Welcome to HU 103, Reading and Writing About Literature. As stated in the Undergraduate Catalog, HU 103 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 purposes of the 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 HU 103, you should be able to:
- Analyze what literary texts have to tell us about the culture in which they are written.
- Analyze how literary texts make arguments about human experience or social issues."

Requirements: (You must complete all assignments to pass the course.)

1. Essays. You will be writing two major essays. One will be a personal response to the readings; the other will be an analysis of ideas suggested by the literature.

2. Reading journal. In this journal you will be writing about your reactions to the reading. (See handout for an explanation of how to keep your journal and criteria for evaluation.)

3. Group presentation. At the end of the quarter, your group will do an oral presentation designed to further illuminate the literature by placing it in a cultural and/or historical context.

4. 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 for your group members. More than two unexcused absences or poor participation will lower your grade. Likewise, excellent attendance and participation will raise a borderline grade. If you have been ill, I will give you an excused absence, but you are still responsible for finding out what went on in class and keeping up with the assignments.

Grading:  
- Essay #1 = 25%
- Essay #2 = 30%
- Journal = 30%
- Group presentation = 15%
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.

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 in 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.

The Americans with Disabilities Act:

If you have a disability that could affect your performance in the class or that requires accommodation under the Americans with Disabilities Act, please see me as soon as possible so that we can make appropriate arrangements. The Affirmative Action Office has asked that you be made aware of the following: "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 and services at MTU, please call Associate Dean of Students Gloria Melton at 487-2212. For other concerns about discrimination, you may contact your advisor, department head/chair, or the Affirmative Action Office at 487-3310."
In order to provide flexibility, changes may be made to the syllabus.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
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<tr>
<td>1</td>
<td>Mr. 7</td>
<td>Course introduction&lt;br&gt;“Out and Down Pattern” (handout)</td>
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<td></td>
<td>Mr. 9</td>
<td>Introductory material, pp. 16-20&lt;br&gt;“Everyday Use” p. 280&lt;br&gt;“My Grandmother Would Rock Quietly and Hum” p. 579</td>
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<td>2</td>
<td>Mr. 14</td>
<td>“A &amp; P” p. 97&lt;br&gt;“Ex-Basketball Player” p. 668</td>
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<td></td>
<td>Mr. 16</td>
<td>Assignment for Essay #1</td>
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<td>3</td>
<td>Mr. 21</td>
<td>“Two Kinds” p. 450&lt;br&gt;“Suicide Note” p. 587&lt;br&gt;“Barn Burning” p. 198&lt;br&gt;“Those Winter Sundays” p. 532</td>
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<td>4</td>
<td>Mr. 28</td>
<td>Draft of Essay #1 due&lt;br&gt;Group introduction&lt;br&gt;Out and Down Pattern (handout)</td>
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<td></td>
<td>Mr. 30</td>
<td>Introductory material, pp. 16-20&lt;br&gt;“Everyday Use” p. 280&lt;br&gt;“My Grandmother Would Rock Quietly and Hum” p. 579</td>
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<td>5</td>
<td>Ap. 4</td>
<td>Essay #1 due&lt;br&gt;Assignment for Essay #2&lt;br&gt;Assignment for Group Presentation</td>
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<td></td>
<td>Ap. 13</td>
<td>Work in groups on presentation proposals</td>
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<td>7</td>
<td>Ap. 18</td>
<td>Journal due&lt;br&gt;Presentation proposals due&lt;br&gt;Death of a Salesman p. 1156&lt;br&gt;Draft of Essay #2 due at individual conferences&lt;br&gt;Class canceled for required conferences to be held this week</td>
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<td>8</td>
<td>Ap. 25</td>
<td>New draft of Essay #2 due&lt;br&gt;Group response (bring copies for group members)&lt;br&gt;Polishing a final draft</td>
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<td>9</td>
<td>My. 2</td>
<td>Essay #2 due&lt;br&gt;Final preparations for presentations&lt;br&gt;Group presentations</td>
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<td>My. 4</td>
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<td>10</td>
<td>My. 9</td>
<td>Group presentations&lt;br&gt;Revisions of Essay #1 due&lt;br&gt;Course conclusion</td>
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<td>My. 11</td>
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<td>11</td>
<td>My. 15</td>
<td>Revisions of Essay #2 due</td>
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How to Keep a Reading Journal

Purpose: Your journal is a place to . . .
- react to the readings
- make connections
- raise questions
- test and discover ideas
- develop your writing voice

What you get out of this course depends on the degree to which you become involved in what you read. Your journal is a place to consciously explore the literature, make personal connections, and further develop your understanding. A good journal will also provide you with a strong start on your essays.

Instructions:
- Use a looseleaf paper folder filled with notebook paper.
- Put the title of the work you are responding to at the top of the page.
- Number and date each entry.
- Begin each entry on a new page.
- Write legibly (or type).
- Write at least two full pages (or one typewritten page) before class discussion.
- After class discussion, write one more paragraph.
- ALWAYS BRING YOUR JOURNAL TO CLASS.

Content:
Immediately after reading each day’s assignment (a story plus a poem), write a response that considers both pieces of literature. Do not simply summarize the plot. Instead, make each entry an exercise in reflection. You might try starting with something specific -- a question you are left with after reading, a line from the text, a vivid image, etc. Then write as much as you can. Follow one idea through; try to think it out completely and go back to the text for confirmation of your ideas. Make an effort to use your own voice, to be concrete and specific, and to explore ideas in depth. Try to write freely, naturally, quickly, and honestly. You are writing this for yourself in an attempt to figure out some ideas, so you don’t need to be concerned with grammar, mechanics, spelling, or any of the other conventions that help other people understand your writing. If you try to write fairly quickly, you may find that ideas pop into your mind faster than if you stop and consciously try to dredge them up. The very process of writing will stimulate and clarify your thinking. Trust the process.
Here are some suggestions for developing an entry. You may also try other approaches that you believe will help you to gain insight into the literature.

a) Explore a personal association. If the reading reminds you of a person, place, or emotional response in your own experience, develop that memory in a narrative style and then try to figure out how your own experience might shed some light on the meaning of the piece or vice versa.

b) Write speculative answers to your own questions.

c) Explore connections among readings.

d) Comment on how the piece was written. Consider, for example, the writer's use of imagery, setting, point of view, figurative language, symbolism, irony, etc.

e) Discuss what the piece tells you about people and how we live our lives. Explore how you feel about the characters. Think about whether or not you agree with what the author seems to be saying.

f) Create a visual representation of the piece accompanied by a discussion of its meaning.

Journal Evaluation Criteria:

An "A" journal includes all required entries. All entries are thorough and reveal an effort to explore ideas.

A "B" journal includes all, or almost all, required entries, most of which are fairly well developed.

A "C" journal includes most required entries, but some are poorly developed.

A "D" journal is missing several entries, or many entries are short and shallow.

An "F" journal is missing a substantial number of entries, or most entries are too short or shallow to be useful.