About the Course
In HU 103, you will continue to develop your critical reading, writing, and thinking skills as you develop your ability to respond to literary texts. The reading you will be doing in this course will be focused on the genres of fiction, poetry, and literary essay. By the end of HU 103A 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.

To meet the goal of analyzing what literary texts have to tell us about the culture that produced them, I have chosen a common theme for all the readings—how literature reflects our culture’s concepts of nature as well as shapes (and challenges) our personal concepts of nature.

Texts
I will assign readings from four main texts. They are:

Gary Snyder, *Turtle Island*
Norman Maclean, *A River Runs Through It*
Annie Dillard, *Teaching a Stone to Talk*
Michael Meyers, *Thinking and Writing about Literature*

Assignments
Writing assignments will be short, but they will require you to explore different methods of writing about literature. They will also require you to read and think carefully about the literature you read. Don’t let the length of the assignment lull you into thinking that you needn’t spend much time on them. Because this is an accelerated course schedule, no late papers will be accepted.

You will be expected to write five short papers during the quarter. Your first assignment is to write an explication of one of Gary Snyder’s poems. Next, you will write an analysis of one of Annie Dillard’s essays. You will take an in-class essay exam over the novella *A River Runs Through It*. Then you will have an opportunity to produce your own nature writing. Finally, you will write a synopsis of a literary work you would nominate for inclusion on an expanded reading list for this class.

Other Requirements
- Attendance
  You can’t expect to learn if you don’t show up for class. Attendance is NOT optional; it’s required. Although you may view a writing class as an independent study for which you only need to submit a paper at the end of the term, I don’t see it that way. Class discussions are part of the writing process. The more you engage in academic conversations, the richer and more complex your papers will be. More than three absences WILL affect your grade.

  Attendance means more than showing up for class, however. It means arriving on time and coming prepared (having read the assignment, having written responses, etc.).
• Class Discussion
I cannot underscore enough the importance of discussing the readings. Talking IS part of the writing process. If you don’t feel you have something to contribute to the discussion on a particular day, I will expect to at least see evidence that you are actively listening to the discussion. (Actually, that goes for everyone, and perhaps especially for those who do speak up in class.) What am I looking for in terms of discussion? Evidence that you have read the assigned texts. You don’t need to worry if you don’t understand something you read. Think about what has confused you, and then formulate an intelligent question to bring up in class. The point of discussion is understanding what the authors have to say.

And whether you speak up in class or not, note-taking is always appropriate. Don’t expect to commit class discussions to memory. You may want to incorporate portions of classroom conversation into your short papers or your literary analysis essay later in the term.

ASSISTANCE

• Writing Center
The Writing Center is located in Walker 107. Appointments are available on a walk-in basis as well as on-going weekly appointments with an individual writing coach. No matter how good a writer you are, you can benefit from receiving outside feedback on your writing for this course.

Whether or not you use the Writing Center, you are, of course, always welcome to come talk to me about the readings or the writing assignments during my office hours.

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

GRADES
Your course grade will be based on the following criteria:

• 5 writing assignments (15% each)
• class participation (25%)

Special Note
This course syllabus and schedule are subject to change at any time during the term. I will not alter the course for trivial reasons, but I reserve the right to adjust assignments if doing so will better help students meet the goals I have set forth for the course.
## HU 103 Schedule—Summer 2000

### Day | In-Class Activity | Homework:
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**Week 1 (June 6-9):**
- **Tuesday** | Introduction to course | Read Meyer 1-5, 18-23, 61-5; "Control Burn"
- **Wednesday** | Discussion | Read Meyer 94-114, 130-133
- **Thursday** | Discussion | Read handout on ecocriticism
- **Friday** | Discussion | Read Snyder "Dead" and "Front Lines"

**Week 2 (June 12-16):**
- **Monday** | Discussion | Read "Call of the Wild" and "Prayer"
- **Tuesday** | Discussion | Read "Facts" and "Mother Earth"
- **Wednesday** | Discussion | Read "Jemez" and "What Happened Here"
- **Thursday** | Discussion | Write draft of essay
- **Friday** | Workshop essays | Revise essay; Read Meyer 23-33; 143-145

**Week 3 (June 19-23):**
- **Monday** | Explication due; discuss Meyer | Read Dillard "Living Like Weasels"
- **Tuesday** | Discussion | Read "A Field of Silence"
- **Wednesday** | Discussion | Read "Teaching a Stone to Talk"
- **Thursday** | Discussion | Write draft of essay
- **Friday** | Workshop essays | Revise essay, Read Meyer 33-35; 45-51

**Week 4 (June 26-30):**
- **Monday** | Analysis due; discuss Meyer | Read Maclean 1-22 (Fishing story #1)
- **Tuesday** | Discussion | Read 23-50 (Fishing story #2)
- **Wednesday** | Discussion | Read 51-78 (Fishing story #3)
- **Thursday** | Discussion | Read 78-104 (Fishing story #4)
- **Friday** | Discussion | Write about nature; read Meyer170-174

**Week 5 (July 3-7):**
- **Monday** | No class (Spend the day In nature) | 
- **Tuesday** | No class (Celebrate the 4th) | 
- **Wednesday** | Discuss Meyer; review for exam | 
- **Thursday** | Essay Exam | 
- **Friday** | Workshop nature essays | 

**Week 6 (July 10-12):**
- **Monday** | Nature essay due; Brainstorm | Write synopsis
- **Tuesday** | Workshop synopses | Revise synopsis
- **Wednesday** | Synopsis due | 