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ENG 2011-001: Literature, the Self, and the World- -Fiction

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ENGLISH 2011G: Literature, the Self, and the World--Fiction

Spring 2002
 Section 1: TTr: 930-1045
 Coleman 3691 [old 318]

Dr. Zahlan
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 581-6977; cfarz@eiu.edu

OFFICE HOURS

Tuesdays, 1100-1145; 1630-1745; Wednesdays, 1545-1645; Thursdays, 1400-1500; By Appointment

COURSE OBJECTIVES

Who was the first storyteller? A lonely hunter consoling his fellows on a cold northern evening far from home? A mother calming a frightened child with tales of gods and demigods? A lover telling his intended of fantastic exploits, designed to foster his courtship? . . . we shall never know the answer, for the impulse to tell stories is as old as the development of speech, older than the invention of writing. It has deep, psychological springs we do not fully comprehend, but the need to make up characters, and to place them in worlds that are parallel to our own or are perhaps wildly at variance with it, is part of the history of all peoples, cultures, and countries; there is no known human group that has not told tales. (Michael Hoffman and Patrick Murphy, "Introduction," Essentials of the Theory of Fiction)

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We need not go to school to understand the importance of narrative in our lives. News of the world comes to us in the form of "stories" told from one or another point of view. The global drama unfolds every twenty-four hours--split up into multiple story lines that can be reintegrated only when they are understood from the perspective of an American (or Russian, or Nigerian), a Democrat (or Republican, or monarchist, or Marxist), a Protestant (or Catholic, or Jew, or Muslim). Behind each of these differences there is a history, and a hope for the future. For each of us there is also a personal history, the narrative of our own lives, which enable us to construe what we are and where we're headed . . . (Wallace Martin, Recent Theories of Narrative)

In this course, we will study the interactions of self and world in an important literary form: narrative. We will read, discuss, and write about stories, tales, and novels from different times and places, that illustrate the significance of narrative in human life. As we read and enjoy works of fiction, we will consider the uses of story-telling and story-writing as important means of ordering experience and sharing it with others.

Eastern's General Education Curriculum is designed to help students develop and improve their abilities to read and write, to reason, and to analyze. As a course that meets requirements in Literature and Philosophy, "Literature, the Self, and the World" will help conscientious and motivated students acquire knowledge of important works of literature, of developments in narrative technique, and of western and non-western cultural traditions. Designated "writing intensive," this course will offer opportunities to improve skills in written (as well as oral) communication; written expression will be an important basis of evaluation. Finally, "Literature, the Self, and the World: Fiction" will encourage critical thought and intellectual questioning as to the significance of narrative to individuals and within societies. (English 2011G is a "writing intensive" course that emphasizes writing as a major learning tool and method of evaluation.)

English 2011G: Literature, the Self and the World: Fiction

TEXTS

Dickens, *Great Expectations*; Defoe, *Moll Flanders*; Ellison, *Invisible Man*;
Kipling, *Kim*; Rubenstein & Larson, eds., *Worlds of Fiction*

SUGGESTED: *MLA Handbook for Writers of Research Papers* and a *Handbook*

SYLLABUS

WEEK I

Tues., Jan. 8: Introduction to Course and Assignments
In-Class Writing

Thurs., Jan. 10: From *The Thousand and One Nights*: "The Story of the Merchant and the Jinni"
(Trans. Lane), *Worlds* 10 ff.
Brothers Grimm, "Karl Katz," *Worlds* 461 ff.
Maugham, "The Appointment in Samarra," *Worlds* 779 f.;

WEEK II

Tues., Jan. 15: Storm, "The Story of Jumping Mouse," *Worlds* 1116 ff.
Mahfouz, "Half a Day" (Trans. Johnson-Davies), 720 ff.
[Pick up *Kim* from TRS.]

Thurs., Jan. 17: Tutuola, "The Complete Gentleman," *Worlds* 1186 ff.
Assignment of Papers I and II
[Begin reading Defoe, *Moll Flanders*.]

WEEK III

Tues., Jan. 22: Defoe, *Moll Flanders* (Have at least 150 pages read by this date.)

Thurs., Jan. 24: *Moll Flanders* (Have 200 pages read by this date.)

WEEK IV

Tues., Jan. 29: *Moll Flanders* (Have the book read by today.)

Thurs., Jan. 31: *Moll Flanders* (concluded)

WEEK V

Tues., Feb. 5: O'Connor, "A Good Man Is Hard to Find," *Worlds* 997 ff.
Oates, "Where Are You Going, where Have You Been?" *Worlds* 977 ff.

TEST ONE: Take-Home Exam distributed today in class.

Thurs., Feb. 7: TEST ONE

(Work on Take Home Exam. No class meeting--Dr. Z. at Langston Hughes Symposium)
[Begin reading Kipling, *Kim*.]

WEEK VI

Tues., Feb. 12: Kipling, *Kim* (Read first 100 pages for today.)

TEST ONE (Take-Home Exam) DUE IN CLASS TODAY.

(Exam must be computer-printed or typed; hourly late penalties accrue after 10:00 a.m.)

Thurs., Feb. 14: Kipling, *Kim* (Have book read by today.)

WEEK VII

- Tues., Feb. 19: Kipling, *Kim*
Thurs., Feb. 21: Kipling, *Kim* (completed)
Discussion of Test One

WEEK VIII

- Tues., Feb. 26: PAPER I DUE IN CLASS
Be prepared to share your paper with the class: Peer Evaluations and Workshop.
(Late penalties begin at 5:00 for anyone who does not take part in the Workshop.)
(Begin Dickens, *Great Expectations*.)
Thurs., Feb. 28: *Great Expectations* (Have at least 100 pages read by this date.)
REVISION DUE ON THIS DATE (Hand in revision, draft, and peer evaluation in
class or in my office or mailbox by 3:00 p.m.)

WEEK IX

- Tues., March 5: *Great Expectations* (Have at least 200 pages read by this date.)
Thurs., March 7: *Great Expectations* (Have 250 pages read for today.)
Paper II assignment reviewed; Discussion of Paper I

WEEK X

SPRING BREAK

WEEK XI

- Tues., March 19: *Great Expectations* (Have the novel read by today.)
Thurs., March 21: *Great Expectations* (concluded)
[Additional Revisions due by this date. Begin reading Ellison, *Invisible Man*.]

WEEK XII

- Tues., March 26: Faulkner "A Rose for Emily," Worlds 324 ff.
Poe, "A Cask of Amontillado," Worlds 1061 ff.
[Continue reading *Invisible Man*.]
Thurs., March 28: Ellison, *Invisible Man* (Have at least 200 pages read for today.)

WEEK XIII

- Tues., April 2: Ellison, *Invisible Man* (Have at least 300 pages read for today.)
Conference Sign Up for Week XIV
Thurs. April 4: Ellison, *Invisible Man* (Have at least 350 pages read for today.)
PAPER II PROSPECTUS AND PRELIMINARY BIBLIOGRAPHY DUE TODAY

WEEK XIV

- Tues., April 9: Ellison, *Invisible Man* (Have book read by today.)
Thurs. April 11: Conferences as scheduled in 3556 Coleman (no class meeting).

WEEK XV

- Tues., April 16: Ellison, *Invisible Man* (concluded) (Review Prologue and Epilogue for today.)
Thurs., April 18: PAPER II DUE TODAY
Camus, "The Guest," Worlds, 154 ff.

WEEK XVI

- Tues., April 23: Borges, "Death and the Compass," Worlds 134 ff.
Thurs. April 25: Paper II "mini-reports" (Be prepared to describe your final paper to your
classmates. Bring a copy with you so you can quote from it.)
Final Exam Review; Farewells

ENGLISH 2011G FINAL EXAM (CUMULATIVE): _____

GRADE CALCULATION

Paper I = 10%; Paper II (including Prospectus) = 25%;
Preparation, Participation, Quizzes = 25%;
Test I = 10%; Test II = 10%; Cumulative Final Exam = 20%

English 2011G Assignments

FICTION READING JOURNAL

Each student should keep a separate notebook or journal in which you write both your initial and your considered responses to reading assignments, and in which you log issues raised in class discussion. Use the journal also to record notes of your "outside" reading. From time to time, you will be asked to write responses in class, and you should add them into your journal when they are returned. Journals are very useful in reviewing for exams and in planning your formal papers and oral presentations. I will not collect or grade journals.

PAPERS I and II

PAPER I is due on Tuesday, February 26: Paper I is a focused comparative analysis of important ideas in Rudyard Kipling's *Kim* and Daniel Defoe's *Moll Flanders*.

Focus the paper narrowly enough so that your discussion can be deep and you can clearly articulate and fully support the points you make. You might wish to discuss, for example, how the two texts approach the construction of individual identity: how important is race, nationality, ethnic or religious affiliation to a person's view of who s/he is? You might wish to look at the role of religion in the world-view the text conveys. Or, you might wish to consider the journey as structure and how each text makes use of journeying. You might wish to analyze attitudes to material possessions described or suggested in the two texts. You might look at human relationships as presented in the two books. You could also write about the purpose of human life as suggested in the two texts: what do the characters seem to live for and what judgments does each text make about the choices made?

As you think about what to write, try to come up with a specific "idea" of your own. Your essay should develop and support a clearly articulated "argumentative" thesis--an "opinion" based on a careful and thoughtful reading of both books. Think about the attitudes (philosophical, religious, social, political) that the books assume or express. Feel free to evaluate views conveyed in the texts with reference to your own beliefs, observations, and experience. the

Be sure that you illustrate all critical points with specific references to and quotations from the texts of the novels. (Avoid retelling plots and describing characters.) Be sure to document quotations and citations according to the "new" MLA form: give page references parenthetically and include a "Works Cited" list at the end of your paper. There is no need to refer to critical works in preparing this essay. If you wish to do so, however, be sure to document all words and all ideas that you take from any book or article. Although consulting commercial outlines and/or their on-line equivalents is not recommended, if you do choose to make use of such sources, be sure to document them accurately. All electronic materials must be documented as well as other media; go to the Writing Center for help with documentation. (See "Course Policies" on Academic Honesty.)

Paper I should be approximately 1200-1600 words (four to six pages printed or typed and double-spaced). Be sure to type your paper or use a computer. Print should be clear, dark, and letter-quality; continuous-feed paper should have the edges removed. Pages should be clipped or stapled. Refer to the instructions for submitting papers in your Course Policies.

Paper II, due on 18 April, and the Paper II Prospectus, due on 4 April, will be assigned during the semester.

ENGLISH 2011G COURSE POLICIES

Class attendance, punctuality, preparation, and participation are expected and required. Students are responsible for all material covered in class and all announcements or assignments made in class, as well as for all assignments on the syllabus. Assignments are to have been completed by class time on the date for which they appear on the syllabus. The books in which the day's assignments are contained should be brought to class.

Remember that "class participation" counts towards the course grade; absence from class will result in a "0" for the day's participation as well as on any graded work due or done in class. Unannounced quizzes on assigned material may be given at any time. There will be no opportunities to make up missed quizzes.

There will be no opportunities to make up a missed test or exam other than in cases of documented medical emergency; (signing in at Health Service does not constitute documentation of a medical emergency).

Major Tests and the Final Exam should be written on test booklets, available at the Union Book Store. Please write tests in ink and on the appropriate booklets.

ALL PAPERS AND OTHER WRITTEN WORK must be handed in on the date due.

1. Work turned in late without advance clearance will not be accepted.
2. Clearance does not constitute an "excuse." Work turned in late with clearance will be penalized, usually at the rate of 5 points per day of lateness.
3. Any lateness may delay the grading and return of the paper, perhaps until the end of the semester.

BE SURE TO KEEP A COPY OF EVERY PAPER YOU HAND IN. IN THE CASE OF A MISSING PAPER, THE STUDENT IS RESPONSIBLE FOR SUPPLYING A COPY.

A NOTE ON PRESENTATION OF PAPERS: Papers must be typed (double-spaced) or computer-printed on heavy or medium-weight white 9 x 11 paper. Leave adequate margins. Each paper must have a separate title sheet which includes the title of the paper, course title, instructor's name, student's name, and date of submission. Repeat the title at the top of the first page of text. Papers must be stapled or clipped.

In the case of computer-printed papers, be sure to hand in letter-quality copies printed clearly and darkly--no pale or dot-matrix documents will be accepted.. Also, make sure that pages are separated, numbered, and clipped together in correct order.

ONLY PAPERS THAT ARE NEAT AND IN CORRECT FORM CAN BE ACCEPTED.

English 2011G Course Policies (continued)

ACADEMIC HONESTY: All written work (papers, exams, tests, quizzes) must be original and independent. Please make sure that you understand the meaning of plagiarism and the policy of the English Department:

*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 the grade of **F** for the course.*

AVOIDING PLAGIARISM/DOCUMENTATION: Identify a source of opinion or analysis and his/her claims to authority within the text of a report or paper. Use the most recent MLA system to cite both primary and secondary sources used in your papers. The system is fully explained and illustrated in the latest edition of the *MLA Handbook for Writers of Research Papers*. Each student should have access to a copy.

RESPONSIBLE USE OF ELECTRONIC MEDIA: Please keep in mind that electronic media materials must be documented as conscientiously and accurately as any other material. Be aware also that it is necessary to ascertain the authority, reliability, accuracy of all materials and that it may be particularly difficult to do so in the case of electronic media. Be sure that you evaluate as well as indicate the source of information, and that you process material from electronic sources as critically and creatively as you do print materials that you use in writing your own essays and reports: **DOWNLOADING IS NOT RESEARCH**. Inform yourself about documentation conventions for electronic-media information and materials. All such materials must be documented, and citation forms are illustrated in recent handbooks; go to the Writing Center for assistance.

A NOTE ON THE PRESENTATION OF PAPERS: Papers must be "typed" or computer-generated (double-spaced) on heavy or medium-weight white 9 x 11 paper. Computer print-outs must be "letter quality," 12-point size, clear, and dark--no pale print will be accepted.

Leave adequate margins. Each paper must have a separate title sheet which includes the title of the paper, course title, instructor's name, student's name, and submission date. Repeat the title at the top of the first page of text. Papers must be stapled or clipped, and pages numbered.

Documentation conventions are still in process. Check with the Writing Center for up to date solutions.

STUDENTS WITH DOCUMENTED DISABILITIES: If you have a documented disability and wish to receive academic accommodation, please note that arrangements must be made through the Office of Disability Services; you should, therefore, contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

