

Fall 8-15-2014

ENG 1002G-015: Composition and Literature

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ENGLISH 1002G-15: Composition and Literature

FALL 2014

T/TH 6:30-7:45 pm

Coleman Hall CH 3170

INSTRUCTOR: **LEANN AKINS**

OFFICE HOURS: Tuesdays and Thursdays

12:15-2pm

6:00-6:30pm

7:45-8pm and by appointment

OFFICE: CH 3037

MAILBOX: CH 3155

E-MAIL ADDRESS: lakins@eu.edu

A. Course Description. English 1002G. 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 ongoing development of student writing, including effective expression, clear structure, adequate development, and documentation of sources. Prerequisite: English 1001G.

B. Objectives. In successfully completing 1002G, students will:

1) Write expository and persuasive papers throughout the semester (a minimum of 5,000 words) in which paragraphs, sentences, and words develop a central idea (writing, speaking, critical thinking)

2) Read poetry, fiction, and drama expressing a wide range of cultural perspectives and values and develop abilities to think critically and write analytically about them (writing, speaking, critical thinking)

3) Engage in reading and writing experiences about literature in order to demonstrate an increased understanding of and appreciation for social, cultural, intellectual, and aesthetic ideas and their discovery (writing, critical thinking, citizenship)

4) Develop research skills, including effective use of source materials and principles of documentation (writing, critical thinking)

5) Develop skills in revising their own writing by participating in peer review workshops and by revising their essays (writing, critical thinking).

C. Guidelines. All students enrolled in English 1002G should have passed English 1001G or must have fulfilled the requirement through transfer credit or through the CLEP proficiency examination.

D. Minimum writing requirement of English 1002G. All students are required to write approximately 5,000 words (20 pages) of finished prose produced through multiple papers over the course of the semester. In addition to the assigned student authored texts, *a writing-centered final* will fulfill part of the writing requirement. I will respond critically to students' writing and address both strengths and weaknesses. I may administer pop quizzes and other scheduled tests on the readings at my discretion. The final course grade will be determined primarily by performance on the writing assignments. Students will schedule individual conferences as required.

REQUIRED TEXTS AND MATERIALS: Must be obtained before the next class session

Charters, *The Story and its Writer* 8th edition

Fowler, *Little Brown Handbook* 11th edition

Griffith *Writing Essays about Literature* 7th edition

Kennedy and Gioia, *Literature* 11th edition

Meyer, *Poetry*, 6th edition

Simple spiral bound notebook for class notes

Simple pocket folder to house discussion question submissions.

COURSE REQUIREMENTS OVERVIEW: You will be required to write often both in and out of class, to read carefully the selections that are assigned from the texts, to participate actively in classroom discussion and peer editing exercises, to refer individually to the textbooks when necessary, to complete all exercises, essays, and examinations, and to attend conferences when scheduled. You are also expected to keep track of **all** of your work—drafts, peer reviews, instructor comments, etc. Do **not** throw away anything!! These materials will be handed in with final copies of your written work.

SPECIFIC REQUIREMENTS:

Papers: You will be required to write and revise two papers. With each paper, all accompanying materials (including but not limited to planning exercises, previous drafts, peer reviews, and instructor comments) should be included. Additionally, you will be working on these drafts in class with peer groups gaining suggestions for revision. After extensive work, you will present drafts of essays to me in conference for which you will receive feedback and suggestions for further revision (see course outline for conference dates). Each paper is due at the beginning of class on the due date. **For each calendar day that a paper is late, its grade will be lowered a full letter grade.**

Paper 1 will be a literary research essay. Paper 2 will be a collaborative research assignment. Additional guidelines for preparing these papers will be given later in the semester.

NOTE: Deep revision, not just surface editing, is expected.

Conferences: Twice this semester, you or your peer group will meet with me to discuss the progress of your drafts. Also note that there are no scheduled classes for a portion of this time. Each student **must** sign up and attend these conferences. To earn the total possible conference points at each meeting, each individual **MUST** do the following:

- Bring one extra hard copy for me to keep.
- Have produced a draft that exemplifies substantial revisions since the class period in which peer reviews were done.
- Have prepared a list of questions and concerns about the draft.
- Be able to discuss with me or the group the revisions made thus far and any anticipated changes.
- Take notes on the any comments given to you.
- Be an active listener for others when in groups, offering them suggestions as needed.

****If you do NOT attend, you receive NO points, ONE absence, and NO feedback on your paper.**

****If you DO attend but DO NOT MEET THE ABOVE CRITERIA, conference points will be deducted.**

Due to the large number of students/conferences, I cannot allow conferences to be "made up" and, likewise, cannot allow conference points to be "made up". NO EXCEPTIONS. So, it is important that you sign up for a convenient time and then make every possible effort to attend.

Reading Responses: Routinely, you will bring to class a reading response on an assigned reading (8 entries in all, designated on your course outline). You must turn in this entry on the day of the reading at the beginning of class. You should use these writings to react to the readings, evaluating them in the light of other readings, your life, and/or the lives of people around you. These are possible approaches. Also, I expect you to pull direct passages from the work when making assertions about it. What you must avoid doing in your response is merely summarizing the plots of the stories/poems. I will grade these entries, which should be one full double-spaced typed page each, on the basis of developed points from the text itself, form/structure, and focused insight into the issues that the readings raise. Specific details are forthcoming. These are designated on the Tentative Course Outline with a * **Reading Responses will not be accepted at all after the work has been discussed in class. 8 total entries to be submitted.**

Discussion Questions: In to help you prepare for class discussion of the texts, I will provide the class, via email in advance, a list of study/discussion questions/activities for each assigned literary reading. You will informally answer these questions (typed or handwritten is fine) and bring the answers to class on the day of that reading. Keep all of your answers together in a folder, labeled neatly, and separate from notes and other materials. I will collect these folders, unannounced, throughout the semester and log a **completion grade** for each set of questions. Throughout the semester, there will be 13 sets of questions, again, collected intermittently and without warning throughout the semester. Over the course of the semester, **you must complete 10 sets. These folders must be submitted at the moment that I request them or that round of submissions will not be accepted. The next time the folders are collected, the next set of texts will be evaluated and so on.**

Peer reviews: Throughout the semester, you will be doing 2 peer activities: in class writing workshops and out of class peer editing. The first is an exercise that we will do together in groups. Directions will be given. The second is a detailed written critique that you will do for a peer. I will receive a photocopy of the peer critique (the second activity) that you do for your peer so that you may receive points for having completed it. Further directions for these activities will be given later. **If a peer review is not submitted to me on time, the reviewer will suffer one letter grade reduction of points.**

Quizzes: At any time, I can give a "pop quiz". **These cannot be made up, and your missed points will be deducted from your point total at the end of the semester.**

Exams: Two examinations will be given: one during the course and the other during the scheduled final exam period. the final **will be writing-centered.** In rare and unusual circumstances, an exam may be rescheduled, but the student must discuss the matter with me beforehand. **In the event that a student misses a scheduled examination, regardless of point totals, s/he will receive a NC for the course.**

Extra Credit (OPTIONAL): All Extra Credit can be turned in throughout the course, but it **MUST** be submitted **NO LATER** than the beginning of the class period on December 9th

Options:

- 1) Attend any campus/community event that is in some way educational, and type up a 1 page, double spaced response.
- 2) & 3) Visit the Writing Center for assistance with your writing. After your visit, type up a half page, double spaced summary for me, describing what you learned from the tutor and what changes you plan to make with your writing as a result of that visit. (**may go twice**)

10 points awarded for each. You may do all three for a possible 30 points total.

Throughout the semester, I **MAY** offer the class smaller extra credit, overnight homework assignments, **at my discretion**. But individual students cannot negotiate for more.

EVALUATION: By the end of the course, a student must be writing at a “C” level (or a 70%) to pass 1002

ASSIGNMENT (min. page requirement for each)	Individual Points	Cumulative Points	Grading Scale
Reading Responses (1)	8 @ 10 points each	80 points	A = 585-650
Conference points	2 @ 25 points each	50 points	B = 520-584
Reader Response Guides (2)	2 @ 10 points each	20 points	C = 455-519
Discussion/Study Questions (1)	10 sets @ 5 points each	50 points	
Literary Research Paper (5)		100 points	NC = 454
Group Research Project (5)		150 points	and below
Exam #1		100 points	
Final Examination (2)		100 points	

COURSE POINT TOTAL:

650 points

Failure to complete the Literary Research Paper, the group project, examination #1, or the final examination will result in a grade of N/C for the course regardless of point totals! Likewise, class participation, preparedness, and effort can affect any borderline grade. Feel free to come to me and discuss your work and/or grade anytime.

I will assess all writing according to the “Guidelines for Evaluating Writing Assignments in EIU’s English Department”:

Focus	Style, Mechanics, Grammar, Spelling and Documentation
Development	Process and Audience Consideration
Organization	

ATTENDANCE AND LATE POLICY: Since this course involves a great deal of class participation, it is essential that you attend classes and conferences alike. You are expected to attend every meeting and to be on time. Remember, if you are absent you are held responsible for the material covered in your absence. This includes any assignments given or collected. In other words, it is up to you to “get caught up.” If tardiness or absences become excessive, your grade will be affected.

I will allow for any properly verified absence. The university recognizes “properly verified absences due to illness, emergency, or participation in an official University activity.” **Bring the appropriate documentation to me beforehand, if possible. If not, then bring documentation to me when you return to class. Otherwise, I will NOT accept documentation. The end of the semester is NOT the time to bring in documentation. By that point, your absences have already been documented as “unexcused”.**

Note: a document from Health Services merely showing that you were there is NOT “proper verification” for an illness that requires you to miss class.

Proper documentation **MUST** be DATED and may include:

- ◆ Letter from university activity director
- ◆ Doctor’s note describing the nature of the illness and the requirement to miss class/work (i.e. flu like symptoms or some such illness where s/he recommends you NOT be at work or at class).
- ◆ Court documents, police reports, etc. that coincide with class time.
- ◆ ER visit notification that coincides with class time
- ◆ Other documentation accepted at my discretion.

I will allow 3 “unexcused” absences. After 3, you will be given a NO CREDIT for the course.

If you come to class more than 10 minutes late, you have received an unexcused absence. I keep strict attendance.

If tardiness or absences become excessive, do not expect to pass ENG 1002.

MAKE UP EXAMS AND LATE PAPERS: This information is detailed above within each description.

ADDITIONAL INFORMATION:

- ◆ Make sure that you save your work often (use RTF) and in more than one place to prevent loss of material.
- ◆ Save documents with last name, essay number, and draft number. Example: athey1:1 (last name, essay 1, draft one) -- athey1:2 (last name, essay 1, draft 2) -- athey 2:final (last name, essay 2, final draft) and so on.
- ◆ Whenever you email me, be sure that your subject line has your full name and section number.
- ◆ When you attach a document to an email, be sure that the document itself has full contact information in the upper left hand corner (see MLA page formatting).

WARNINGS:

- ◆ Anyone who is found tampering with classroom equipment or who is found using the computer for anything that is not course-related is subject to course dismissal.
- ◆ Anyone who is using a PERSONAL computer for anything that is not course-related will be asked to leave and will receive one unexcused absence for that class period.
- ◆ Anyone who is found using a personal electronic device (i.e. ipod, cellular phone, etc.) during class time will be asked to leave and will receive one unexcused absence for that class period. The only exception is if EVERYONE'S phones vibrate as a result of a university emergency. Then, we'll read these together and respond accordingly.
- ◆ I DO NOT DISCUSS GRADES IN EMAIL! I ENCOURAGE YOU TO COME BY THE OFFICE DURING OFFICE HOURS OR BY APPOINTMENT TO DISCUSS YOUR GRADE.
- ◆ OTHER USE OF EMAIL: if you have a question that is not easily and quickly addressed in an email, your FIRST line of communication is to be a trip to see me in person. Come by during office hours or set up an appointment. If, however, you have a simple question, unrelated to grades, feel free to email me. I check email at least once a day, every day, including weekends. Typically it is mid-morning and early evening. However, I will not commit to an exact time of day for checking my email. If you do not hear back from me, then see me in person ASAP.
At times, I may send out blanket phone texts to students if I need to make last-minute announcements/cancellations/reschedulings. Otherwise, do not use my phone number as a means of contacting me.

ACADEMIC HONESTY AND PLAGIARISM: To honor and protect their own work and that of others, all students must give credit to proprietary sources that are used for course work. It is assumed that any information that is not documented is either common knowledge in that field or the original work of that student.

Academic honesty:

- ◆ Documenting all proprietary information that is received from outside sources, including books, articles, websites, lectures, interviews, television, radio, etc.
- ◆ Putting quotation marks around the words that were written or spoken by someone other than oneself.
- ◆ Applying this standard to all assignments (papers, take home exams, presentations, etc.).

Plagiarism:

To present someone else's work or ideas as one's own is plagiarism. A student commits plagiarism by

- ◆ copying, word for word, someone else's writing without putting that passage in quotation marks and identifying the source.
- ◆ taking someone else's writing, changing some of the words, and not identifying the source;
- ◆ taking someone else's ideas or organization of ideas, putting them into his/her own words and not identifying the source;
- ◆ having someone else change the student's writing—a tutor, friend, or relative, for instance—and creating the impression that this is the student's own work; or
- ◆ purchasing or downloading papers or passages from the Web.

The English Department's statement concerning plagiarism is this: 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 assignment and a grade of F for the course, and to report the incident to the Office of Student Standards. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1). To encourage original and authentic written work, any written assignment created in this course may be submitted for review to Turnitin.com and will become a searchable document with the Turnitin-protected and restricted use database.

EWP: IMPORTANT FOR GRADUATION: EIU students MAY submit essays from ENG 1002, a "writing centered" course, for inclusion in a university-required electronic portfolio. See me or your academic advisor if you have questions. Submission forms, as well as other information about the Electronic Writing Portfolio, are available at <http://www.eiu.edu/~assess>

RESOURCES:

INFORMATION FOR STUDENTS WITH DISABILITIES: If you have a documented disability and wish to receive academic accommodations, please contact the Office of Disability Services at 581-6583 as soon as possible.

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, documenting your papers, and working with sentence-level concerns. 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. On Friday hours of operation are 9 a.m. to 1 p.m.

THE STUDENT SUCCESS CENTER: Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (<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

TENTATIVE SCHEDULE FOR 1002G
FALL2014
LEANN AKINS

USE THESE RESOURCES AS REFERENCE AS YOU WRITE.

Kennedy and Gioia, Literature Chapters 41-45 "Writing Essays about Literature"

Meyer Poetry Chapter 27 "Reading and the Writing Process and Chapter 28 "The Literary Research Paper"

Griffith Writing Essays about Literature Part 2: "Writing about Literature" p 195ff

Purdue Writing Lab Online <http://owl.english.purdue.edu>

*** MEANS THAT A READING RESPONSE IS DUE FOR THAT SPECIFIC TEXT AT THE BEGINNING OF CLASS THAT DAY. THERE ARE 8 READING RESPONSES DUE THROUGHOUT THE COURSE. FURTHERMORE, COMPLETE EACH DAY'S DISCUSSION QUESTIONS AND KEEP THE FOLDER WITH YOU AT ALL TIMES.**

PLEASE HAVE THE FOLLOWING TEXTS READ, DISCUSSION QUESTIONS COMPLETED, AND BE PREPARED TO PARTICIPATE IN CLASS DISCUSSION.

August 26 Introductions and other preliminaries
28 **Have Read and Take Notes as you Read:** Griffith Chapter 3 "Interpreting Fiction" 31-75; Charters "Writing about Short Stories" Charters 1752-1778; and Kennedy Chapter 42 "Writing about a Story" 1912-1936.

SHORT FICTION (CHARTERS TEXT)

September 2 **Have Read:** Oates' "Where Are You Going, Where Have You Been?" 988
4 Continue notes/discussions above

9 **Have Read:** *Carver's "What We Talk About When We Talk About Love" 218
11 **Have Read:** *Faulkner's "A Rose for Emily" 408

16 **Have Read:** Wolff's "Say Yes" 1390 and Atwood's "Happy Endings" 54 * **CHOOSE ONE**
18 REVIEW for test; Assign Literary Research Essay

23 **TEST**
25 Literary Research Planning and Researching. Further instructions will be given.

POETRY (MEYER AND KENNEDY TEXTS)

30 **Have Read and Take Notes as you Read:** Griffith Chapter 5 "Interpreting Poetry" 107-162; Meyer Poetry Chapter 27 & 28 684-739; Kennedy Chapter 43 "Writing about a Poem" 1937-195; Griffith Chapter 11 "Documentation and Research" 279-345; Kennedy Chapter 45 "Writing a Research Paper" 1972-1996

October 2 **Have Read:** *Hayden's "Those Winter Sundays" Meyer 21; and Roethke's "My Papa's Waltz" Meyer 238;

7 **Have Read:** Pastan's "To a Daughter Leaving Home" Meyer 291; Kinnell's "After Making Love We Hear Footsteps" Meyer 279; Hughes' "Mother to Son" Kennedy 975 * **CHOOSE ONE**

9 **Have Read:** Lawrence's "Piano" Kennedy 1064; Robinson's *"Miniver Cheevy" Kennedy 1081

14 **Have Read:** Robinson's "Richard Cory" and Simon's "Richard Cory" 755 both in Kennedy.
Assignment: Be drafting and **sign up for conferences**; partner up for peer work.

- 16 Peer workshop (Literary Research Essay).
Assignment: Do Peer Review Worksheet as homework. Complete and give to the peer ASAP. Provide me with a photocopy by next class session. Revise your paper and come prepared to conference next week. Since it is Mid-term, it's a good idea to review the course syllabus and to see me if you have questions about grades and/or absences as well as any other policies.
- 21 **No Class:** Conferences
- 23 **No Class:** Conferences

THE HERO MYTH: MIXED GENRE

28 LITERARY ANALYSIS PAPER IS DUE TODAY!

Group project is assigned
Submit Peer Review to me

30 Have Read:

Kennedy Chapter 25: "Myth and Narrative" 866-886
 Linda Seger's "Creating the Myth" **Print out and bring a copy to class!**
 Robert Ray's "The Thematic Paradigm" **Print out and bring a copy to class!**
 Liz Warren's "Steps of a Hero's Journey" **Print out and bring a copy to class!**

November 4 **Have Read:** *Hawthorne's "Young Goodman Brown" Charters 628
 6 **Have Read:** Frost's "The Road Not Taken" Meyer 365
Project Summary and Group Contract Due in Class

11 **Have Read/Heard:** O'Brien's **"The Things They Carried"* Charters 1001 and "On the Rainy River"
<http://www.archive.org/details/onTheRainyRiver> (audio file)

13 **GROUP PRESENTATIONS;** Notes

18 **GROUP PRESENTATIONS;** Notes
Assignment: Be drafting and sign up for conferences

20 **Draft of Project Due** for in-class peer workshop;
Assignment: Do Peer Review Worksheet as homework. Complete and give to the peer ASAP. Provide me with a photocopy by next class session. Revise your paper and come prepared to conference after break.

Thanksgiving Break November 24-28

December 2 **No Class:** Group Conferences
 4 **No Class:** Group Conferences

9 **Film; Submit Peer Review to me. All Extra Credit Due!**

11 **Last Class Day – Film/Discussion;**
FINAL Project DUE TODAY!

FINAL EXAM: LOCATION TO BE ANNOUNCED

ENG 1002-04	MONDAY, Dec. 15 th	10:15-12:15 am
ENG 1002-10	MONDAY, Dec. 15 th	10:15-12:15 am
ENG 1002-15	TUESDAY, Dec 16 th	7:30-9:30 pm