A Course in Reading and Writing

Instructor: Michael J. Shupe (but you can call me Mike)
Room: Walker 144
11:05 AM - 11:55 AM

Office Hours: Monday 12:1, Tuesday 11:12:30, Thursday 11:12:30
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Course Description:
This course will give you the basic reading tools you will need to make sense of the academic writing that you will be presented with throughout your academic career, in the increasingly complex workplace you will be entering afterwards, and throughout your personal life. These skills will help you make sense of long, complexly structured and argued articles and other documents that you can expect to find in your workplace and in your home.

This course has been designed using the following guiding assumptions:
1. Students engage complex ideas encountered in academic and serious public discourse as they read, reflect, discuss and write.
2. Learning to think and write on the college level is primarily a matter of learning how to develop complex ideas and arguments through thoughtful consideration of different perspectives.
3. When students connect their life experiences with ideas and information they encounter in class their education becomes more meaningful.
4. Learning is essentially collaborative work, achieved through a process of discussion, response, writing and revision.
5. To be effective, people must care about what they’re communicating; they must want to say something to someone for a purpose.
6. Interpreting information or writing about it involves making decisions about audience, appropriate conventions, and language, and students should learn how to make such decisions.
7. Questions of style and correctness become important to students only in the context of writing and communicating that is meaningful to them.

Goals and Objectives:
1. To learn “rhetorical analysis” as a useful way to read difficult, complex academic writing.
2. To learn how to discover the author’s intention and the audience for a piece of writing.
3. To learn how to analyze various strategies used in a piece of writing, to identify key strategies and kinds of strategies, and to learn to see that every feature of writing a writer can take responsibility for is a potential strategy.
4. To learn to distinguish the surface features of writing from its structure.
5. To learn to distinguish argument from intention, and how to summarize each.
6. To learn how to put together and defend with textual evidence a reading or an interpretation of a piece of writing.
7. To begin to learn how to write an extended argumentative paper.

Methods:
By close reading of complex pieces of academic writing with an eye to the author’s intentions, including the expected or
imagined audiences to which a piece is directed, the arguments chosen, and the structure through which they are presented, you will begin to feel confident in dealing with the written works you will encounter, moreover you will begin to realize that you are able to read and understand these complex writings and that these writings ask for your attention, and for your consideration.

Throughout the quarter, we will be building an understanding of rhetorical moves and devices that can supply you with clues to the expected audience and to the goals that the author may have had in mind when creating a piece of writing. One particular rhetorical form which we will be considering in depth is the use of images, both as photographs and other visual elements presented with a piece of writing, and as images constructed in our imaginations through the words of the text.

Books:

Grading:
You must complete all assignments to receive a passing grade in this course. Students are allowed to miss two classes per quarter; subsequent absences will affect your final grade.

33% Reading Responses
33% Attendance and Class Participation
33% Major papers

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 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).

MTU's Policy on Academic Integrity
Plagiarism and cheating are serious academic offenses. MTU's Academic Integrity Policy defines it as "knowingly copying another's work or ideas and calling them one's own or not giving proper credit or citation," and it covers copying sections or entire papers from printed or electronic sources as well as handing in papers written by students for other classes or purchasing academic papers. Plagiarism and cheating not only are dishonest but cheat you out of learning, the primary reason you are here. If you ever have any questions about this issue, please talk with your instructor or consult a coach in the Writing Center (7-2007).

Syllabus: course at a glance:
(Note: I reserve the right to revise the syllabus and course schedule to better serve student needs.)

Weeks 1-3: Rhetorical Analysis, a way of reading difficult academic writings.

We will learn how to read in order to discover an author’s intentions within a text, the audience an author thought would read the text, and how to analyze the strategies that an author used to accomplish his intentions for the expected audience.


As an example of long, complex, academic argument about an issue that affects us all, generally, as human beings, but that affects different people differently depending on who they are and who is "measuring" whom.
Major Paper: a 5 page comparison of Gould’s arguments, intentions and basic strategies to those of Bordo, Auster,…

Week 5: Finish Gould.

Reflection discussion on Wednesday: what in the Gould are you interested in? Start conferences with your instructor based on all the writing you have done so far.

Weeks 6–8: Finish conferences.

Visit the library, do some research and read various selected essays from Ways of Reading in order to open up the range of possible connections you can make with the book, Mismeasure of Man, so that you can find an issue you are interested in about which you can write an extended argumentative essay.

First Draft of your final argumentative paper due Weds. of week 8.

Week 9–10: Continue to read selected essays from Ways of Reading; work on other academic skills such as annotated bibliographies and polishing our writing.

Written Assignments:

• Several Written 1 to 2 page responses based on the readings
• A 5 page paper on Mismeasure of Man that analyzes Gould’s argument, intention, audience, and central strategies.
• A short reflection on what in or about the Mismeasure of Man interests you, what you might wish to investigate further and why.
• An 8 page argumentative paper on a subject you put together from the Gould book, some essays in Ways of Reading, and your own library (or other) research.
• A revision of the 8 page argumentative paper.
Detailed Syllabus: Course Schedule:
(note: when I assign readings, have them read and be ready to discuss them on the day they appear on the syllabus below)

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Labor day</td>
<td>Introductions: What is Hu101? Assignment: Read Bordo Essay (Ways 138-171)</td>
<td>Discuss Bordo Essay Intention and Argument. Write 1-2 pgs on Bordo (see assignment sheet)</td>
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<tr>
<td>9/6, 9/8, 9/10</td>
<td>Library Introduction Part 1 Assignment: Read Auster Essay (Ways 50-99)</td>
<td>Discuss Auster Essay intention/ethos/audience. Write 1-2 pgs on Auster (see assignment sheet)</td>
<td>Discuss Auster/papers Introduce Image Assign: Read Woolf (Ways 750-763), Look at Griffen(p.404)</td>
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<td>Week 2</td>
<td>Discuss Woolf Assignment: Read Griffen (Ways 404-454) Write 1-2 pgs on Griffen</td>
<td>Discuss Griffen Papers intention/audience/structure</td>
<td>Discuss Griffen and Woolf Compare style &amp; structure Assign: Read Gould intros Write: 1-2 pgs on Gould</td>
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<tr>
<td>9/13, 9/15, 9/17</td>
<td>Library Introduction Part 1 Assignment: Read Auster Essay Discuss Auster/papers</td>
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<td>Week 3</td>
<td>Discuss Woolf Assignment: Read Griffen (Ways 404-454) Write 1-2 pgs on Griffen</td>
<td>Discuss Griffen Papers intention/audience/structure</td>
<td>Discuss Gould readings audience and argument Read Gould (pgs TBA) Discuss 1st paper</td>
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<td>9/20, 9/22, 9/24</td>
<td>Library Introduction Part 1 Assignment: Read Auster Essay Discuss Auster/papers</td>
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<td>Discuss Gould readings audience and argument Read Gould (pgs TBA) Discuss 1st paper</td>
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<td>Week 4</td>
<td>Discuss Gould's argument (intros and prefaces only) discuss papers Read Gould (pgs TBA)</td>
<td>Discuss Gould readings audience and argument Read Gould (pgs TBA) Discuss 1st paper</td>
<td>Discuss Gould readings audience and argument Read Gould (pgs TBA) Write 1st draft of paper</td>
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<tr>
<td>9/27, 9/29, 10/1</td>
<td>Library Introduction Part 1 Assignment: Read Auster Essay Discuss Auster/papers</td>
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<td>Week 5</td>
<td>Discuss Gould readings presentation and audience Portfolios and 1st essay due</td>
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<td>Conferences continue</td>
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<td>10/4, 10/6, 10/8</td>
<td>Library Introduction Part 2 Conferences Continue</td>
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