ENG 2011G-001: Literature Self & World Fiction

Fern Kory

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Spring 2017 English 2011G-2 (Section 001): Literature, Self, World Fiction

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office hours
M 11:00 - 12:00
T 12:00 - 1:30
W 1:00 - 2:30 - and by appointment

Reading/Fiction MWF 10:00 - 10:50 in Coleman Hall 3170
English 2011G is a writing-intensive general education humanities course.

BOOKS
Writing Resource
MLA Handbook (new 8th edition)

Fictions

Harry Potter & the Sorcerer’s Stone J.K. Rowling
The Lover’s Dictionary: A Novel David Levithan
Daisy Kutter Kazuo Kibuishi

+ Self Selected Fiction
+ Genre Fiction
+ Fiction Without Walls

Still Available →
Ms. Marvel G. Willow Wilson
(Illus. Adrian Alphona)
The Sun Also Rises Ernest Hemingway
Not Without Laughter Langston Hughes

Course Goals
To be achieved through reading and writing, speaking and listening, research and reflection

• Enlarge and refine our vocabulary for talking about popular & literary fiction
• Hone our ability to describe, analyze, and evaluate stories in varied formats and genre
• Deepen our appreciation of craftsmanship in storytelling
• Clarify our understanding of the challenges and pleasures of reading
• Productively use library resources to locate or research literary works
• Gain fluency in writing for specific audiences in various media, genre, or formats
• Learn more ways to find good books to read or recommend
# SCHEDULE

## Week 14

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>M</td>
<td>4.17</td>
<td>Begin Reading Without Walls Selection; D2L Post</td>
</tr>
<tr>
<td>W</td>
<td>4.19</td>
<td>Continue Reading Without Walls: D2L Post</td>
</tr>
<tr>
<td>F</td>
<td>4.21</td>
<td>Read and Discuss Model Blog Posts; D2L Post</td>
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## Week 15

### Individual Conference Appointments Available

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>M</td>
<td>4.24</td>
<td>Topic Proposal for Blog Post or Reflective Essay DUE on D2L</td>
</tr>
<tr>
<td>W</td>
<td>4.26</td>
<td>Finish Reading Without Walls; Final D2L Post</td>
</tr>
<tr>
<td>F</td>
<td>4.28</td>
<td>Outline/Draft Blog Post or Reflective Essay DUE</td>
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**Final**

Tuesday 10:15 – 12:15 (e-submissions DUE by NOON)

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## D2L Posts Fiction Without Walls + Final Project

<table>
<thead>
<tr>
<th>Day</th>
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<tbody>
<tr>
<td>M</td>
<td>4.17</td>
<td>Reading Fiction Without Walls</td>
</tr>
<tr>
<td>W</td>
<td>4.19</td>
<td>Starting Over the Wall</td>
</tr>
<tr>
<td>F</td>
<td>4.21</td>
<td>Model Blog Posts + Progress Report</td>
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</tbody>
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### D2L Posts Fiction Without Walls

**Subject Line:** Title of Book (Challenge Category) Author (or Author/Illustrator)

Explain how you found the book you are going to read next. What do you already know about it? Describe the “wall” you will peek over: How high is it? How long has it been there? How did it get there? Describe any points of connection you have with the book, whether format/genre, topic/character, anything else (familiarity with setting/author). Describe any challenges you expect to encounter. Explain how breaking down this wall might benefit you personally, academically, professionally....

### W 4.19 Starting Over the Wall

**Subject Line:** Title of Book #Descriptors of Book or Reading Experience

How far did you get in your book? What’s it about? How’s it going? Any surprises? Any questions? Quote a couple lines or passages or describe and discuss (with examples if possible) a couple features of this book that you find interesting, challenging, or appealing.

### F 4.21 Model Blog Posts + Progress Report

**Subject Line:** Title of Book #Theme(s)

**Part I:** Identify and describe effective features of the model blog posts in this module: “Breaking Through Writer’s Block” & "The Perks of Trying Something New" (EIU Writes) and the Student Model. Based on these examples--and your own experience reading or writing blog posts-- what would you say are some key features of an effective blog post? Explain.
Part II: How’s the reading going? To what extent are you immersed in the story? In what ways is the world (or format or genre) of the story feeling more comfortable? What have you learned?

**M 4.24 Topic Proposal**

Subject Line: Topic/Topic/Topic (Reflection) OR “Working Title” (Blog Post)

**For Blog Post:** What is the topic or focus of your lively, focused explanation of an issue or personal insight related to reading or fiction?

What is your goal: inform, advise, advocate, provoke thought, something else?

What, finally, do you want to get across to readers? What do you want them to take away? Is there something you want them to do or think or feel or understand or imagine after reading your post?

How might you be able to hook your audience at the beginning of the post? How will you reel them in?

What do they already know -- or think they know -- about your topic?

What might be some appropriate links or images?

**For Reflective Essay:** Describe the topics you want to explore in this essay.

What made you think of these topics? What makes them interesting or important to you?

What sorts of examples (from your experience or from the books you have read) will you be able to use?

**W 4.26 On the Other Side**

Subject Line: Title of Book + 2-3 Descriptors

For example, *Ms. Marvel*: Groundbreaking, Marvelous, Goofy

So, what did you gain from this reading experience? What questions did it raise or answer for you?

Any last words?

If you had to describe your book to someone in 2 minutes, what would you say? What are a couple

**F 4.28** We will continue informal 2 minute book talks.
FINAL PROJECT Options (125 points) – DUE Tuesday 5.2 @ noon

Blog Post (300 – 500 words)
Task: A lively, focused explanation of an issue or insight related to the books we have read this semester. Should include at least three links or images.

Goal: inform, advise, advocate, or provoke thought (re-thinking).

OR

Final Reflection (500-750 words + Works Cited page)
-> Can be completed as in-class essay (hand written*) or e-submission

Task: Describe and discuss three things you learned, re-discovered, or affirmed this semester about reading, about fiction, or about yourself as a reader. Topics could be related to course goals or insights might have grown out of your experience with specific books or assignments.

*Students doing in-class essay can bring a typed Works Cited page + Outline, Notes, Books

Goal: identify, analyze, and synthesize what you could take away from this class

Be as specific as possible about what you learned, affirmed, or re-discovered. Explain how each insight was sparked by a concept introduced in class; writing or research you did about books or reading; the books you read, discussed, or heard about; or another aspect of your experience. Provide specific examples – quoted or described, as appropriate.

In concluding, consider some of the implications of these insights for you as you move forward in your life as a reader, student, professional,....

adjusted Grades (Point values adjusted to provide a choice of final projects)

D2L Discussion Posts (150 + 100) up to 250 points
Book Talk 100
Group Presentation 125
Review Essay 250
Blog Post OR Reflective Essay 125
Participation/Attendance 50

The Bottom Line... Course grades will reflect the percentage you earn of the 900 points possible
A = 91% (819+); B = 81–90% (729+); C = 71–80% (639+); D = 61-70% (549+); F = below 549