Instructor
Tracy Bridgeford (tbbridge@mtu.edu)
Walker 147 (487-3276)
Office Hours: Tuesdays & Thursdays 8:30-9:30 a.m. and by appointment

Required Text
Norton Anthology of Short Fiction (Compact Ed.)
Guide to Succeeding in First-Year English

Requirements
(ALL ASSIGNMENTS MUST BE COMPLETED IN ORDER TO PASS THIS CLASS.)

- Essays. You will be writing two major essays. One will be a literacy autobiography; the other will be an analysis of ideas suggested by the literature.
- Reflections. Write one reflection for each day that a story is assigned for a total of 8. When you write a reflection, consider such things as how the literature reflects culture, human experience, and relates to your own life. In other words, what does the literature say about the human experience. Reflections should be one typed page and will only be accepted on the day they are due, unless you have an excused absence.
- Group Presentation. At the end of the quarter, your group will do an oral presentation designed to further illuminate the literature by placing it within a cultural and/or historical context.
- Class Attendance and Participation. Because this class depends heavily on discussion of the readings and of your own writing, regular attendance and active participation are important both for yourself and your group members. I encourage you to attend class regularly. Participation will be instrumental in determining your final grade.

Grading
Essay #1 25%
Essay #2 30%
Reflections 20%
Group Presentation 25%

The MTU Writing Center
This is a free service offered to all students who would like to work individually with a coach on any aspect of writing, reading, or study strategies. The Writing Center is not for remedial work only. In fact, the best students are often the ones who take advantage of this service. Note: You will not be assigned extra work there. Instead, your coach will help you with any class work you see as your current priority. If you would like to make a regular weekly appointment, you should sign up in Walker 107 as soon as possible (available slots fill up quickly). If you would prefer to drop in at the Center for occasional help, that is also possible during walk-in hours, but I strongly recommend a regular appointment as the most effective way to improve your writing.

Course Description
Welcome to HU103. Reading and Writing about Literature. As stated in the Undergraduate Catalog, HU103 provides "continued study of [the] composing process and of literature as an expression of human values." The emphasis in this course will be on recognizing the connections among the literary works that we will read and on the relationships between the literature and our own lives. The purpose of writing assignments will be to record reactions to the readings, to discover new ideas, and to communicate those ideas clearly and effectively to others.

According to A Guide to Succeeding in First-Year English, by the end of HU103, you should be able to:
- analyze what literary tests have to tell us about the culture in which they are written.
- analyze how literary texts make arguments about human experience or social issues.

A Note About Plagiarism
Plagiarism (defined by The Little, Brown Handbook as "the presentation of someone else's ideas or words as your own") is a serious offense. It will result in failure of the class and automatic referral to the Dean of Students for disciplinary action. For more information about plagiarism and how to avoid it, consult your Guide to Succeeding in First-Year English or see me.

Americans with Disabilities Act
Michigan Tech complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act (1990). If you have a disability and need reasonable accommodations for equal access to education or services at Michigan Tech, please call Dr. Gloria Melton, Associate Dean of Students (487-2212). For other concerns about discrimination, you may contact your advisor, department chair, or the Affirmative Action Office (487-3310).

One More Thing
Feel free to contact me at any time about class by email or by phone. I don't mind getting phone calls at home (487-5592), but, please, no phone calls after 9 p.m. I will be glad to meet with you during my office hours but also feel free to make other appointments as well or just drop by. On the first day of class I will ask you to supply your email addresses. Because I sometimes make announcements about class in this way, please check your email often.
For this assignment, I'll ask you to write a literacy autobiography focused on your experiences reading literature. A literacy autobiography is a personal or professional reflection of a particular literacy, that is, a particular way of knowing something. Reading and writing, for example, are literacies we learn as human beings for organizing knowledge and communicating that knowledge with others.

An example
In Mrs. Peabody's 7th grade class, I read the poem, "The Highwayman," for the first time. In this poem, the highwayman risks death for the woman he loves. During classroom discussion, one student, Ron Morris, who was big for his age and already looked like an adult, raised his hand and commented on the courage of the highwayman to ride into a sure death. Ron was a troublemaker at our school; the kind of boy you just knew would end up in jail (and he did). That was the first time that I realized how potent literature could be and how it could affect even the dullest student.

I had similar epiphanies throughout high school when I read Macbeth, Great Expectations, Animal Farm, Lord of the Flies, and many more. I remember most clearly the "conch" in Lord of the Flies as an interesting way to allow people a chance to speak. As the youngest of five, I rarely could speak fast enough or loud enough to be heard.

In many ways, literature "woke" me up to the idea that there were other ways of thinking, doing, and being that I didn't even know existed.

Hand in
- Final draft—typed, double-spaced.
- A cover memo in which you reflect on your writing process—how you went about writing this essay, what you did well, and what could still be improved.
- All previous drafts—at least one before the final draft.
- Group responses to your essay.

Audience
Write your essay for an imaginary Web journal called @Literacy. This journal is read regularly by first-year engineering students at a technological university who are interested in what part literature plays in their understanding of a university degree. Although they probably won't have knowledge of the literature we are reading for this class, they do read quite a bit and are familiar with other kinds of literature.

Suggestions for Writing
- Use a specific experience or related experiences to illustrate your point. Use concrete, lively detail.
- Explain your understanding of the literature by using examples and evidence from the text.
- Write for the audience indicated below but do not assume that they have read the literature. Writing for this audience will require you to spark their interest by making your essay meaningful to them. You will also need to provide enough context and information about the literature to make your essay accessible to them, that is, so they can understand it.
- Make your main point clear in the specific thesis statement in the introductory paragraph (the place where it is often most effective).
- Write about something that happened to you, or that you were at least fairly intimately familiar with, not something that you only observed from a distance.

Getting Started
Your literacy autobiography should focus on how you understand reading literature as a literacy. Use the questions below to get started. Do not try to answer all these questions as a means for writing your essay. Find one that gets you started and see where it takes you.

- What is your personal reading history?
- What particular memories do you have of reading?
- Who is the person (or people) who influenced how you think about literature?
- What were the situations that involved reading?
- What kinds of stories do you like to read and why?
- Were there any consequences good or bad that affected your reading?
- What kinds of analysis did you perform with the stories you read?
- What kinds of analysis have you been asked to do prior to this class?
- What's your assessment of those activities?
- How were they useful/not useful to you?
- What kind of conclusions can you draw about the experience you wrote about? In other words, "So what?"
Please complete all readings by the day they are listed on the schedule.

| Week One   | T 9-7-99  | Introduction to the Course |

| Week Two   | T 9-14-99 | Possible K-Day—Reflection #2 due; “Writing about Fiction” p. 887-897; “The Handsomest Drowned Man in the World” p. 397 |
|           | R 9-16-99 | Possible K-Day—Reflection #3 due; “Angel Levine” p. 585 |

| Week Three | T 9-21-99 | Responding to each other’s drafts—a model |
|           | R 9-23-99 | Draft of Essay #1 Due (Group Response: bring 2 copies for group members) |

| Week Four  | T 9-28-99 | Reflection #4 due; “Sonny’s Blues” p. 25 & “Paul’s Case” p. 103 |
|           | R 10-7-99 | Reflection #5 due; “A Good Man is Hard to Find” p. 679 & “Everything that Rises Must Converge” p. 692 |
|           | R 10-9-99 | Reflection #6 due; “Gorilla, My Love” p. 52; “Bigfoot Stole My Wife” p. 72 & “I am Bigfoot” p. 75 |

| Week Six   | T 10-12-14 | Reflection #7 due; “Matchimanito” p. 260 & “Rules of the Game” p. 766 |
|           | R 10-14-99 | Reflection #8 due; “The Garden Party” p. 594; “To Room Nineteen” p. 557 |

| Week Seven | T 10-19-99 | Prepare for Group Presentation (topics due by the end of period) |
|           | R 10-21-99 | Draft of Essay #2 Due (Group Response: bring 2 copies for group members) |

| Week Eight | T 10-26-99 | Polishing a final draft (volunteer papers sought for classroom exercises) |
|           | R 10-28-99 | Essay #2 Due; “The Necklace” p. 607 |

| Week Nine  | T 11-2-99 | Class Cancelled—Continue working on Group Presentations |
|           | R 11-4-99 | Group Presentations |

| Week Ten   | T 11-9-99 | Group Presentations |
|           | R 11-11-99 | Course Conclusion; Evaluations |

| Finals Week | 11-(15-19)-99 | | |