Syllabus for HU 327 Advanced Composition

Fall 1999

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487-3280
Office hours: M 1-3pm, other times by appointment

Description:
HU327 Advanced Composition (0-3-0) Offered fall, spring; 3 credits.
"Advanced problems in exposition, persuasion, rhetoric, and style. Students write and discuss their own papers and analyze model texts. Prerequisites: HU101 and HU102, or equivalent."

Beyond the generic course description, this course will focus primarily on issues of audience and style as the class explores what essays are and what they aren't. A portion of the class will be devoted to reading and writing about essays written by published authors, while another portion of the course will be devoted to students' individual writing projects.

Class Times:
Class meets MWF 3:05 - 3:55
Walker 116

Required Texts:
Line by Line, Claire Kehrwald Cook

Assignments:
Students will write two major papers for this course. One paper will provide a close textual analysis of an essay published by a respected author. The other paper will be the student's own essay. Specific requirements of the assignments will be discussed in class.

Each student will also do a mini-research report related to the class readings. The topics will be assigned. The research will typically provide additional information about the author, the subject of the essay, and/or the historical context of the essay itself or the essay's subject, among other possibilities.

Students are expected to engage in class discussions of the readings as well as respond to student work. A major portion of the class will be devoted to workshop sessions in which peer groups will provide feedback to each member of the group. (I will also be a member of each peer group.) In order to receive feedback, you are expected to provide it. Group members will exchange drafts with each other the class period before they meet with me. I expect peer groups to come to the workshop session with notes for discussion already prepared.

Readings:
The required readings for this course serve two purposes. First, the readings will serve as models of essayist prose. Among other considerations, we will analyze the readings in terms of how the authors succeeded (or failed) in constructing their arguments, establishing authoritative voices, and anticipating the needs of their audiences. Second, one of the essays from the collection will become the subject of your analysis writing assignment.

Grades:
20% Participation (includes class discussion of readings, presentation on style, mini-research projects, and peer group work)
30% Analysis of an Essay
50% Personal Essay

MTU Writing Center
I encourage you to make a weekly appointment with a coach in the writing center (but not with me!). I am available to talk to you about your writing during my office hours.

MTU's Academic Integrity Policy:
Plagiarism is "knowingly copying another's work or ideas and calling them one's own or not giving proper credit or citation." Copying only a section of someone else's work is plagiarism. Copying an entire paper from print or electronic sources is plagiarism. Submitting papers written by other students or bought from a web source is plagiarism. The penalties for academic dishonesty range from a warning to expulsion from the university.

ADA/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
If you have a disability that could affect your performance in this class or that requires an accommodation under the Americans with Disabilities Act, please see me as soon as possible so that we can make appropriate arrangements.

**Schedule:**

This course syllabus and schedule is 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 for the course.

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<tr>
<th>Schedule</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
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<tbody>
<tr>
<td><strong>Week 1</strong>&lt;br&gt;9/6 - 9/10</td>
<td>LABOR DAY WEEKEND</td>
<td>Introduction to Course&lt;br&gt;What is an essay?&lt;br&gt;Read: Forward &amp; Intro, Wood, Real Life, Best American Essays (BAE)</td>
<td>In Class: Discuss Forward &amp; Intro, Wood&lt;br&gt;For Monday: read handout and Birkerts, States of Reading, BAE&lt;br&gt;Write: a summary of Birkerts</td>
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<td><strong>Week 2</strong>&lt;br&gt;9/13 - 9/17</td>
<td>Discuss Birkerts and reading essays&lt;br&gt;Discuss summaries&lt;br&gt;For Wed: Read Bernstein, The Merely Very Good, BAE</td>
<td>In Class: Discuss Bernstein&lt;br&gt;Email or submit essay choice</td>
<td>Discuss: audience analyses&lt;br&gt;For Monday: Write audience analysis of Bernstein</td>
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<td><strong>Week 3</strong>&lt;br&gt;9/20 - 9/24</td>
<td>Discuss audience analyses&lt;br&gt;For Wed: Read Epstein, Will You Still Feed Me?</td>
<td>In class: Discuss Epstein&lt;br&gt;For Fri: Write style analysis</td>
<td>Discuss style analyses</td>
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<td><strong>Week 4</strong>&lt;br&gt;9/27 - 10/1</td>
<td>Workshop analysis papers</td>
<td>Workshop analysis papers&lt;br&gt;Discuss personal essay topics</td>
<td>HOMECOMING WEEKEND NO CLASS</td>
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<td><strong>Week 5</strong>&lt;br&gt;10/4 - 10/8</td>
<td>ESSAY ANALYSIS DUE&lt;br&gt;Read: Preface, On Looking at Sentences, Afterword Line by Line</td>
<td>Line by Line, Appendix A, The Parts of a Sentence</td>
<td>Line by Line, Chapter 1</td>
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<td><strong>Week 6</strong>&lt;br&gt;10/11-10/15</td>
<td>Line by Line, Chapter 1</td>
<td>Line by Line, Chapter 2</td>
<td>Line by Line, Chapter 2</td>
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<td><strong>Week 7</strong>&lt;br&gt;10/18-10/22</td>
<td>Workshop (drafts of Personal Essay)</td>
<td>workshop</td>
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<td><strong>Week 8</strong>&lt;br&gt;10/25-10/29</td>
<td>Line by Line, Chapter 3</td>
<td>Line by Line, Chapter 3</td>
<td>Line by Line, Chapter 4</td>
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<td><strong>Week 9</strong>&lt;br&gt;11/1 -11/5</td>
<td>Workshop (revisions of essay)</td>
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<td><strong>Week 10</strong>&lt;br&gt;11/8 - 11/12</td>
<td>Line by Line, Chapter 4</td>
<td>Line by Line, Chapter 5&lt;br&gt;course evaluations</td>
<td>PERSONAL ESSAY DUE&lt;br&gt;Celebrate!</td>
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