Course Description: HUI101t introduces you to academic writing, with an emphasis on how to read complex, academic arguments. The theme of this course is selves and identities. We start with the ordinary world that surrounds us and the common everyday life. For most of us, these familiar experiences often seem to go without saying. In this course, you will read and discuss the stories and arguments in the diverse, mass-mediated, multicultural realities of contemporary America. By rereading our culture critically, you are expected to consider many different perspectives of common culture and become a deliberative thinker through the analytical reading and deliberative writing processes in this course.

Some objectives of this course:
• To learn "rhetorical analysis"
• To learn how to discover the author's intention and the audience for a piece of writing
• To learn how to analyze various strategies used in a piece of writing
• To begin to learn how to write an extended argumentative paper

Books to Read:

Course Work:
Portfolio includes
1) a 4 page textual analysis paper on The Tiger's Bride (pp247-260) that analyze the author's argument, intention, audience and central strategies;
2) a 2 page annotated bibliography that reflects your library research on your topic for final paper;
3) a final, 7 page argumentative paper on a subject you put together from the essays in the textbook and your own library research;
4) all of your responses such as reading, peer and written responses.

Participation means reading the assigned readings and post reading responses in time, coming to class prepared, being an active member, and contributing to class discussion.

Short written response Occasionally you will be required to do some writing in or after the class.

Peer responses will help you develop a sense of audience during your writing process.

Grading
Essays: 60% Participation: 25% Responses: 15%
You must complete all assignments to receive a passing grade in this course.
**Course Schedule and Due Dates**

**Week 1**
- 6/6: Introductions
- 6/7: Rhetoric concepts and rhetorical analysis
- 6/8: Visuals: rhetorical analysis
- 6/9: Discuss *Fashion* pp49-72: intention/argument

**Week 2**
- 6/12: Discuss *Fashion* pp73-83: symptomatic reading
- 6/13: Discuss *Tales* pp194-231: intention/structure/audience
- 6/14: Discuss *Tales* pp231-241: intention/structure/audience
- 6/15: Discuss *Tales* pp241-247: intention/structure/audience
- 6/16: Discuss *Tales* pp247-264: analyzing a contemporary tale

**Week 3**
- 6/19: **Textual Analysis Due**
- 6/20: Writing Workshop: finding your topic
- 6/21: Class Canceled for Conferences
- 6/22: Library Tour: working on Annotated Bibliography
- 6/23: Writing Workshop: writing a discovery draft

**Week 4**
- 6/26: **Draft 1 of Argument Paper and Annotated Bibliography Due**
- Movie: *To Die For*
- 6/27: Movie: *To Die For*
- 6/28: Rhetorical analysis of movie
- 6/29: Class Canceled for Conferences
- 6/30: **Draft 2 of Argument Paper Due**
- Peer Critique

**Week 5**
- 7/3: Writing Workshop: Paper Cutting
- 7/4: Independent Day Recess
- 7/5: Writing Workshop: Colored Documentation
- 7/6: Writing Workshop: Fine Tuning
- 7/7: Draft 3 of Argument Paper and Portfolio Due

(All the readings mentioned above are in *Reading Our Histories, Understanding Our Cultures*.)

**Attendance**

Attendance is strongly recommended. If you can not make it to class, please notify me before class; otherwise I will take it as an unexcused absence. An unexcused absence will make a difference in your final grade.

**MTU's Policy on Discrimination and Harassment**

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

Note: I reserve the right to revise the syllabus and/or course schedule to better serve students needs.
Detailed Assignments

1. Textual Analysis (4 pages)
This essay gives you a chance to practice a very important genre in the academic writing and apply the rhetorical analysis that you have learned in this course. In this essay you’re asked to analyze a contemporary feminist fairy tale The Tiger’s Bride from Angela Carter. Though the fairy tale form is very old, it is a form that generations of storytellers have revised, revisited and relived. It’s your time to make your own “re-vision” on an old theme of beauty and beast.

Read the text symptomatically armed with the method of rhetorical analysis to discover the author’s intention and the audience, analyze various strategies used in the text, distinguish the surface features of writing from its structure, and distinguish argument from intention. You might use the historical and cultural questions following the text to guide your analysis. In your writing, you’re asked to use the materials from the text to support your interpretation and assertion.
Due: June 19

2. Annotated Bibliography (2 pages)
This assignment serves as an opportunity to think through how the new ideas and information you have found relate to your own experiences and prior beliefs about the issue you have chosen for your final paper. For an annotated bibliography, you present a short, critical description of each of the sources you cite in your argumentative paper. The description of each source should include some summary, some critique, and some description of how you will use the source in your paper. As a research tool, this essay helps you decide what sources you are interested in looking at and using for your final paper.
Due: June 26

3. Argumentative Paper (7 pages)
An argumentative paper clearly attempts to persuade its readers to identify with the writer, to change their minds, to change their behavior, to adopt or abandon a policy or course of action. In this essay, you need to be concerned with the skeptical reader who asks, “Who say so?” and “Why should I believe it?” Use the rhetorical strategies you have learned in your own writing.

The purpose of this writing is to help you think through the multiple perspectives people have on the issue you have chosen, and especially to think through why people have so many different perspectives. In addition to essays in the textbook, you’re hoped to carry on a library research to find and analyze at least 3 articles that offer perspectives on your issue that arise out of interests and concerns and experiences different from yours. In addition, you may wish to use other kinds of sources of information, such as interviews, movies, or surveys.

Your audience for this essay is people who are concerned about this issue, people who have a stake in the decisions made about this issue because such decisions will make important differences in their lives.
Draft 1 due: June 26 Draft 2 due: June 30 Draft 3 due: July 7