Spring 1-15-2003

ENG 1002G-003-025: Composition and Literature

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Eastern Illinois University

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Mon.  1/13 Wright, "Autumn Begins in Martin’s Ferry, Ohio" (handout)

1/15 Boland, "Anorexic" (handout)

1/17 Carver, "The Bath", 230 of The Story and Its Writer
Carver, "A Small Good Thing", 235 of Story

Mon.  1/20 King’s birthday: no classes

1/22 Ellison, "Battle Royal", 464 of Story
Randall, "Ballad of Birmingham" (handout)

1/24 Allison, "River of Names", 39 of Story
Alexie, "The Lone Ranger and Tonto Fistfight in Heaven", 14 of Story

Mon.  1/27 Chekhov, "The Lady with the Little Dog", 299 of Story
Hemingway, "Hills Like White Elephants", 647 of Story

1/29 Allen, "The Kugelmass Episode", 21 of Story
Atwood, "Happy Endings", 69 of Story

1/31 Carver, "What We Talk About...", 252 of Story

Mon.  2/3 Moore, "How to Become a Writer", 1036 of Story
Paulkner, "A Rose for Emily", 484 of Story

2/5 Mason, "Shiloh", 954 of Story
Williams, "The Red Wheelbarrow", 257 in Poetry

2/7 Joyce, "The Dead", 766-82 of Story

Mon.  2/10 Finish "The Dead"; Brodsky, "Belfast Tune" (handout)

2/12 Love poems, to be assigned on handout (Bring Poetry text)
DUE: Paper #1

2/14 Lincoln’s birthday: no classes

Mon.  2/17 Love poems, cont’d.

2/19 Read 29-36 and 68-71 of Drama
Sophocles, Oedipus the King, 72-80 of Drama

2/21 Finish Oedipus the King
Roethke, "My Papa’s Waltz", 217 in Poetry

Mon.  2/24 Shepard, True West, 1441 of Drama

2/26 Aristophanes, Lysistrata, 164 of Drama

2/28 Oates, "Where Are You Going...? “, 1089 of Story

Mon.  3/3 Brooks, "We Real Cool", 81 in Poetry

3/5 Bambara, "The Lesson", 108 of Story

3/7 Midterm exam
Mon. 3/10 through 3/14: Spring Break

Mon. 3/17 Hawthorne, “Young Goodman Brown”, 633 of Story

3/19 Bierce, “Occurrence at Owl Creek Bridge”, 173 of Story

3/21 Wideman, “newborn thrown in trash and dies”, 1396 of Story

Mon. 3/24 Melville, “Bartleby the Scrivener”, 977 of Story
DUE: Paper #2

3/26 Diaz, “The Sun, the Moon, the Stars”, 428 of Story


Mon. 3/31 O’Brien, “The Things They Carried”, 1102 of Story

4/2 Conrad, “Heart of Darkness”, 339-51 of Story

4/4

“ 351-62

Mon. 4/7

“ 362-76

4/9

“ 376-89

4/11 Finish “Heart of Darkness”
Achebe, “An Image of Africa: Conrad’s ‘Heart of Darkness’”, 1447

Mon. 4/14 Jen, “Who’s Irish?”, 719 of Story
Kincaid, “Girl”, 839 of Story

4/16 O’Connor, “A Good Man Is Hard to Find”, 1142 of Story

4/18 O’Connor, “Good Country People”, 1128 of Story

Mon. 4/21 Gilman, “The Yellow Wallpaper”, 576 of Story
Pastan, “Marks”, 132 in Poetry

4/23 Tolstoy, “The Death of Ivan Ilych”, 1293-1314 of Story

4/25 Finish “Ivan Ilych”

Mon. 4/28 Read 246-44 and 281-85 of Drama
Shakespeare, A Midsummer Night’s Dream, Act I, 285 of Drama
DUE: Paper #3

4/30 A Midsummer Night’s Dream, Acts II and III

5/2 “ , Acts IV and V

Final exam:

Grade Breakdown

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class writing and quizzes</td>
<td>25%</td>
</tr>
<tr>
<td>Paper #1</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm</td>
<td>15%</td>
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<tr>
<td>Paper #2</td>
<td>15%</td>
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<tr>
<td>Paper #3</td>
<td>20%</td>
</tr>
<tr>
<td>Final</td>
<td>15%</td>
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Course objectives:

This course continues the development of reading and writing skills in the context of poetry, fiction, drama, and other literary work.

Literature functions as a stimulus for analytical and critical thinking and writing. Interpreting and evaluating a variety of genres within a range of historical periods requires students to engage in social, cultural, and aesthetic discourse. Because the literary works represent many different cultural perspectives and values, students are encouraged to develop a respect for human diversity. The reading, writing, speaking, and listening experiences inherent in English 1002 will establish a foundation for continued intellectual discovery and aesthetic appreciation.

Attendance:

I have no attendance policy per se. Any work missed due to unexcused absences may not be made up.

Late assignments:

There is a penalty of 5% for each class period of lateness. Work not turned in when I call for it in class is late.

Marking and returning of papers:

Please keep in mind that it takes me a good half-hour to grade a three-page paper, if I am going to mark it carefully and respond to it thoughtfully. Since I often have seventy papers to deal with at once, it can take me two or three weeks to work through the stack.

Plagiarism:

According to the English Department’s policy 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 assignment of a grade of F for the course.”

WARNING: I will assign an F for intentional plagiarism. It is not worth the risk; believe me.

Grading:

I will evaluate writing according to the criteria set forth in “Guidelines for Evaluating Writing Assignments in EIU’s English Department”, using the following numerical scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>100-90</td>
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<tr>
<td>B</td>
<td>89-80</td>
</tr>
<tr>
<td>C</td>
<td>79-70</td>
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<tr>
<td>D</td>
<td>69-60</td>
</tr>
<tr>
<td>F</td>
<td>59-1</td>
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</tbody>
</table>

THERE IS NO CREDIT FOR THIS COURSE UNLESS YOUR FINAL GRADE IS C OR BETTER.

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

Electronic Writing Portfolio: It is your responsibility to submit a paper from either English 1001 or 1002 to your “EWP” by the end of your freshman year. English 1002G is a “Writing Centered” course, for “EWP” purposes.