

Spring 1-15-2015

# ENG 1002-031: Composition and Literature

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*Eastern Illinois University*

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ENG 1002G Composition and Literature  
Section 031 Meets TTH 2:00 - 3:15  
Instructor: L. A. Berry (Ms Berry or Ms B)  
Office Hours: 9:30 to noon, TTH Coleman 3836  
Contact me via e-mail: [laberry@eiu.edu](mailto:laberry@eiu.edu)

**Required Text/Materials:**

Meyer, Michael. *Poetry: An Introduction*. 6th Edition. Boston: Bedford/St. Martin's, 2010.  
Charters, Ann. *The Story and Its Writer*. 8th ed. Boston: Bedford/St. Martin's, 2011.  
Jacobus, Lee. *The Bedford Introduction to Drama*. 6th ed. Bedford/St. Martins, 2009.  
Griffith, Kelley. *Writing Essays about Literature*. 7th ed. Boston: Thomson-Wadsworth, 2006.  
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 texts.

**My Personal Course Description:**

You will practice analysis of poetry, short fiction and drama. You must write well-reasoned, logically organized essays using sound rhetorical strategies to support an arguable thesis. Expect to spend four to six hours weekly in preparation for the class, depending on your current skill level.\*

**\* Consistent with the 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:**

Work done in-class and cannot be made up. 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 one point.

### 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 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>.

### 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](http://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.

Main Assignments	(minimum length)	Points possible
Comparison of theme/poetry	(3 pages)	70 points
Issue in fiction	(5 pages)	100 points
Synthesis of theme/drama	(5 pages)	100 points
Capstone essay	(8 pages)	150 points
Participation (discussion/homework/group)		50 points
Reading quizzes/in-class writing		30 points

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.

#### 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 via Panthermail. Attach a Word document. Name the document using your last name.
- ✦ You must schedule at least one conference prior to the 10<sup>th</sup> week of class; failure to do so results in a 20-point deduction from your grade.
- ✦ There is no extra credit.
- ✦ If you are dis-satisfied with a grade, submit an essay in which you explain specifically what you think I have misjudged or over-looked based on the rubric used for assessing 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. Keep in mind that your education consists largely of the work you do independently; what we do in class is a means of monitoring your progress. **Assigned essays/homework must be typed.**

- Jan 13            Go over syllabus and elaborate on goals/expectations for the class.  
Review terminology related to poetry. Generating ideas for analysis.
- Jan 15            Prior to class: Read 357 - 62 in *Writing Essays about Literature*. (WEL)
- Jan 20            Read 4 - 9, 13 - 22, 107 - 30 in *Writing Essays about Literature*. Bring this text and *Poetry: An Introduction (PI)* to class.
- Jan 22            Prior to class: Read 137 Word Sounds - 61 in *WEL*.  
DUE/hardcopy: Comparison of "Calvary Crossing a Ford" (WEL 16) and "Dulce et Decorum Est" (PI xx) Include discussion of diction, speaker, situation, imagery. Your reading in *WEL* has included many sets of questions to generate ideas on these topics; you should use them.

- Jan 27 Writing Day (Can schedule conference.)  
DUE/e-mail attachment: Poetry essay
- Jan 29 Prior to class: Read “I, Too” 407, “Lenox Avenue: Midnight” 415, “Ballad of the Landlord” 417-18 “125th Street” 421, “Dream Boogie” 421-22, “High to Low” 425-6 “Dinner Guest: Me” 426-7 All in *PI*  
Consider theme and tone in Hughes. How is he using poetry as social commentary?
- Feb 3 Prior to class: Read “Tornados” 239, “Dusting” 478, “Ironing Their Clothes” 479-80 All in *PI*  
What kind of social commentary is demonstrated in these poems?  
What do the poems show about family relationships? About self-identity?
- Feb 5 Bring laptop to work on group project.
- Feb 10 Bring laptop to work on group project.  
Feb 12 DUE/e-mail: Group project  
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
- Feb 17 Prior to class: Read “Good People” 1341  
Feb 19 Prior to class: Read “Black Man and White Woman in a Green Rowboat” 88
- Feb 24 Prior to class Read: “Where Are You Going? Where Have You Been” 988  
Feb 26 Prior to class Read: “Greasy Lake” 164
- Mar 3 Prior to class Read “The Lone Ranger and Tonto Fistfight in Heaven” 36  
Mar 5 Prior to class Read “Cathedral” 191- 200
- Mar 10 Prior to class Read “A Good Man Is Hard to Find” 1042- 53  
Mar 12 Research/writing day (Conference can be scheduled.)  
Break
- Mar 24 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)
- Mar 26 Continue discussion of *Oedipus Rex*/connections to modern works
- Mar 31 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)
- Apr 2 Prior to class: *Death of a Salesman* Act II 1086-1106  
Write out answers to 1, 2, 3, 4 about theme (*WEL* 97)
- Apr 7 Prior to class: *Fences* Act I 1483-1501 *BID*  
Write out answers to 1, 4, 8, 11 about characterization (*WEL* 89)

- Apr 9            Fences Act II 1501-12  
Write out answers to 1, 2, 3, 4 about theme (*WEL* 97)
- Apr 14            Discuss Drama essay & capstone paper  
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.
- Apr 16            DUE/hardcopy: First draft of drama essay
- Apr 21            Writing day  
Apr 23            DUE: Drama essay  
Further explanation of capstone paper  
Topic must relate to the issue of racism, self-identity, or women's roles  
and include references to at least one poem, one story and one play we  
have studied.
- Apr 28            Writing day  
Apr 30            DUE/hard copy: First draft of capstone essay
- Final Monday May 4 8:00  
                  Thursday May 7 10:15            Further drafting of capstone essay