

Spring 1-15-2015

ENG 1002-028: Composition and Literature

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English 1002G-028, CH3120/3130, TR 2:00-3:15
Composition and Literature
Instructor: John David Moore
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Office Hours: TR 9:30-11:00; 12:30-2:00
And by Appointment

I. Course Description, Objectives, & Guidelines/Requirements.

A. Description. Composition and Literature is a writing course designed to improve skills in critical thinking and analytical expression based on the reading of literary texts. The course also emphasizes researched writing employing correctly documented secondary sources.

B. EIU Learning Goals

Critical Thinking

EIU graduates question, examine, evaluate, and respond to problems or arguments by:

1. Asking essential questions and engaging diverse perspectives.
2. Seeking and gathering data, information, and knowledge from experience, texts, graphics, and media.
3. Understanding, interpreting, and critiquing relevant data, information, and knowledge.
4. Synthesizing and integrating data, information, and knowledge to infer and create new insights
5. Anticipating, reflecting upon, and evaluating implications of assumptions, arguments, hypotheses, and conclusions.
6. Creating and presenting defensible expressions, arguments, positions, hypotheses, and proposals.

Writing and Critical Reading

EIU graduates write critically and evaluate varied sources by:

1. Creating documents appropriate for specific audiences, purposes, genres, disciplines, and professions.
2. Crafting cogent and defensible applications, analyses, evaluations, and arguments about problems, ideas, and issues.
3. Producing documents that are well-organized, focused, and cohesive.
4. Using appropriate vocabulary, mechanics, grammar, diction, and sentence structure.
5. Understanding, questioning, analyzing, and synthesizing complex textual, numeric, and graphical sources.
6. Evaluating evidence, issues, ideas, and problems from multiple perspectives.
7. Collecting and employing source materials ethically and understanding their strengths and limitations.

Speaking and Listening

EIU graduates prepare, deliver, and critically evaluate presentations and other formal speaking activities by:

1. Collecting, comprehending, analyzing, synthesizing and ethically incorporating source material.
2. Adapting formal and impromptu presentations, debates, and discussions to their audience and purpose.
3. Developing and organizing ideas and supporting them with appropriate details and evidence.
4. Using effective language skills adapted for oral delivery, including appropriate vocabulary, grammar, and sentence structure.
5. Using effective vocal delivery skills, including volume, pitch, rate of speech, articulation, pronunciation, and fluency.
6. Employing effective physical delivery skills, including eye contact, gestures, and movement.
7. Using active and critical listening skills to understand and evaluate oral communication.

English 1002 Learning Objectives

1. To write expository and persuasive papers in which paragraphs, sentences, and words develop a central idea that responds to the reading of literary works.
2. To read poetry, fiction, and drama expressing a wide range of cultural perspectives and values and to think critically and write analytically about them.
3. To engage in reading and writing experiences about literature so as to establish a foundation for continued social, cultural, intellectual, and aesthetic discovery and appreciation.

C. Guidelines and Requirements.

Prerequisites: All students enrolled in English 1002G should have passed English 1001G or must have fulfilled the requirement through transfer credit or through the CLEP proficiency examination.

Attendance: Because analytical and critical discussion of both reading and writing is a major art of 1002G, failure to attend class will affect your grade. Any student missing more than six class meetings without obtaining either my approval beforehand or a formal excuse** will fail the course.

**Legitimate reasons (illness, official university activity, recognized emergency) with documentation established through the University Health Service or the Office of Student Personnel Services.

Textbooks: Unless you plan on accurately and precisely memorizing the assigned readings, you will not be able to discuss the literature without the text in front of you. Students who do not bring the relevant textbook to class will be told to leave and will be marked as an unexcused absence.

Writing: Three 8-10 page papers, one for each literary genre, and each to be preceded by some form of required draft. **Papers for which no drafts have been submitted will receive a failing grade.**

Written discussion questions and reflections (one page) to be turned in for each class discussion period.

Participation: This has to do with the regularity of your day-to-day contributions to class discussion, answering and asking questions, responding thoughtfully to the contributions of others, feeling free to express disagreement, and paying respectful attention to the discussion taking place in class. Grades will be adjusted up or down on the basis of participation.

Exams: One comprehensive final (includes essay questions). Various unannounced quizzes.

Plagiarism: English Department Statement 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 essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office.” In less severe forms, plagiarism may involve problematic citations and paraphrases that, though they suggest honest attempts to satisfy academic standards, will require revision before a grade can be assigned. Until documentation is corrected, the assignment’s grade will remain a zero. NOTE: Consultants at The Writing Center can help you with the mechanics of correct quotation, paraphrase, summary, and citation of primary and secondary sources. They will also be happy to work with you on any other writing difficulties that may be threatening the acceptability of your work. Call for an appointment (581-5929) or drop in (CH3110) and be sure to bring materials—assignment sheet, drafts, copies of sources—with you. The Writing Center’s hours are Monday through Thursday 9 am-3 pm & 6-9 pm, and 9 am-1 pm on Fridays.

Grades: Five grades averaged and adjusted up or down on the basis of attendance and participation.

Final Grade=average of the three major paper grade, final exam grade, and averaged grade of response writing and quizzes. As part of the University's Core Curriculum, final grades for English 1002G will A, B, C, or 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 a student's GPA, a student who receives a grade of NC must re-take the course.

Grading Scale (See also attached "Guidelines for Evaluating Writing Assignments in EIU's English Department")

4.0 – 3.6 A
3.5– 2.5 B
2.4 – 1.4 C
1.3 ---- NC

Late Work: Unless you have made prior arrangements with me, or provided a formal excuse (see attendance policy, above), I will accept no late papers.

All course work must be completed in order to pass the course!

Electronic Writing Portfolio: **All** students must submit a document from 1001G **OR** 1002G as part of the requirements for their Electronic Writing Portfolio. This is a **University requirement** for graduation. Elected essays must be submitted for instructor approval no later than **Thursday, April 11. No Exceptions.** For additional information see attachments to this syllabus.

Information for 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.

II. Course Calendar and Readings

A. Texts:

POETRY. Meyer, *Poetry: An Introduction*. Bedford/St. Martin's, 6th ed.

FICTION. Charters, *The Story and Its Writer*. Bedford/St. Martin's, 8th ed.

DRAMA. Jacobus, *The Bedford Introduction to Drama*, Bedford/St. Martin's, 6th ed.

B. Calendar

Poetry

Week I

Jan. 13 Writing Sample: "What the Heck Good is Poetry, Anyway?"
General introduction to course requirements.

Jan. 15 Discussion: The Specter of Analysis
Reading: Meyer, 1-16; Collins, "Introduction to Poetry" 40;
Plath, "Mirror" 148.
First Paper Assignment.

Week II

Jan. 20 Discussion: High Brow, Middle Brow, Low Brow; Does
Anyone Really Care?
Reading: Farries, "Magic of Love" 42; Nims, "Love Poem" 42;
Shakespeare, "My mistress' eyes are nothing like the sun" 248;
Springsteen, "Devils and Dust" 44.

Jan. 22 Discussion: Bad Poetry? Student-selected examples.

Week III

Jan. 27 Discussion: Poetic Rhetoric
Reading: Donne, "A Valediction: Forbidding Mourning" 151;
Donne, "Batter My Heart" 624.

Jan. 29 Discussion: Poetic Sound
Reading: Herrick, "Upon Julia's Clothes" 244; "Delight in Disorder" 229; Tennyson, "Ulysses" 647.

Progress Report on First Paper Due (3 pages).

Week IV

Feb. 3 Discussion: Poetry as Social Critique and Dissent.
Reading: Salter, "Welcome to Hiroshima"; Forche, "The Colonel" Sutphen, "Guys Like That" (Handout Sheet); Merrill, "Casual Wear" 176; Espada, "Bully" 168; Hoagland, "America" 591.

Feb. 5 Discussion: Poetry as Social Critique and Dissent.
Reading: Frost, "The Gift Outright" (Handout); Langston Hughes, "Let America be America Again" (Handout); "Dinner Guest: Me," 426; "Ballad of the Landlord," 417; Hoagland, "Hard Rain" (Handout); Dylan, "It's a Hard Rain's A-Gonna Fall" (Handout).

Week V

Feb. 10 Discussion: Power, Violence, Masculinity, Rites of Passage, And Other Fun Stuff.
Reading: Owen, "Dulce et Decorum Est" 121; "Arms and The Boy"; "Anthem For Doomed Youth" (Handout); Sassoon, "'They'" 642; Plath, "Daddy" (Handout); Olds, "Rite of Passage" 546; Larkin, "This Be the Verse" (Handout).

Feb. 12 Tuesday Discussion Continued.
Poetry Paper Due.

Fiction

Week VI

Feb. 17-19 Reading and Discussion: Kurt Vonnegut, "Harrison Bergeron" 1328; Ursula K. LeGuin, "The Ones Who Walk Away from Omelas" 824; Shirley Jackson, "The Lottery" 586.
Fiction Paper Assignment

Week VII

Feb. 24-26 Reading and Discussion: Joyce Carol Oates, "Where Are You Going, Where Have You Been" 988.

Week VIII

Mar. 3-5 Reading and Discussion: Herman Melville, "Bartleby the Scrivener" 878.

Draft of Fiction Paper Due

Week IX

Mar. 10-12 Reading and Discussion: Flannery O'Connor, "A Good Man is Hard to Find" 1042.

SPRING BREAK Mar.17-19

Week X

Mar. 24-26 Reading and Discussion: George Saunders, "Brad Carrigan, American" 1180; Joe Sacco, "Refugeeland" 1163.

Mar.26, Fiction Paper Due

Drama

Week XI

Mar. 31-Apr.2 Reading and Discussion: Euripides, Sophocles, *Antigone*, 109
Drama Paper Assignment.

Week XII

Ap. 7 Reading and Discussion: *Antigone*

Ap. 9 Reading and Discussion: Bertolt Brecht, *The Good Person of Szechwan* (Text source to be announced).

Week XIII

Ap. 14-16 Reading and Discussion: *The Good Person of Szechwan*

April 11: Last day to submit writing for Electronic Writing Portfolio.

Week XIV

Ap. 21 Reading and Discussion: *The Good Person of Szechwan*
Draft of Drama Paper Due

Ap.23 Reading and Discussion: Luigi Pirandello, *Six Characters in Search of An Author*, 909.

Week XV

Ap. 28 Reading and Discussion: *Six Characters in Search of An Author*.

Ap. 30 **Drama Paper Due**

Week XVI Final Exam