

Spring 1-15-2008

# ENG 1002G-017: Composition and Literature

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*Eastern Illinois University*

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## English 1002 : Spring 2008

(3120/3130 Coleman Hall, 9:30 – 10:45 a.m. Tues/Thurs)

Instructor: Tim Engles

Phone: 581.6316 (it's usually easier to reach me by e-mail: [tdengles@eiu.edu](mailto:tdengles@eiu.edu))

Office hours (Coleman 3831): 1:45 – 3:00, Tuesdays/Thursdays, and by appointment

Assistant Instructor: Corey Taylor

Course listserv: [1002s08@lists.eiu.edu](mailto:1002s08@lists.eiu.edu)

### Required Texts:

- *Writing Essays about Literature* (Seventh Edition)
- *Poetry: A Pocket Anthology* (Fifth Edition)
- *Short Fiction: Classic and Contemporary* (Sixth Edition)
- *Compact Bedford Introduction to Drama* (Fifth Edition)

## Course Policies and Procedures

**(read the following carefully; these words constitute our contract, and I will request your written agreement to them)**

**Goals (or, Why Are We Here?):** Because this is primarily a composition course, we will focus on sharpening your writing and editorial skills. In this regard, our course has two main purposes—to continue the enhancement of your writing skills as developed in high school and English 1001, and to continue bringing your writing up to the university level. We will emphasize writing, reading, analysis, and cultural understanding: these abilities form the core of a college education, and an emphasis on them constitutes a primary difference between college and vocational school. This course also serves as an introduction to the study of literature at the college level, so we will of course spend a lot of time reading, discussing, and writing about literature.

### More specifically, active participation in this course will help you:

- continue to develop your **writing skills** (including expository, persuasive, and creative writing). You will improve your ability to write clear, concise, and meaningful sentences, to compose organized and developed paragraphs, and to identify and address recurring grammatical or mechanical problems specific to your own writing (these problems vary from writer to writer). We will also spend time talking about why a grammatically correct, clear, efficient style is so important to your success in college and in professional life.
- develop your **analytical abilities** by reading, thinking about, and writing about poetry and fiction.
- develop your **understanding and appreciation of literature**, in order to help you go on to read and enjoy intellectually and culturally enriching creative writing throughout your life.

- develop your **collaborative learning skills**. You will improve your ability to work with others on improving your writing, and theirs. As in most professional settings, much of your success in this course will depend on the processes of producing multiple drafts and working with peers to improve the final product. You will practice forming honest, thorough, and constructive critiques of your own writing as well as that of your peers, and make use of what you have learned from your own self-critique and that of others.

**Grades and Major Assignments:** Your final grade will be determined as follows:

Paper One: 10%  
 Paper Two: 15%  
 Poetry Project: 15%  
 Paper Three: 20%  
 Revised Paper: 10%  
 Peer Reviews: 15%  
 Participation, quizzes,  
 daily writings, attendance: 15%

**Missed quizzes and late papers:** We will have unannounced quizzes on course reading material at the beginning of many of our sessions. Because the answers to unannounced quizzes tend to arise during class discussion, and because one purpose of the quizzes is to encourage punctual class attendance, these quizzes will not be announced and they cannot be made up (even if you come to class late). Again, these quizzes are one way to award those who attend class regularly and on time. On the other hand, I recognize that students must miss class at times and therefore might miss a quiz through no fault of their own, so at the end of the semester I will drop your lowest quiz grade when calculating your grades.

Essays will be sent to Dr. Engles as e-mail attachments formatted in Word or Rich Text Format (more on how to do this soon). The essays will be graded on a 100-point scale (90-100 = A, 80-89 = B, etc.). Late essays will be penalized fifteen points for each day they are late (including those sent late on the due date—the first fifteen-points-off day begins thirty minutes after the essay's deadline, as listed on the Daily Schedule below). If you want to send an essay before it is due, you may do so. Also, you will have individual conferences with Dr. Engles on your writing; it will be okay to call or write to him if you must reschedule a scheduled conference, but if you miss one without doing so, the penalty will be ten points off the current essay assignment.

**Regarding Writing:** This is primarily a writing class, but you will do most of your writing outside of class. After an initial writing workshop, class discussion will address certain writing skills only as the need arises; otherwise, most of these skills will be addressed in your written assignments and in your essays, which will be graded with extensive written commentary and suggestions for improvement. If you feel the need for additional discussion during class time of any particular writing skill, let Dr. Engles know before class. Writing, then, is more your responsibility in this class than it was in ENG

1001, where you learned (or relearned) enough of the basics so that we won't have to spend much time on them here. One of your most important tools for improvement will be the marginal comments and corrections on your graded writing; if you wish to see your writing improve and your grade go up as the quarter progresses, you will have to go back and pay close attention to these written comments as you write subsequent essays.

Also, note that we will be using Word in this class (not Works or WordPerfect) for writing papers. If you have your own computer and it doesn't have Word, that's okay—you can convert your essays to rtf (Rich Text Format) and send them that way instead. We have computer stations in our lab that will open Word for you on the Internet (both in the lab and anywhere else that you can access the Internet). You can use a flash-drive if you like (though it's not necessary), and if you do, you should also send backup files of drafts and final papers to yourself over email as attachments. Generally, keep in mind that the more copies of an essay that you have saved in various places, the less likely you are to lose it; on the other hand, keep track of these copies, so that you know which one is the most current version.

Something else to keep in mind for later in the semester: This university requires that each student build an "Electronic Writing Portfolio," which will include samples of the student's writing over the course of his or her university experience. Students will be responsible for electronically adding essays to their portfolios. Incoming freshman will be required to submit four essays to their portfolios, one per year over the course of their degree program. The essay you submit for the first segment may or may not be an essay written for this course—it could be one from English 1001. If you decide to submit an essay for this course, you can find further information about how to do so at the online PAWS registration site. Finally, you are welcome to ask Dr. Engles if you have any further questions about this portfolio.

**Regarding Reading:** Since one skill you will be developing in this class is the art of textual analysis, you must give the readings more than a quick skimming over. Instead of wolfing them down right before class, set aside enough time to read carefully—take notes as you read, then decide for yourself, before coming to class, what each author is trying to describe and bring to light. Also, again, to ensure that your final grade reflects your reading effort (and your attendance), we will occasionally have "pop" quizzes at the beginning of class on required readings. These quizzes will not be announced beforehand and they cannot be made up.

**Office Hours and Conferences:** I will be in my office and available to consult with you at the hours I've specified on the front of the syllabus. You do not need to make an appointment if you wish to come to talk with me during office hours. If my office hours are inconvenient for you, I am also available by appointment: let me know that you want to make an appointment, and we'll agree on a time that is convenient for both of us. Again, e-mail is often a better way to get in touch with me, especially for quick questions: [cftde@eiu.edu](mailto:cftde@eiu.edu)

**Saving Your Files:** You will need to revise and/or correct much of the work you do over the course of the semester. When we first work together in the lab, I will instruct you to save your work as an e-mail attachment that you send to yourself. It's very important that you have secure versions of your writing; when you send yourself a copy of your essay as an attachment, for instance, wait before leaving your computer to see that it actually arrives in your inbox. Otherwise, you could end up wasting your time retyping (or rewriting) assignments that you've lost. Given problems with the new networks on campus, there may be times when you will not be able to access one or the other copy of your essay. If you have a personal computer, you should also save essays drafts there. "The computer ate it" or "The network wasn't working" are not acceptable excuses for failing to turn in an assignment by its deadline. Backing up files in multiple locations is the only way to be sure you won't lose a file. Finally, again, to avoid confusing yourself, get in the habit of overwriting old versions of an essay when you can, and of keeping track of which version of an essay is most recent.

**Academic Honesty:** I expect you to act honestly and do your own work in this class, and so does Eastern Illinois University. If I discover an act of plagiarism (or any other academic misconduct), all of the appropriate penalties will be applied. Why? Because I believe that universities should not harbor or condone dishonesty; because plagiarists are not learning anything and therefore are subverting the purpose of taking the class; because it is not fair to other students to allow plagiarists to earn passing grades; and because academic dishonesty is an affront to my own commitment to higher education. Also, any students in this "skills course" who don't do their own work are cheating their own futures—the main point here, after all, is to enable you to perform better in your professional future by writing more elegantly and professionally.

**It is your responsibility to familiarize yourself with the English Department's policy 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 assignment of a grade of F for the course, and to report the incident to the Judicial Affairs Office."

Again, keep in mind that this is a "skills course." That is, you are here to develop a skill that will help you perform better in your future college courses, and then in your career. With the advent of the Internet, using the writing of others, either in whole or in part, has become increasingly easy and, to some students, tempting. However, it's also easier than ever for an instructor to catch students doing so. Finally, if you ever wonder whether what you've written borrows too heavily from another writer, just ask Dr. Engles or Corey Taylor to look at your work—students who didn't think they were plagiarizing have been accused of it.

**E-Mail Activity:** Enrollment in this class requires an "EiU" e-mail account, and you must check it frequently, preferably every day, for messages pertaining to the course. You will use this account for in-class writing and peer review of your classmates'

writing, and I will subscribe you to our class listserv (also known as a "discussion list") with your EIU e-dress. So, even if you've been using another e-mail service, you must use your EIU account for this course. You can use this account on the Internet, at <http://www.eiu.edu/panthermail/>. E-mail is the quickest, easiest way to reach me if I am not in my office; I welcome any and all questions and comments. Again, using an e-mail account frequently is crucial for this course—if you do not send me an e-mail message at [tdengles@eiu.edu](mailto:tdengles@eiu.edu) by 3 p.m. on Friday, January 11, I will assume that you have chosen against fully participating in the course, and I will therefore drop you. See the Daily Schedule below for what to write in this introductory, contract-signing e-mail message (the “contract” that you’ll be signing is what you’re reading, these “Course Policies and Procedures”).

**Regarding the Writing Center:** Tutoring services at the English Department’s Writing Center are free, and students may drop in any time or schedule appointments during the Center's working hours. If you have problems with grammar, punctuation, spelling, or other parts of the writing process, I strongly recommend that you make use of this free and valuable service. Let me or Corey Taylor (who has worked in the Writing Center) know if you have any questions about it.

**Classroom Environment:** In class, I expect all of you to participate in discussions (class participation will be figured into your final grade), and to attend regularly. The best way to demonstrate that you are an active, engaged, and interested reader and writer is by contributing regularly to class discussions, and by paying close, respectful attention to what everyone else has to say. If you have questions, no matter how simple or complicated, go ahead and ask me, either in class or via e-mail—chances are that other people will have the same question. I do not plan to lecture in this class; I want us to contribute together to a positive, challenging, interesting learning environment.

Finally, during written peer critiques, you must also be willing to give and receive constructive, insightful, frank criticism! I’m sure that all of you will work hard on your writing projects, but try not to let criticism of your work hurt your feelings, and don’t hold back from offering helpful advice because you think it might hurt someone else’s feelings. Also, a couple of smaller matters: please do not chew gum or eat food during class, activities that are too distracting to others—drinking beverages is okay. Finally, no caps, please, but if you want to wear one, turn it backwards so we can see your eyes.

**For students with disabilities:** If you have a disability and wish to receive academic accommodations, let me know; also, if you haven’t contacted the Coordinator of Disability Services (581-6583), do so as soon as possible.

**Attendance Policy:** I will take attendance, and I expect you to attend class every day, on time, and prepared to discuss the material listed for that day on the “daily schedule.”

**More than three missed classes will lower your class participation grade (which is 15% of your final grade) to an F.** Missing class frequently will also harm your grade on the reading quizzes. Remember that you are responsible for all assignments, whether you attend class or not. Get the telephone number of one or two other students in class so

you can find out about any missed materials or assignments before you come to class, or write an e-mail message to me asking if you missed any materials or assignments.

**Regarding tardiness:** this is a small class, so late arrivals are disruptive—if for some bizarre reason you wish to get on my bad side, you can easily do so by developing the habit of arriving late for class. **If you will not be able to arrive for this class on time because of other commitments, drop it and take another section.**

## ENGLISH 1002 DAILY SCHEDULE: WEEK ONE

### Computer Lab (CH 3120)

T JAN 8 Introduction to the course, and to each other; discussion of “Course Policies and Procedures”

- After class, and before Friday at 3:00 p.m., send an e-mail message to Dr. Engles at **tdengles@eiu.edu** (see below for more detailed instructions)

R JAN 10 Discussion of Reading and Readers of Fiction

- Discussion of Essay One Guidelines: “Why People Read Fiction”
- Discussion of book reviews (handout)
- Discussion of short story selections (handout)

F JAN 11, 3:00 p.m. **Deadline** for sending Dr. Engles an e-mail (tdengles@eiu.edu):

- since I teach several courses, explain which one you’re in (English 1002)
- describe yourself in whatever ways you like, including your career aspirations
- After reading the above “course policies and procedures” carefully, write a statement in this e-mail saying that you have read and agree with them (also, if you disagree with any of them, describe those)
- finally, as with all e-mail messages to your teachers, type your name at the end of it, as you would in a letter

More soon . . .

## ENGLISH 1002 DAILY SCHEDULE (continued)

This schedule may change; any changes will be announced in advance. Reading and writing assignments are to be completed by the dates on which they appear on the syllabus. BE SURE to bring the appropriate book or books to class if a reading assignment is listed for that day; students who show up without a copy of the day's reading assignment may be marked absent.

### Computer Lab (CH 3120)

T JAN 8 Introduction to the course, and to each other; discussion of "Course Policies and Procedures"

- After class, and before Friday at 3:00 p.m., send an e-mail message to Dr. Engles at [tdengles@eiu.edu](mailto:tdengles@eiu.edu) (see below for more detailed instructions)

R JAN 10 Discussion of Reading and Readers of Fiction

- Discussion of Essay One Guidelines: "Why People Read Fiction" (handout)
- Discussion of book reviews (handout from Tuesday)
- Discussion of short story selections (handout)

F JAN 11, 3:00 p.m. **Deadline** for sending Dr. Engles an e-mail ([tdengles@eiu.edu](mailto:tdengles@eiu.edu)):

- since I teach several courses, explain which one you're in (English 1002)
- describe yourself in whatever ways you like, including your career aspirations
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- finally, as with all e-mail messages to your teachers, type your name at the end of it, as you would in a letter

### Discussion Room (CH 3130)

T JAN 15 Short Story Selections: Discussion and Vote

- **Short Story Reading Proposal due today** (see handout from last Thursday's class for details)
- Reading: *Writing Essays about Literature*, 3-9; in-class discussion of the main qualities of a good essay)

R JAN 17 Reading: *Writing Essays about Literature*, 31-75; in-class discussion of a short story as an example (the story will be handed out today)



### **Discussion Room Again (CH 3120)**

T JAN 22 Read chosen stories from *Short Fiction*

R JAN 24 Read chosen stories from *Short Fiction*

### **Discussion Room Yet Again (CH 3130)**

T JAN 29 Writing Workshop—Commas and Passive Voice

T JAN 31 Paper One Must be sent to Dr. Engles by 9:15 this morning

- Discussion of Paper Two Guidelines: “Writing about and in Connection to Fiction”

### **Computer Lab (CH 3120)**

T FEB 5 Computer Workshop: Working with Attachments in the Lab

- Before class, read one more story of your choice from *Short Fiction* AND write a one-page response to it—how does this story connect with or relate to anything or anyone you have known in your life?
- by the beginning of today’s class, type a two-paragraph response to the following question, and send it to yourself as an e-mail attachment (no need to print it out): “What are your particular strengths as a writer? Also, what particular problems do you think you still have with your writing? Be as specific as you can.”

R FEB 7 Peer Review Workshop

- Send yourself a draft of your Second Essay (in Word or Rich Text Format if you don’t use Word)
- Peer Review of your partner’s Second Essay must be sent to your partner AND to Dr. Engles by the end of class (penalty for not doing so: 10 points off your own paper’s final grade)

### **Discussion Room (CH 3130)**

T FEB 12 **Paper One Must be sent to Dr. Engles by 9:15 this morning**

- Interpreting Poetry
  - Case Studies: B.J. Snowden, “In Canada,” Suzanne Vega, “Tom’s Diner” (handouts)

R FEB 14 *Writing Essays about Literature*, Chapter 5, “Interpreting Poetry” (It’s a long chapter, so give yourself plenty of time to read it)

## English 1002—The Rest of the Semester

### Discussion Room

T FEB 12 Paper Two Must be sent to Dr. Engles by 9:15 this morning

- In-class discussion: interpreting poetry—what is “good poetry”?
  - Case Studies: Wesley Willis, “Rock and Roll McDonalds” and TV On The Radio, “Let the Devil In”

R FEB 14 *Writing Essays about Literature*, Chapter 5, “Interpreting Poetry” (it’s a long chapter, so give yourself plenty of time to read it)

### Discussion Room

T FEB 19 Slam Poetry

- Homework for today: using the chapter we read in *Writing Essays about Literature*, or another of our textbooks, *Poetry: A Pocket Anthology*, or the library, or the Internet, or other sources, find a poem (not song lyrics) that you appreciate; on a piece of paper, explain and give examples of how the poem effectively uses any two of the four major poetic techniques described in the chapter we read on “Interpreting Poetry”: Sound, Sight, Structure, and Sense; hand in the written assignment AND a copy of the poem today
- Assignment of poetry presentation partners
- in-class video: *Slam Nation*

R FEB 21 Slam Poetry and Song Lyrics as Poetry

- Homework for today: print out the lyrics to any song that has words and meanings that you appreciate; on a piece of paper, explain and give examples of how the song’s lyrics contain effective uses of any two of the four major poetic elements described in the chapter we read on “Interpreting Poetry”; hand in the written assignment AND the printed lyrics today
- Discussion of poetry presentations

## **Discussion Room**

T FEB 26 in-class song presentations

- Together with your partner, present the lyrics to one song that has “poetic” lyrics
- Bring 23 copies of the lyrics to each song printed out on paper, and bring a CD version of the song to class on the day assigned for your presentation
- in class, play the song for us, and explain how the lyrics are “poetry” by explaining how the song effectively utilizes each of the four different poetic techniques (as defined on in our book chapter): Sound, Sight, Structure, and Sense
- Be sure to also explain, as part of the “Sense” portion of your presentation, a theme of the song – what does it mean? How do you interpret its point or message?

R FEB 28 (Official semester midterm) in-class song presentations continued

## **Computer Lab**

T MAR 4 Poetry-writing Workshop

- Bring to class a one-page paper written in response to these questions: what do you think you could write poetry about? Aside from coming up with a topic, what about writing poetry do you think you would find most challenging or difficult?

R MAR 6 Peer review of poems—before class, send as an attachment to yourself AND to Dr. Engles at [tdengles@eiu.edu](mailto:tdengles@eiu.edu) (formatted in Word or RTF) at least TWO poems that you have written, one of which must be at least fourteen lines long

MAR 10—MAR 14 Spring Break

## **Discussion Room**

T MAR 18 By 9:15 a.m. send as one attachment the final version of four different, original poems that you have written, two of which must be at least fourteen lines long, to Dr. Engles at [tdengles@eiu.edu](mailto:tdengles@eiu.edu)

- In-class poetry performance for extra-credit (not, that is, a requirement)
- Discussion of Paper Three topic: compare and contrast any two poems by anyone in class (besides yourself) to any other single poem or song, as chosen by you

R MAR 20 Writing Workshop on Comparison-Contrast Essays

- Before class, read your classmates’ poems (check your email from Dr. Engles for a message with them as an attachment)
- Also sign-up for a conference on the rough draft of Paper Three

## **Computer Lab**

T MAR 25 Open lab: work on Paper Three in class (send yourself a rough draft to open and work on during class)

R MAR 27 and APR 1 No Class – Conferences on Paper Three (in Dr. Engles' office, Coleman 3831)

- bring to your conference TWO printed copies of your Paper Three rough draft; be able to give Dr. Engles a detailed verbal explanation of your plans for revising it; also, identify during this explanation two problem areas in your writing that are present in this paper (hint: look over the graded versions of your first two essays to remind yourself more fully of what your problem areas with writing still are)

## **Discussion Room**

R APR 3 Paper Three must be sent to Dr. Engles by 9:15 this morning

- Discussion of Paper Revision

## **Computer Lab**

T APR 5 Open lab – work on Paper Revision

R APR 10 and T APR 14 Conferences on Paper Revision

## **Discussion Room**

R APR 17 Paper Revision must be sent to Dr. Engles by 9:15 this morning

- Assignment to be read by today to be announced . . .

## **Computer Lab**

T APR 22

- Assignment to be read by today to be announced . . .

R APR 24 Last day of class

- “One-minute grammar lesson” test
- Tearful, heartfelt farewells