Beth Flynn
HU 5001, Proseminar in Rhetoric and Technical Communication
Walker 139
Meet in G12 in the basement of Wadworth Hall on 10/1 and 10/8.
M, 1:05-1:55 p.m.
Fall, 2007
Office: 310 Walker
Office phone: 487-3227
E-mail: eflynn@mtu.edu
Class e-mail list: 5001-l@mtu.edu
Office Hours: T,Th 12:30-2:00 and by appointment

Texts:

Cindy Moore and Hildy Miller, A Guide to Professional Development for Graduate Students in English.

Supplies:

You'll need a file folder to hold your portfolio of responses, the essay draft, and the graded paper. I will be collecting response statements on the days they are due. I will collect the draft on the day the formal essay is due and the graded essay shortly after it is returned.

Purpose:

The course is described in the Handbook as follows: 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 200 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

At the end of fall term, please prepare a portfolio analysis (at least a page long) that provides a commentary on responses, draft, and final paper. What are some strengths of your performance on these assignments? What are some limitations?

Formal Writing:

One formal paper will be required. In a five-page essay (approximately 1,250 words), describe your academic background and preparation for graduate school and your future goals, making connections with material in the Moore and Miller and Semenza books. Some possible topics might include courses you have taken, intellectual traditions and methods that have influenced you, professors who have influenced you, career goals, and strategies that will help you achieve your goals.

You will need to prepare a draft of this essay. The draft should be your best effort rather than a first draft. The feedback you receive on it from a classmate will be more valuable if you think the essay is close to being ready to submit.
**Presentation:**

You will have an opportunity to present an oral version of your essay in a brief presentation (about 15 minutes long). Please use at least one visual in your presentation, and include a paper copy of the visual with your paper. Make sure to put a complete heading on the visual including your name, my name, the date, the course number, and the assignment number.

**Facilitation:**

Once during the term, you'll be designated as the facilitator for the class discussion for that day. Include the question or questions that you use to stimulate discussion in your portfolio.

**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:

- Portfolio (responses, questions, draft, final paper) 35%
- Presentation/facilitation 20%
- Formal essay 45%

**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:

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 drafts and formal essays 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. 10)
Introduction

Week 2 (Sept. 17)
Graduate Handbook, chapters 1-4, response # 1 due.

Week 3 (Sept. 24)

Week 4 (Oct. 1)
Introduction of faculty # 1. Meet in G12 in the basement of Wadworth Hall.

Week 5 (Oct. 8)
Introduction of faculty # 2. Meet in G12 in the basement of Wadworth Hall.

Week 6 (Oct. 15)
Moore and Miller, chapters 1 and 2, response # 3 due.

Week 7 (Oct. 22)
Moore and Miller, chapters 3 and 4, response # 4 due.
Week 8 (Oct. 29)
Moore and Miller, chapters 5 and 6, response #5 due.

Week 9 (Nov. 5)

Week 10 (Nov. 12)

Week 11 (Nov. 26)

Week 12 (Dec. 3)
Essay due. Presentations.

Week 13 (Dec. 10)
Presentations. Portfolio due.