

Spring 1-15-2015

ENG 1002-010: Composition and Literature

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ENG 1002G
Spring 2015
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**Please don't contact me via D2L, as I often don't receive those emails.

Course Objectives and Learning Goals:

In successfully completing English 1002G, students will learn:

1. To write expository and persuasive texts in which paragraphs, sentences, and words develop a central idea that responds to the reading of literary works. As in 1001G, these papers should reflect an understanding and command of recursive writing processes: generating and prewriting strategies for formulating a thesis, methods for planning and drafting a paper, strategies of revising for clarity and adequate development, and means for polishing and editing. These papers should demonstrate consideration and employment of effective methods of organization. At least one paper should introduce students to methods of library, online and/or field research, entail the use of primary and secondary source materials drawn from both online and library sources, and reflect current principles of documentation.
2. To write focused, adequately developed paragraphs and sentences in standard written English that are direct, economical, free of ambiguity, structurally appropriate for the ideas expressed and suitable to the purpose of the text.
3. To develop the ability to evaluate and criticize their own and their peers' writing.
4. To read poetry, fiction, and drama expressing a wide range of cultural perspectives and to think critically and write analytically about them.
5. 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.

Required Texts:

Charters, *The Story and its Writer* 8th edition

Hacker, *A Pocket Style Manual*

Kennedy & Gioia, *Literature: An Introduction to Fiction, Poetry, Drama, and Writing*, 11th edition

*Handouts will be distributed throughout the semester.

Special Needs:

Students with documented disabilities should contact the Office of Disability Services (581.6583) as soon as possible so we can work out appropriate accommodations.

Cell Phones:

Please put your cell phone on silent or vibrate during class time.

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 Judicial Affairs Office. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

The Writing Center:

I encourage you to use EIU's Writing Center located at 3110 Coleman Hall. This free service provides one-to-one conferences with writing center consultants who can help you with brainstorming, organizing, developing support, and documenting your papers.

The writing center is open to help any student from any major at any stage of his or her writing process, and its system of one-to-one conferences demonstrates value and respect for individual writers, all of whom can benefit from feedback about their works in progress.

To schedule an appointment, you can drop by the center (3110 Coleman Hall) or you can call 581-5929. The writing center is open Monday through Thursday, 9 a.m. to 3 p.m., and 6 p.m. to 9 p.m. On Friday hours of operation are 9 a.m. to 1 p.m.

The Student Success Center:

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Electronic Writing Portfolio (EWP):

Effective writing is a goal of Eastern's undergraduate program, and the EWP allows the University to assure that its students are effective writers. The EWP gathers authentic artifacts of students' writing to ascertain that Eastern's students are meeting that goal. Completing the EWP is a graduation requirement of all undergraduate students. For more information, please see the EWP brochure:

<http://www.eiu.edu/assess/EWP%20brochure%202011%20stu.pdf>

Course Guidelines and Expectations:

1. As this is an interactive course, attendance and participation is required. You help create this atmosphere by making an effort to answer and ask questions during class discussion and group work, and by responding thoughtfully to other people's comments and responses. This is a collaborative learning experience, so constructive criticism and open discussion is encouraged. No cell phone activity, sleeping, disruptive conversations, or use of laptops/Ipads/tablets, etc for anything other than work for my class. Points will be deducted for behaviors indicative of anything other than full participation. Attendance is obviously a prerequisite for participation, so if you have more than three (3) un-excused absences, you will lose 5 points per class session you miss. **Bonus 5 points for perfect attendance.**
2. Absences will only be excused when the following conditions are met: a) Circumstances that can be documented on paper (illness, police accident report, university events, etc) b) I receive notification PRIOR to the class that you will be unable to attend. If there is an assignment due the day you will be absent, please email it to me Prior to the start of class. In the same manner, I expect each student to be on time to class. If you happen to be tardy, please do not disrupt the class. If you are over 10 minutes late to class with no prior notification, you will be marked absent.
3. You are expected to have ALL assignments prepared to turn in on the due date. All assignments should be typed in a Word document, double-spaced, Times New Roman 12 pt. font. **All essays Must use proper MLA citation and include a Works Cited Page.** Please proofread and edit all papers. **NO LATE ASSIGNMENTS ACCEPTED OR MAKE-UP WORK PROVIDED** unless you are in compliance with the extreme circumstances section above. Do not put extra space between paragraphs. Student information (name, class title, assignment) is single-spaced, in the top left-hand corner of your paper. Additionally, you are expected to bring the proper supplies with you to class each session, including the text we're reading.

Caveat:

In the event that class participation begins to fade, I reserve the right to distribute a pop quiz over the readings and/or class discussions. The quiz will be worth 10 points and will be taken from the final project.

Major Assignments:

1. Diagnostic Assessment- This is not a formal exam, but rather a way for me to assess your writing. In 500 words (1 page/double spaced), please discuss how Alice Walker develops theme and symbolism in the essay, "Everyday Use" (p. 1334 in Charters). This assignment is not about having the "right" answer; I simply want to understand your interpretations of and engagement with literature. Everyone will receive **5 points** for completing the assignment. **Due January 16th**

2. Process Journals- Reflexivity involves thinking about what has happened so far in order to plan for the next step. It is a means of systematizing your thoughts to improve practice. As such, your task is to journal about the *process* of reading and writing.

Reading: Please discuss your reading experience in each of the three genres--fiction, poetry, and drama. You may choose to write about your connections (or disconnections) to the assigned and self-selected readings, questions you have of the authors, and/or your growth as a critical reader. **You MUST include a minimum of 3 entries PER GENRE.**

Writing: Focus should center on the following questions: 1. What am I learning about myself throughout the writing process? 2. What areas of my writing/reading need improvement and what effort am I putting forth? 3. How is (or isn't) peer evaluation helpful to my writing process? 4. What sections (words, paragraphs, phrases) from the readings need further clarification? You do not have to answer all of these questions for each entry. They are merely meant to help guide your thinking. You will, however, need to write throughout the semester (during/after reading and writing, class discussions, writers' workshops, etc). **You MUST include a minimum of 10 entries**

25 pts DUE April 17th

3. Essay Writing- In this course, focus will center on expository (essays that inform, describe, explain, and/or define) and persuasive writing. This semester, your writing will be developed from genre-based reading (fiction, poetry, and drama). Each week, we will increase our understanding of essay writing through a series of writing prompts, references to popular culture, course readings, and discussions (both in small and large groups). I believe a major part of the writing process is reading and rewriting. Therefore, you will have ample opportunity to improve writing through draft writing, revisions, and peer critique. During our time with fiction and poetry, you will write 2 essays PER genre, allowing you an opportunity to choose which essay you would like for me to grade.

For essay one, you will work in small groups and receive direct feedback from me. During our time preparing for essay two, the comments from essay one should be the driving force behind your writing. You will receive peer critique, but on the due date for essay two, you will decide which of the two essays you'd like to receive a grade. You will receive feedback for both, but will only be graded on one. Keep in mind, however, this opportunity is only allowed if you are actively participating in small group discussions, keeping up with the readings, and if you turned in essay one. Since we will read drama during the latter portion of the semester, you will only complete one (1) essay, as you will also be working on the final project during this time.

-Fiction-Based Essay #1 Due February 2 nd / #2 Due February 20 th (35 pts)	5-7 FULL
	pages
-Poetry-Based Essay-#1 Due March 4 th / #2 Due March 25 th (25 pts)	4-6 FULL
	pages
-Drama-Based Essay- Due April 8 th (15 pts)	3 FULL
	pages

4. Final Project: “Coming to The Stage”

This assignment is an opportunity for you to engage research, creativity, and technology to produce interpretive responses to literature. Using Tumblr, PowerPoint, Prezi, or another online tool of my approval, your task is to respond to the writings of authors of poetry, fiction, or drama. You will analyze elements of writing through blogging, make self and social-awareness connections through multiple modes of artistic expression, research critiques of your assigned author, and arguably, most importantly, reflect on your abilities and insights as a writer and critical thinker. You will be given specific instructions and guidelines during the course of the semester. **45 points.**

Tentative Schedule of Readings and Assignments:

***Please be aware that many of these assignments will be changed based on your collective needs.**

****Most homework assignments will be announced during class time. They are Not all listed here.**

*****It is YOUR responsibility to stay up to date with journal entries.**

Week 1: (M) Introduction to Course and One Another

(W) Discussion of Elements of Writing in Fiction

Homework: Read Walker’s “Everyday Use” (p. 1334) in Charters and complete Diagnostic Assessment

(F) Diagnostic Assessment **DUE**/discussion of themes, symbolism, and POV

Homework: Complete handout and Part One of “Sonny’s Blues” p. 58-70

Week 2: Understanding Fiction

(M) MLK DAY-NO SCHOOL

(W) Continued discussion of Elements of Writing in Fiction through Baldwin

Homework: Complete “Sonny’s Blues”

(F) Discussion of readings/class activity

Homework: Complete “Cathedral”(p. 191)

Week 3: Understanding Fiction

(M) Discussion of story through irony, theme, POV & symbolism

(W) Writers’ Workshop of Essays, cont.

(F) Writers’ Workshop, cont.

Homework: Complete 1st Fiction Essay

Week 4: Fiction/Revising

(M) First Fiction Essay **DUE**/ In-class activity on more elements of writing in fiction

Homework: 2nd set of assigned fiction readings

(W) Discussion of readings in small groups

(F) Begin brainstorming 2nd essay

Week 5: Revising/Clarity/Audience

(M) **NO CLASS-I will be at a conference**

(W) Writers' Workshop
(F) **NO SCHOOL-LINCOLN DAY**
Homework: Continue revising essay

Week 6: Fiction/Intro to Poetry

(M) Writers' Workshops

(W) Final class for questions/revisions

Homework: Complete 2nd Fiction Essay

(F) 2nd Fiction Essay **DUE**/ In-class activity on poetry

Week 7: Cont. Discussion on Elements of Poetry

(M) Discussion of readings/elements of poetry/ In-class activity

Homework: Complete assigned readings

(W) Drafting 1st Poetry Essay

(F) Writers' Workshop

Week 8: Poetry

(M) Writers' Workshop

(W) 1st Poetry Essay **DUE**

(F) In-class course assessment/Discussion of final project

Week 9: Fiction/Poetry Connections

(M) Making connections through revisions

(W) Writers' Workshop

(F) Writers' Workshop

Week 10: **SPRING BREAK**

Week 11: Poetry to Drama

(M) Regroup and revisit poetry

(W) 2nd Poetry Essay **DUE**

(F) Introducing Drama

Homework: Assigned readings

Week 12: Drama

(M) Discussion of readings

(W) Drafting Drama Essay/Writers' Workshop

(F) Writers' Workshop

Week 13: Drama, Continued

(M) Additional drama readings

(W) Drama Essay **DUE**

(F) English Studies Conference

Week 14: (MWF) **Research Week**

Week 15: Continued Research/Feedback across classes

(M) Writers' Workshop across classes

(W) Writers' Workshop across classes

(F) **Process Journals DUE**/ Beginning of individual conferences with Dr. Smith

Week 16: Individual Conferences Week

****Final Exam: Tuesday, May 5th 10:15am-12:15pm**

Evaluation:

Diagnostic Assessment	5 points
Fiction Essay	35 points
Poetry Essay	25 points
Drama Essay	15 points
Process Journal	25 points
Coming to the Stage	45 points
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Total	150 points

Grading:

150-135=A 134-120=B 119-105=C 104 or below=NO CREDIT (NC)

****Dr. Smith's Advice****

If at any point throughout the semester you are confused or unclear about the expectations of the course, course material, a grade you've received, or any other matters, I strongly encourage you to come talk with me during office hours. It is my goal that all students succeed in this course, but I can only help if I'm aware of a problem.