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ENG 2091G-099: Literature, The Self, And The World

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Eng 2091 G: 099-- Literature, the Self, and the World (Fiction)--Honors Fall 2011
 MWF 12-12:50 p.m. 2120 CH
 Dr. Duangrudi Suksang
 Office: 3335 (314I) Coleman Hall
 Office Hours: MWF 8:30-8:50a.m., 11-11:50 a.m., MW 2-4:30 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 e-mail every day.)

Eng 2091G is considered a writing-intensive course. You may wish to submit an essay written in this class to your electronic writing portfolio.

We will examine and talk about how characters in short stories and novels perceive themselves in relation to others and the outside world, how they interact with and react to each other, and how each individual character is influenced/shaped by external forces. By sharing and exchanging our thoughts and observations about how characters behave and deal with each other and predicaments in their lives, we will gain a better understanding of various human experiences.

Prerequisite: Eng 1002G or Eng 1092G

Texts: James H. Pickering, Fiction: An Anthology of Short Fiction
 Charlotte Bronte, Jane Eyre (1847--3rd ed. Norton)
 Ernest J. Gaines, A Lesson Before Dying (1993 Vintage)
 Bessie Head, When Rain Clouds Gather (1987)
 Toni Morrison, The Bluest Eye (1994 edition Plume)
 Leslie Silko, Ceremony (1977)
 Diana Hacker, A Pocket Style Manual (5th ed with 2009 MLA update)

George Eliot, The Mill on the Floss (1860)*

Gustave Flaubert, Madame Bovary (1857)*

*We do not have enough time to read Flaubert's and Eliot's novels in class.

ATTENDANCE AND PARTICIPATION: Regular attendance and active participation are required. According to the 2011-2012 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 2011-2012 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 (581-6986) 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 provide me with 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 classmates or me to find out what you have missed and/or if there has been any change 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.

***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.**

COURSE REQUIREMENTS

1. You are required to **read all assigned selections before each class period** and to participate in all class activities.
2. **Class discussion** (50 points): Students will be divided into groups, and **each group will be responsible for leading class discussion on a novel.**

Each group must try to come up with questions and ways to get class members to participate in class discussion. **Each group must also turn in a list of thoughtful questions to me at the beginning of the period. Your questions should get your classmates to respond critically and analytically. They should not be yes-no questions. If you do not turn in a list of questions before each class discussion, 5 points per each class discussion will deducted from the 50 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. All members of the group must have a speaking part and must be present while the group is leading class discussion. If you are not in class on the days your group is leading class discussion, you will not receive full credit for this activity. You must take your responsibility seriously. Every group member must participate actively in getting the task done successfully.** Anyone who does not adequately contribute to the success of the group will not receive many points.

The group as a whole is fully responsible for leading class discussion on a novel. Therefore, please make sure that all your group members are conscientious about their assigned responsibility. All the members must be ready to step in and lead class discussion if the member with an assigned task is absent. You should stay in touch with each other throughout the discussion period.

3. **Reading responses to the short stories listed on the syllabus** (25X4=100points): This requirement is designed to help you think analytically and critically about your reading assignments before class discussion. **You are required to write 4 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 four 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 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. **You will turn in your response at the beginning of each class period before class discussion on the day when the response is due.** 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 response in my mailbox or slide it under my office door. Your response may disappear before I get to see it. Also, you may put it in the wrong mailbox. You should always give your work to me personally. You can submit your work to me personally earlier than the due date. 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 (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. 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 can help guide your critical/analytical response.

**There are 9 responses listed on the syllabus for you to choose from. You are required to choose only 4 responses. Do not wait until the last minute to turn in all 4 responses. If you wait too long, it may be too late. I will not accept any more responses after Response #9. It is your responsibility to get your work done on time.

3. Reading quizzes: There will be 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 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 analytical papers (100x2=200 points). Each paper is at least 1,250 words long (5 double-spaced, typed pages--250 words per page). It can be longer. There will be two mandatory conferences (one to discuss your first draft and the other to get your graded paper back) and an in-class peer-response session for each paper. Your papers will be based on the primary texts listed on the syllabus. You are not to use secondary sources. If you must use secondary sources, you must turn in a copy of each of your sources along with your paper. I will give an assignment handout on each paper.

Steps to follow for each paper:

1. Write your first draft at home. Your first draft must be complete even though it is not polished. It should contain at least 4 points of discussion/comparison.
2. Meet with me in conference to discuss your first draft.
3. Revise your first draft at home. Type your second draft.
4. Bring your typed second draft to an in-class peer-response session.

PAPERS: All major papers must be typed. 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 in the order listed below:**

1. A cover sheet with your name, the course name, the instructor's name, the due date of the assignment, and the title of your essay
2. Your **typed** rough draft (first draft)
3. A response to your second draft from your classmate

I will give you a copy of the response sheet on the day of the peer-response session. If you do not have your **typed** second draft, 10 points will be deducted from whatever you get on the paper.

4. Your second draft
5. Your other drafts
6. Your "final" copy with your name

Please type the word "Final" on the first page of your "final" copy and number each page of the text of the essay, not the cover sheet.

***I will not accept your paper until you have all the items listed above.** You are to turn in your "final" copy along with all the required items in class or by 1:15 p.m. in my office on the due date; otherwise, I will not accept your paper.)

LATE PAPERS : Papers 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 will be allowed to revise Paper #1, and you may receive up to 10 additional points on your revised version. You must turn your revision in before or on the due date in class or by 1:15 p.m. in my office; otherwise, I will not accept your revision. The original paper must accompany your revised version.

5. A mid-term exam (100)

6. A final exam (100)

Conferences on papers before each peer-response session are mandatory. **You will bring your complete rough draft when you come to see me in conference. I will help guide you through each of your writing assignments by discussing your complete draft with you. If you don't have a complete draft with you, I will not be able to help you as specifically as I want to, and 10 points will be deducted from whatever you get on the paper. If you want to discuss your topic with me before drafting your paper, you can make an extra appointment. I will sign my name on your first complete rough draft to acknowledge that you have already had a conference with me on the paper. Then bring your revised draft (second draft), which is typed and double-spaced, to a peer-response session in class. If you forget to come to your conference, you must reschedule it before the peer-response session. If you do not reschedule a conference before each in-class peer-response session, I will deduct 10 points from whatever you get on the paper.**

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!

I assume that you know how to paraphrase, quote and cite primary texts and secondary sources. 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. You should be honest and have self-respect, pride as well as respect for others.

*****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:

2 Papers (100 X 2)	200	points
Reading Responses (25 X 4)	100	
Class discussion requirement	50	
Unannounced reading quizzes	100	
Mid-term	100	
Final	100	
Total	650	

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%		

****If you choose to remain in this class, I assume that you accept my policies and course requirements.**

**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.

**I am here to help you succeed in your academic pursuit. Please feel free to talk to me and discuss any problems with me so that we can solve them together. Please also remember that I am ready to help and talk with you. Come by my office (3335 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.

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

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

Week#1

M Aug 22

Introduction

A Request: As a way of getting acquainted, 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, and what makes you nervous or anxious about the class.

W Aug 24

Discuss the writing process as well as how to quote and document. Bring Hacker's A Pocket Style Manual to class. We will also talk about elements of fiction.

F Aug 26

Read and discuss Irwin Shaw's "The Girls in Their Summer Dresses" (Fiction 100: 1202-08) and Jo Sapp's "Nadine at 35: A Synopsis" (Fiction 100:1200-01). --**Response #1 (Respond to both stories.)**

Week#2

M Aug 29

Read and discuss Sarah Orne Jewett's "A White Heron" (Fiction 100: 759-66) and Toni Cade Bambara's "The Lesson" (Fiction 100:60-65).--**Response #2 (Respond to both stories.)**

W Aug 31

Read and discuss Amy Bloom's "The Story" (Fiction 100: 139-46) and Dorothy West's "My Baby" (Fiction 100 : 1336-41). --**Response #3(Respond to both stories.)**

F Sept 2

Read and discuss John Steinbeck's "The Chrysanthemums" (Fiction 100: 1233-41) and Annet Sanford's "Nobody Listens When I Talk" (Fiction 100: 1197-99). --**Response #4(Respond to both stories.)**

Week#3

M Sept 5

Labor Day--No Class

W Sept 7

Read and discuss Charlotte Perkins Gilman's "If I Were a Man" (Fiction' 100: 569-73) and Ann Beattie's "Janus" (Fiction 100: 112-16). --**Response #5 (Respond to both stories.)**

F Sept 9

Read and discuss John Updike's "Separating" (Fiction 100:1312-20) and Raymond Carver's "Call If You Need Me" (Fiction 100:194-201). --**Response #6 (Respond to both stories.)**

Week#4

M Sept12

Read and discuss T. Corghessian Boyle's "The Love of My Life" (Fiction 100: 165-77) and Pam Houston's "How to Talk to a Hunter" (Fiction100: 674-78).--**Response #7 (Respond to both stories.)**

W Sept 14

Read and discuss Bernard Malamud's "The Magic Barrel" (Fiction 100: 933-45) and Isaac Bashevis Singer's "Gimpel the Fool" (Fiction100:1217-1226). --**Response#8 (Respond to both stories.)**

F Sept 16

Read and discuss Tim Gautreaux's "Same Place, Same Things" (Fiction 100: 558-68)and E.M. Forster's "The Road from Colonus" (Fiction 100: 543-51). --**Response #9 (Respond to both stories.)**

Assignment: Paper #1

Week#5

We will have conferences on Paper#1 this week. Bring your complete rough draft with you when you come to see me.

M Sept 19

Conferences on Paper#1

W Sept 21

Conferences on Paper#1

F Sept 23

Peer-response session on Paper#1

Week#6

M Sept 26

Read and discuss A Lesson Before Dying Chapters 1-8 (1-66).

W Sept 28

Read and discuss A Lesson Before Dying Chapters 9-17 (67-134).

F Sept 30

Read and discuss A Lesson Before Dying Chapters 18-24(135-194-).

***Turn in Paper#1 in class on the due date (Friday,30 September) or earlier on Monday, 26 September or Wednesday, 28 September.**

Week#7

M Oct 3

Read and discuss A Lesson Before Dying Chapters 1-8 (195-256).

W Oct 5

Read and discuss When Rain Clouds Gather, Chapters 1-5 (7-74).

F Oct 7

Read and discuss When Rain Clouds Gather, Chapters 6-9 (75-144).

*I will also talk about the midterm exam.

Week#8

M Oct 10 Midterm exam
 W Oct 12 Read and discuss When Rain Clouds Gather, Chapters 10-12 (145-188).
 F Oct 14 Fall Break

Week#9

M Oct 17 Read and discuss The Bluest Eye (3-58).
 W Oct 19 Read and discuss The Bluest Eye (61-109).
 F Oct 21 Read and discuss The Bluest Eye (110-163).

***Turn in your revision of Paper #1 on 21 October in class or by 1:15 p.m. in my office. You may also turn your paper in earlier than the due date. I will not accept late submissions.**

Week#10

M Oct 24 Read and discuss The Bluest Eye (164-206).
 W Oct 26 Read and discuss Ceremony 1-63.
 F Oct 29 Read and discuss Ceremony 64-130.

Week#11

M Oct 31 Read and discuss Ceremony 131-178.
 W Nov 2 Read and discuss Ceremony 180-230.
 F Nov 4 Read and discuss Ceremony 231-261.

Week #12

M Nov 7 Read and discuss Jane Eyre, Chapters 1-8 (5-63).
 W Nov 9 Read and discuss Jane Eyre, Chapters 9-14 (63-120).
 F Nov 11 Read and discuss Jane Eyre, Chapters 15-20 (120-187).

Assignment: Paper#2Week#13

We will have conferences on Paper#2 this week. Bring your complete rough draft with you when you come to your conference.

M Nov 14 Read and discuss Jane Eyre, Chapters 21-26 (187-253).
 W Nov 16 Conferences on Paper#2
 F Nov 18 Conferences on Paper#2

Week#14

21-25 November--THANKSGIVING RECESS

Week#15

M Nov 28 **Peer-response session on Paper #2**
 W Nov 30 Read and discuss Jane Eyre, Chapters 27-31 (253-311).
 F Dec 2 Read and discuss Jane Eyre, Chapters 32-38 (311-385).

***Turn in Paper #2 in class or by 1:15 p.m. in my office. You may turn it in on 30 November.**

Week #16

M Dec 5 Watch Tuesday with Morrie (a movie).
 W Dec 7 Watch Tuesday with Morrie (a movie).
 F Dec 9 Course evaluation
 I will also talk about the final.

Final: Wednesday, 14 December—12:30-2:30 p.m.