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ENG 1002-019: Composition and Literature

Robert Martinez
Eastern Illinois University

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**English 1002G (section 019): Composition and Literature:
Understanding How We Live Through Literature**

Instructor: Dr. Robert Martínez

Office: Coleman 3371

Office Hours: Mon. 3-4 PM, Wed. 11 AM-12 noon, Fri. 11 AM-12 noon and 3-4 PM, and by appointment

E-mail: rlmartinez@eiu.edu

Course time & location: MWF 12-12.50 PM, Coleman 3609, Spring 2015

Course Description

This course is “a writing course designed to improve skills in critical thinking and analytical expression based on the reading of literary texts (3-0-3, Graded A, B, C, N/C).” We will read a variety of short stories (fiction) and look at some plays, poetry, and film in order to ask ourselves some important questions: Why do we read literature, and how does it affect us? Can reading stories, poetry, and plays change our ideas of what it means to live? What about how we behave and what we think is good or bad? These questions deal with the ethics of literature, a topic that has concerned thinkers and writers since Plato’s time. Modern writers continue to make claims about the ethics of fiction:

- “Surely one of the novel’s habitual aims is to articulate morality, to sharpen the reader’s sense of vice and virtue.” –20th-century American writer John Updike
- “You write in order to change the world...and if you alter, even by a millimeter, the way a person looks at reality, then you can change it.” –20th-century African-American writer James Baldwin
- “...a writer [is] as an architect of the soul.” –20th-century British writer Doris Lessing
- “Naturally you’re aware that bad art can finally cripple a man.” –20th-century American writer Saul Bellow

We will work on our thinking and writing skills by examining the ethical questions posed to us by the literary works we read. This course will teach you how to develop your ability to analyze carefully what you read (and watch, in the case of film), to construct written and oral interpretive arguments, and most importantly to develop the ability to express yourself with clarity and some sense of personal style. This process will also involve learning how to conduct research, to edit and rethink what you write, and to trouble shoot your writing and that of your peers.

This course is writing centered and requires not only a series of different writing assignments but also numerous class-oriented and group-oriented editing workshops and numerous opportunities for assignment revision. To facilitate the writing process, students will engage in frequent discussion of reading and visual assignments and collaborate on pre-writing strategies like brainstorming and scaffolding of essays. This course actively aims to prepare students to meet EIU’s university learning goals of critical thinking, writing and critical reading, speaking and listening, quantitative reasoning, and responsible citizenship.

Why English and Literature Matter to You

The key skills you will learn in this course—critical reading, critical thinking, and analytical and clear writing—are of paramount importance to your future success. Contrary to what you may think, English courses offer some of the most practical and necessary qualities that today’s employers are looking for. No matter what career you choose in the future, being able to demonstrate that you can think on your feet and smartly, and convey this intelligence in clear writing, will make you stand out among the competition. Studying literature not only sharpens your reading and writing skills, but it enhances your cultural knowledge of the world—a skill of crucial importance in our workforce that is

becoming ever more globalized.

Course Learning Goals

- Write expository and persuasive papers throughout the semester (a minimum of 5,000 words) in which paragraphs, sentences, and words develop a central idea (writing, speaking, critical thinking)
- Read poetry, fiction, and drama expressing a wide range of cultural perspectives and values and develop abilities to think critically and write analytically about them (writing, speaking, critical thinking)
- Engage in reading and writing experiences about literature in order to demonstrate an increased understanding of and appreciation for social, cultural, intellectual, and aesthetic ideas and their discovery (writing, critical thinking, citizenship)
- Develop research skills, including effective use of source materials and principles of documentation (writing, critical thinking)
- Develop skills in revising their own writing by participating in peer review workshops and by revising one of their essays for possible inclusion into their electronic writing portfolio (writing, critical thinking).

Classroom Expectations

The guiding principle of this course is **group work and class discussion**. You will be spending some time working in groups with your classmates to revise each other's work and to get down into the mechanics of solid writing—the organization of ideas, the structure of sentences, the methods of argumentation, and much more. By exchanging peer criticism with each other, you will learn the importance of revision in the writing process and, through your evaluation of others' writing, you will learn how to look at your own writing with a more critical eye. You will ideally discover more about yourself as a writer, and you will learn to become a confident participant in the professional community you choose to enter later in your university career.

In order One of the key life/job skills you will learn in this course is **critical reading**. Critical reading means reading so that you learn how to move beyond a mere *surface* understanding of language in order to think about and evaluate the *nuances and details* of language and meaning. To learn how to read critically, you will develop and practice the following method:

- In order to develop your critical reading skills you will need to READ SLOWLY.
- You may need to use bookmarks or Post-it® tabs to mark passages in your reading you find interesting or perplexing.
- You should develop a habit of JOTTING DOWN NOTES ABOUT YOUR THOUGHTS on each reading or visual assignment. Even if a passage in a given reading assignment or moment of a film perplexes you, don't get frustrated—create a question that will help you understand it and bring that question to class to share for discussion.

These skills are crucial to your success not only at EIU but also in the professional world that awaits you.

Required Texts & Materials

- *Literature*, 11th edition, Kennedy & Gioia (at Textbook Rental)
- *A Pocket Style Manual* (6th edition), Diana Hacker (at Textbook Rental)
- Others readings to be assigned in class (available via D2L)
- Pen/pencil, pocket folder, notebook

- Hard copies of online readings **or** use of Laptop or iPad/Kindle/Nook to view online readings for class discussion

Note: You are required to do all assigned reading for this course. The texts listed above are available from Textbook Rental (TRS). Other required readings will be available online via our course page on D2L. **Online readings must be brought to class on the day the material is discussed.** You must either print out the document(s) or use your laptop, iPad, Kindle, or Nook to view them. Using a Smartphone to view readings for class discussion is not acceptable.

Office Hours and Resources

I am dedicated to helping you succeed in this course and at EIU. I will hold weekly office hours and will be available by appointment, should office hours not meet your needs during a given time. *Please be aware that I do not conduct office hours over e-mail, unless I have made a special arrangement with you. Please do not wait until the last minute before an assignment is due to contact me, or e-mail me your work and expect a full response.*

Lastly, there are great campus resources available to you to assist you in developing your writing skills. The Writing Center (<http://castle.eiu.edu/writing/students.php>) in Coleman 3110 is a great place to seek out additional help, and the librarians at Booth Library are there to assist you with your research needs (or dilemmas!).

Attendance Policy

Attendance is **mandatory**. Your success in the class (as well as your classmates' success) depends upon active participation and attendance. Regardless of any absences, you will be held responsible for all work assigned. Starting with your fourth (4th) absence from class, I will lower your final course grade by a "+" or "-", and your grade will continue to suffer this deduction for each absence you accumulated thereafter. (For example, your fourth absence would make a B+ go to a B; your fifth absence would automatically drop your B to a B-, and a sixth absence would quickly move you to a C+.) Ten (10) or more absences will most likely result in a failing grade. Please do NOT interpret this rule to mean that you have any "free" classes to skip.

Arriving late to class and being unprepared will also affect your grade negatively. If you arrive more than 10 minutes late to class, I will consider you absent. If you come to class *without a draft of your assignment or without assigned homework (including assigned readings)*, you will be considered absent. Be on time and be prepared—this is a lesson that will serve you well in whatever profession or field you choose to pursue in life.

Plagiarism

Plagiarism is absolutely **unacceptable**. Plagiarism is the presentation of another's words or ideas as your own. Usually plagiarism is intentional, but it can also occur when one fails to cite a source correctly. It violates the EIU honor system and robs the original author of due credit. As a student at Eastern Illinois University, you are responsible for abiding by the EIU Student Conduct Code (<http://www.eiu.edu/~judicial/studentconductcode.php#s1>). Should I determine that you have committed plagiarism in an assignment, I will not hesitate to penalize your work and to direct the case to the Judicial Affairs Office.

Assignments & Grading

Work assigned in this course will receive letter grades, unless otherwise noted. The following list shows the breakdown of course assignments:

- Paper #1 (4-5 pages/1050-1250 words): 5%
- Paper #1 Rewrite (4-5 pages/1050-1250 words): 10%
- Paper #2 (5 pages/1250 words): 10%
- Paper #2 Rewrite (5 pages/1250 words): 15%
- Paper #3 (5 pages/1250 words): 10%
- Paper #3 Rewrite (5 pages/1250 words): 15%
- Paper #4 (6-7 pages/1500-1750 words): 20%
- Annotated Bibliography of Research for Paper #4: 5%

Participation, in-class writing assignments, and reading quizzes: 10%

Grading Scale:

- A = 94-100
- A- = 90-93
- B+ = 87-89
- B = 84-86
- B- = 80-83
- C+ = 77-79
- C = 74-76
- C- = 70-73
- D = 64-69
- F = 63 and below

Student Academic Integrity:

Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.

Disability Services:

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583.

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.

Class Schedule – English 1002G, Spring 2015

Note: This schedule is *tentative*; activities or readings are subject to change depending on class progress.

****Warning:** Bring assigned readings to class on the day it is to be discussed (see below). Students coming to class without assigned readings will be considered absent.

Date	What's Happening in Class	What to Do for Next Class
M-1/12	Introduction to course policies, assignments, etc.	Read Brian Cox's "English Teacher" and Carol Ann Duffy's "Safe Sounds" and "Mrs. Midas" (handout)
W-1/14	In-class writing assignment Discussion: Understanding voice, tone, character in literature	Read Jamaica Kincaid's "Girl" (anthology, pp. 543-545)
F-1/16	Understanding voice, tone, character: discuss Kincaid's "Girl" (bring anthology to class)	Read 3 stories by Dave Eggers: - "What It Means When a Crowd in a Faraway Nation Takes a Soldier Representing Your Own Nation, Shoots Him, Drags Him from His Vehicle and Then Mutilates Him in the Dust" - "On Wanting to Have Three Walls Up Before She Gets Home" - "She Waits, Seething, Blooming" All on D2L
M-1/19	No Class – Martin Luther King Day	
W-1/21	Character study: discuss 3 stories by Eggers	Read Carver's "The Pheasant" (D2L)
F-1/23	Character study: discuss Carver's "The Pheasant"	Read Wolff's "Bullet in the Brain" (D2L)
M-1/26	Character study: discuss Wolff's "Bullet in the Brain"	Start reading T.C. Boyle's "Greasy Lake" (anthology, 125-131)
W-1/28	Discuss Boyle's "Greasy Lake"	Finish reading Boyle's "Greasy Lake" (anthology, 125-131)
F-1/30	Discuss Boyle's "Greasy Lake"	
M-2/2	Discuss close analysis and essay building (bring laptops to class)	Analysis Exercise: Complete at least two body paragraphs on Eggers's "She Waits, Seething, Blooming"
W-2/4	Class discussion of body paragraphs of Eggers story	Read Gay's "Motherfuckers" (D2L)
F-2/6	Understanding Culture and Race: discuss Gay's "Motherfuckers"	Read Anaya's "Dead End" (D2L)
M-2/9	Understanding Sex, Gender, and Culture: discuss Anaya's "Dead End"	Read Wright's "The Ethics of Living Jim Crow" (D2L)
W-2/11	Understanding Culture and Race: discuss	Read Wright's "Big Boy Leaves Home"

	Wright's "The Ethics of Living Jim Crow" Paper #1 due in D2L	(D2L)
F-2/13	No Class - Lincoln's Day	
M-2/16	Understanding Culture and Race: discuss Wright's "Big Boy Leaves Home"	Read Anderson's "The Book of the Grotesque" (D2L)
W-2/18	Understanding Thematic Ideas: discuss Anderson's "The Book of the Grotesque"	Read Anderson's "Adventure" (D2L)
F-2/20	Discuss Anderson's "Adventure"	Read Anderson's "A Man of Ideas" (D2L)
M-2/23	Discuss Anderson's "A Man of Ideas"	Read Fredric Brown's "Cry Silence" (D2L)
W-2/25	Understanding Thematic Ideas: discuss "Cry Silence"	Read Dashell Hammett's "The Ruffian's Wife" (D2L)
F-2/27	Understanding Thematic Ideas: discuss "The Ruffian's Wife" Paper #1 Rewrite due in D2L	Read Ursula K. Le Guin's "The Ones Who Walk Away from Omelas" (anthology, pp. 242-246)
M-3/2	Understanding Sci-Fi and Society: discuss Le Guin's "The Ones Who Walk Away from Omelas"	Read Steven Millhauser's "The Invasion from Outer Space" (D2L)
W-3/4	Understanding Sci-Fi and Society: discuss Millhauser's "The Invasion from Outer Space"	Start brainstorming paper topic for Paper #2
F-3/6	Discuss thesis crafting and planning for Paper #2 (bring laptops to class)	Start drafting Paper #2
M-3/9	Class Workshop on Paper #2 - bring laptops to class	Complete a full draft of Paper #2
W-3/11	Class Workshop on Paper #2 - bring laptops to class	Finish revising Paper #2
F-3/13	Introduction to drama: <i>Antigone</i> Paper #2 due in D2L	Start reading Sophocles's <i>Antigone</i> (in anthology), pp. 1210-1213, and complete study questions over break!
3/16-3/20	Spring Break	Work on <i>Antigone</i> assignment!
M-3/23	Understanding the Individual in Society: discuss <i>Antigone</i>	Read Sophocles's <i>Antigone</i> (in anthology), pp. 1214-1218
W-3/25	Understanding the Individual in Society: discuss <i>Antigone</i>	Read Sophocles's <i>Antigone</i> (in anthology), pp. 1219-1223
F-3/27	Understanding the Individual in Society: discuss <i>Antigone</i>	Finish reading Sophocles's <i>Antigone</i> (in anthology), pp. 1224-1231 Complete revisions to Paper #2!
M-3/30	Understanding the Individual in Society: discuss <i>Antigone</i>	Start brainstorming ideas for Paper #3!

	Paper #2 Rewrite due in D2L	
W-4/1	Finish discussion of <i>Antigone</i> Class Workshop on Paper #3 drafting (bring laptops to class)	Complete draft of Paper #3
F-4/3	Class Workshop on Paper #3 (bring laptops to class)	Keep working on Paper #3!
M-4/6	Understanding the Individual in Society: Start watching Zal Batmanglij's <i>The East</i> Paper #3 due in D2L	Work on study questions for <i>The East</i>
W-4/8	Watch <i>The East</i>	Work on study questions for <i>The East</i>
F-4/10	Finish watching Zal Batmanglij's <i>The East</i> , and begin discussion	Work on evidence gathering from <i>The East</i>
M-4/13	Discuss <i>The East</i>	Complete brainstorming for Paper #4 topic
W-4/15	Discuss Paper #4 topics - bring laptops to class	Begin drafting Paper #4—you must have a thesis idea for Paper #4!
F-4/17	Discuss student theses for Paper #4 Thesis Statements for Paper #4 due in D2L	Begin drafting Paper #4 Complete Paper #3 Rewrite!
M-4/20	Class Workshop on Paper #4 - bring laptops to class Discuss literary research and annotated bibliographies Paper #3 Rewrite due in D2L	Continue developing Paper #4 Start researching for sources for Paper #4
W-4/22	Class Workshop on Researching and Evaluating Sources - bring laptops to class	Complete annotated bibliography for Paper #4
F-4/24	Discuss how to integrate outside research in Paper #4 Annotated Bibliography for Paper #4 due in D2L	Complete full rough draft of Paper #4 and bring a paper copy of it to class on Monday
M-4/27	Final Paper #4 Workshop: bring laptops to class and hard copy of complete rough draft of Paper #4	Revise draft from workshop feedback
W-4/29	Final Paper #4 Workshop: bring laptops to class	Finalize all revisions to Paper #4!
F-5/1	Conclusion of class and course evaluations Paper #4 due in D2L	

Final Exam for English 1002G: Wednesday, May 6, 10.15 PM to 12.15 PM