

Spring 1-15-2002

ENG 1002-012: Composition and Literature

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English 1002G-012, CH2120, TR 9:30-10:45
 Composition and Literature
 Instructor: John David Moore
 Office: 3771 (6976) cfdm@ciu.edu
 Office Hours: TR 8:00-9:30; W 9:00-11:00
 And by Appointment

I. Course Description, Objectives, & Guidelines/Requirements.

A. Description. Composition and Literature is a writing course designed to improve skills in critical thinking and analytical expression based on the reading of literary texts. The course also emphasizes researched writing employing correctly documented secondary sources.

B. Objectives.

1. To write expository and persuasive papers in which paragraphs, sentences, and words develop a central idea that responds to the reading of literary works.
2. To read poetry, fiction, and drama expressing a wide range of cultural perspectives and values and to think critically and write analytically about them.
3. To engage in reading and writing experiences about literature so as to establish a foundation for continued social, cultural, intellectual, and aesthetic discovery and appreciation.

C. Guidelines and Requirements.

Prerequisites: All students enrolled in English 1002G should have passed English 1001G or must have fulfilled the requirement through transfer credit or through the CLEP proficiency examination.

Attendance: Because analytical and critical discussion of both reading and writing is a major art of 1002G, failure to attend class will affect your grade. Any student missing more than six class meetings without obtaining either my approval beforehand or a formal excuse** will fail the course.

**Legitimate reasons (illness, official university activity, recognized emergency) established through the University Health Service or the Office of Student Personnel Services.

Writing: Three 8-10 page papers, one for each literary genre, and each to be preceded by some form of required draft. **Papers for which no drafts have been submitted will receive a failing grade.**

Written discussion questions and reflections (one page) to be turned in for each class discussion period.

Exams: One comprehensive final (includes essay questions). Various unannounced quizzes.

Plagiarism: English Department 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 essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office.

Grades: Five grades averaged and adjusted up or down on the basis of attendance and participation.

Final Grade=average of the three major paper grade, final exam grade, and averaged grade of response writing and quizzes. As part of the University's Core Curriculum, final grades for English 1002G will A, B, C, or NC (no credit). Students must be writing at a C level in order to pass the course. While a grade of NC is not figured into a student's GPA, a student who receives a grade of NC must re-take the course.

Grading Scale (See also attached "Guidelines for Evaluating Writing Assignments in EIU's English Department")

4.0 – 3.6 A
3.5 – 2.5 B
2.4 – 1.4 C
1.3 ---- NC

Late Work: Unless you have made prior arrangements with me, or provided a formal excuse (see attendance policy, above), I will accept no late papers.

All course work must be completed in order to pass the course!

Electronic Writing Portfolio: **All** students must submit a document from 1001G **OR** 1002G as part of the requirements for their Electronic Writing Portfolio. This is a **University requirement** for graduation. Elected essays must be submitted for instructor approval no later than **Thursday, April 11. No Exceptions.** For additional information see attachments to this syllabus.

Information for Students with Disabilities: If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

II. Course Calendar and Readings

A. Texts:

POETRY. Meyer, *Poetry: An Introduction*. Bedford/St. Martin's, 2nd ed.

FICTION. Trimmer, *Fictions*. Harcourt Brace, 4th ed.

DRAMA. Klaus, *Stages of Drama*. Bedford/St. Martin's, 4th ed.

Fulwiler & Hayakawa, *The Blair Handbook*, 2nd ed. and *Webster's New World Dictionary*.

B. Calendar

Poetry

Week I

Jan. 8 Writing Sample: "What the Heck Good is Poetry, Anyway?"
General introduction to course requirements.

Jan. 10 Discussion: The Specter of Analysis
Reading: Meyer, 14-19; Plath, "Metaphors," 444.
First Paper Assignment.

Week II

Jan. 15 Discussion: High Brow, Middle Brow, Low Brow; Does Anyone Really Care?
Reading: Farries, "Magic of Love," 30; Nims, "Love Poem," 31; Queen Latifah, "The Evil That Men Do," 33.

Jan. 17 Discussion: Intentions and Applications; Tim McVeigh's Favorite poems, Etc.
Reading: Miller Williams, "Excuse Me," 44; Henley, "Invictus," (Handout).

Week III

Jan. 22 Discussion: Poetic Rhetoric
Reading: Donne, "A Valediction: Forbidding Mourning," 121; Donne, "Batter My Heart," 409.

Jan. 24 Discussion: Poetic Sound
Reading: Herrick, "Upon Julia's Clothes," 193; Tennyson, "Ulysses," 457.
Progress Report on First Paper Due (3 pages).

Week IV

Jan. 29 Discussion: Poetry as Social Critique and Dissent.
Reading: Salter, "Welcome to Hiroshima," 39; Merrill, "Casual Wear," 147; Espada, "Coca-Cola and Coco Frio," 491; Forche, "The Colonel," 237.

Jan. 31 Discussion: Poetry as Social Critique and Dissent.
Reading: Frost, "The Gift Outright," (Handout);
Langston Hughes, "Let America be America Again," 349;
"Dinner Guest: Me," 359; "Ballad of the Landlord," 352; "The
English," 348. Lawrence, "The English Are So Nice!" 72.

Week V

Feb. 5 Discussion: Power, Violence, Masculinity, Rites of Passage,
And Other Fun Stuff.
Reading: Owen, "Arms and The Boy," 441; Plath, "Daddy,"
444; Olds, "Rite of Passage," 238; Larkin, "This Be the Verse,"
429; Hudgins, "Seventeen," 141.

Feb. 7 Tuesday Discussion Continued.
Poetry Paper Due.

Fiction

Week VI

Feb. 12-14 Reading and Discussion: Kurt Vonnegut, "Harrison Bergeron"
138; Ursula K. LeGuin, "The Ones Who Walk Away from Omelas"
144; Shirley Jackson, "The Lottery" 680.
Fiction Paper Assignment

Week VII

Feb. 19-21 Reading and Discussion: Joyce Carol Oates, "Where Are You Going,
Where Have You Been" 935; Elizabeth Bowen, "The Demon Lover"
299.

Week VIII

Feb. 26-28 Reading and Discussion: Herman Melville, "Bartleby the Scrivener"
883.
Draft of Fiction Paper Due

Week IX

Mar. 5-7 Reading and Discussion: Flannery O'Connor, "A Good Man is
Hard to Find" 967.

Mar. 11-15 **Spring Break**

Week X

Mar. 19-21 Reading and Discussion: Leslie Marmon Silko, "Storyteller" 1058.
Mar.21, Fiction Paper Due

Drama

Week XI

Mar. 26-28 Reading and Discussion: Euripides, *The Bacchae* 76.
Drama Paper Assignment.

Week XII

Ap. 2 Reading and Discussion: Euripides, *The Bacchae*.
Ap. 4 Reading and Discussion: Shakespeare, *Othello* 279.

Week XIII

Ap. 9-11 Reading and Discussion: *Othello*.
April 11: Last day to submit writing for Electronic Writing Portfolio.

Week XIV

Ap. 16 Reading and Discussion: *Othello*.
Draft of Drama Paper Due
Ap. 18 Reading and Discussion: Luis Valdez, *Los Vendidos* 1058.

Week XV

Ap. 23-25 Reading and Discussion: August Wilson, *Ma Rainey's Black Bottom* 1238.
Drama Paper Due

Week XVI

Final Exam

Electronic Writing Portfolio

Assuming you have written a competent essay during the semester, you will need to submit it to your Electronic Writing Portfolio. The deadline to submit something from this class is November 26. Please consult the EWP handout (attached) and the assessment web site (www.eiu.edu/~assess). You may also attend informational sessions on the EWP on October 15 (4 PM) or 16 (5 PM) in the Effingham Room of the MLK Union.

To Submit to the Electronic Writing Portfolio

Information for Students:

Submissions must be made from your eiu.edu email account. If you have not picked up the id and password for this account, go to ITS in Room 1053 in the basement of the Student Services Building and take your Panther Card.

You will find the EWP submission form at www.eiu.edu/~assess. Click on the form to open it.

Read the directions marked "student." You should complete the "Student Information," "Course Information," and "Student's Integrity Statement" sections of the form. Once you have completed these sections, save the form to a floppy disk as *lastnamesubform.rtf* (e.g., *smithsubform.rtf*).

Click on CASA's email address at the top of the form or address an email message to casa2000@www.eiu.edu. Attach the completed submission form and your document to be submitted to this email message. Your document should be saved in rich text format (RTF) and labeled *lastname.rtf* (e.g., *smith.rtf*). Make sure you remove your name and other identifying information from the document you submit. If www.eiu.edu/myemail is being used, you will need to scroll down past the message area to attach the second document. Add your name (last name first) for the subject line of the email message and send the message to CASA.

CASA will forward your document and form to your professor for assessment. If your submission is incomplete or not approved by your professor, you will receive an email to your eiu.edu account indicating what is wrong and asking you to make corrections and resubmit. After your professor has approved your submission, you will receive e-mail verification. **KEEP THIS EMAIL NOTICE TO SERVE AS YOUR RECEIPT.** No submission will be considered complete until this e-mail notice is sent from CASA to the student, so make sure you check your e-mail regularly until you receive your receipt.

Information for Instructors:

The student's submission form and document will come to your eiu.edu e-mail account with two attachments in the e-mail.

If you agree that this document is ready for submission, you certify that the document is fine to submit by clicking on the submission form that was attached with the writing sample and completing the "Instructor's Assessment." Please make certain that you check only one box for each question. Following the instructions on the submission form, return this form and the student's document to us in a single e-mail message at casa2000@www.eiu.edu.

If you do not agree that this document is ready for submission, check "not competent" and return the form and the document to CASA at casa2000@www.eiu.edu. CASA will then send a standard e-mail message to the student indicating that the instructor did not approve the document and instructing the student to contact his/her professor.

Guidelines for Evaluating Writing Assignments in EIU's English Department

Grades on written work range from A to F. The categories listed below are based on rhetorical principles and assume intellectual responsibility and honesty. Strengths and weaknesses in each area will influence the grade, though individual teachers may emphasize some categories over others and all categories are deeply interrelated.

| | A | B | C | D | F |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Focus | Has clearly stated purpose or main idea/thesis quite thoughtfully and/or originally developed within the guidelines of the assignment | Has clearly stated purpose or main idea/thesis developed with some thoughtfulness and/or originality within the guidelines of the assignment | Has a discernible purpose or main idea/thesis which is not very clearly stated and is developed with limited originality and/or thoughtfulness; may have missed or failed to conform to some element of the assignment's guidelines | Has no apparent purpose or main idea/thesis and/or shows little thoughtfulness and/or originality; may not conform to significant elements of the assignment's guidelines | Has no purpose or main idea/thesis; shows little or no thoughtfulness and/or originality; may not conform to the guidelines of the assignment |
| Organization | Is logically organized but without overly obvious organizational devices; has unity, coherence, strong transitions; has well-defined introduction, body, conclusion | Is logically organized; has unity, coherence, competent transitions; has well-defined introduction, body, conclusion | Is organized, but not necessarily in the most logical way; has unity & coherence but may make inconsistent use of transitions; has introduction, body, conclusion, one of which may be weak | Is somewhat organized, but is confusing to readers; shows significant problems with coherence, unity, transitions; no or poorly written introduction, body or conclusion | Is not organized; has little or no coherence and unity; poor or no use of transitions; no or poorly written introduction, body or conclusion |
| Development | Supports purpose or main idea with abundant, fresh details; details are specific and appropriate; uses sources well when sources are called for in the assignment | Supports purpose or main idea with sufficient details; details are fairly specific and appropriate; uses sources adequately | Supports purpose or main idea with details, but some parts of the paper are inadequately/inappropriately developed or vague | Makes an attempt to use details to develop purpose or main idea but is, for the most part, inadequately/inappropriately developed | Does not develop main idea; may use sources inadequately/inappropriately |
| Style & Awareness of Audience | Word choices show consideration of purpose and audience; shows thoughtfully and imaginatively constructed sentences; incorporates sources well | Word choices are appropriate to purpose and audience; sentences often constructed thoughtfully and imaginatively; incorporates sources adequately | Word choices are mostly appropriate to purpose and audience; sentences aren't particularly thoughtful or imaginatively constructed; sources may sometimes be awkwardly incorporated | Word choices may be inappropriate to purpose or audience; sources incorporated poorly | Word choices are generally poor; sources are incorrectly or very awkwardly incorporated |
| Mechanics | Has very few grammatical, spelling and punctuation errors; uses appropriate documentation style correctly when necessary for assignment | Has minor grammatical, punctuation or spelling errors that do not interfere with reading of essay; uses appropriate documentation style correctly | Has some grammatical, punctuation and/or spelling errors that occasionally interfere with reading of essay; uses appropriate documentation style but may have some errors | Has grammatical, punctuation and/or spelling errors that make reading difficult; documentation style may be poorly used | Has grammatical, punctuation and/or spelling errors that make reading very difficult; documentation style poorly used |
| Process | Shows abundant evidence of careful planning and drafting and attention to peer and teacher comments | Shows evidence of careful planning and drafting and some attention to peer and teacher comments | Shows some evidence of planning and drafting, though some drafts may be less considered, and some attention to peer and teacher feedback | Shows only a little evidence of planning and drafting and attention to peer and teacher feedback | Shows little or no evidence of planning, drafting, or attention to peer and teacher feedback |