

Fall 8-15-2011

ENG 3705-001

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 & by appointment

English 3705--01
(Fall 2011, MWF 10-10:50 Coleman Hall 3609)

Gloria Anzaldua, author of *Borderlands/La Frontera*, writes that "identity is an arrangement or series of clusters, a kind of stacking or layering of selves, horizontal and vertical layers, the geography of selves made up of the different communities you inhabit." We will consider this and other concepts of multiculturalism by placing writers from varied communities and cultures into conversations about the interwoven effects of race, class, ethnicity, gender, sexuality, age, and place on identity and creative expression.

Texts:

- Gaines, *A Lesson Before Dying*
- Hogan, *Mean Spirit*
- Otsuka, *When The Emperor Was Divine*
- Quiñonez, *Bodega Dreams*
- Min, *Secondhand World*
- Naylor, *Mama Day*
- Lauter, *The Heath Anthology of American Literature*, Volumes I & II
- Cisneros, *The House on Mango Street*
- Alexie, *The Absolutely True Diary of a Part-Time Indian*
- Roley, *American Son*
- Kingston, *Woman Warrior*

Course requirements and grading:

1. Grades:
 - Two Exams (20% and 25%)
 - Class participation and discovery writing (in and out of class) (20%)
 - Final Project (includes grade on initial informal report/proposal, group presentation, and final essay) (35%)

2. Writing Guidelines:
 - All out-of-class assignments should be typed, use MLA style internal citations and include a Works Cited page. If you have any questions about this format, please see me or visit the Writing Center or the OWL website. In addition, please turn in all essays on the assigned dates. *Unless we have made other arrangements, a late assignment will be graded down a half letter grade per class hour it is late.*

- Plagiarism: Respect for other writers' words and ideas is a core value in our community. We'll discuss intellectual honesty and strategies for achieving it, but here is the official English Department policy that we will follow:

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 should encompass all formats, including print, electronic, and oral sources.

Ethical research writing includes having mastery of distinctions between summary, paraphrase, and quotation (including all appropriate punctuation to distinguish these forms); it also requires providing complete and accurate in-text citations for any ideas as well as language (exact unique words or phrases, sentences, and extended passages) taken from any source (oral, print, or electronic), as well as corresponding Works Cited entries. The MLA style sheet examples offered on the OWL website will be our final authority on appropriate form: <http://owl.english.purdue.edu/>. Note that it offers updates on the newest 2009 MLA rules. See p. 16 + in the English Department Field Guide to Writing for additional information:

<http://castle.eiu.edu/~english/student/documents/handbook.pdf>

3. Attendance and Class Participation: Being in class is essential to our collective success as a class, as well as to becoming a better, more able, and responsible reader, writer, and collaborator—this includes being fully prepared (actively reading assignments--annotating, taking notes, preparing substantive questions—and completing all writing assignments) and taking a responsible and active part in class discussions and group tasks (being alert, involved, respectful, tactful, and courteous). Taking part in discussion might include asking well-informed questions based on close and critical reading of assignments, responding to questions, and entering into general discussions. Also, please be on time (if you arrive after attendance is taken, it is your responsibility to see that I mark you present); turn your cell phones to vibrate and use only for emergencies; bring the text/s of the day to class; and only pack up after class discussion concludes. In general, if you have a problem, send me an e-mail or come to my office to see me

as soon as possible. **More than three unexcused absences will lower your class participation grade to an F.** As outlined in the student catalogue, I will consider an absence excused only for "reasons of illness, emergency, or university activity." It is your responsibility to provide me with appropriate documentation for any absence.

4. Disabilities: If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.
5. Office Hours: Please feel free to drop in during my scheduled hours--or to request an appointment. Really. I mean it. I enjoy meeting with you and find that those who visit and take this opportunity to pursue ideas or clear up problems generally do much better in the class. If you have questions, be sure to ask them--in class or after. Chances are that if you have a question, someone else has the same question.

Electronic Writing Portfolio

English 3705 is a writing-intensive course. If you plan to use the formal essay for your Electronic Writing Portfolio (EWP), please talk with me by midterm. Seniors graduating this term should be aware of an early deadline for final semester submissions. We will need to make special arrangements for your essay due dates. Additional information and forms are available at www.eiu.edu/~assess/ewpmain.php.

Research and writing resources:

- <http://owl.english.purdue.edu/>
- <http://www.bartleby.com/>
- <http://www.edchange.org/multicultural/sites1.html>
- http://www.pbs.org/race/000_About/002_04-background.htm
- <http://jan.ucc.nau.edu/~jar/Multi.html>
- http://castle.eiu.edu/~english/student/documents/Field_Guide_to_Writing_2006.pdf

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**English 3705—001: Getting Started
(DUE TO ME BY 5 P.M. on August 26th)**

Using the email account you check most regularly, please send me an email message (lscoleman@eiu.edu) with the following information:

- Your name, course and section number, major, minor (if any), home and school addresses and phone numbers (including cell if that is what you use most often).
- Your personal, professional, and content goals for English 3705. I'd also like to know what part you see/imagine reading and writing playing in your future personal, professional, and civic goals (Please give these issues some time and careful consideration—and be as specific as possible)
- An acknowledgement of having read and agreed to the policies in the course syllabus.

If you have any questions, please feel free to ask them in the email, in class, or after class.

Plan to check this account on a regular basis.

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English 3705--001

Week 1 (Aug. 22-26)

M: Introductions; assign introductory email

W: Thuy's "suh- top!" from *The Gangster We Are All Looking For* pp. 1-15
(Booth Library electronic reserves)

F: Finish "suh top!"

Week 2 (Aug. 29-Sept. 2)

M: **The Map:** Immigration, displacement, enslavement—the following selections from "Carved on the Walls--pp. 2001-2003 and "from the Voyage" #'s 5 & 8, "from Detainment" #'s 30 & 31, "from The Weak Shall Conquer" #'s 38 & 42, and "about Westerners #'s 51& 55 on pp. 2003-9 [all in Heath]

W: **The Map:** Yeziarska's "America and I" pp. 1743-1752; "Ghost Dances" pp. 653-6 [all in Heath]

F: **The Map:**; Dunbar's "Sympathy" p. 392 and "We Wear the Mask" p. 389-90; "Corridos" pp. 753-4 and "Gregorio Cortez" pp. 760-62 [all in Heath]

Week 3 (Sept. 7-9): Living on the Hyphen

M: Labor Day break

W: **The Lens—"Witnessing: Beyond Recognition":** bell hooks and Brent Staples (handouts); the following sections from Kendall "Understanding White Privilege"—"What is White Privilege," "The Purposeful Construction of White Privilege: A Brief History" up to the paragraph beginning "Here are a couple of examples" and then skip to "If History is White" [found at this url:
https://pantherfile.uwm.edu/gjay/www/Whiteness/Underst_White_Priv.pdf]

F: Begin *A Lesson Before Dying*; Walker (handout)