

Spring 1-15-2008

ENG 1002G-012: Composition and Literature

Leann Athey
Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_spring2008



Part of the [English Language and Literature Commons](#)

Recommended Citation

Athey, Leann, "ENG 1002G-012: Composition and Literature" (2008). *Spring 2008*. 25.
http://thekeep.eiu.edu/english_syllabi_spring2008/25

This Article is brought to you for free and open access by the 2008 at The Keep. It has been accepted for inclusion in Spring 2008 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

ENGLISH 1002G-012: Composition and Literature

10026-012

Spring 2008

T/TH 9:30-10:45am

Coleman Hall 3210/ 3140

INSTRUCTOR: LEANN ATHEY

OFFICE HOURS: T/TH 2-5 pm; 6:15-6:45 pm
and by appointment

OFFICE PHONE: 581-6288

WWW ADDRESS: <http://www.ux1.eiu.edu/~lathey>

OFFICE: CH 3033

MAILBOX: CH 3155

E-MAIL ADDRESS: lathey@eiu.edu

COURSE DESCRIPTION: 1002G is a writing course designed to improve skills in critical thinking and analytical expression based on the reading of literary texts. Attention is given to the on-going development of student writing, including effective expression, clear structure, adequate development, and documentation of sources. **PREREQUISITE:** Students must have successfully completed ENG 1001G or fulfilled the requirement through transfer credit or through the CLEP proficiency examination.

GUIDELINES: As per the English Department Objectives and Guidelines for 1002G, "English 1002G will be graded A B C 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 student's GPA, a student who receives a grade of NC must re-take the course."

OBJECTIVES: This course will instruct the student in

- writing expository and persuasive papers in which paragraphs, sentences, and words develop a central idea that responds to reading of literary texts.
- writing papers that reflect a clear command of the recursive writing processes
- developing the ability to evaluate and criticize their own and their peers' writing.
- reading poetry, fiction, and drama that expresses a wide range of cultural perspectives and values and thinking critically and writing analytically about them.
- engaging in reading and writing experiences about literature that establishes a foundation for continued social, cultural, intellectual, and aesthetic discovery and appreciation.

REQUIRED TEXTS AND MATERIALS: Must be obtained before the next class session

Abcarian and Klotz Literature: The Human Experience 9th edition

Griffith Writing Essays about Literature 7th edition

Fulwiler and Hayakawa The Blair Handbook 4th edition

Notebook for class notes

Folder for reading journal

A standard college-level dictionary

3-4 disks on which to keep copies of work and/or a removable/thumb drive

COURSE REQUIREMENTS OVERVIEW: You will be required to write often both in and out of class, to read carefully the selections that are assigned from the texts, to participate actively in classroom discussion and peer editing exercises, to refer individually to the handbook when necessary, to complete all exercises, essays, and examinations, and to attend conferences when scheduled. You are also expected to keep track of **all** of your work—drafts, peer reviews, instructor comments, etc. Do **not** throw away anything!! These materials will be handed in with final copies of your written work.

SPECIFIC REQUIREMENTS:

Papers:

You will be required to write and revise three papers. With each paper, all accompanying materials (including but not limited to planning exercises, previous drafts, peer reviews, and instructor comments) should be included. Additionally, you will be working on these drafts in class with peer groups gaining suggestions for revision. After extensive work, you will present drafts of essays to me in conference for which you will receive feedback and suggestions for further revision (see course outline for conference dates). Each paper is due at the beginning of class on the due date. **For each class period a paper is late, its grade will be lowered a full letter grade.**

Paper 1 will be an individual personal reflection essay. Paper 2 will be a literary research essay. Paper 3 will be a collaborative research assignment. Additional guidelines for preparing these papers will be given later in the semester.

Conferences: Throughout the semester, your peer groups will meet with me to discuss the progress of your drafts. Also note that there are no scheduled classes for a portion of this time. Each group **must** sign up and attend these conferences. To earn the total possible conference points at each meeting, each individual **MUST** do the following:

- Bring one extra hard copy for me to keep.
- Have produced a draft that exemplifies substantial revisions since the class period in which peer reviews were done
- Be able to discuss with the group the revisions made thus far and any anticipated changes
- Take notes on the group's comments
- Have prepared a list of questions and concerns about the draft.
- Be an active listener for others in the group, offering them suggestions as needed.

****If you do NOT attend, you receive NO points, ONE absence, and NO feedback on your paper.**

****If you DO attend but DO NOT MEET THE ABOVE CRITERIA, conference points will be deducted.**

Due to the large number of students/conferences, I cannot allow conferences to be "made up" and, likewise, cannot allow conference points to be "made up". So, it is important that each group signs up for a convenient time and then makes every possible effort to attend.

Reading Journal: As a means of analyzing the works of literature and inventing work for future paper assignments, you will keep a reading journal. As you read a literary text in preparation for class discussion, you will write an entry for that work. Although these responses do not need to be typed, they do need to be neatly compiled, labeled, and properly submitted. The reading journal should be **SEPARATE** from course notes and any other unrelated material. Each entry should be well-focused, thoughtfully organized and fully developed. You may **NOT** merely summarize the plot of the text. Each entry should be a **minimum of 1 page** in length. I will be assessing each entry on the basis of structure/form as well as insight into the issues that the reading raises. Furthermore, after class discussion, you may note additional thoughts. Please bring your journal to each class session, for I will collect these twice during the semester for evaluation. I will, oftentimes, assign writing to be done in class as we discuss a piece of literature as well. **If these are not submitted to me during the class session in which I collect them, the journal will receive a full letter grade reduction. In the event that a student does not submit to me a reading journal, regardless of point totals, s/he will receive a NC for the course.**

Peer reviews: Throughout the semester, you will be doing 3 peer activities: in class writing workshops and out of class peer editing. The first is an exercise that we will do together in groups. Directions will be given. The second is a detailed written critique that you will do for a peer. I will receive a photocopy of the peer critique (the second activity) that you do for your peer so that you may receive points for having completed it. Further directions for these activities will be given later. **If a peer review is not submitted to me on time, the reviewer will suffer a reduction of points.**

Quizzes: At any time, I can give a "pop quiz". **These cannot be made up, and your missed points will be deducted from your point total at the end of the semester.**

Final Exam: An essay examination will be given during the scheduled final exam period. In rare and unusual circumstances, a final exam may be rescheduled, but the student must discuss the matter with me beforehand. **In the event that a student misses the final examination, regardless of point totals, s/he will receive a NC for the course.**

EVALUATION: The point breakdown is as follows

Reading Journal Checks	2 @ 20 points each	40 points	A = 540 - 600
Conference points	3 @ 20 points each	60 points	B = 480 - 539
Reader Response Guides	3 @ 10 points each	30 points	C = 420 - 479
Paper 1 (Personal Reflection)		100 points	NC = 419
Paper 2 (Literary Research)		100 points	and below
Paper 3 (Group Research Project)		150 points	
Final Examination		100 points	
Class Participation/Effort/Enthusiasm		20 points	

COURSE POINT TOTAL: 600 points

Your essays and responses will be assessed analytically according to 5 factors:

Focus	Style, Mechanics, Grammar, Spelling and Documentation
Development	Process and Audience Consideration
Organization	

Failure to submit the reading journal, to complete both individual papers and the group project, or to take the final examination will result in a grade of N/C for the course regardless of point totals! Likewise, class participation, preparedness, and effort can affect any borderline grade. Feel free to come to me and discuss your work and/or grade anytime.

ATTENDANCE AND LATE POLICY: Since this course involves a great deal of class participation, it is essential that you attend classes and conferences alike. You are expected to attend every meeting and to be on time. Remember, if you are absent you are held responsible for the material covered in your absence. This includes any assignments given or collected. In other words, it is up to you to "get caught up." If tardiness or absences become excessive, your grade will be affected.

I will allow for any properly verified absence. The university recognizes "properly verified absences due to illness, emergency, or participation in an official University activity." Bring the appropriate documentation to me beforehand, if possible. If not, then bring documentation to me when you return to class. Note: a letter from Health Services saying that you were there is NOT "proper verification" for an illness that requires you to miss class.

Proper documentation MUST be DATED and may include:

- Letter from university activity director
- Doctor's note requiring student to miss class/work
- Court documents, police reports, etc.
- ER visit notification
- Other documentation accepted at my discretion.

I will allow 2 "unexcused" absences. After 2, your overall grade will be reduced at the end of the course.

Example: If you have a B average at the end of the course and 3 unexcused absences, you then have dropped to a C for the course. If you have a B average at the end of the course and 4 unexcused absences, you then have dropped to an NC for the course.

Likewise, if you are more than 15 minutes late for class, you will receive an unexcused absence.

**** Please contact me as soon as possible in regards to ANY absences so that we may discuss its nature.**

MAKE UP EXAMS AND LATE PAPERS: This information is detailed above within each description.

ENGLISH DEPARTMENT STATEMENT CONCERNING 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 assignment of a grade of F for the assignment and a grade of N/C 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.

INFORMATION FOR STUDENTS WITH DISABILITIES: If you have a documented disability and wish to receive academic accommodations, please contact the Office of Disability Services at 581-6583 as soon as possible.

IMPORTANT FOR GRADUATION: In order to meet graduation requirements, all EIU students will be submitting essays for inclusion in a university-required electronic portfolio. ENG 1001 and ENG 1002 are both "writing centered" courses and one essay from either course MUST be submitted to this university portfolio. See me or your academic advisor if you have questions. Submission forms, as well as other information about the Electronic Writing Portfolio, are available at <http://www.eiu.edu/~assess>

ADDITIONAL INFORMATION:

- Make sure that you save your work often (use RTF) and in more than one place to prevent loss of material.
- Save documents with last name, unit number, and draft number. Example: athey1:1 (last name, unit 1, draft one) -- athey1:2 (last name, unit 1, draft 2) -- athey 2:final (last name, unit 2, final draft) and so on.
- Whenever you email me, be sure that your subject line has your full name and section number.
- When you attach a document to an email, be sure that the document itself has full contact information in the upper left hand corner (see Blair Handbook for MLA page formatting).

TENTATIVE SCHEDULE FOR 1002G
SPRING 2008
LEANN ATHEY

1002G-012

-024
-033
-055

USE THESE TEXT PAGES AS A REFERENCE AS YOU WRITE.

Blair Handbook Chapter 4 "Writing as a Process"; Chapter 30: MLA

Abcarian and Klotz, Literature "Writing about Literature" p. 37-77

Griffith, Writing Essays about Literature Chapters 7-11

PLEASE HAVE THE FOLLOWING PRIMARY TEXTS READ AND BE READY FOR CLASS DISCUSSION ON THE DATE GIVEN.

- January 8 Introductions and other preliminaries
- 10 **Have read:** in Abcarian "Responding to Literature p 3-22 (stop at "Reading Drama"); and Griffith Chapters 7&8 "Writing about Literature" and "Choosing Topics"
- PART 1: OBSESSION AND POSSESSION**
- 15 **Have Read:** Griffith Chapter 3 "Interpreting Fiction" and Faulkner "A Rose for Emily" Abcarian p.696
- 17 **Have Read:** Oates "Where Are You Going, Where Have You Been?" Abcarian p.1047
Paper 1 is assigned
- 22 **Have Read:** Poe "The Tell-Tale Heart" (Begin writing in your journal with this story. Use Steps 1-4! Do an entry for each piece of literature that you read from here on. Don't journal for Griffith chapters, however.)
<http://www.literature.org/authors/poe-edgar-allan/tell-tale-heart.html> (print this out, annotate, and bring it to class) : and Kilgore's <http://www.ux1.edu/~jdkilgore/Litclas/3405/Current/WGS0801.htm>
- 24 **Have Read:** Griffith Chapter 5 "Interpreting Poetry" and Keats "The Eve of St. Agnes" <http://www.bartleby.com/126/39.html> (print this out, annotate, and bring it to class)
- 29 **Have Read:** Griffith Chapters 9&10 "Drafting" and "Revising" ; BRING PAPER to work on.
Assignment: Be Drafting and sign up for conferences
- 31 In -class peer workshop (Personal Response Essay). Bring an extra copy to class.
Assignment: Do peer response worksheet as homework. Complete and give to the peer ASAP. Provide me with a photocopy by next class session. Revise your paper and come prepared to conference next week.
- February 5 **No Class:** Conferences
- 7 **No Class:** Conferences

PART 2: LOVE/HATE

- 12 **Have Read:** Kinnell's "After Making Love We Hear Footsteps"
<http://www.poets.org/viewmedia.php/prmMID/15927> (LISTEN TO THIS, print and annotate) ;
Hayden's "Those Winter Sundays" Abcarian p.1115; Roethke's "My Papa's Waltz" Abcarian p.1113
Submit Peer Review to me.
PAPER 1 IS DUE TODAY!
Paper 2 is assigned (Griffith Chapter 11 is to be used as a reference for paper 2)
- 14 **Have Read:** Griffith "Interpreting Drama" and Wasserstein's Tender Offer Abcarian p.1250
- 19 **Have Read:** Carver's "What We Talk About When We Talk About Love" p.1037 and Kizer's "Bitch" p.1119 both in Abcarian
- 21 **Have Read:** "Living in Sin" p.1122 and "Sex without Love" 1129 both in Abcarian

- 26 **Have Read:** Fromm “Is Love an Art?” Abcarian p.1259
Work on Papers. Lecture?
Assignment: Be drafting and sign up for conferences
- 28 In-class peer workshop (Literary Research Essay). Bring an extra copy to class.
Assignment: Do peer response worksheet as homework. Complete and give to the peer ASAP. Provide me with a photocopy by next class session. Revise your paper and come prepared to conference next week.
- March 4 **No Class:** Conferences
6 **No Class:** Conferences

10th – 14th **Spring Break:** Work on Group Projects/Researching/Conferring via email with group members.

PART 3: CONFORMITY AND REBELLION

- 18 **Have Read:** Dunbar’s “We Wear the Mask” p.787 ; Joseph’s “Warning” p.495; and Robinson’s Miniver Cheevy p. 481 all in Abcarian.
Submit Peer Review to me.
PAPER 2 IS DUE TODAY!
Group project is assigned
- 20 **Have Read:** O’Brien’s “The Things They Carried” Abcarian p.1358
- 25 **Have Read:** Jackson’s “The Lottery” Abcarian p. 417
Proposal and Group Contract Due
- 27 **Have Read: MUSIC** —bring to class a song (the lyrics or the song itself) that fits into “conformity and rebellion”
We’ll listen to and/or read these in class and discuss.
- April 1 Blair Chapter 27: Researching: quotes etc. 346ff.; plagiarism chapter 28 p. 364 ff.
Blair Chapter 17: MLA use as reference (Bring reference books to class)
- 3 **GROUP PRESENTATIONS; Notes**
- 8 **GROUP PRESENTATIONS; Notes**
Assignment: Be drafting and sign up for conferences
- 10 **Draft of Project Report and Budget etc. Due** for in-class peer workshop:
Assignment: Do peer response worksheet as homework. Complete and give to the peer ASAP. Provide me with a photocopy by next class session. Revise your paper and come prepared to conference next week.
- 15 **No Class:** Conferences
17 **No Class:** Conferences
- 22 Film;
Submit Peer Review to me.
- 24 **Last Class Day – Film/Discussion:**
FINAL Project Report, Budget etc. DUE TODAY!

FINAL EXAMS:

1002-012 (9:30 class)	Monday, April 28 th	8:00-10:00 am
1002-024 (11:00 class)	Thursday, May 1 st	10:15-12:15 am
1002-033 (12:30 class)	Tuesday, April 29 th	12:30-2:30 pm
1002-055 (5:00 class)	Tuesday, April 29 th	5:15-7:15 pm