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ENG 1002-025: Composition and Literature

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ENGLISH 1002: Composition and Literature

Spring 2007, Section 025
 3170 Coleman Hall
 T/H 11:00-12:15

Instructor: Loretta Ullrich-Ferguson
 Office: 2110 Coleman Hall
 Email: loretta.ullrich@gmail.com
 Office Hours: 12:30-1:30 T/H

Course Objectives

English 1002 is a writing course designed to hone your critical thinking skills and further develop your writing abilities. Unlike English 1001 where you read non-fiction, in this class we will be reading and writing about literature. Specifically, we'll focus on the themes of identity and agency and their intersections in the texts we'll be reading. When people in academia speak of agency, they are referring to an individual's (or group's) access to power in their society, and we will be exploring the access to agency (or lack thereof) of the characters represented in the literature we'll be reading while looking at how one's agency helps shape and define one's identity. The course will begin by focusing on the issue of gender and will then move on to looking at the issues of race and class, and we'll explore how these three positions in society are represented in the literary works we'll be studying. We will read works by female, male, White, African-American, Asian, Native American, and Latino/Latina authors and look for shared and/or different themes in their writings in order to analyze the roles that race, class, and gender play in our society. You will be asked to think critically about the topics we are discussing and respond through writing to the issues addressed in this class, as this is a writing-intensive course.

Course Policies***Attendance and Participation***

- Attendance is required. You are expected to arrive to class on time and be prepared to contribute to the class discussion, having read that day's assignment. If it becomes clear that you are not prepared to discuss the material, you will receive a '0' for participation for that day. Three zeroes for participation will affect your grade the same as an unexcused absence would.
- Each student is permitted two unexcused absences over the course of the semester. Unless otherwise arranged or excused by me, each additional absence will lower your participation grade by 20%. Thus, missing five additional classes beyond your two freebees will result in a '0' for the participation portion of your grade. Absences due to illness, emergency, or participation in an official University activity **MUST** have proper documentation (i.e.-a note from a doctor or coach) in order to be excused.
- **You are expected to arrive to class on time!!!** I give a five-minute grace period at the beginning of each class, which means be in the classroom, ready to participate by no later than 2:05 pm. If you show up after 2:05, you will be marked as tardy. Three tardies equal one absence. Thus, if you are more than five minutes late to class six times, you have already used up your two "free" absences. Three additional tardies will result in a drop in your participation grade by 20%.
- It is in your best interest to be in attendance on peer review days. Even if you use one of your excused absences to miss a peer review day (so it has no negative effect on the attendance component of your final grade), this absence will result in the lowering of your final essay grade by 5 points. (See section on Essays 1 & 2 for more information.)

Instructor Conferences

- Periodically throughout the semester classes will be cancelled for conferences so we can meet to discuss your writing. These conferences are **mandatory**. You are required to attend and are expected to be prepared for these conferences, just as you are expected to be prepared for class. A missed conference will be counted as an absence.

Writing Assignments

Reading Responses

- Throughout the course you will be required to write responses to some of the reading you will be doing. These responses will both be in-class and out-of-class.
- Out-of-class responses must be at least 300 words, typed, double-spaced, in proper MLA format and must exhibit some form of critical thinking about the subject matter. DO NOT simply summarize the readings. Rather, try to think about how the reading may interact with your personal experiences and/or other readings you are doing for the course and draw connections between them.
- Most class periods will begin with a brief in-class written response to the assigned texts for that day. This is intended to help you synthesize your thoughts on the text and reflect on the points you would like to make during the class discussion that will follow. In-class responses will not be graded. Rather, these writing assignments will be a component of your attendance/participation grade.
- I will automatically drop your lowest out-of-class response grade.

Essays 1 & 2

- You will be required to write two out-of-class essays. The required length for each of these essays will be 4-6 pages. Individual assignment sheets will be given for each essay detailing the specific requirements for each. See the section on 'Format and Documentation' for further information.
- You are required to participate in in-class peer reviews for **both** Essays 1 **and** 2. Participation in these peer review workshops will account for 5% of your grade on each of these essays, so you won't want to miss class on peer review days. (Missing class would mean that if you got a 95 on your paper, you would receive a 90 because you missed the peer review day.) Peer review of your essays will allow you to do at least one revision prior to your conference with me on your paper. Peer reviews and instructor conferences will help you become a better writer, as writing is a process that requires many drafts and revisions.

Format and Documentation

- All out-of-class all assignments, including reading responses, must be typed, Times New Roman, 12 pt font, double-spaced with 1-inch margins.
- All out-of-class assignments (Reading Responses and Essays 1 & 2) must be written using MLA format. Information on MLA formatting may be obtained in your copy of *The Blair Handbook* or you can schedule an appointment at the Writing Center in 3110 Coleman Hall.
- All in-class writing assignments must be typed in Microsoft Word when we are in the computer lab or written (print or script) *legibly* on lined notebook paper. You may write in either blue or black ink or pencil.

Due Dates, and Return Policy

- All writing assignments are to be handed in at the end of class on the assigned due date. Late assignments will not be accepted, except in the case of an emergency or unless you have made arrangements to do so **before** the due date.
- Missed in-class writing assignments cannot be made up. An exception will be made for an excused absence.
- All work will be returned at least two class periods before the next assignment is due.

Plagiarism

- EIU has a very strict policy on plagiarism. Any work turned in that is found to have been plagiarized will result in an “F” for the paper and an “F” for the course. It is wrong, the consequences are nasty, so don’t do it. If you are unsure of what constitutes plagiarism or of how to properly include another’s materials in your paper, set up an appointment with me to discuss your concerns or make an appointment at the Writing Center in 3110 Coleman Hall.

Students with Documented Disabilities

- If you have a documented disability and wish to receive academic accommodations, please contact the Office of Disability Services at 581-6583.

The Writing Center

- The Writing Center is a free peer-tutoring service available to all EIU students free of charge. Tutors in the Writing Center can help you during any stage of the writing process from brainstorming for your paper to working on a rough draft to giving you feedback on (NOT proofreading) an essay you think is nearing completion. The Writing Center is a wonderful resource, and you should take advantage of it for papers you write for this class and others. It’s open Monday through Thursday from 9 a.m. to 3 p.m. and from 6 p.m. to 9 p.m. and on Fridays from 9 a.m. to 1 p.m. Towards the end of the semester, tutors book up quickly, so you will probably need to make an appointment in advance. To do so, call 581-5929 during the hours the Writing Center is open.

Electronic Writing Portfolio

- Each year you are here at Eastern, you must submit a sample of your best writing from a writing-centered or writing-intensive course to the Electronic Writing Portfolio. The first essay you submit must come from either English 1001 or 1002, so you may want to consider submitting either of the essays you write for this class. Submission forms and other information are available at: <http://www.eiu.edu/~assess>.

Final Exam

- A final exam is required for this course. The final will be given during finals week on Tuesday, May 1st from 10:15 a.m. -12:15 p.m. in our regular classroom. We will discuss the final exam more in-depth towards the end of the semester.

Grading Evaluation

Attendance, Participation, and Conferences:	15%
Reading Responses:	20%
Essays 1 & 2 (Including Peer Reviews):	20% each (40% total)
Final Exam:	15%

Course Texts

Charters, Ann, ed. *The Story and Its Writer*, 6th ed. (Story)
Meyer, Michael. *Poetry: An Introduction*, 3rd ed. (Poetry)
Roberts, Edgar V. *Writing About Literature*, 10th ed. (Writing)
The Blair Handbook

Course Schedule

- January 9th: Introductions, course overview, in-class writing
- January 11th: “The Process of Reading, Responding to, and Writing About Literature” *Writing* p. 1-16. (Be prepared to write and share a response to “The Necklace” in class.)
“To His Coy Mistress” *Poetry* 89
“Coy Mistress” *Poetry* 441

Gender

- January 16th: “Boys” *Story* p. 579
“Wishes for Sons” *Poetry* p. 360
“First Practice” *Poetry* p. 363
- January 18th: “The Story of an Hour” *Story* p. 157
“Happy Endings” *Story* p. 21
“From ‘Pro Femina’ Three” *Poetry* p. 315
- January 23rd: **Reading Response 1 Due**
“The Yellow Wallpaper” *Story* p. 306
- January 25th: Brainstorming/Researching for your first paper
- January 30th: “Night Women” *Story* p. 245
“Mother” *Poetry* p. 285

Race

- February 1st: “Hills Like White Elephants” *Story* p. 340
“Black Man and White Woman in Dark Green Rowboat” *Story* p. 56
“Desiree’s Baby” *Handout*
- February 6th: No outside reading—We will be working on rough drafts for your first paper and you will sign-up for instructor conferences in class today.
- February 8th: **In-class peer review for Paper 1**
- February 13th: No class—Conferences for Paper 1
- February 15th: No class—Conferences for Paper 1

February 20th: “Sonny’s Blues” *Story* p. 25

February 22nd: **Paper 1 Due**

“We Wear the Mask” *Poetry* p. 207

“Theme for English B” *Poetry* p. 259

“Harlem” *Handout*

“For the white person who wants to know how to be my friend” *Handout*

February 27th: “The Lone Ranger and Tonto Fistfight in Heaven” *Story* p. 9

“The Exaggeration of Despair” *Poetry* p. 444

March 1st: “Bilingual Sestina” *Poetry* p. 431

“It’s Hard Enough Being Me” *Handout*

“So Mexicans Are Taking Jobs From Americans” *Handout*

March 6th: “Two Kinds” *Story* p. 716

“To the Lady” *Handout*

Class

March 8th: **Reading Response 2 Due**

No outside reading—We’ll be working on your drafts for Paper 2 in class today.

March 13th: No class—Spring Break

March 15th: No class-Spring Break

March 20th: “I Stand Here Ironing” by Tillie Olsen p. 671 (Story)

“Recuerdo” *Poetry* p. 249

March 22nd: **In-class peer review for Paper 2**

March 27th: “The Garden-Party” *Story* p. 499

March 29th: No class—Conferences

April 3rd: No class—Conferences

April 5th: **Paper 2 Due.**

“The House on Mango Street” *Story* p. 160

April 10th: “The Rocking Horse Winner” *Story* p. 481

April 12th: “That Evening Sun” *Story* p. 276

“Revelation” *Handout*

April 17th: **Reading Response 3 Due**

In-class movie: *Crash*

April 19th: In-class movie: *Crash* (continued)

April 24th: Discussion on *Crash* and course theme

April 26th: **Response 4 Due**
Course Wrap-Up/Final Exam review

May 1st: **Final Exam: 10:15 a.m. – 12:15 p.m.**