

Spring 1-15-2010

# ENG 1002G-019-030: Composition and Literature

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**English 1002**

**Mrs. Kathleen Rodems**

**Office:** McAfee 1125

**Office Hours:** M, W 2:00-4:00 or by appointment

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**Required Texts:**

*The Little Brown Handbook* H. Ramsey Fowler and Jane E. Aaron

*Literature: The Human Experience* Richard Abcarian and Marvin Klotz

*Writing Essays about Literature* Kelley Griffith

**Course Description:** Composition and Literature. A writing course designed to improve skills in critical thinking and analytical expression based on the reading of literary texts. As in 1001G, attention is given to the on-going development of student writing, including effective expression, clear structure, adequate development, and documentation of sources. Prerequisite: English 1001G.

**Objectives:**

1. To write expository and persuasive texts in which paragraphs, sentences, and words develop a central idea that responds to the reading of literary works. As in 1001G, these papers should reflect an understanding and command of recursive writing processes: *generating and prewriting strategies for formulating a thesis, methods for planning and drafting a paper, strategies of revising for clarity and adequate development, and means for polishing and editing*. These papers should demonstrate consideration and employment of effective methods of organization. At least one paper should introduce students to methods of library, online and/or field research, entail the use of primary and secondary source materials drawn from both online and library sources, and reflect current principles of documentation.
2. To develop the ability to evaluate and criticize their own and their peers' writing.
3. To read poetry, fiction, and drama expressing a wide range of cultural perspectives and to think critically and write analytically about them.
4. 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.

This is a writing centered course. While you are not required to submit an essay from this course to your EWP, it is strongly suggested. Each of the essays written in this class will undergo at least one revision and will therefore represent completed work.

**Attendance, Tardiness, and Participation (150 points):**

Frequent and subsequent class participation is necessary to succeed in this class, and as a result, fulfills a significant portion of your final grade (150 points). In order to earn the full participation points, I expect you to contribute substantial, well-thought out comments and questions to the class discussions of each reading as well as during class lectures and workshops.

You will be allowed **three absences total**, excused or unexcused, and each absence thereafter will result in the subtraction of 10 participation points. Choose your absences wisely.

Repeated tardiness, sleeping in class, coming unprepared to class (no textbook), and the use of cell phones will also result in the subtraction of participation points.

**Cell Phone Policy:**

**The use of cell phones is absolutely and positively prohibited during class time** and is one of my major pet peeves. I insist that you refrain from using your cell phone which includes talking on, texting, looking at or checking your phone, or anything else that might be considered using your cell phone for the full 50 minutes of class. This explanation of my policy represents your first warning. If I see you doing any of these actions during class time, I will ask you to leave, and you will be given an absence for the class and unable to earn credit for any of the assignments due during that class period. I WILL CATCH YOU SO PLEASE DON'T DO IT!

**Late Work:**

**Your work is due on the designated date even if you are absent from class, and it will still be your responsibility to turn in the work.** You may put the assignment in my mailbox (CH 3155), bring it to my office (McAfee 1125), or send it through WebCT.

Papers are due at the beginning of class on the assigned dates. **Late papers will be penalized one letter grade per each day the paper is late (including weekends).** For example, if the paper is due Monday, and you do not turn it in until Wednesday, the best grade you can earn is an 80%. However, I am well aware that there are occasions when circumstances may prevent the completion of work, and I may be willing to grant additional assistance or extensions. BUT YOU MUST CONTACT ME WELL BEFORE THE DUE DATE because I will not grant an extension the day the paper is due.

**I will not accept daily work late.** If you are absent from class, in order to earn credit for the daily annotation, you must put the it in my mailbox (CH 3155), bring it to my office (McAfee 1125), or send it through WebCT by the end of the scheduled class time.

**Peer Reviews (100 points):**

You will complete several peer reviews during the course of the semester. These peer reviews are important and will help you learn how to not only find mistakes, but also how to fix them—an essential writing and revising skill. **In order to earn the full points for the peer review, you must be present in class and have a completed rough draft.** You will be graded on not only the completion of these peer reviews, but the quality of the feedback.

**Literary Term Presentation (25 points):**

Each student will be required to present a literary term to the class. I will provide a sign-up sheet on the second day of class. The presentation should define the term and then present 3-4 examples of the term in a power point. If possible, the examples should be applied to scheduled reading. The student will be graded on the accuracy of the information, creativity, and how well he/she presents the information. A good presenter **will not simply** read the information from the power point, but will be prepared to present what he/she has learned from the research in a dynamic and interesting presentation. Each presentation must include a bibliography at the end of the power point. These terms will be used throughout class and will be included on the final exam. It is important to take notes during each presentation. The presenter should also be prepared to answer questions from the students and instructor.

**Reading Annotations (100 points):**

For each assigned reading, you will be required to complete an annotation for each story, poem, or act. To annotate a piece of literature literally means to make critical or explanatory notes or comments. This typically means to ask questions, define, summarize, analyze, critique, or just take notes paragraph by paragraph if a story or play, or line by line if the piece is a poem. There is no word or page length required, but as I stated earlier, I expect you to annotate each paragraph or line. The annotation will also supply you will ideas and questions to ask during our discussions of

these readings, supporting the fulfillment of your participation points. It will be important to take these annotations seriously and prepare substantial notes for the discussion and are also excellent preparation for the final exam. I will randomly collect these annotations throughout the semester. Each annotation will be worth 10 points, and these will be graded on the quality of the information and questions you note. I will not accept these annotations late. If I find that students are not completing the annotations, I will implement daily reading quizzes as well.

**Assignments and Grading:**

Class Participation	125 points
Peer Reviews	100 points
Literary Term Presentation	25 points
Reading Annotations	100 points
Essay 1	100 points
Essay 2	100 points
Essay 3	100 points
Essay 4	100 points
Final Exam	100 points

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**Total****850 total points****Formatting:**

Always keep a personal copy of any polished paper you submit to me. Save it on disk in rich-text format, as well, so it could easily be submitted to the EWP. Secure all sheets together. Put your name and the page number in the top right corner of each sheet but the first. On the first page put a title and the following:

Your name  
Assignment Number  
English 1002  
Rodems  
Date

**Office of Disability Services:**

If you have a documented disability that may require assistance, you will need to contact the Office of Disability Services (581-6583).

**Plagiarism:**

According to the English Department's policies on plagiarism:

Any teacher who discovers an act of plagiarism—"The approbation 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 the 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.

**Writing Center:**

I encourage you to use EIU's Writing Center located at 3110 Coleman Hall. This free service provides one-to-one conferences with writing center consultants who can help you with brainstorming, organizing, developing support, and documenting your papers.

The writing center is open to help any student from any major at any stage of his or her writing process, and its system of one-to-one conferences demonstrates value and respect for individual writers, all of whom can benefit from feedback about their works in progress.

To schedule an appointment, you can drop by the center (3110 Coleman Hall) or you can call 581-5929. The writing center is open Monday through Thursday, 9 a.m. to 3 p.m., and 6 p.m. to 9 p.m. Friday's hours of operation are 9 a.m. to 1 p.m.

**Schedule of Assignments**

This schedule may change at any time according to the needs and demands of the class. Make sure you always bring it with you and check WebCT in case of modification. The assignments listed are due for that day.

**January**

- 11—Introductions, course overview, and diagnostic essay
- 13—Read pages 3-9 in *WEAL*, 3-6 in *LTHE* and "Young Goodman Brown" by Nathaniel Hawthorne page 82
- 15—"The Cask of Amontillado" by Edgar Allan Poe page 1298
- 18—Martin Luther King Day-No Class
- 20—"The Penal Colony" by Franz Kafka-handout
- 22—"Harrison Bergeron" by Kurt Vonnegut, Jr.-handout
- 25—"The Yellow Wallpaper" by Charlotte Perkins Gilman page 997
- 27—"Phantom Pallace" by Isabel Allende-handout
- 29—Choose a story to use for Essay 1

**February**

- 1—**Rough Draft of Essay 1 Due**-Peer Review
- 3—Workshop for Essay 1
- 5—**Final Draft of Essay 1 Due**-Begin Drama
- 8—Act I Scene 1 of "A Raisin in the Sun" by Lorraine Hansberry-pages 815-846
- 10—Act I Scene 2 pages 846-878
- 12—Lincoln's Birthday No Class
- 15—Act II Scene 1 pages 878-890
- 17—Act II Scene 2 and 3
- 22—Movie
- 24—Movie
- 26—Movie

## **March**

1—Preparation for Essay 2 and discussion of movie

3—**Rough Draft of Essay 2 Due**-Peer Review

5—**Final Draft of Essay 2 Due**-Begin Poetry

8—Paul Laurence Dunbar “We Wear the Mask” 787, Emily Dickinson “I felt a Funeral, in my Brain” 157

10—Anne Sexton “Cinderella” 800, Rita Dove “Daystar” 811

12—Etheridge Knight “Hard Rock Returns to Prison...” 803, e.e. cummings “nobody loses all the time” 1395

## **15-19 Spring Break**

22—William Blake “The Chimney Sweeper” 152, “The Tyger” 152

24—Robert Pinsky “An Old Man” 503, A.E. Housman “To An Athlete Dying Young” 1387

26—William Blake “A Poison Tree” 1104, Molly Peacock “Say You Love Me” 1131

29—Theodore Roethke “My Papa’s Waltz” 1113, “I Knew a Woman” 1114

31—Preparation for Essay 3

## **April**

2—**Rough Draft of Essay 3 Due**-Peer Review

5—**Essay 3 Final Draft Due**-Assign Essay 4

7—Library Day

9—**Essay 4 Proposal Due**

12—

14—**Essay 4 Annotated Bibliography Due**

16—

19—**Essay 4 Outline and Dbl Entry Journal Due**

21—

23—**Rough Draft of Essay 4 Due**-Peer Review

26—Workshop for Essay 4

28—**Final Draft of Essay 4 Due** and Review for Final Exam

30—

## **FINAL EXAM:**

**Tuesday May 4<sup>th</sup> 12:30-2:30 (Section 019 11:00-11:50 course)**

**Wednesday May 5<sup>th</sup> 12:30-2:30 (Section 030 1:00-1:50 course)**