Spring 1-15-2005

ENG 1002G-004-023-038: Composition and Literature

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Mon. 1/10 Wright, "Autumn Begins in Martin's Ferry, Ohio" (handout)

1/12 Boland, "Anorexic" (handout)

1/14 Carver, "What We Talk About...", 98 of The Story and Its Writer

Mon. 1/17 King's birthday: no classes

1/19 Carver, "The Bath", 76 of Story

Carver, "A Small Good Thing", 81 of Story

1/21 Ellison, "Battle Royal", 464 of Story

Mon. 1/24 Chekhov, "The Lady with the Little Dog", 143 of Story

1/26 Hemingway, "Hills Like White Elephants", 340 of Story

1/28 Munro, "Family Furnishings", 597 of Story

DUE: complete draft of Paper #1 (Bring two extra copies to class.)

Mon. 1/31 Group conferences on Paper #1 (The critiques = 2 in-class writings.)

Williams, "The Red Wheelbarrow", 276 of Poetry

2/2 Alexie, "The Lone Ranger and Tonto Fistfight in Heaven", 9 of Story

2/4 Faulkner, "A Rose for Emily", 269 of Story

DUE: Final draft of Paper #1

Mon. 2/7 Joyce, "The Dead", 402-20 of Story

2/9 Finish "The Dead": Brodsky, "Belfast Tune" (handout)

2/11 Love poems, to be assigned on handout (Bring Poetry text)

Mon. 2/14 Love poems, cont.

2/16 Love poems, cont.

2/18 Lincoln's birthday: no classes

Mon. 2/21 Mason, "Shiloh", 512 of Story

2/23 to be assigned

2/25 Oates, "Where Are You Going...?", 619 of Story

Mon. 2/28 Brooks, "We Real Cool", 97 in Poetry

Bamba, "The Lesson", 49 of Story

3/1 Norman, 'Night Mother, 1310 of Stages of Drama

3/3 Midterm exam

Mon. 3/7 Read 13-17 and 49-51 of Drama

Sophocles, Oedipus Rex, 52-58 of Drama

3/9 Finish Oedipus the King

Roethke, "My Papa's Waltz", 237 in Poetry
3/11 Aristophanes, *Lysistrata*, 114 of *Drama*

Mon. 3/14 through 3/18: Spring Break

Mon. 3/21 Hawthorne, “Young Goodman Brown”, 329 of *Story*
3/23 Bierce, “Occurrence at Owl Creek Bridge”, 63 of *Story*
3/25 Wideman, “newborn thrown in trash and dies” (handout)
DUE: Paper #2

Mon. 3/28 Melville, “Bartleby the Scrivener”, 532 of *Story*
3/30 O’Brien, “The Things They Carried”, 632 of *Story*

4/1 Conrad, “Heart of Darkness”, 163-76 of *Story*

Mon. 4/4 
4/6 
4/8 

Mon. 4/11 Finish “Heart of Darkness”
Achebe, “An Image of Africa: Conrad’s ‘Heart of Darkness’”, 835

4/13 Tan, “Two Kinds”, 716 of *Story*
Kincaid, “Girl”, 469 of *Story*

4/15 Gilman, “The Yellow Wallpaper”, 306 of *Story*
Pastan, “Marks”, 151 in *Poetry*

Mon. 4/18 O’Connor, “A Good Man Is Hard to Find”, 658 of *Story*
4/20 O’Connor, “Everything That Rises…”, 647 of *Story*
4/22 Tolstoy, “The Death of Ivan Ilych”, 731-52 of *Story*

Mon. 4/25 Finish “Ivan Ilych”
DUE: Paper #3

4/27 Brecht, *Galileo*, 836-48 of *Drama*
4/29 Finish *Galileo*

Final exam:

**Grade Breakdown**

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

1. To write expository and persuasive texts in which paragraphs, sentences, and words develop a central idea that responds to the reading of literary works. As in 1001G, these papers should reflect an understanding and command of recursive writing processes: generating and prewriting strategies for formulating a thesis, methods for planning and drafting a paper, strategies of revising for clarity and adequate development, and means for polishing and editing. These papers should demonstrate consideration and employment of effective methods of organization. At least one paper should introduce students to methods of library, online and/or field research, entail the use of primary and secondary source materials drawn from both online and library sources, and reflect current principles of documentation.

2. To write focused, adequately developed paragraphs and sentences in standard written English that are direct, economical, free of ambiguity, structurally appropriate for the ideas expressed and suitable to the purpose of the text.

3. To develop the ability to evaluate and criticize their own and their peers’ writing.

4. To read poetry, fiction, and drama expressing a wide range of cultural perspectives and to think critically and write analytically about them.

5. To engage in reading and writing experiences about literature so as to establish a foundation for continued social, cultural, intellectual, and aesthetic discovery and 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:

| 100-90 | A |
| 89-80  | B |
| 79-70  | C |
| 69-60  | D |
| 59-1   | F |

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.