Spring 1-15-2001

ENG 1002-014-025-042: Composition and Literature

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ENGLISH 1002C: LITERATURE AND COMPOSITION

Instructor: Thom Schnarre
Office: CH 332
Section 014 MWF 10-10:50
Section 025 MWF 12-12:50
Section 042 MW 3-4:15

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Office Hours: MW 11-11:50 W 2-2:50
and by appointment

Description: This course introduces the major literary genres (fiction, drama, and poetry). Frequent analytical papers, written reactions and discussion participation are required.
Prerequisite: English 1001 or accepted equivalent.

Guidelines: All students enrolled in 1002 should have successfully completed ENG 1001, a transferable equivalent or a proficiency score on the CLEP examination.

This course introduces the student to a variety of literature, instructs them in genre distinctions, attempts to make them more attentive and sensitive readers and guides them in articulating—both in class discussion and in written discourse—a mature, informed reaction to literary work. In addition to these aspects, issues of literary portrayals of cultural trends and diversity will be addressed and examined in all assignments.

Texts: Charters, The Story and Its Writer, 5th ed. *
Klaus, Gilbert and Field, Stages of Drama, 4th ed. **
Kennedy and Gioia, An Introduction to Poetry. ***
Griffith, Writing Essays about Literature, 5th ed.

Graded Essays/Exams: Four 4-6 page, double spaced typewritten essays requiring some forms of research, various "pop" quizzes, a midterm and a final exam, involving essay responses.

Additional Requirements: A reader's response journal of 16-40 pages discussing the students reactions to all assigned readings.

Grades: A- 800-720 B- 719-640 C- 639-544 N/C Below 543

Intro Writing Sample 25 pts.
Paper #1 (mini essay) 50 pts.
Paper # 2 (fiction) 100 pts.
Paper #3 (drama) 100 pts.
Paper #4 (poetry) 75 pts.
Group Presentation 100 pts.
Midterm 50 pts.
Final 100 pts.
Journal **** 50 pts.
Quizzes & Participation 150 pts.
Total Points: 800 pts.

Tentative Essay Due Dates:
- 2/9: mini essay
- 2/23: short story
- 3/30: drama
- 4/27: poetry

Attendance Policy: Because the information provided in class is a major part of 1002C and the students participation in discussion and debate are also key elements of this course, failure to attend class will affect your grade. **Any student having more than five unexcused absences will receive a grade of N/C for the course.** Consistent tardiness will also affect your grade, with three late arrivals being considered equivalent to one absence.

Late Work: Unless prior arrangements are made with me, any late assignments will receive a grade penalty of loss of one letter grade for each day late. No late work will be accepted after 4/13/01. **Any student failing to submit all required assignments will receive a grade of N/C for the course.**

**ENGLISH DEPARTMENT STATEMENT CONCERNING 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 assigned essay and a grade of N/C for the course, and to report the incident to the Judicial Affairs Office.

**INFORMATION FOR STUDENTS WITH 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.

**COMPUTER LAB POLICY**

The lab sessions should be looked upon as an opportunity to write and get assistance from both your instructor and peers. Conference and composing time are allotted in these sessions, and research opportunities will occur during the final section of the course. These times should be viewed as valuable and managed as such.

Composing sessions should be spent working on current assignments, revisions and/or journal entries. Research sessions should be focused on research or composition of the assigned project. Your instructor views any non-productive use of the computer as disruptive. Viewing of "adult" or non-course related sources will be grounds for dismissal from the lab session. This dismissal will be recorded as an unexcused absence. **Two dismissals from the class for this reason will result in a course grade of N/C.**
TENTATIVE SYLLABUS
(All dates and readings subject to change if class needs dictate.)

FICTION *

Primal Dreams: Love, Sex and Violence in Literature

Week 1

1/8-12 - Course introduction. Review syllabus and course requirements.
Assign writing sample.
Discuss: "Elements of Fiction," 1683-95; Wright’s “Reading Fiction” 1572-3; Atwood’s “Reading Blind” 1423-26; View Writer’s Tape.

Week 2

1/15-19 - No Class 1/15 MLK’s Birthday! Discuss: Atwood’s “Happy Endings” 74; Richter’s “The Beauty Treatment” H.O.; Walker’s “Roselily” 1337; Intro Writing Sample due at beginning of class 1/19.

Week 3

1/22-26 - Discuss: Carver’s "What We Talk About When We Talk About Love" 256; Oats’ “Where Are You Going, Where Have You Been” 1054; “The Burning House” 140.

Week 4

1/29-2/2 - Discuss: Chopin’s “Desiree’s Baby” 329; Allison’s “River of Names” 40; Atwood’s “Death by Landscape” 62; Canin’s “The Carnival Dog, the Buyer of Diamonds” 218.

Week 5

2/5-9 – Discuss: Leavitt’s “We Meet at Last” 885; Paper #1 due at beginning of class on 2/9.

Week 6

2/12-16 – Workshop paper #2. No Class 2/16 Lincoln’s Birthday.

DRAMA**

Survival Instincts and the Family OR Blind Ambition

Week 7

2/19-23 - Introduction to Drama: Discuss: Act I and II Cat on a Hot Tin Roof or Death of a Salesman view excerpts; Paper #2 Revision due at beginning of hour on 2/23.

Week 8

2/26-3/2 - Discuss: Act III Cat or Death; view excerpts.
Week 9

3/5-9 -Bash. The Opposite of Sex or Election. View film and discuss.

SPRING BREAK 3/12-16 - NO CLASSES

Week 10

3/19-23 – Discuss essay exam (midterm); Journals due 3/19; Midterm exam given 3/21 W 3/23 MWF.

POETRY***

Madness and Revolution: Poetic Voices of Change

Week 11


Poetry Readings: Plath’s, "Metaphors" 120; "Daddy" 464-6; "Lady Lazarus" 296-8 Roethke’s, "I Knew a Woman" 129-30; "My Papa’s Waltz" 18; "Root Cellar" 93-4; “Elegy for Jane” 476; Ginsberg’s, "A Supermarket in California" 417-18; "America" H.O.; Sexton’s, "Her Kind" 29; "Cinderella" 284-6; Olds’ "Sex Without Love" H.O.; “Rite of Passage” 33-4; “The Girl at the Boys Party” 461; Dickinson’s, “Because I could not stop for Death" 367; "I heard a fly buzz— when I died" 259-60; "I’m Nobody! Who Are You?" 365; “Wild Nights – Wild Nights” 364.

Week 12

4/2-6- Discuss: Hugh’s, "Harlem [Dream Deferred]" 373-4; “Theme for English B” 373; “Sliver” 373; Brook’s, "We Real Cool" 186; "The Mother” 394; "The Bean Eaters" 82; Parker’s, “One Perfect Rose” H.O.; “Resume” 189; Auden’s, "Funeral Blues" 151; "The Unknown Citizen" 32-3; Musee des Beaux Arts” 387; “As I Walked Out One Evening” 384; Whitman’s “Beat Beat Drums” 199; “A Noiseless Patient Spider” 501; “I Saw in Louisiana a Live-Oak Growing” 501-2; Atwood’s “Siren Song” 383-4; “You fit in me” 128; “Werewolf Movies” H.O.

Week 13

4/9-13- Group Presentations: Plath/Sexton, Parker/Atwood and Roethke/Olds

Week 14

4/16-20- Group Presentations: Brooks/Hughes, Ginsberg/Auden and Whitman/Dickinson
Week 15


FINAL EXAM WILL COVER ALL DISCUSSED GENRE.
Evaluation Criteria for Class Participation

The following are the criteria for your participation grade. Please realize that severe deficiencies in any area will result in a significant point reduction. The criteria focuses upon attendance, participation, assignment submission and attitude. Since this grade is worth one paper grade, you will want to take these points seriously.

Attendance- An "A" student will miss a minimum number of classes. If this student does miss class, he or she promptly notifies the instructor before the absence and arranges to get notes and assignments from the instructor or another student.

A “B” student also misses a minimal amount of classes but may only notify the instructor after the absence and still gets required assignments from above mentioned sources.

A “C” student misses up to the allowed absences and does not consistently make an effort to notify the instructor of the reason for the absence. Notes and assignments are obtained as noted above.

A “D/F” student has maximum amount of allowed absences or more and make little effort to communicate reasons with the instructor. The student also shows a lack of concerned for missed work and assignments.

Participation- An “A” student will always have the assignments completed and be ready to join into the discussion with relevant and controlled response.

A “B” student will always have assignments completed and will participate in discussion on a consistent basis.

A “C” student will be prepared for class the majority of the time and usually has a thoughtful response to in-class questions when called upon.

A “D/F” student is rarely prepared for class, has usually not done readings and rarely contributes to the discussion.

Assignment Submission- An “A” student consistently turns in work on time and that work is neatly prepared and thoughtfully rendered. This student will also demonstrate a consistent attention to instructor and peer commentary on given assignments.

A “B” student turns in assigned work on time but may have some slight problems with neat and thoughtful presentation. This student will usually give attention to commentary on the assigned work.

A “C” student turns in assigned work on time but has some issues with neat and thoughtful presentations. This student will somewhat give attention to instructor and peer commentary.

A “D/F” student does not turn work in on time and has little evidence of attention to instructor or peer commentary.

Attitude- An “A” student is always attentive in class and engaged in courteous and thoughtful discourse in both class and conference situations. The student’s attitude respects both the diverse views of his peers and his instructor and contributes to an environment that encourages thoughtful discussion.

A “B” student is usually attentive in class and engaged in a respectful manner with both peers and the instructor in class and in conferences.

A “C” student is somewhat attentive in class but may have some issues with focusing on the entire discussion and/or respecting his peers or the instructor.

A “D/F” student has significant issues with attention to class discussion and/or respecting his peers or instructor when discussing class issues.