Beth Flynn
HU3150, Reading and Writing
Walker, 116
T,R 12:35-1:50 p.m.
Fall, 2008
Office: 310 Walker
Office phone: 487-3227
E-mail: eflynn@mtu.edu
Office Hours: T,R 2-3:20 and by appointment

Texts:

Supplies:
You'll need a file folder to hold your portfolio of responses, 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 response statements on the days they are due. 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 functions 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.

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 an essay of at least four pages (approximately 1,000 words) in which you:

Compare and/or contrast an assigned essay from the Arana text with one from the Arana text that has not been assigned. How are they similar or different in terms of their approach to writing? How are they similar or different from your own approach?

Or
Compare and/or contrast an assigned essay from the Arana text with one not included in the Arana text. How are they similar or different in terms of their approach to writing? How are they similar or different from your own approach?

The second is an essay (or piece of fiction) of at least four pages (approximately 1,000 words) in which you:

Compare the approach of Thomas and King. How do their different situations influence their approach to writing? Which book do you prefer?

Or

Do one of Thomas’s two-page explorations and then add two pages of analysis. Some possible considerations might be: the process you used to write the explorations; the quality of the finished product.

Or

Write a story (about three pages) that is influenced by King’s approach to writing. Then provide a one-page commentary on the story, explaining how it is similar to or different from what King recommends and how you went about getting the idea for it and writing it.

The third is an essay of about four pages (approximately 1,000 words) in which you discuss the relationship between literacy and development in a country other than one of the ones discussed in class. Use one or more of the essays discussed in class as a model, and explain how the assigned essay(s) influenced your essay.

You will need to submit proposals for and drafts of these essays. The proposal is a brief, tentative description of what you intend to write about in the essay. One paragraph is sufficient, though it could be longer. You are free to change your topic after you have submitted the proposal. 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.

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. The question or questions should invite discussion of all assigned reading for that day. On Thursdays, these questions will be used for the in-class response.

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:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio (responses, 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>
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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.

**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 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.

Please turn off cell phones and laptops before class begins.

Course Schedule:

Week 1 (Sept. 2-4)

T Introduction
R Arana, Oates, pp. 11-18, Michener, pp. 25-32. Response #1 due (in-class).

Week 2 (Sept. 9-11)


Week 3 (Sept. 16-18)

T Draft of essay #1 due. Arana, Wasserstein, pp. 143-9, Karnow, pp. 156-161.

Week 4 (Sept. 23-25)

T Essay #1 due. Presentations.
R Presentations.

Week 5 (Sept. 30-Oct. 2)
T Thomas, pp. 1-29. Response # 4 due (out-of-class).
R Thomas, pp. 31-79. Response # 5 due (in-class).

Week 6 (Oct. 7-9)
T Thomas, pp. 81-110. Response # 6 due (out-of-class).
R King, C.V. pp. 17-69 (1-25), Response # 7 due (in-class).

Week 7 (Oct. 14-16)
R King, "Toolbox," pp. 111-137 (1-5). Response # 8 due (in-class).

Week 8 (Oct. 21-23)

Week 9 (Oct. 28-30)
Response # 10 due (in-class).
R Essay # 2 due. Presentations.

Week 10 (Nov. 4-6)
T Presentations.

Week 11 (Nov. 11-13)
T Street, Papen, pp. 40-60. Response # 12 due (out-of-class).
R Street, Wright, pp. 61-77. Response # 13 due (in-class).

Week 12 (Nov. 18-20)
T Proposal for essay # 3 due. Street, Aikman, pp. 103-120.
R Street, Herbert and Robinson, pp. 121-136. Response # 14 due (in-class).

Week 13 (Dec. 2-4)
T Draft of essay # 3 due. Street, Maddox, pp. 137-151.

Week 14 (Dec. 9-11)
T Essay # 3 due. Presentations.