Spring 1-15-2014

ENG 4300-4390-001-099: Belief in Fiction and Nonfiction

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Belief is such an integral part of our lives. It shapes who we are and influences what we do as well as how we perceive and respond to others. We will use the term belief in the broadest sense to cover all dimensions of the term—personal, religious, social and political. Exploring how belief is represented in a variety of texts can help us understand the multidimensional nature of belief and its impact on our lives.

This class will be conducted as a seminar. Class members will take an active part in leading class discussion and giving oral presentations. I look forward to exchanging ideas with you and learning from you.

Texts:
- Silko, Leslie Marmon. *Ceremony* (1977)
- Tolstoy, Leo. *Confession* (1884)

Copies of short stories and essays will be distributed in class.

**ATTENDANCE AND PARTICIPATION:** Regular attendance and active participation are required. According to the 2013-2014 online catalog,

Students are expected to attend class meetings as scheduled. When an absence does occur, the student is responsible for the material covered during the absence (emphasis added). When possible, the student should notify the instructor in advance of an anticipated absence.

Instructors will grant make-up privileges (when make-up is possible) to students for properly verified absences due to illness, emergency, or participation in an official University activity; and such absences will not militate against students in classes in which attendance is used directly in determining final grades (emphasis added). It is the student's responsibility to initiate plans for make-up work and to complete it promptly (emphasis added). If in the instructor's judgment the duration or number of absences renders make-up unfeasible, the instructor may contact the Vice President for Student Affairs and the Department Chairperson to determine an appropriate action.

In addition, the 2013-2014 online catalog includes the following sentences regarding absences: "If a student establishes a record or pattern of absences of concern to the instructor, the instructor may ask of the Vice President for Student Affairs that inquiries concerning the absences be made. The Vice President for Student Affairs also serves as the University contact person when catastrophic events result in extended student absences.”
Unless you have received my consent prior to your absence and you are able to provide me with documented evidence showing that your absence is legitimate and excusable, you are not allowed to make up tests, graded in-class exercises and/or quizzes.

Every excused absence (i.e., an official university activity, emergency or medical illness) must be supported by written evidence from a proper authority, which you will present to me upon your return to class.

If you are to take part in an official university activity, you must also give me in advance a letter explaining the purpose and date of your anticipated absence.

If you have an emergency or if you are sick, you or someone you know must e-mail me at dsuksang@eiu.edu BEFORE class begins on the day of your absence. I will check my e-mail before going to class. You must also show me documented evidence supporting your absence upon your return.

An e-mail notification or an in-class personal notification is appreciated, but it is not considered an automatically legitimate excuse. Remember it is your responsibility to contact either your classmate(s) or me to find out what you have missed and/or if there have been any changes made on the original syllabus during your absence.

**If you have more than 4 unexcused absences, 5 points per unexcused absence will be deducted from your total score at the end of the semester before I convert it to a percentage. After your second unexcused absence, you must see me to discuss your performance in the class.

**Don’t forget to sign your name on the attendance sheet that I will pass around at the beginning of each class period.

It is very important that you participate actively and seriously in all class activities. Remember that nobody knows everything and that everybody has something valuable to offer. We can have fun learning from each other and growing together as a group.

*Computer/Printer Problems: If your printer does not work, you must e-mail your assignment to me before class, not after class. If your computer does not work, you can turn in a handwritten copy of the assignment that you want to submit. You cannot use a broken computer or printer as an excuse for not turning in your assignments on time.

**You must save all of your quizzes, reading responses, papers (including drafts), midterm, and/or in-class exercises.

**COURSE REQUIREMENTS**

1. You are required to **read all assigned selections before each class** and to participate in all class activities.

2. **Reading Responses to the short stories and nonfiction selections** (25X4=100points): This requirement is designed to help you think analytically and critically about your reading assignments before class
You are required to write 4 substantial responses to reading assignments as indicated on the syllabus. You may write as many responses as you wish to replace the ones that receive low grades. Do not wait until the last minute to write the required four responses. You will not be allowed to respond to other selections after the last response indicated on the syllabus. It is your responsibility to get your work done on time.

Each response must be at least 750 words long (3 typed, double-spaced pages, 250 words per page). It can definitely be longer. This minimum length requirement is to help you learn how to develop your thoughts/ideas. Responses that are shorter than the minimum length requirement will not receive many points. You will turn in your response at the beginning of each class period before class discussion on the day when the response is due. For example, if you choose to respond to the reading selections assigned for Monday, you must be ready to turn in your response at the beginning of that Monday class. You are to respond to all the reading selections assigned for each day unless I indicate otherwise. If you respond to only one of the two assigned selections, you can get only up to half of the total score (12 1/2 points).

Please do not place your response in my mailbox or slide it under my office door. Your response may disappear before I get to see it. Also, you may put it in the wrong mailbox. I will not be responsible for responses placed in my mailbox. You should always give your work to me personally. You can submit your work to me personally earlier than the due date. I will accept late responses only if your absences are caused by “illness, emergency, or participation in an official University activity”; however, you must present documented evidence upon turning in your responses.

Evaluation: Each response is worth 25 points. Your grade is based on the quantity and quality of your response. If your response meets the minimum length requirement (750 words) but is generalized or unengaged, you will receive approximately 15-17.5 points (60-70%). If your response is below 750 words, you will get less than 60%. You will receive more than 70% if your response not only meets or exceeds the required length but also shows that you have thought carefully about the reading assignment and have responded to it energetically, specifically, imaginatively, critically, and independently. If you simply summarize the plot when responding to a short story, you will not get more than 15 points (60%). I am more interested in reading your ideas/speculations and critical/analytically comments that are supported by textual details. Questions at the end of each short story or essay can help guide your critical/analytical response.

3. Reading quizzes: There will be at least 8 reading quizzes, which may or may not be announced ahead of time (80 points). They will be given before class discussion. I may give you more than 8 quizzes to allow you to drop the quizzes that receive low grades. I will give you up to 20 minutes to work on a quiz. If you arrive late, you will have less than 20 minutes to complete the quiz. If you come to class after the quiz has been given, you are not allowed to make up that quiz. These reading quizzes are intended to help you keep up with the reading assignments. If your absence is an unexcused absence, you will not be allowed to make up a quiz. Oversleeping is not a legitimate excuse. You will be allowed to make up a quiz if you have documented evidence showing that your absence is legitimate and excusable.

4. An oral presentation (20 points). You will present information on one of the terms that you have signed up for. After you have chosen a term, you will research all aspects of the term and prepare a well-written handout for the class (at least 1 single-spaced page). You will have 5-6 minutes to deliver your oral report. Your handout for the class must include a list of the sources that you have consulted. You must use at least 2 creditable sources. Don’t forget to put words that are not your own inside quotation marks and document them properly. You can e-mail your handout to me before or after your presentation so that I can make copies for the class. The information presented by each student will be on the final exam. If you are absent on the day of your presentation because of illness, you need to let me know so that I can reschedule your presentation.

*You are not allowed to use information from Wikipedia.com, but you can consult other reputable
encyclopedias, texts, and websites. Your sources must be reliable and creditable.

5. **Class discussion**: As a group you are responsible for leading class discussion on a novel (50 points). You will not receive many points for this activity if you are obviously not well prepared. **You must give me a list of at least 10 thoughtful questions** that can initiate critical responses, not the simple yes-no responses, before class discussion. **If you do not turn in a list of questions before each class discussion, 5 points per each class discussion will deducted from the 50 points allocated for this assignment.** You are not to summarize the text for the class. You have to assume that your classmates have read the text.

The group as a whole is fully responsible for leading class discussion on a novel. Therefore, please make sure that all your group members are conscientious about their assigned responsibility. All the members must be ready to step in and lead class discussion if the member with an assigned task is absent. You should stay in touch with each other throughout the discussion period. **If a group member clearly does not contribute to the group's assigned task, he or she will not receive many points for this assignment.**

6. There will be a final exam (100 points).

7. **You will write 2 analytical essays** (100x2=200 points). Each essay is at least 1,250 words long (5 double-spaced, typed pages -- 250 words per page). It can be longer. There will be two mandatory conferences: 1. to discuss your first draft, and 2. to get your graded essay back. Your essays will be based on the primary texts listed on the syllabus. You are not to use secondary sources. If you must use secondary sources, you must turn in a copy of each of your sources along with your essay. Both of your essays will address the theme of belief.

**Essay#1**: This paper is based on the short stories or nonfiction pieces on the syllabus. You are required to use at least two works.

**Essay#2**: This paper is based on the novels on the syllabus.

I will give you more information about the essays.

**You are required to follow the steps below for each essay:**

**Before writing your first draft, you can schedule a conference with me to talk about your topic anytime.**

1. **Write** your first draft at home. Your first draft must be complete even though it is not polished. There must be at least 4 points of discussion/comparison.
2. **Meet** with me in conference to discuss your first draft.
3. **Revise** your first draft at home.
4. **Submit** the following items in the order listed below before or on the due date:
   a. a cover page on which you print your name, the course number, the course section, the instructor's name, the due date of the assignment, and the title of your essay
   c. **your first draft** (Required)
   d. your other drafts
   e. **your "final" copy** (Required)**Please type the word "FINAL" on the first page of your "final" copy and number each page of the text of the essay, except the first page. The cover page is not to be numbered. You do not need a cover page for your "final" copy.**
ESSAYS: All major essays must be typed and double-spaced. They will be graded in accordance with the "Guidelines for Evaluating Writing Assignments in EIU's English Department," which will be given to you. To prevent any mishaps, you should save copies of your essays on a flash drive. Save all notes and drafts.

LATE ESSAYS: Each essay must be turned in on time unless you have received my permission to turn it in later than the due date. I will accept late essays also in cases of severe illness, official university activity and other urgent reasons upon presentation of a valid excuse issued by a proper authority.

REVISION: You are allowed to revise Essay #1 only because there is not enough time for you to revise Essay#2. You must turn in the original with your revision before the due date or on the due date in class. I will not accept your revision without the original, and I will not accept late submissions. You will receive up to 10 additional points on your revised version.

PLAGIARISM: Plagiarism, intentional or unintentional, is a serious academic offense and will not be tolerated. If I discover plagiarism in your reading responses or formal essays, you will receive an F for the course. I will also report such an act to the Office of Student Standards. Please refer to the excerpt from the online Standards of Student Conduct below:

Section 1: Standards of Student Conduct

Standard I.

Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship.

Violations of this standard:

a. Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data.

b. Theft or the unauthorized possession of examinations; alteration, theft, or destruction of the academic work of others, or academic records, library materials, laboratory materials, or other University equipment or property related to instructional matters or research.

c. Submitting work previously presented in another course unless specifically permitted by the instructor.

d. Conduct which disrupts the academic environment; disruption in classes, faculty offices, academic buildings, or computer facilities.

e. Complicity with others in violations of this standard.

Since you are all experienced writers, I assume that you know how to paraphrase, quote and cite primary texts and secondary sources in accordance with the MLA style. I am also ready to help you whenever you have any questions about how to deal with your sources. It is perfectly legitimate for you to use other people's words, phrases or ideas, but you MUST acknowledge your sources by putting quotation marks around words or phrases that belong to another author and properly documenting them. Your quotes, summaries and paraphrases must also be properly introduced and documented.
***The Department's statement on plagiarism: "Any teacher who discovers an act of plagiarism--'The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work' (Random House Dictionary of the English Language) --has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Office of Student Standards. Respect for the work of others [encompasses] all formats, including print, electronic, and oral sources."

GRADING POLICY:
Unannounced quizzes 80 points
2 Essays (100 X 2) 200 points
Class discussion requirement 50 points
Oral presentation on a belief system 20 points
Reading responses (25X4) 100 points
Final exam 100 points
Total 550 points

Your final grade is based on the number of points you have accumulated. Here is the grading scale for this course:

A 90-100%  F Below 60%
B 80-89 %
C 70-79 %
D 60-69%

*I expect you to ask me questions if my instructions are not clear. Otherwise, I will assume that you understand what I ask you to do and will expect that you do it properly and well. If you choose to remain in this class, I assume that you accept my policies and course requirements.

*I am here to help you succeed in your academic pursuit. Please feel free to talk to me anytime. I believe in openness; feel free to discuss any problems with me so that we can solve them together. Please remember that I am ready to help and talk with you. Come by my office (3335 CH) during the office hours, or make an appointment with me after class, or e-mail me to set up a time that is convenient for you.

*If you have documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

You can also go to the Writing Center to get additional help.

I look forward to getting to know you, working with you, and learning from you. I hope we have a good semester together.
Eng 4300:001/4390:99  Dr. Suksang     Spring 2014
Syllabus: This syllabus may need to be adjusted at times. If you are unable to attend class, make sure you find out if there have been any changes made on the syllabus.

*You are to read all reading selections at home before each class meeting.*

Week #1
M  Jan 13  Introduction

**Assignment:** I’d like you to write a letter to me in which you respond to the following questions: What does it mean to believe in something? Do you think that belief is the same as faith? Is belief the same as opinion and truth? I would like you to include at least 4 of your beliefs in your letter and tell me what has made you hold those beliefs. You can include more than 4 beliefs, however. You can e-mail your letter to me before Wednesday, 15 January or give it to me on Wednesday, 15 January.

**Nonfiction**

W  Jan 15  Discuss James K. Feibleman’s “Analysis of Belief” (handout).

F  Jan 17  Discuss Robert Coles’s “I Listen to My Parents and I Wonder What They Believe” (handout), and Leslie Marmon Silko’s “Language and Literature from a Pueblo Indian Perspective” (handout).—**Response #1 (Respond to all selections.)**

Week #2
M  Jan 20  Dr. King’s birthday --- No class
W  Jan 22  Oral presentations (5 minutes each)
F  Jan 24  Oral presentations (5 minutes each)

Week #3
M  Jan 27  Discuss Margaret Mead’s “New Superstitions for Old” (handout), Letty Cottin Pogrebin’s “Superstitious Minds” (handout), and Salman Rushdie’s “Not about Islam?” (handout).—**Response #2 (Respond to all selections.)**

W  Jan 29  Discuss C.S. Lewis’s “The Rival Conceptions of God” (handout), Stephen L. Carter’s “The Culture of Disbelief” (handout), and David Hume’s “On Miracles” (handout).—**Response #3 (Respond to all selections.)**

F  Jan 31  Discuss Salman Rushdie’s “’Imagine There’s No Heaven’” (handout) and Karen Armstrong’s “What’s God Got to Do With It?” (handout).—**Response #4 (Respond to all selections.)**

Week #4
M  Feb 3  Discuss Leo Tolstoy’s *Confession* (Chapters I-VII—13-55).—**Response #5**
W  Feb 5  Discuss Leo Tolstoy’s *Confession* (Chapters VIII-XVI—55-93).—**Response #6**

F  Feb 7  **Fiction**  Discuss Elizabeth Cox’s “Saved” (Curtis 1-12) and Majorie Kemper’s “God’s Goodness” (Curtis 50-66).—**Response #7 (Respond to both stories)**

Week #5
M  Feb 10  Discuss Hanif Kureishi’s “My Son the Fanatic” (Curtis 67-76) and Remy Rougeau’s “Cello” (Curtis 187-206).—**Response #8 (Respond to both stories)**

W  Feb 12  Discuss Sadiq Hidayat’s “Seeking Absolution” (Clerk and Siegel 425-433) and Daly Walker’s “I Am the Grass” (Curtis 259-276).—**Response #9 (Respond to both stories)**

F  Feb 14  Lincoln’s birthday—No class
Week #6

M Feb 17  Discuss Rukhsana Ahmed’s “The Spell and the Ever-Changing Moon” (Bozzini and Leenerts 538-548) and Hazel Campbell’s “Easter Sunday Morning” (Bozzini and Leenerts 549-559). --Response #10 (Respond to both stories.)

W Feb 19  Discuss Zabun-Nissa Hamidullah’s “No Music Before Mosque” (Bozzini and Leenerts 566-574), Grace Ogot’s “The Rain Came” (Bozzini and Leenerts 575-83), and Ba’bila Mutia’s “The Miracle” (Bozzini and Leenerts 584-95). --Response #11 (Respond to at least two stories.) THIS RESPONSE IS THE LAST ONE.

F Feb 21  Discuss A Lesson Before Dying (Chapters 1-9–1-74).

Week #7

**Conferences on the first draft of Essay #1 during my office hours this week

M Feb 24  Discuss A Lesson Before Dying (Chapters 10-19–75-151).

W Feb 26  Discuss A Lesson Before Dying (Chapters 20-28–152-225).

F Feb 28  Discuss A Lesson Before Dying (Chapters 29-31–226-256) and the novel as a whole.

Week #8

M Mar 3  Discuss Siddhartha (3-56).

W Mar 5  Discuss Siddhartha (57-112).

F Mar 7  Discuss Siddhartha (113-132) and the novel as a whole.

Week #9  Mar 10-14–Spring break

Week #10

M Mar 17  Discuss Ceremony, 1-63.

W Mar 19  Discuss Ceremony, 64-130.

F Mar 21  Discuss Ceremony, 131-178.

ESSAY #1 Due: Turn in ESSAY #1 on Friday, 21 March, in class or during my office hours. You can also turn it in earlier than the due date.

Week #11

Conference to get Essay #1 back during my office hours this week


W Mar 26  Discuss Ceremony, 231-261 and the novel as a whole.

F Mar 28  Discuss Things Fall Apart, Chapters 1-8 (3-52).

Week #12

M Mar 31  Discuss Things Fall Apart, Chapters 9-15 (53-100).

W Apr 2  Discuss Things Fall Apart, Chapters 16-25 (101-148) and the novel as a whole.

F Apr 4  Discuss The Poisonwood Bible (5-82).

Revision of Essay #1 due: Turn in your revision of Essay #1 on Friday, 4 April, in class or during my office hours. You can also turn it in earlier than the due date.

Week #13

M Apr 7  Discuss The Poisonwood Bible (87-169).

W Apr 9  Discuss The Poisonwood Bible (170-244).

F Apr 11  Discuss The Poisonwood Bible (245-324).
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<th>Week#14</th>
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<tr>
<td>M Apr 14</td>
<td>Discuss <em>The Poisonwood Bible</em> (327-406).</td>
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<td>W Apr 16</td>
<td>Discuss <em>The Poisonwood Bible</em> (407-490).</td>
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<td>F Apr 18</td>
<td>Discuss <em>The Poisonwood Bible</em> (491-543) and the novel as a whole.</td>
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<tr>
<th>Week#15</th>
<th><strong>Conferences on your first draft of Essay#2 during my office hours this week</strong></th>
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<tbody>
<tr>
<td>M Apr 21</td>
<td>Discuss <em>Bless Me, Ultima</em> (1-69).</td>
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<tr>
<td>W Apr 23</td>
<td>Discuss <em>Bless Me, Ultima</em> (70-135).</td>
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<td>F Apr 25</td>
<td>Discuss <em>Bless Me, Ultima</em> (136-202).</td>
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<th>Week#16</th>
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<td>M Apr 28</td>
<td>Discuss <em>Bless Me, Ultima</em> (203-262) and the novel as a whole.</td>
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<td>W Apr 30</td>
<td><strong>Essay #2 Due:</strong> Turn in Essay#2 on Wednesday, 30 April, in class. You can also turn it in earlier on Monday, 28 April.</td>
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<td>F May 2</td>
<td>Course evaluation. I will also talk about your final today.</td>
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<td></td>
<td>Work on your take-home part of the final exam at home.</td>
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**If you get your essay done ahead of time, you can set up a conference with me to discuss your first draft before the specified schedule.**

**Final Exam:** Tuesday, 6 May—12:30-2:30 p.m.