

Spring 1-15-2010

ENG 2009G-002: Literature and Human Values: Faith, Survival, and Progress

Duangrudi Suksang
Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_spring2010



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

Recommended Citation

Suksang, Duangrudi, "ENG 2009G-002: Literature and Human Values: Faith, Survival, and Progress" (2010). *Spring 2010*. 64.
http://thekeep.eiu.edu/english_syllabi_spring2010/64

This Article is brought to you for free and open access by the 2010 at The Keep. It has been accepted for inclusion in Spring 2010 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

Eng 2009 G: 2 (Literature and Human Values—Faith, Survival and Progress) Spring 2010
 MWF 8 -8:50 a.m. CH 3160 (CH 310)
 Dr. Duangrudi Suksang
 Office: 3335 (314 I) Coleman Hall
 Office Hours: MWF 9-9:45 a.m., 11-11:45 a.m., and MW 1:45-3:30 p.m. and by appointment
 Office Phone: 581-6986
 Home Phone: 348-0479 (before 10 p.m.)
 E-mail address: dsuksang@eiu.edu (I do not check my e-mail every day.)

Eng 2009G is a writing-intensive course. **You can submit an essay written for this course to your electronic writing portfolio.** It is not a difficult course because I will work with you to help you succeed. I cannot help you succeed by myself, however. I hope that you are willing to work hard to accomplish your academic goals. I also hope that education is as important to you as it is to me. I believe that there is no end to learning and that our future depends on what we do now.

In this section of Eng 2009G we will examine human experiences and values by addressing the issues of faith, survival and progress as represented in a variety of literary texts. I will not lecture; instead, the class is based on discussion. We will learn from each other. Through reading, writing, and talking about a variety of texts, you will learn to develop and sharpen your analytical, critical and interpretive skills. You will also gain insight into how writers perceive the world/society and how their perceptions/world views can be related to your own experiences/world views.

Prerequisite: Eng 1002G

Texts: Abcarian, Richard, and Marvin Klotz, eds. Literature: The Human Experience (9th edition, 2006) **This text is referred to as “Anthology” on the syllabus.**
 Achebe, Chinua (1930-) Things Fall Apart (1958)—Heinemann 1996 edition
 Ehrenreich, Barbara. Nickel and Dimed: On (Not) Getting By in America (2001)
 Gaines, Ernest J. A Lesson Before Dying (1993--Vintage)
 Mahfouz, Naguib. Midaq Alley (1992—Anchor Books)
 Morrison, Toni. The Bluest Eye (1970)—Plume Book 1994 edition
 Saadawi. Nawal El. Woman at Point Zero (1983 ed. Zed Books or 2007 ed. Zed Books)
 Hacker, Diana. A Pocket Style Manual (5th ed with 2009 MLA update)
 Handouts to be distributed in class

ATTENDANCE AND PARTICIPATION: Regular attendance and active participation are required. According to the 2009-2010 online catalog,

Students are expected to attend class meetings as scheduled. When an absence does occur, **the student is responsible for the material covered during the absence** (emphasis added). When possible, the student should notify the instructor in advance of an anticipated absence.

Instructors will grant make-up privileges (when make-up is possible) to students for **properly verified absences due to illness, emergency, or participation in an official University activity**; and such absences will not militate against students in classes in which attendance is used directly in determining final grades (emphasis added). It is **the student's responsibility** to initiate plans for make-up work and to complete it promptly (emphasis added). If in the instructor's judgment the duration or number of

absences renders make-up unfeasible, the instructor may contact the Vice President for Student Affairs and the Department Chairperson to determine an appropriate action.

In addition, the 2009-2010 online catalog includes the following sentences regarding absences: "If a student establishes a record or pattern of absences of concern to the instructor, the instructor may ask of the Vice President for Student Affairs that inquiries concerning the absences be made. The Vice President for Student Affairs also serves as the University contact person when catastrophic events result in extended student absences."

Unless you have received my consent prior to your absence and you are able to provide me with documented evidence showing that your absence is legitimate and excusable, you are not allowed to make up tests, graded in-class exercises and/or quizzes.

Every excused absence (i.e., an official university activity, emergency or medical illness) must be supported by written evidence from a proper authority, which you will present to me upon your return to class.

If you are to take part in an official university activity, you must also give me in advance a letter explaining the purpose and date of your anticipated absence.

If you have an emergency or if you are sick, you or someone you know must e-mail me at dsuksang@eiu.edu or call me at home (348-0479) or at work (581-6986) BEFORE class begins on the day of your absence. If you cannot reach me, you can leave a message on my voice mail (at work) BEFORE class begins on the day of your absence. I will check my e-mail and voice mail before going to class. You must also show me documented evidence supporting your absence upon your return.

A phone notification or an in-class personal notification is appreciated, but it is not considered an automatically legitimate excuse. Remember it is your responsibility to contact either your classmate(s) or me to find out what you have missed and/or if there have been any changes made on the original syllabus during your absence.

****If you have more than 4 unexcused absences, 5 points per unexcused absence will be deducted from your total score at the end of the semester before I convert it to a percentage. After your second unexcused absence, you must see me to discuss your performance in the class.**

****Don't forget to sign your name on the attendance sheet that I will pass around at the beginning of each class period.**

It is very important that you participate actively and seriously in all class activities. Remember that nobody knows everything and that everybody has something valuable to offer. We can have fun learning from each other and growing together as a group.

COURSE REQUIREMENTS

***Computer/Printer Problems:** If your printer does not work, **you must e-mail your assignment to me before class, not after class.** If your computer does not work, you can turn in a handwritten copy of the assignment that you want to submit. You cannot use a broken computer or printer as an excuse for not turning in your assignments on time.

****You must save all of your quizzes, papers (including drafts), midterm, and/or in-class exercises.**

1. You are required to **read all assigned selections before each class** and to participate in all class activities. For each class, whenever possible, you will work in small groups on the assigned reading selection(s). Each group will spend the first 15 minutes discussing the assigned selection. After the discussion each group will share with the class its members' comments and observations about the assigned selection.

2. **Reading Responses** (25X2=50 points): This requirement is designed to help you keep up with and think analytically and critically about your reading assignments before class discussion. **You are required to write 2 substantial responses to reading assignments as indicated on the syllabus.** You may write two (2) extra responses to replace the ones that receive low grades. Do not wait until the last minute to write the required two responses. You will not be allowed to respond to other selections after the last response indicated on the syllabus. It is your responsibility to get your work done on time.

Each response must be at least 650 words long (more than 2 typed, double-spaced pages, 250 words per page). It can definitely be longer. This minimum length requirement is to help you learn how to develop your thoughts/ideas. Responses that are shorter than the minimum length requirement will not receive many points. I will collect your responses at the beginning of each class period **before class discussion.** For example, if you choose to respond to the reading selections assigned for Monday, you must be ready to turn in your response at the beginning of that Monday class. You are to respond to all the reading selections assigned for each day unless I indicate otherwise. **If you respond to only one of the two assigned selections, you can get only up to half of the total score (12 ½ points).** Please do not place your responses in my mailbox. They can be misplaced easily. I will not be responsible for responses placed in my mailbox. You can also turn them in to me personally ahead of time. I will accept late responses only if your absences are caused by "illness, emergency, or participation in an official University activity"; however, you must present documented evidence upon turning in your responses.

Evaluation: Each response is worth 25 points. Your grade is based on the quantity and quality of your response. If your response meets the **minimum length requirement (650 words)** but is generalized or unengaged, you will receive approximately 15-17.5 points (60-70%). If your response is below 650 words, you will get less than 60 %. You will receive more than 70% if your response not only meets or exceeds the required length but also shows that you have thought carefully about the reading assignment and have responded to it energetically, specifically, imaginatively, critically, and independently. If you simply summarize the plot when responding to a short story, you will not get more than 15 points (60%). I am more interested in reading your ideas/speculations and critical/analytical comments that are supported by textual details. Questions at the end of each short story or essay can help guide your critical/analytical response.

3. There will be **at least 10 reading quizzes**, which **will not be announced ahead of time (100 points)**. **They will be given before class discussion.** I may give you more than 10 quizzes to allow you to drop the quizzes that receive low grades. **I will give you up to 20 minutes (8-8:20 only) to work on a quiz.** **If you arrive late, you will have less than 20 minutes to complete the quiz.** If you come to class after the quiz has been given, you are not allowed to make up that quiz. These reading quizzes are intended to help you keep up with the reading assignments. If your absence is an unexcused absence, you will not be allowed to make up a quiz. Oversleeping is not a legitimate excuse. You will be allowed to make up a quiz if you have documented evidence showing that your absence is legitimate and excusable.

4. **A presentation on a belief system (25 points—15 points for a presentation and 10 points for a handout).** You will present information on one of the belief systems—**Christianity, Judaism, Islam, Hinduism, Taoism, and Buddhism**. You must present **the basic principles of each belief system and other relevant information.** **Your presentation must be substantial and informative.** You will get 15 minutes to educate the class about the belief system you have chosen. If your group has 2 or 3 members, **each member must have a speaking part**. Your group must also **prepare a handout for the class** and **include a list of the sources that you have consulted.** Make sure that you put words that are not your own inside quotation marks and document them properly. You can e-mail your handout to me before or after your presentation so that I can make copies for the class. **The information presented by each group will be on the midterm exam.** **If you are absent on the day of your presentation, you will get zero (0) for this activity.** Each member of the group must do his/her part and must not let one person in the group do all the work.

*You are not allowed to use information from Wikipedia.com, but you can consult other reputable encyclopedias, texts, and websites. Your sources must be reliable.

5. You are required to lead class discussion on **one of the assigned selections listed on the syllabus (25 points)**. You will not receive many points for this activity if you are obviously not well prepared. **You must have at least 8 thoughtful questions** that can initiate critical responses, not the simple yes-no responses, from your classmates. **Your questions must be different from those listed at the end of each story or essay.** **You can have more than 8 questions.** **You must turn in your list of questions to me before class discussion.** You should make two copies of the list. **If you do not turn in a list of questions before class discussion, 5 points will deducted from the 25 points allocated for this assignment.** You are not to summarize the text for the class. You have to assume that your classmates have read the text.

***If you are absent on the day when you are to lead class discussion without my permission or a legitimate excuse supported by documented evidence, you will receive zero for this activity.**

***If you have an emergency or if you are sick on the day you are to lead class discussion, you must let me know by calling me at home (348-0479) or at work (581-6986) or e-mailing me before your scheduled class discussion.** If you cannot reach me by phone, you can leave a message on my voice mail at work (581-6986). I will check my e-mail and voice mail before going to class. **You will need to choose a different text and reschedule your class discussion.**

***If you do not contact me about your emergency or sickness before your originally scheduled class discussion, 5 points will be deducted from the 25 points allocated for this assignment.** You must also give me documented evidence from a proper authority to support your absence upon your return.

***If you change your mind about the text that you have chosen, you must also let me know before your originally scheduled class discussion, not after.** If you fail to notify me before your scheduled class discussion, 5 points will be deducted from the 25 points allocated for this assignment. You also have to choose a different text.

6. There will be a **mid-term exam (100 points)** and a **final exam (100 points)**.

7. You will write 2 formal papers (100x2=200 points). Each paper is at least 1,000 words long (4 double-spaced, typed pages--250 words per page). There will be two mandatory conferences (one to discuss your draft written in class and the other to get your graded paper back) and an in-class peer-response session for each paper.

***You are required to write your first draft in class.** Then you will sign up for a conference on the draft that you have written in class. **I will not accept a draft that you have written at home.**

You are required to follow the steps described below for each paper:

1. Write your first draft in class on the day indicated on the syllabus. You have to write approximately 500 words on the topic that you have chosen and address at least 3 main points on the topic. Since you will be asked to write on works that we will have already discussed, you should be able to come up with ideas about the topic that you have chosen. Your rough draft must not be a simple outline. An outline is not considered a rough draft. **If you are not able to produce a rough draft that meets the length and content requirements, 5 points will be deducted from whatever you get on your paper. If you have only an outline, 10 points will be deducted from whatever you get on the paper; in addition, you have to come to my office to write your rough draft. You have to turn in your in-class rough draft at the end of the period.** I will read your draft and talk about it with you in conference.

If you are absent on the day when you have to write your in-class draft, you must see me so that you can make an appointment to write your first draft in my office before we meet in a scheduled conference on the paper. **I will not accept your paper if you don't have a draft that you have written in-class on the drafting day or in my office.**

2. Meet with me in conference to discuss your rough draft.

3. Revise your rough draft at home and bring your revised draft, which is typed and double-spaced, to an in-class peer-response session. Your revised draft is your second draft, which must contain changes that reflect our discussion during the conference. **You must have at least 4 main points in your second draft.** You cannot change your topic after turning in your rough draft. **If you change your topic, you must come to write your rough draft in my office.** If you simply type your first draft without any substantial changes, 10 points will be deducted from whatever you get on the paper. **Your revised draft must be typed and double-spaced**

4. Bring your revised draft to an in-class peer-response session. You have to show me your second draft before the beginning of each peer-response session. I will sign my name on your second draft.

If you miss an in-class peer-response session or if you do not have a revised draft for the peer-response session, 10 points will be deducted from whatever you get on the paper. You also have to show me your revised draft (second draft) later before you turn in your paper.

5. After the peer-response session you need to revise your paper at least one more time. You can revise it more than once, however.

PAPERS: All major papers must be typed and double-spaced. They will be graded in accordance with the "Guidelines for Evaluating Writing Assignments in EIU's English Department," which will be given to you.

To prevent any mishaps, you should make copies of your papers. Save all notes and drafts. **When you turn in your paper, you must include the following items and arrange them in the order indicated below:**

1. A cover sheet, which includes your name, the course number, the course section, the instructor's name, the due date of the assignment, and the title of your essay

2. Your hand-written rough draft done in class or in my office **I will not accept your paper without this item. (required)**

3. Your typed and double-spaced second draft (a revision of your first draft—**required**)

If you do not have a revision of your first draft, 10 points will be deducted from whatever you get on the paper.

4. A response to your second draft by your Eng 2009G:2 classmate (**required**)

I will give a copy of the response sheet on the day of the peer-response session. **If you miss an in-class peer-response session, 10 points will be deducted from whatever you get on the paper.**

5. Your other drafts (if any)

6. Your "final" copy with your name, section number, the date and the name of the assignment (**required**)

****Please type the word "FINAL" on the first page of your "final" copy and number each page of the text of the essay, except the first page. The cover sheet is not to be numbered.**

Conferences on papers before an in-class peer-response session are mandatory. You will write a rough draft in class on the day indicated on the syllabus. Your in-class rough draft should be at least 500 words and address at least 3 main points on the topic that you have chosen. You will turn in your rough draft at the end of the period. I will help guide you through each of your writing assignments by discussing your rough draft with you in conference. Your outline is not considered a rough draft. After our conference, you must revise your paper and bring your typed second draft to a peer-response session in class. If you do not have a revised second draft for a peer-response, 10 points will be deducted from whatever you get on the paper.

If you forget to come to your conference, you must reschedule it before each in-class peer-response session. If you do not reschedule it, I will deduct 10 points from whatever you get on your paper. If you miss the newly scheduled conference, I will also deduct 10 points from whatever you get on your paper. Please remember that I will have your rough draft with me, so you need to see me before you can proceed to the next step.

LATE PAPERS : Each paper must be turned in on time unless you have received my permission to turn it in later than the due date. I will accept late papers also in cases of severe illness, official university activity and other urgent reasons upon presentation of a valid excuse issued by a proper authority.

REVISION: You are allowed to revise both Paper #1 and Paper #2. You must turn in the original with your revision before the due date or on the due date in class or by 1:30 p.m. in my office. **I will not accept your revision without the original.** You will receive up to 10 additional points on your revised version. **I will not accept your revision after 1:30 p.m. on the due date.**

PLAGIARISM: Plagiarism, intentional or unintentional, is a serious academic offense and will not be tolerated. **If I discover plagiarism in any of your reading responses or formal papers, you will receive an F for the course.** I will also report such an act to the Judicial Affairs Office. Therefore, please don't do it! Also, please read the "Academic Integrity Standards at Eastern" handout.

To help you avoid plagiarism, I will talk to you about how to use outside sources properly. I am also ready to help you whenever you have any questions about how to deal with your sources. It is perfectly legitimate for you to use other people's words, phrases or ideas, but you **MUST** acknowledge your sources by putting quotation marks around words or phrases that belong to another author and properly documenting them. Your quotes, summaries and paraphrases must also be properly introduced and documented.

***The 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 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.** Respect for the work of others [encompasses] all formats, including print, electronic, and oral sources."

GRADING POLICY:

Unannounced quizzes	100	points
2 Papers (100 X 2)	200	points
Class discussion requirement	25	points
Presentation on a belief system	25	points
Reading response (25X2)	50	
Mid-term exam	100	points
Final exam	100	points
Total	600	points

Your final grade is based on the number of points you have accumulated. Here is the grading scale for this course:

A	90-100%	F	Below 60%
B	80-89 %		
C	70-79 %		
D	60-69%		

*I expect you to ask me questions if my instructions are not clear. Otherwise, I will assume that you understand what I ask you to do and will expect that you do it properly and well. If you choose to remain in this class, I assume that you accept my policies and course requirements.

*I am here to help you succeed in your academic pursuit. Please feel free to talk to me anytime. I believe in openness; feel free to discuss any problems with me so that we can solve them together. Please remember that I am ready to help and talk with you. Come by my office (3335 / 314 I CH) during the office hours, or make an appointment with me after class, or call me to set up a time that is convenient for you.

*If you have documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

You can also go to the Writing Center to get additional help.

I look forward to getting to know you, working with you, and learning from you. I hope we have a good semester together.

Eng 2009:2 Dr. Suksang Spring 2008

Syllabus: This syllabus may need to be adjusted at times. If you are unable to attend class, make sure you find out if there have been any changes made on the syllabus.

***You are to read each reading selection at home before each class meeting.**

Week #1

M Jan 11

Introduction

Assignment : I'd like you to write a letter to me telling me something about yourself. You can talk about your hopes, goals and needs for this course: what you would like to get out of it, what you can contribute, what you hope will not happen, what makes you nervous or anxious about the class, and what is the hardest and easiest about writing for you. Also, you may want to talk about how you feel about writing and reading, your experience in writing and reading, or your experience with writing and reading, or your experience when writing and reading.

W Jan 13

Discuss how to write formal essays about literature as well as how to document and cite sources. Bring Diana Hacker's A Pocket Style Manual to class. ***Sign up for a group presentation.**

Faith

F Jan 15

Read and discuss Robert Coles's "I Listen to My Parents and I Wonder What They Believe" (essay—handout) and Ruth Benedict's "The Case for Moral Relativism" (essay—handout)—**Response#1—Respond to both selections.**

Week#2

M Jan 18

W Jan 20

F Jan 22

Dr. King's birthday—No class

Read and discuss Iris Murdoch's "Morality and Religion" (essay--handout) and Joan Didion's "On Morality" (essay—Anthology, 334-338).—**Response#2—**

Respond to both selections.

Read and discuss the Dalai Lama's "The Ethic of Compassion"(essay—handout) and Barbara Lazear Ascher's "On Compassion" (essay—handout).—

Response#3—Respond to both selections.Week#3

M Jan 25

W Jan 27

W Jan 29

Presentations on belief systems (15 minutes per presentation)

Presentations on belief systems

Read and discuss E.L. Doctorow's "Why We Are Infidels" (essay—Anthology, 667-69) and Salman Rushdie's "'Imagine There's No Heaven'" (essay—Anthology, 670-74)—**Response#4—Respond to both selections.**

Week#4

M Feb 1

W Feb 3

F Feb 5

Read and discuss Ken Lipenga's "Waiting for a Turn" (story—handout) and Rukhsana Ahmed's "The Spell and the Ever-Changing Moon" (story—handout)—**Response#5—Respond to both selections.**

Read and discuss Hazel Campbell's "Easter Sunday Morning" (story—handout) and Zabun-Nissa Hamidullah's "No Music Before Mosque" (story—handout).—**Response#6—Respond to both selections.**

Read and discuss Grace Ogot's "The Rain Came" (story—handout) and Ba'bila Mutia's "The Miracle" (story—handout).—**Response#7—Respond to both selections.**

Assignment: Paper#1Week#5**M Feb 8**

W Feb 10

F Feb 12

We will not have regular class meetings on Wednesday.

Write your rough draft in class.

Conferences

Lincoln's birthday—No class**Survival**Week#6

M Feb 15

W Feb 17

F Feb 19

Peer-response session on Paper#1

Read and discuss A Lesson Before Dying, Chapters 1-9 (1-74)

Read and discuss A Lesson Before Dying, Chapters 10-19 (75-151)

***Turn in Paper #1 on Wednesday, 13 February in class or by 1:30 p.m. in my office.**

You can also turn your paper in earlier than the due date.

Week#7

M Feb 22

W Feb 24

F Feb 26

Read and discuss A Lesson Before Dying, Chapters 20-28 (152-225)

Read and discuss A Lesson Before Dying, Chapters 29-31 (226-256) and the novel as a whole.

Read and discuss Woman at Point Zero (2007 ed.1-65 —"...into the street"; 1983 ed. 1-top of 61).

***I will talk about the midterm exam today.**

Week#8

M Mar 1

Midterm exam

W Mar 3

Read and discuss Woman at Point Zero (2007 ed. 65 "It was night . . ." -114; 1983 ed. 61 "It was night . . ." -108).

F Mar 5

Read and discuss The Bluest Eye , (The Dick and Jane section-58).Week#9

M Mar 8

Read and discuss The Bluest Eye, (61-109).

W Mar 10

Read and discuss The Bluest Eye, (110-163) .

F Mar 12

Read and discuss The Bluest Eye, (164-206) and the novel as a whole.***Turn in your revision of Paper#1 in class or in my office by 1:30 p.m. on Friday, 7****March. You can turn your revision in earlier than the due date. I will not accept late submissions.****Week#10 Spring Break 15-19 March**Week#11

M Mar 22

Read and discuss Midaq Alley, Chapters 1-9 (1-79).

W Mar 24

Read and discuss Midaq Alley , Chapters 10-19 (80-159).

F Mar 26

Read and discuss Midaq Alley, Chapters 20-29 (160-245).**Assignment: Paper#2****Survival and Progress**Week#12

M Mar 29

We will not have regular class meetings on Wednesday or Friday.

Read and discuss Midaq Alley, Chapters 30-35 (246-286) and the novel as a whole.**W Mar 31****Write your rough draft in class.**

F Apr 2

Conferences

Week#13

M Apr 5

Peer-response session on Paper #2

W Apr 7

Read and discuss Things Fall Apart, Chapters 1-8 (3-52)

F Apr 9

Read and discuss Things Fall Apart, Chapters 9-15 (53-100)***Turn in Paper #2 on Friday, 9 April in class or by 1:30 p.m. in my office. You can turn in your paper earlier than the due date.**Week#14

M Apr 12

Read and discuss Things Fall Apart, Chapters 16-25 (101-148)

W Apr 14

Read and discuss Wole Soyinka's The Lion and the Jewel (play—1963—Anthology--891-914).

F Apr 16

Read and discuss Wole Soyinka's The Lion and the Jewel (play—1963—Anthology—915-942).Week#15

M Apr 19

Read and discuss Nickel and Dime, "Introduction" and Chapters 1 (1-49).

W Apr 21

Read and discuss Nickel and Dime, Chapter 2 (51-119).

F Apr 23

Read and discuss Nickel and Dime, Chapter 3 (121-191)***Turn in your revision of Paper#2 in class or in my office by 1:30 p.m. on Friday, 23 April. You can turn in your revision earlier than the due date. I will not accept late submissions.**

Week#16

M Apr 26

W Apr 28

F Apr 30

Read and discuss Nickel and Dimed, "Evaluation" (193--221).Watch Tuesdays With Morrie.Watch Tuesdays With Morrie.

Course evaluation (I will also talk about the final exam.)

Final Exam:**Monday, 3 May 12:30-2:30 p.m.**