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ENG 2009G-004: Literature and Human Values: Faith, Survival and Progress

Duangrudi Suksang
Eastern Illinois University

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20096-004
DS

Eng 2009 G: 4 (Literature and Human Values—Faith, Survival and Progress) Fall 2007
MWF 12-12:50 p.m. CH 3691 (CH 318)
Dr. Duangrudi Suksang
Office: 3335 (314 I) Coleman Hall
Office Hours: MWF 8:30-9:45 a.m., 11-11:45 a.m., and 3-3:30 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.)

MW

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 hope that education is as important to you as it is to me. I believe that there is no end to learning.

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. 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, poets, and playwrights 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, ed. Literature: The Human Experience (9th edition, 2006)
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)
Morrison, Toni. The Bluest Eye (1970)—Plume Book 1994 edition

ATTENDANCE AND PARTICIPATION: Regular attendance and active participation are required. According to the 2007-2008 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. (19)

In addition, the 2007-2008 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" (19).

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

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 (25 X 3 =75):** 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 3 substantial responses to reading assignments as indicated on the syllabus. You may do TWO extra responses to replace the ones that receive low grades. Do not wait until the last minute to write these three 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 500 words long (2 typed, double-spaced pages, 250 words per page). It can, and should, be longer. Responses that are shorter than the minimum required length (500 words) 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. I will not be responsible for responses placed in my mailbox. They must be given to me personally. 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.**

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

**** Do not wait until the last minute to write your three responses. If you wait too long, it may be too late.**

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 (500 words) but is generalized or unengaged, you will receive approximately 15-17.5 points (60-70 %). If your response is below 500 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. A plot summary will receive approximately 15 points (60%). Plot details are used to support your points. 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 poem should help guide your critical/analytical response.

3. There will be **reading quizzes**, which **will not be announced ahead of time (50 points)**. They will be given before class discussion. I will give you 15 minutes to work on a quiz. If you arrive late, you will have less than 15 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. 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 an in-class peer-response session for each paper.

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 6 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 poem. You can have more than 6 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 be 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.

6. **A group presentation (30 points—20 points for a presentation and 10 points for a handout):** As a group you will present information on one of the belief systems—Christianity, Judaism, Islam, Hinduism, Taoism, and Buddhism. Each group will have 20-25 minutes to educate the class about the belief system researched by its members. **Each member must have a speaking part** Your group must also prepare a fact sheet for the class and include a list of the sources that you have consulted. 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.

7. There will be a mid-term exam (100 points) and a final exam (120 points).

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

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 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. A paragraph (at least 100 words long, typed and double-spaced) in which you reflect on the process of writing the essay (If you do not turn in this page, 5 points will be deducted from whatever you get on the paper.)
 3. A response from your Eng 2009G:4 classmate (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, 5 points will be deducted from whatever you get on the paper.)
 4. At least 2 different drafts in addition to the "final" version (at least 2 drafts + 1 "final" version)--You must show evidence of revision on the drafts. **Your outline is not considered one of the required drafts.** **Your rough draft should be at least two pages long.** If you do not turn in two different drafts in addition to the "final" version, I will deduct 5 points from whatever you get on your paper. Your second draft must not be an exact copy of the first draft or the "final" version. If you turn in only one draft or two copies of the same draft (=1 draft) and your "final" version of the paper, I will deduct 5 points from whatever you get on the paper.)
 5. A "final" copy with your name, section number, the date and the name of the assignment
- **Please type the word "FINAL" on the first page of your "final" copy and number each page.**

Conferences on papers before an in-class peer-response session are mandatory. **You will bring your substantial rough draft, which should be at least 2 pages long,** with you when you come to see me in conference. 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.** If you want to discuss your topic or your outline with me before drafting your paper, you can make an extra appointment before the mandatory conference week. You must have a substantial rough draft done before our first conference on the paper. After our conference, you are expected to revise your draft. **Then bring your revised draft to a peer-response session in class.**

If you forget to come to your conference, you must reschedule it before each in-class peer-response session. **If you don't reschedule it, I will deduct 5 points from whatever you get on your paper.** If you miss the newly scheduled conference, I will also deduct 5 points from whatever you get on your paper. If

you miss a conference, you must show me your rough draft of the paper before an in-class peer-response session begins. If you don't have a rough draft to show me, I will deduct another 5 points from whatever you get on your paper. If you also miss an in-class peer-response session, 5 points will be deducted from whatever you get on your paper. In addition, you have to show me your rough draft.

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 1:45 p.m. in my office. You will receive up to 10 additional points on your revised version. I will not accept your revision after 1:45 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	50	points
2 Papers (100 X 2)	200	points
Reading Responses (25 X 3)	75	points
Class discussion requirement	25	points
Group presentation	30	points
Mid-term exam	100	
Final exam	120	
Total	600	

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.

Please choose an assigned selection on which
you wish to lead discussion. Circle the title
and write your name
next to it. 8

Eng 2009:4 Dr. Suksang Fall 2007

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.

Week #1

M Aug 20

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. Please also include your thoughts on what students have to do in order to succeed in college.

W Aug 22

Discuss how to write an informal reading response and formal essays about literature as well as how to document and cite sources.

*Sign up for a group presentation.

FAITH

F Aug 24

Read and discuss Langston Hughes's "Salvation" (essay--Anthology, 328-330) and Joan Didion's "On Morality" (essay—Anthology, 334-338)—**Response#1** (Respond to both selections).

Week#2

M Aug 27

Read and discuss Matthew Arnold's "Dover Beach" (poem—Anthology, 1106-07) and e.e. cummings's "O sweet spontaneous" (poem—Anthology, 1397)—**Response#2** (Respond to both selections).

W Aug 29

Work as a group on your group presentation in the library.

F Aug 31

Presentations—Groups 1 and 2

Week#3

M Sept 3

Labor Day—No class

W Sept 5

Presentations—Groups 3 and 4

F Sept 7

Presentations—Groups 5 and 6

Week#4

M Sept 10

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#3** (Respond to both selections).

W Sept 12

Read and discuss Pauline Melville's "The Sparkling Bitch" (story—Anthology, 454-463) and Ursula Le Guin's "The One Who Walk Away from Omelas" (story—Anthology, 423-428)—**Response#4** (Respond to both selections).

F Sept 14

Read and discuss Naguib Mahfouz's "Zaabalawi" (story—Anthology, 111-19) and Bharati Mukherjee's "Orbiting" (story—Anthology, 729-410)—**Response#5** (Respond to both selections).

Assignment: Paper#1—Faith: Compare and/or contrast two works on the theme of faith.

Week#5

M Sept 17

We will not have regular class meetings this week.

Conferences on Paper #1 in my office

Bring your substantial rough draft, which is at least 2 pages long, with you when you come to see me.

W Sept 19

Conferences

F Sept 21

Conferences

SURVIVAL

Week#6

M Sept 24

Peer-Response Session on Paper#1

W Sept 26

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

F Sept 28

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

***Turn in Paper #1 on Friday, 28 September in class or by 1:45 p.m. in my office.**

Week#7

M Oct 1

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

W Oct 3

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

F Oct 5

Read and discuss Evelyn Lau's "Solipsism" (poem—Anthology, 191-93) and Rita Dove's "Lamentations" (poem—Anthology, 186-87)—**Response#6** (Respond to both selections).

*I will talk about the midterm exam today.

Week#8

M Oct 8

Midterm exam

W Oct 10

Read and discuss The Bluest Eye (1-58).

F Oct 12

Fall Break—No class

Week#9

M Oct 15

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

W Oct 17

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

F Oct 19

Read and discuss The Bluest Eye (164-206) and discuss the novel as a whole.

***Turn in your revision of Paper#1 in class or in my office by 1:45 p.m. on Friday, 19 October. I will not accept late submissions.**

Week#10

M Oct 22

Read and discuss Paul Dunbar's "We Wear the Mask" (poem—Anthology, 787-88) and Peter Meinke's "Advice to My Son" (poem—Anthology, 174-75).—**Response#7** (Respond to both selections).

W Oct 24

Read and discuss Sherman Alexie's "This Is What It Means to Say Phoenix, Arizona" (story—Anthology, 768-76) and Adrian C. Louis's "Tears of One Hundred Years: Wounded Knee, South Dakota 1890-1990" (poem—Anthology, 183-84)—**Response#8** (Respond to both selections).

F Oct 26 Read and discuss Yevgeny Yevtushenko's "People" (poem—Anthology, 1413-14) and Lisel Mueller's "Happy and Unhappy Families I" (poem—Anthology, 1118-19).—**Response#9** (Respond to both selections).

Assignment: Paper#2 Choose one of the novels and discuss factors that contribute to a character's failure to survive, or you can discuss how the theme of survival is represented by the author.

Week#11 There will be conferences on Paper#2 during this week. Bring your substantial rough draft (at least 2 pages long) with you when you come to see me.

M Oct 29 Conferences

W Oct 31 Conferences

F Nov 2 Conferences

PROGRESS

Week#12

M Nov 5 Peer-Response Session on Paper#2

W Nov 7 Read and discuss Things Fall Apart, Chapters 1-8 (3-52)

F Nov 9 Read and discuss Things Fall Apart, Chapters 9-15 (53-100)

***Turn in Paper #2 in class or by 1:45 p.m. in my office on Friday, 9 November.**

You can turn your paper in before the due date. I will not accept late submissions unless you have received my permission to turn your paper in later than the due date.

Week#13

M Nov 12 Read and discuss Things Fall Apart, Chapters 16-25 (101-148) and discuss the novel as a whole.

W Nov 14 Read and discuss Wole Soyinka's The Lion and the Jewel (play—Anthology, 891-914).

F Nov 16 Read and discuss Wole Soyinka's The Lion and the Jewel (play—Anthology, 915-942) and discuss the play as a whole.

Week#14 November 19-23 Thanksgiving Break

Week#15

M Nov 26 Read and discuss Nickel and Dimed, Chapters 1 (1-49).

W Nov 28 Read and discuss Nickel and Dimed, Chapters 2 (51-119).

F Nov 30 Read and discuss Nickel and Dimed, Chapters 3(121-191).

***Turn in your revision of Paper#2 in class or in my office by 1:45 p.m. on Friday, 30 November.**

I will not accept late submissions.

Week#16

M Dec 3

Read and discuss Nickel and Dimed, “Evaluation” (193-221).—**Response#10**
(Respond to the work as a whole. You should look at the questions at the end
of the work and use some of them to guide your response.)

W Dec 5

Read and discuss Marge Piercy’s “The Market Economy” (poem—Anthology
499) and “The Truth According to Ludd” (poem—Anthology, 500); Stephen
Dunn’s “Bourgeois” (poem—Anthology, 502)—**Response#11** (Respond to at
least two of the selections).

F Dec 7

Course Evaluation

I will also talk to you about the final exam.

Final Exam: Monday, 10 December, 12:30-2:30 p.m.