Fall 8-15-2015

ENG 1002G-001: Composition and Literature

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Eastern Illinois University

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ENG 1002G Composition and Literature  
Section 001 Meets TTH 8:00 – 9:15  
Instructor: L. A. Berry (Ms Berry or Ms B)  
Office Hours: 10:50 – 12:20, 1:45 – 2:45 TTH  
(and after 2:45 by advanced appointment)  
See me in Coleman 3836  
Contact me via e-mail: laberry@eiu.edu

Required Text/Materials:  
Post-it™ notes, notebook & something to write with

Catalog Course Description:  
Graded (A, B, C, N/C) A writing course designed to improve skills in critical thinking and  
analytical expression based on the reading of literary text.  
[Expect to spend four to six hours weekly in preparation for the class, depending on your  
current skill level. Policy on Credit Earned at Eastern Illinois University: One semester credit hour is the amount  
of student effort that approximates not less than 37.5 hours of academic engagement in coursework (in  
class/instructional time plus out-of-class student work) as represented in intended learning outcomes and verified by  
evidence of student achievement.]

EIU Policy on Attendance  
Instructors will grant make-up privileges  
(when make-up is possible) to students for  
properly verified absences due to illness,  
emergency, participation in an official  
University activity, or participation in  
volunteer emergency work and such  
absences will not militate against students  
in classes in which attendance is used  
directly in determining final grades. It is the  
student's responsibility to initiate plans for  
make-up work and to complete it promptly.  
If in the instructor's judgment the duration  
or number of absences renders make-up  
unfeasible, the instructor may contact the  
VP for Student Affairs and the Department  
Chair to determine an appropriate action.  
Except for the above stipulations, each  
instructor sets his or her own policy with  
respect to class attendance and make-up  
work, and excuses for absences are handled  
between the instructor and the student. At  
the beginning of each grading period, the  
instructor shall announce, in writing, his or  
her policy regarding absence, make-up and  
late work.

My Personal Attendance Policy:  
Properly verified medical absence requires a  
note from a physician directly stating that  
the student could/should not be in  
attendance for medical reasons.  
Properly verified emergency absence  
requires documentation that, had the  
student attended class as scheduled, he or a  
close relative would have been put in a life-  
threatening situation.  
Properly verified official University activity  
absence requires documentation on  
letterhead signed by the faculty or staff  
member in charge of the activity.  
Properly verified emergency work absence  
requires documentation on official  
letterhead signed by the supervisor of the  
emergency work.

You will not be granted make-up privileges  
for absences due to reasons other than  
those listed as being verifiable.

Absences not eligible for make-up privileges  
will result in the loss of five points.
Assignments in this course require you to:

Ask questions and engage diverse perspectives. (Critical Thinking Goal 1)
Seek and gather data, information, and knowledge from experience & texts. (Critical Thinking Goal 2)
Understand, interpret and critique relevant information & knowledge. (Critical Thinking Goal 3)
Synthesize and integrate data, information, and knowledge to infer and create new insights. (Critical Thinking Goal 4)
Anticipate, reflect upon, and evaluate implications of assumptions and arguments. (Critical Thinking Goal 5)
Create defensible arguments. (Critical Thinking Goal 6)
Create documents appropriate for specific audiences, purposes, genres, disciplines, and professions. (Writing & Critical Reading Goal 1)
Craft cogent defensible analyses, evaluations, and arguments. (Writing & Critical Reading Goal 2)
Produce essays that are well-organized, focused, and cohesive. (Writing & Critical Reading Goal 3)
Use appropriate vocabulary, mechanics, grammar, diction, and sentence structure. (Writing & Critical Reading Goal 4)
Understand, question, analyze, and synthesize complex textual sources. (Writing & Critical Reading Goal 5)
Evaluate evidence, issues, ideas, and problems from multiple perspectives. (Writing & Critical Reading Goal 6)
Collect and employ source materials ethically and understand their strengths and limitations. (Writing & Critical Reading Goal 7)
Appropriately undertake impromptu presentations, debates, and discussions. (Speaking and Listening Goal 2)
Use critical listening skills to understand and evaluate oral communication. (Speaking and Listening Goal 7)

Departmental 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 own original work” (Random House Dictionary of the English Language)—has the right and responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office. Respect for the work of others should encompass all formats, including print, electronic, and oral sources. In this course, the maximum penalty will be imposed: F for the course and reporting to Judicial Affairs.

University Policy on Academic Integrity—Students are expected to maintain principles of academic integrity and conduct defined in EIU’s Code of Conduct (http://www.eiu.edu/judicial/studentconductcode.php). Violations will be reported to the Office of Student Standards.

University Policy on Students with Disabilities—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). Accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

University Policy on The 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, text 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.

University Policy on Writing Portfolios: Students can submit a sample of their writing for the Electronic Writing Portfolio for either English 1001G or 1002G, but not both. Instructors assess each sample according to the rubric provided on the submission form that each student fills out. Submission forms, as well as other information about the Electronic Writing Portfolio, are available at http://www.eiu.edu/assess/ewpmain.php.
### Main Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Minimum Length</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>Poetry essay</td>
<td>3 pages</td>
<td>70 points</td>
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<tr>
<td>Fiction essay</td>
<td>5 pages</td>
<td>100 points</td>
</tr>
<tr>
<td>Drama essay</td>
<td>5 pages</td>
<td>100 points</td>
</tr>
<tr>
<td>Portfolio</td>
<td>10 pages</td>
<td>150 points</td>
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<tr>
<td>Participation (discussion/homework/group work/quizzes/in-class writing)</td>
<td></td>
<td>80 points</td>
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Final grade: 500-450 = A, 449-400 = B, 399-350= C, 349 and below = NC

Earning a C means you were competent in fulfilling requirements. To receive an A or B, you must go above and beyond the basic requirements. Comments on your papers help you understand where you can improve. Use the advice in writing subsequent papers as well as revisions for your portfolio.

**Policies/Practices:**
- An un-verified absence or not having your text or the required assignment for class will result in a five-point deduction from your grade. Tardiness or leaving early count will be a two-point deduction.
- Late papers lose 10 points for each day (or portion thereof) past the deadline.
- Cell phones and other electronics should be absolutely out of sight. Violation results in a 20-point deduction. No mitigating circumstances will be considered.
- Major assignments must be submitted electronically.
- You must schedule at least one conference prior to the 9th week of class; failure to do so results in a 20-point deduction from your grade.
- There is no extra credit.
- If you are dissatisfied with a grade, submit an essay in which you explain specifically what you think I have misjudged or over-looked based on the requirements of the assignment. I will consider the merit of your argument, but there's no guarantee I'll change the grade.

**Daily Schedule:** You must come to class having already studied the pages listed for that day. Don't simply read the material quickly; outline or take notes. Then do the assigned homework essay. This must be typed. If you haven't done this preparatory work, you will be asked to leave and counted absent.

- **Aug 25**
  Go over syllabus and elaborate on goals/expectations for the class. Review terminology related to poetry.

- **Aug 27**
  Prior to class: Read 107-30 and 357 – 62 in *Writing Essays about Literature* (WEL) Bring this text to class. **Homework essay:** Compare the speaker in “Dover Beach” (117-8) to the title character of “Richard Cory” (357-8)

- **Sept 1**
  Prior to class: Read 24-30 in *Poetry: An Introduction (PI)* Bring this text. **Homework essay:** Editors give you some note on “Oh, Oh” but they aren't exhaustive. Write about some aspects of the poem you think they’ve missed. Also, explain what the tone of this poem is.

- **Sept 3**
  30-32 in PI Bring this text. **Homework essay:** Bishop writes in one long stanza. Explain why she might have made this choice. If you divided the work into stanzas, where would they be and why?
Sept 8  Listen to or read this program:  
**Homework essay:** Did you have any of the misinterpretation that this program talked about? Discuss what you overlooked that lead you astray. Bring PI to class.

Sept 10  Read “In White” 387 and then “Design” 386 PI  
**Homework essay:** Explain why “Design” is an improved poem.

**Homework essay:** How is Hughes using poetry as social commentary?

Sept 17  Read “Tornados” 239, “Dusting” 478, “Ironing Their Clothes” 479-80 All in PI  
**Homework essay:** What do the poems show about family relationships? About self-identity?

Sept 22  Catch up/discuss poetry essay

Sept 24  Discuss poetry essay

Sept 29  DUE: Poetry paper  
Prior to class: Read 31 – 73 **WEL** “Hills Like White Elephants” 538 in The Story and Its Writer (SW)  
Discussion: Fiction terminology/fiction discussion leading/fiction essay requirements

Oct 1  Prior to class: Read “Good People” 1341

Oct 6  Prior to class: Read “Black Man and White Woman in a Green Rowboat” 88

Oct 8  Prior to class Read: “Where Are You Going? Where Have You Been” 988

Oct 13  Prior to class Read: “Greasy Lake” 164

Oct 15  Prior to class Read “The Lone Ranger and Tonto Fistfight in Heaven” 36

Oct 20  Prior to class Read “Cathedral” 191- 200

Oct 22  Prior to class Read “A Good Man Is Hard to Find” 1042- 53

Oct 27  DUE: Fiction essay  
Prior to class: Read 77 – 100 in **WEL** and Oedipus Rex 69-94 in The Bedford Introduction to Drama (BID)  
Write out answers to 1 – 4 Questions about Plot versus story (WEL 81)

Oct 29  Continue discussion of Oedipus Rex/connections to modern works

Nov 3  Prior to class: Read Death of a Salesman Act I 1065-86 **BID**  
Write out answers to 1, 4, 8, 11 about characterization (WEL 89)

Nov 5  Prior to class: Death of a Salesman Act II 1086-1106  
Write out answers to 1, 2, 3, 4 about theme (WEL 97)

Nov 10  Prior to class: Fences Act I 1483-1501 **BID**  
Write out answers to 1, 4, 8, 11 about characterization (WEL 89)
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Nov 12</td>
<td><strong>Fences Act II 1501-12</strong>&lt;br&gt;Write out answers to 1, 2, 3, 4 about theme (WEL 97)</td>
</tr>
<tr>
<td>Nov 17</td>
<td>Catch up/Discuss Drama essay &amp; portfolio&lt;br&gt;Drama paper topics should be related to ideas about theme and characterization from your previous homework. In the essay, you must include references to the three assigned plays.</td>
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<tr>
<td>Nov 19</td>
<td>DUE/hardcopy: First draft of drama essay</td>
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<td><strong>THanksgiving</strong></td>
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<tr>
<td>Dec 1</td>
<td>Discuss drama essay &amp; portfolio</td>
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<tr>
<td>Dec 3</td>
<td>DUE: Drama essay</td>
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<tr>
<td>Dec 8</td>
<td>Writing/conference day</td>
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<tr>
<td>Dec 10</td>
<td>Writing/conference day</td>
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<td><strong>Final Monday Dec 14</strong></td>
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