

INTD 105 (26) Writing Seminar: Envisioning Education
Fall Semester 2001
1:30-2:20 M/W/F
Sturges 109

Instructor: Dr. Jane Fowler Morse
Office: South Hall 221C
Office Phone: 245-5381
Home Phone: 243-3046 (but please do not call after 9:30 PM)
Office Hours: M/W/F 10:30-11:30 PM, or by appointment.
Email: jfmorse@geneseo.edu

Course Description:

Students in INTD 105, Envisioning Education, will read and write about a variety of texts dealing with what education is, the role of education in human life, and how education ought to be organized. Students will consider the vision of education the authors express in order to think about how education might be reformed. Students will formulate their vision of the purposes and organization of education.

As a writing intensive seminar, INTD 105 will require six writing projects. Students will practice all stages of the writing process, including keep a reading journal containing responses to the texts and ideas for writing projects. Peer review and rewriting of assignments will be required.

I expect you to complete all readings before the class day on which they are listed and to come to class prepared to participate in activities and discussions. Assignments may include requirements to research in the library and on the web. Always bring your handbook (Diana Hacker, *A Writer's Reference*) and whatever other assigned texts are currently under consideration to class to facilitate discussion. I may add short quizzes or written assignments to the announced syllabus at my discretion. We will practice editing skills as the need arises. This may involve quizzes or classwork for a grade. We may deviate from the announced syllabus as occasion demands in order to meet the needs of the class. Since this is a relatively new course, it is a work in progress. Be prepared to be flexible.

Since you will be working in groups on peer editing in this class, your attendance is important. You must keep a portfolio of all drafts, exercises, and quizzes. If you are

absent, I expect you to notify me before class. You will also be responsible for catching up on any assignments, handouts, exercises, or quizzes that you may have missed **before** the next class.

You are required to produce six writing projects (totaling 20 pages). One of these will be an in-class essay. I will not accept late papers and other assignments without a prior agreement with me regarding the circumstances.

All handouts and assignments will be available in the outbox. You will be responsible for picking up your own handouts and assignments from the outbox (see instructions attached).

Course Outcomes:

All sections of INTD 105 at Geneseo share the following intended learning outcomes:

1. The ability to read significant texts carefully and critically, recognizing and responding to argumentative positions.
2. The ability to write sustained, coherent, and persuasive arguments on significant issues that arise from the content at hand.
3. The ability to write clearly, following the conventions of Standard English.

Required Texts:

Please buy the correct edition, so your page numbers will correspond to everyone else's.

Diana Hacker. *A Writer's Reference*, fourth edition. Bedford/St. Martin's Press. Boston and New York: 1999.

Toni Morrison. *The Bluest Eye*. Penguin Books. New York, 1970 and 1994.

A.S. Neill. *Summerhill School: A New View of Childhood*. edited by Albert Lamb. Penguin Books 1960 and 1992.

B.F. Skinner. *Walden Two Reissued*. Prentice Hall: Englewood Cliffs, New Jersey, 1948 and 1976.

Deborah Meier. *Will Standards Save Public Education?* Boston: Beacon Press, 2000.

Dead Poets Society (I expect you to watch this film by Oct. 23. During the October Break would be ideal.)

Required Materials:

A school composition book for your journal.

Library Orientation:

A required library orientation will be announced shortly.