

Spring 1-15-2008

# ENG 1092G-095: Composition and Literature

C C. Wharram  
*Eastern Illinois University*

Follow this and additional works at: [http://thekeep.eiu.edu/english\\_syllabi\\_spring2008](http://thekeep.eiu.edu/english_syllabi_spring2008)



Part of the [English Language and Literature Commons](#)

---

## Recommended Citation

Wharram, C C., "ENG 1092G-095: Composition and Literature" (2008). *Spring 2008*. 49.  
[http://thekeep.eiu.edu/english\\_syllabi\\_spring2008/49](http://thekeep.eiu.edu/english_syllabi_spring2008/49)

This Article is brought to you for free and open access by the 2008 at The Keep. It has been accepted for inclusion in Spring 2008 by an authorized administrator of The Keep. For more information, please contact [tabruns@eiu.edu](mailto:tabruns@eiu.edu).

**English 1092.95: Composition and Literature****Spring 2008 / TTh 14:00-15:15 / Coleman 3290**

**Instructor: Dr. C.C. Wharram**  
**Graduate Assistant: Arwen Tyler**  
**Email: ccwharram@eiu.edu**  
**Office: 3010 Coleman, 217-581-6318**  
**Office Hours: TTh 15:15-16:45; T 19:45-21:30**  
**Mailbox: Coleman 3155**

**Course Description:**

This class will serve as an introduction to the study of the three main genres of literature: drama, poetry, and prose. During the semester, we will address many elements that make literary texts work (poetic devices, narrative structures, dramatic techniques). We will, at the same time, look at the history of literature in order to understand that literary works change with—and help change—the cultures in which they appear. Most importantly, this course hopes to make literature more accessible and interesting through the writing of analytical papers and exams. Since Composition and Literature serves as the second half of the introduction to university composition, we will spend a large amount of our course time developing and honing writing skills. This aspect of the course will include—and I make no apology for this—a large amount of grammar. Since you are, however, honors students, the vast majority of our grammar exercises will concentrate on improving your *style* rather than on fixing mechanical problems.

The readings for this section focus on—or are indirectly related to—music and lyrics. We will investigate the intricate and changing relationship between music and literature at various moments in history.

**NOTE:** Students are expected to spend two hours outside of class for every hour in class (at a minimum), meaning you must spend **at least five hours per week outside of class** to complete this course satisfactorily.

**NOTE #2:** You must submit a writing sample from this Writing Centered course for your Electronic Writing Portfolio (EWP). If you have not yet submitted, but plan to submit a writing sample from 1001 or 1091, do so immediately.

YOU WILL BE EXPECTED TO PARTICIPATE IN OUR CLASS DISCUSSIONS ON A DAILY BASIS, SO YOU MUST COME TO CLASS HAVING READ THE COURSE MATERIAL. MUCH OF THE READING WILL BE EXTENSIVE AND CHALLENGING: YOU SHOULD COUNT ON AT LEAST FIVE HOURS OF READING PER WEEK.

**Texts**

Bohner, C. H., ed. *Short Fiction: Classic and Contemporary*  
 Gay, John. *The Beggar's Opera*  
 Norton, Richter. *Gothic Reading: The First Wave*  
 Kleist, Heinrich von. *The Marquise of O and Other Stories*

Course reader will be available in early January at Copy X on Lincoln Avenue.

**Prerequisite:**

Satisfactory completion of ENGL 1001, 1091, or its equivalent. If you have not yet completed 1001 or 1091, you will not receive credit for this course.

**Academic honesty:** Students are responsible for knowing Eastern Illinois University regulations and

policies regarding academic honesty. Plagiarism will result in your failing the course and in further action by the university. Here is the English Department's 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 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.

### **Emailing Policy:**

I want to get to know you and your work this semester. Thus I ask that you call me or stop by my office during office hours (or scheduled times) so that we can talk. **DO NOT EMAIL ME TO ASK FOR AN “UPDATE” ON MISSED ASSIGNMENTS, OR TO EXPLAIN AN ABSENCE.** Working groups will be assigned so that you can contact group members for notes and missed work.

### **Course Objectives:**

In this course students will learn to:

- improve skills in critical reading and analytical writing based on the reading of literary works;
- write analytical papers demonstrating an understanding of how literary works create meaning;
- know your audience, and write persuasively for different audiences and purposes;
- economically incorporate and correctly document outside sources of ideas and information; this means expanding beyond your personal experience and engaging with the arguments published by others;
- revise, revise, revise your writing;
- copy-edit your drafts so that they are grammatically sound and readable;
- develop the ability to evaluate and criticize the writing of classmates
- identify the works and themes of a wide variety of literary writers;
- recall and define terms associated with poetry, drama, and prose;
- appreciate the unique ideas and contributions of these writers;
- understand how these authors reflect and alter the forces and traditions that shaped the historical periods and cultures in which they wrote;
- recognize the contributions of these writers to current visions of culture.

### **Conferences:**

As I get to know your writing better throughout the semester, I will require that you meet with me on an individual basis. In these conferences, we will discuss where you think your writing and critical skills are improving or need more work.

### **Attendance:**

Class participation plays a significant role in your final grade and your regular attendance is crucial. When you are absent—especially when you are frequently absent—two things happen. First, your participation grade drops substantially. Second, you naturally fall behind in understanding course material and neither the class nor the Professor can catch you up on everything missed in a day's class. YOU need to decide when it is absolutely necessary to miss class. Be wise. It bears repeating: you cannot make up missed work and late assignments will be penalized.

Although excessive absences will compromise your ability to pass the course, please do not contact me about “excused” absences. If you know you will be missing a class, please contact someone in the class to collect distributed materials and to take notes on the class and on upcoming assignments. At the beginning of the semester, I will give you time during class to set up a small (three or four person) telephone/email network for this purpose. It is contingent on **you** to make up for missed class time and work. If you do not bring your textbook to class, I will

interpret this act as a sign that you are not interested in receiving a passing grade in the class-participation component of this course.

### **Paper Policies**

Papers—and all other assignments—are due at the beginning of class. **Late papers will not be commented upon, and be marked a half grade lower for every class period late. Essays turned in as email attachments are considered late. Period. End of discussion.** Essays turned in a week past the deadline will be given a “zero,” but must nevertheless be submitted in order to pass the course.

Your paper should be stapled or paper-clipped and include page numbers. Format: 12-point Times New Roman font, double-spaced, with one-inch margins.

Turning in a **LATE DRAFT** of an essay means that

- a) you will not receive written feedback from the Professor
- b) you will not be able to make up peer-editing (if you miss peer-editing days)
- c) you will receive a lower grade on the final version of your essay

### **Course Evaluation:**

#### **Class Participation, In-Class Writing, and Quizzes (15%)**

This includes attendance, overall preparedness for class (having done the reading, brought the appropriate texts, etc.), and contributions to class discussion. See above. Occasionally, I will assign in-class writing assignments, and I reserve the right to quiz if the need arises.

#### **Response Papers (15%)**

You will be responsible for a number of short papers (between one- and two-page assignments) during the course of the semester. These papers will ask you to respond to the readings before or after our class discussions of the relevant texts. You should complete these assignments according to the format outlined in “Paper Policies,” above.

#### **Sonnet Assignment (5%)**

Early in the semester, you will choose a particular sonnet for a brief writing assignment.

#### **Summary of a Critical Work (10%)**

By mid-semester, I will require you to hand in a summary of one critical work (i.e., secondary source) on John Gay’s *The Beggar’s Opera*. This summary should be no longer than a page in length, double-spaced.

#### **Papers (40%)**

Over the course of the semester, you will be three larger writing assignments, worth 40% of your final grade. These need to be typed, and on time. That means the BEGINNING of class on the day each is due. See “Late Policy,” above, for more details. All papers must be turned in to pass this course. Your paper should include a title and a staple. Your name should appear on each page next to the page number. You may include a title page for your paper if you wish, but do not include any other information on the pages of your paper other than its title. That is, please do not hand in papers that have more white space than printed material. Use double-spaced, 12-point (or smaller) Times New Roman font with one-inch margins. Papers not of required length, and papers using unnecessary material or strategies to pad their length will lose a full grade. Submit your papers using a correct documentation format.

#### **Final (15%)**

The final will cover material from the entire course (the readings and class lectures). You must take the final to pass this course.

## **Work Evaluation:**

My methods of evaluation vary from assignment to assignment and paper to paper. For in-class writing assignments, response papers, and essay drafts, you will be graded on a scale of  $\sqrt{+}$ ,  $\sqrt{}$ , or  $\sqrt{-}$ . Work that is strongly engaged and on-topic will receive a  $\sqrt{+}$ . Satisfactory work that is on-topic will receive a  $\sqrt{}$ . Work that shows little engagement or is off-topic will get a  $\sqrt{-}$ . Criteria for the grading of papers are included on the assignment sheets, and will usually include a combination of scholarly analysis of assigned reading and general skill with the English language (spelling, grammar, paragraph structure, and so on). You will receive a handout documenting grading criteria early in the semester.

## **Conduct**

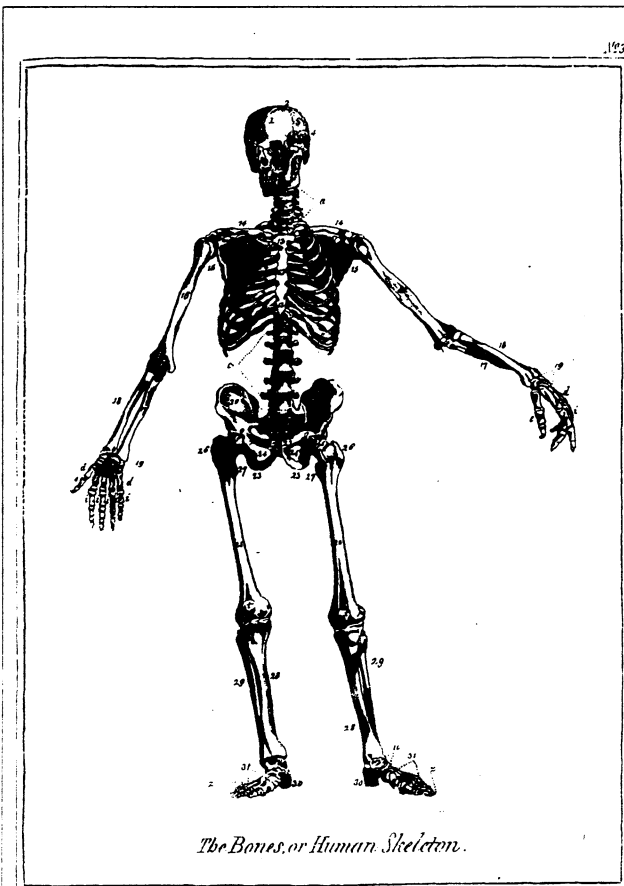
Instructors are responsible for maintaining order and a positive learning environment in the classroom. Students whose behavior is disruptive either to the instructor or to other students may be required to discontinue course activities and to cancel the course registration (or be disenrolled). In addition, students may be subject to disciplinary action.

## **Grades**

Your instructor sets the requirements and grading criteria for specific assignments. Here are general standards for grades:

- A = Achievement that is outstanding and unique
- B = Achievement that is significantly above the level necessary to meet the requirements
- C = Assignment meets the basic requirements in every respect
- D = Assignment meets only some of the requirements and is worthy of credit
- F = Assignment does not substantially meet the basic requirements

For in-class or other brief writing assignments, you will be graded on a scale of  $\sqrt{+}$ ,  $\sqrt{}$ , or  $\sqrt{-}$ . Work that is strongly engaged and on-topic will receive a  $\sqrt{+}$ . Satisfactory work that is on-topic will receive a  $\sqrt{}$ . Work that shows little engagement or is off-topic will get a  $\sqrt{-}$ .



## **Incompletes**

Incompletes are not given except in the most extraordinary circumstances (e.g., medical emergency), which a student must be able to document, and only if just a small part of the course remains to be finished. The student and teacher must make a written agreement concerning the condition of the incomplete.

## **Cell Phones**

All those not turning off their cells and/or other electronic devices will be subject to relentless mockery, public shaming, and, if necessary, unimaginably gothic tortures. More importantly, your class participation grade will be severely compromised.

## **Text Messaging**

If you send or receive texts during class, you advertise to everyone around you that you are a pathetic junkie who cannot survive without an umbilical cord to the chatter of others. Just thought you'd like to know.