that informs the reading assignment for that day or start the class discussion for that day's reading. If you prepare a report, be sure to submit an outline of it. If you start the discussion, submit the question or questions that you use to stimulate discussion.

Attendance:
Attendance is mandatory. Much of the course involves conversation about course readings. If you miss those conversations, you will have missed a good deal of the course content. More than three unexcused absences will affect your grade.

Late Papers:
Since the course emphasizes the revision process and since it is important that presentations be based on finished essays, drafts and final essays must be submitted on time. Late papers will affect your grade.

Grades:
Your grade will be based on the following:
Portfolio (responses, critiques, outlines/questions) 25%
Presentation # 1 5%
Presentation # 2 5%
Presentation # 3 5%
Formal essay # 1 20%
Formal essay # 2 20%
Formal essay # 3 20%

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. 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 paper or talk does not have a strong focus, and it is not always clear how the parts support the thesis. 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:
When papers are returned, most papers will have a letter grade on them. If you receive a grade lower than A, you may revise the essay and submit it no later than two weeks after it is returned. A few papers, though, will have an "R" on them. This means that the paper must be revised within two weeks of the time the paper was returned, and only the revision will be graded. I will usually suggest that individuals who receive Rs see me before revising. Please include the original paper with the revision!
Remember that formal essays should have titles. Please leave at least an inch margin on the sides and top and bottom of the paper and remember to number the pages on papers. Label all work including presentation outlines. Include your name, my name, the course number and time, the date, and the course assignment. Be sure to indicate if the paper is a draft, a formal paper, or a revision. Please do NOT submit papers and drafts electronically.

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

It may be necessary to alter the syllabus as the semester proceeds in order to better meet the instructional needs of the class.

Plagiarism—using the ideas or words of others without acknowledging the source—is unethical and a violation of University policy. Plagiarism cases will be handled by the Dean of Students. Some consequences of plagiarism could be failure of a paper or course. The University has subscribed to an anti-plagiarism service that can detect plagiarized material. If you have questions about the proper way to cite the ideas of someone else, please see me.

**Course Schedule:**

Week 1 (Sept. 5-7)

T Introduction

Th The Writing Life, Oates, pp. 11-18, Spark, pp. 52-57, Gordimer, pp. 58-63. In-class response (response # 1).

Week 2 (Sept. 12-14)


Week 3 (Sept. 19-21)

T Essay # 1 due. Presentations.

Th Presentations.

Week 4 (Sept. 26-28)

T King, pp. 3-50. Out-of-class response due (response # 2).

Th King, pp. 51-94. In-class response (response # 3).

Week 5 (October 3-5)

T King, pp. 95-134. Out-of-class response due (response # 4).

Th King, pp. 135-200. In-class response due (response # 5).

Week 6 (Oct. 10-12)

T King, pp. 201-254. Out-of-class response due (response # 6).

Week 7 (October 17-19)
Th Yagelski, pp. 33-55. In-class response (response # 8).

Week 8 (October 24-26)
T Yagelski, pp.89-126. Draft of essay # 2 due.
Th Yagelski, pp.127-156. In-class response (response # 9).

Week 9 (November 7-9)
T Essay # 2 due. Presentations.
Th Presentations

Week 10 (November 14-16)
T Menchú, Ch. 1-VII. Out-of-class response due (response # 10).
Th Menchú Ch. VIII-XIII, in-class response (response # 11).

Week 11 (November 28-30)
T Menchú, Ch. XIV-XVIII. Out-of-class response due (response # 12).
Th Menchú, Ch. XXI-XXIII, XXIX-XXXIV, in-class response (response # 13).

Week 12 (December 5-7)
T Tan, "The Cliffsnotes Version of My Life," "Persona Errata." Proposal for essay # 3 due
Th Tan, "The Ghosts of My Imagination," "Mother Tongue." In-class response due (response # 14).

Week 13 (December 12-14)
T Tan, "The Language of Discretion," "Five Writing Tips." Draft of essay # 3 due.

Week 14 (December 19-21)
T Essay # 3 due. Presentations.
Th Presentations. Portfolio analysis due. Portfolios due.