Spring 1-15-2003

ENG 1002G-016: Composition and Literature

Guzlowski

Eastern Illinois University

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Literature and Composition, Spring 2003

Prof. Guzlowski

TEXTS: INTRO TO FICTION
BEDFORD INTRO TO DRAMA
POETRY
HANDBOOK
WRITING ABOUT LITERATURE

OFFICE: 3781 Coleman Hall, Phone: 6973
Hours: T 9-930, 1230-200, W 9-12, Th 9-930 and by appt.
email: jzguzlowski@eiu.edu

SPECIAL NEEDS: Students with special needs who require academic accommodations should contact Disabilities Services (581-6583).

GRADES:  
<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Fiction test</td>
<td>100 pts</td>
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<tr>
<td>Final exam</td>
<td>100 pts</td>
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<tr>
<td>Drama paper</td>
<td>100 pts</td>
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<td>Responses</td>
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<tr>
<td>Drama test</td>
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<td>Fiction paper</td>
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<tr>
<td>Poetry paper</td>
<td>100 pts</td>
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<tr>
<td>Quizzes</td>
<td>60 pts</td>
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</tbody>
</table>

A: 760-684
B: 683-608
C: 607-532
D: 531-456
F: 455-0

TESTS: An in-class exam will be given after the unit on fiction and after the unit on drama. Each exam will consist of an essay question. There will also be a comprehensive final.

PAPERS: Each student will be required to write 3 analytical papers (one on each unit), each at least 1200 typed words.

RESPONSES: We learn about things not only by reading and talking about them but also by writing about them. During the course of the semester, therefore, each student will write 10 responses to the literature we’ll be reading. There are three units and each student will write responses to the literature in each unit. To make sure that the responses are equally spaced, no student will be allowed to do more than 4 responses on a particular unit. The responses may be hand-written or typed. They should be at least 200 words long. Each response should either analyze an important issue from the work you are responding to, or focus on 2 or 3 important quotes and talk about their significance, or answer some important question that you feel the work raises. Summaries of stories, poems, plays won’t work.

The individual responses must be turned in on the day that we start discussing the work or works the response responds to. The reason for this is that I want your fresh response [no matter how hesitant] uncluttered by the possible interference from the classroom discussion.

QUIZZES: 12 brief quizzes will be given during the semester. You will be asked to respond to something in a piece of lit. And/or identify characters, significant quotations, images, facts, or a combination of these from the pieces read.
GRADES: Grades for out-of-class essays, and in-class essays will be assigned on the basis of 1) content and 2) structure, style, and grammar. At the end of the semester, the grades for exams, out-of-class essays, responses, and quizzes will be averaged into a single grade.

LATE PAPERS: There is a grace period for the first 2 analytical papers. They will be accepted for one week following the date on which they were due. After this period, they will no longer be accepted.

PLAGIARISM: Note the English Dept.’s statement of 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) – 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.”

I have zero tolerance for plagiarism. I will fail for the class any student who plagiarizes on any work, and I will notify the Judicial Board of the plagiarism. The Judicial Board can decide to expel a student for plagiarism.

SYLLABUS: The syllabus is liable to change, depending on the pressures of time and your interest.

Intro to course

1. Fiction—introduction
   Updike, “A&P”
   Oates, “Where Are You Going”
   Mason, “Shiloh”
   Carver, “What We Talk About When We Talk About Love”
      “A Small, Good Thing”
      “Cathedral”
   O’Brien, “The Things They Carried”

2. Drama—intro
   Shakespeare, Hamlet
   Ibsen, Glass Menagerie
   Wilson, Fences

3. Poetry—intro
   Dickinson, “Because I would not stop for death”
      “I started early—took my dog”
      “I heard a fly buzz when I died”
   Frost, “Mending Wall”
      “Stopping by woods on a snowy evening”
   Thomas, “Do not go gentle into that good night”
      “Fern Hill”
   Marvell, “To His Coy Mistress”
   Rich, “Diving into the Wreck”
      “Rape”
   Plath, “Daddy”
      “Lady Lazarus”
Response Topics

Each week, before we begin discussing a piece of literature, write a response of at least 200 words to the assigned readings. (Be sloppy, irreverent, ungrammatical if you wish; you need not polish what you write for the journal.) Following are some suggestions for possible entries:

A) Take some term or concept that pops up during class and see how it helps you understand the literary piece assigned. For example: Internal conflict in Sammy in “A&P.”

B) Read what a professional critic has said about the assigned reading. Then, after briefly summarizing her position, respond to it.

C) Brainstorm for ideas for your long papers.

D) Analyze in some detail a scene or situation or character that interests you or vexes you or just plain confuses you.

E) Take a character and see if she/he is round.

F) Record a recurring image—food, hands, dreams, umbrellas, caves, mirrors, or whatever else catches your eye—and see where it leads you.

G) Do a literature review. Go to the library, find out what kind of criticism has been done on one of the assigned readings, and then write up a summary of that criticism.

H) Compare the treatment of a particular element in two or more of the assigned works. (This is one of my personal favorites.) For example: Images of water in “A&P” and “Open Boat.”

I) Record things in the assigned reading that amuse, irritate, startle or confuse you. Explain why they do so.

Again, let me say, these are just suggestions.

Be creative