

Spring 1-15-2002

## ENG 1092-099

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### Recommended Citation

Hoberman, Ruth, "ENG 1092-099" (2002). *Spring 2002*. 42.  
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English 1092G  
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Spring 2002

**Office Hours:** MF 2-3; W 8-9; Tu by appointment.

**Texts:** Charters, *The Story and Its Writer*  
 Klaus, *Stages of Drama*  
 Kennedy, *Introduction to Poetry*  
 Hemingway, *A Farewell to Arms*  
 Fulwiler, Hayakawa, *The Blair Handbook*  
 Williams, *Style: 10 Lessons in Clarity and Grace*

**Goals:** 1092 is a writing course designed to improve skills in critical thinking and analytical expression based on the reading of literary texts. At the end of the course, you should be able to write even better than you did at the end of 1092/1001. The course is also designed to introduce the three major genres of literature—poetry, drama, and fiction—and to enhance your enjoyment of them.

**Policies:** 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 penalty, up to and including immediate assignment of a grade of F for the assigned essay and a grade of NC for the course, and to report the incident to the Judicial Affairs Office.

Plan to hand in papers on time. If you're having problems, let me know. **Papers a week or more late will not be accepted at all.**

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.

While I don't have a formal absence policy, I do expect you to be in class. If you miss class, you risk missing hand-outs, opportunities to participate in discussion, in-class writing assignments that may not be made up, important information about assignments, and (I hope) a good time. It's a good idea to call me if you must miss class; if personal emergency or illness prevent you from being there or handing in work, make sure you let me know and I will see that you're not penalized.

**Requirements:** midterm and final (25%)

5 essays (3-5 pp each, one involving research) (60%)

miscellaneous brief writing assignments, group presentations, class participation, and Web CT postings (15%)

**Grades:** . Paper grades will be based on "Guidelines for Evaluating Writing Assignments in EIU's English Department."

I plan to use number rather than letter grades; this will convert into your final grade as follows: 91-100=A; 81-90=B; 70-80=C. 65-69=D. Because I grade on a 100-point scale, missing assignments affect the grade tremendously.

All assigned work must be handed in for you to pass the course.

Please note that you must have a C average in order to receive credit for this course.

Any paper handed in on time may be rewritten IF it is handed in again within one week of its being returned. I will grade that paper separately and average the original and rewrite when I figure grades.

This is a writing-centered course. You may submit an essay from the class for your Electronic Writing Portfolio (see attachment).

**Responses:** Each week, you'll be required to write at least one separate response to a reading assignment on the Web CT bulletin board. Your response *must be posted at least 90 minutes before the class for which the assignment is due.*

Your response should be 1-2 paragraphs. It should be a thoughtful response to the assigned reading (I will try to suggest useful approaches in class, though a spontaneous reaction is fine too) that must do two things: 1. respond to the comments of at least one other student (unless you're the first to post); and 2. quote at some point from the reading. I will not grade individual responses, but will evaluate them at the end of the semester on the basis of thoughtfulness, precision, punctuality, and completeness. A-level responses will go beyond the minimal requirements (in terms of insight, frequency, or both).

IF you fail to gain access to Web-CT for reasons beyond your control (this may happen especially during the first week or two):

Bring a typed 1-page response to the appropriate class period. Same rules apply except that you won't be able to comment on each other's ideas. I will read and give credit for only those responses given to me in class. I will comment on these and return; make sure you save them as you'll be asked to hand them all in at once at the end of the semester for evaluation.

**Group presentation:** In groups of 3-4, I'd like you to select from the list below a short story writer or poet who particularly interests you. Your task will be to research that writer's work and, as a group, lead a class on either a story from the anthology, or a group of 3-4 poems you select (and get to me ahead of time so that I can duplicate them for the class). Prepare 5-10 minutes of background information, then lead the class in a discussion of the work. Use whatever methods you'd like to make it interesting (let me know ahead of time if you need anything duplicated or if you need a vcr or cd player); feel free to assign groupwork, give quizzes, etc. For your final paper (which must include research), use what you have learned to make some point about the author's work.

Possible short story writers: Shields, Updike, Steinbeck, Singer, Babel, Cisneros, Mansfield, Mason, Gilman, Bambara, Carver; possible poets: Collins, Clifton, Roethke, Olds, Gallagher, Dove, Sellers, Hayden, Stevenson, Snyder, Plath, Atwood, Stillman, McKay, Pastan, Komunkayaa, Erdrich, Rose, Heaney

#### Tentative Syllabus

Mon Jan 7: Intro to course

#### I. Family

for Wed Jan 9: in Klaus, Sophocles, Oedipus Rex or Euripides, the Bacchae

Fri. Jan 11: Oedipus/Bacchae

Mon. Jan 14: in Kennedy, Roethke 18; Hayden 424, Olds 33, Gallagher 36, Winters 506 [tone, irony, words]

Wed Jan 16: Plath 120, 464; Frost 130, Stevenson 96, Dove 406 [figurative language, connotations,

denotations]

Fri Jan 18: Oates, "Where Are You Going?" 1052

Mon Jan 21: no class.

Wed Jan 23: O'Connor, "Good Country People."

Fri Jan 25: Bring essay #1.

Mon Jan 28: Bring revised essay #1 to conferences.

Wed Jan 30: Conferences.

## II. Education, identity, and the state

Fri Feb 1: Hand in final version essay #1. Mamet, Oleanna

Mon Feb 5: Oleanna

Wed Feb 7: Auden 32, McKay 300, Erdrich 413, Rose 304

Fri Feb 8: no class.

Mon Feb 11: Stevens 81, Heaney 427, Snyder 103, Stillman 176 [imagery, sound]

Wed Feb 13: Lovelace 41, Owen 41, Jarrell 436, Komunyakaa 305

Fri Feb 15: Bring essay #2.

Mon Feb 18: Hand in essay #2. Hemingway

Wed Feb 20: Hemingway

Fri Feb 22: Hemingway

Mon Feb 25: Hemingway

Wed Feb 27: Hemingway

Fri March 1: Bring essay #3.

Mon March 4: Hand in essay #3. Midterm.

## III. Sexuality

Wed March 6: in Kennedy, Clifton 247, Pastan 247, Collins 104, Atwood 128, Yeats 511

Fri March 8: Sellars, 39; Shakespeare 115 and 213, Millay 215 [open vs. closed form]

March 11-15: Spring Break

Mon March 18: Othello

Wed March 20: Othello

Fri March 22: Othello

Mon March 25: Othello

Wed March 27: Othello

Fri. March 29: Othello.

Mon. Ap 1: in Charters, Alexie, "Lone Ranger," 23

Wed. Ap 3: Bring essay #4.

Fri. Ap 5: Hand in essay #4. Group discussions

Mon. Ap 8: Conferences  
Wed Ap 10: Conferences  
Fri Ap 12: Group #1

Mon Ap 15: Group #2  
Wed Ap 17: Group #3  
Fri Ap 19: Group #4  
Mon Ap 22: Group #5  
Wed Ap 24: Bring essay #5.  
Fri April 26: Hand in essay #5. Review.  
There will be a noncumulative final exam during final exam week.