Texts:

Supplies:
You’ll need a file folder to hold your portfolio of responses and analyses. I will be collecting response statements on the days they are due.

Purpose:
An introduction to the scholarly issues, goals, and methods across the disciplinary areas represented in the Rhetoric and Technical Communication program.

Writing Assignments:
Response Journal:
For selected readings indicated on the syllabus, you should submit a response statements of at least 250 words (approximately one double-spaced sheet of paper). The response should demonstrate that you have read the assignment meaningfully and should discuss the assignment in terms of course content and goals.

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 or four brief analyses (approximately 250 words each) are required. In each, you should summarize and contextualize an article or book chapter written by a designated faculty member in the department. Some considerations might include: What was the occasion for the essay? What is the central argument? In what intellectual traditions is the faculty member working? What is the significance of the piece?

Presentations:
You will have an opportunity to present an oral version of your essays in a brief (5 minute) presentations. Please use at least one visual in each presentation, and include a paper copy of the visual with each paper.

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 two unexcused absences will affect your grade.

**Late Papers:**

A late paper will affect your grade.

**Grades:**

Your grade will be based on the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Portfolio (responses, portfolio analysis)</td>
<td>30%</td>
</tr>
<tr>
<td>Presentations</td>
<td>20%</td>
</tr>
<tr>
<td>Essays</td>
<td>50%</td>
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**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.

**Other:**

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.
Course Schedule:

Week 2 (Jan. 22)
Semenza, Chaps. 7-8 (response due)

Week 3 (Jan. 29)
Semenza, Chaps. 9-10 (response due)

Week 4 (Feb. 5)
Semenza, Chaps. 11-12 (response due)

Week 5 (Feb. 12)
Golde and Walker, Chaps. 1 and 4 (response due)

Week 6 (Feb. 19)
Golde and Walker, Chaps. 18 and 19 (response due)

Week 7 (Feb. 26)
Golde and Walker, Chap. 20 (response due)

Week 8 (March 5)
Golde and Walker, Conclusion (response due)

Week 9 (March 19)
Reports on faculty research

Week 10 (March 26)
Reports on faculty research

Week 11 (April 2)
Reports on faculty research

Week 12 (April 9)
Reports on faculty research

Week 13 (April 16)
Reports on faculty research

Week 14 (April 23)
Reports on faculty research; portfolio and portfolio analysis due.