

Spring 1-15-2002

ENG 1002-026: Composition and Literature

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**COMPOSITION AND LITERATURE
 ENGLISH 1002G
 SPRING 2002**

Objectives:

- to promote careful, coherent, substantive writing;
- to encourage active, thoughtful reading of world-class drama, fiction, and poetry;
- to sharpen critical thinking -- the analysis of ideas and evidence;
- to gain proficiency in managing primary and secondary textual evidence to support assertions;
- to increase understanding of cultures and views represented in literature.

Scope: During the term you will write five typed essays of literary interpretation, analysis, and comparison/contrast. Three of the essays, which will make use of primary evidence only, will range between 600-800 words. Two of the essays will include primary and secondary (researched) evidence and range between 1000-1200 words. In addition, you will respond to at least eight pop quizzes (each with ten items for 10 points each, plus one bonus item for five points). During finals week, you will take a final examination requiring you to write two short responses (about 150-200 words each) and one essay (about 600 words). Here's a breakdown of the work you will complete:

- | | |
|--|--------------|
| -three essays of 600-800 words each: | 30% of grade |
| -two research-enhanced essays of 1000-1200 words each: | 30% of grade |
| -pop quizzes: | 20% of grade |
| -final examination: | 20% of grade |

Grading: For the essays and final, I will grade using a simple ten-point scale. That is, a 92% is an "A-", an 87% is a "B+", and so on. When I grade the essays and the final, I will consider content (idea, reasoning, evidence), organization and coherence, grammar and mechanics, and style. You can rewrite one of your first two essays for a new grade. An essay or a final will fail if it is radically deficient in any of the criteria for grading I have

mentioned. After all, no one wants to breeze through a technically perfect essay that is superficial or slog through a thoughtful essay that is riddled with distracting errors. I will evaluate quizzes according to their accuracy and logic. Any course grade below a "C" will appear as "NC" (no credit) on your official grade report. Keep in mind that you may want to submit one of your essays to your electronic writing portfolio.

Lateness and Absence Policy: You are expected to hand in your work in class and on time. You will forfeit five points each day for late work and five points if you place your work in my mail or under my door without attending class. If you are enrolled in another class or engaged in any other activity that may cause you to miss a significant number of classes in 1002G, you should not attempt to take 1002G this term. After three unexcused absences, you will forfeit one letter grade, and you will forfeit five percent for each unexcused absence thereafter. For an excused absence, you must provide verification from Health Service, a doctor, or a University official. If you have an excused absence, I will arrange time for you to catch up with written work, and I will drop missed quizzes from your average.

Plagiarism Policy: Plagiarism is a serious offense constituting intellectual theft and fraud. Accordingly, plagiarism will be punished in conformity with English Department and University procedures. Here is the English Department's 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 own 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 assigned essay and a grade of NC for the course, and to report the incident to the Judicial Affairs Office.

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.

TENTATIVE SCHEDULE

1. Week of January 7
 - Introduction to Course
 - Lecture and Discussion: Literature, Writing, and Critical Thinking; Writing Assignment (Account of Your Reading and Writing)
 - Lecture: Introduction to Drama; *Oedipus The King* (74-79)
2. Week of January 14
 - Oedipus the King* (79-91)
 - Further Discussion of Play; Introduction to Elizabethan Drama
 - The Tempest* (343-350)
3. Week of January 21
 - King's Birthday: No Classes
 - The Tempest* (350-361)
 - The Tempest* (361-69)
4. Week of January 28
 - Further Discussion about Plays and Essays; Introduction to Modern Drama
 - A Doll House* (601-617)
 - A Doll House* (617-624)
5. Week of February 4
 - Introduction to Narrative Fiction; **First Essay of Interpretation of Drama Due**
 - “The Cask of Amontillado” (1101)
 - Lincoln's Birthday: No Classes
6. Week of February 11
 - “Young Goodman Brown” (641)
 - “The Yellow Wallpaper” (117)
 - “A Rose for Emily” (129)
7. Week of February 18
 - “Bartelby the Scrivener” (883-893)
 - “Bartleby the Scrivener” (893-909)
 - Second Essay of Interpretation of Drama Due**
8. Week of February 25
 - “Paul's Case” (78)
 - “A&P” (1136)
 - “The Swimmer” (1136)

9. Week of March 4

- “Rappaccini’s Daughter” (619)
- “Roman Fever” (1187)
- Essay of Analysis of a Story Due**

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10. Week of March 18

- “Shiloh” (872)
- “The Magic Barrel” (850)
- “Sonny’s Blues” (215-24)

11. Week of March 25

- “Sonny’s Blues” (224-37)
- “Why I Live at the P.O. (1164)
- “Everyday Use” (1151)

12. Week of April 1

- Introduction to Poetry (Bring Poetry Text); “Annabel Lee” (355-58)
- “Because I could not stop for Death” (367), “Do Not Go Gentle Into That Good Night” (222-223), “Out, Out—”(10)
- “Buffalo Bill’s (233), “Disillusionment of Ten O’Clock” (81); **Essay Comparing or Contrasting Stories Due**

13. Week of April 8

- Closed Form: Epigrams (218-221), Sonnets (213-14), Limericks (221), Haikus (99-101)
- Open Form: “Easter Wings” (242), “Concrete Cat” (245), “A Noiseless Patient Spider” and “I Saw in Louisiana a Live-Oak Growing” (501-502), “Spring and All” (504-505)
- Figures of Speech: “Shall I Compare Thee to a Summer’s Day?” (both versions 115-116), “The Pulley” (128-129), “Batter My Heart” (54), “The Tyger” and “The Sick Rose” (390-391)

14. Week of April 15

- Rhythm and Rhyme: Bring Poetry Book; **Nominations for Next Week’s Poems Due**
- “To His Coy Mistress” (451-452), “My Last Duchess” (11-13)
- “Ulysses” (493-495), “The Love Song of J. Alfred Prufrock” (409-412);

15. Week of April 22

- Poems; **Essay on Poetry Due**
- Poems
- Student Evaluations; Preparation for Final Examination