Spring 1-15-2014

ENG 1002G-017-035: Composition and Literature

Lucinda Berry
Eastern Illinois University

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EN 1002G Composition and Literature
Instructor: Lucinda Berry laberry@eiu.edu Coleman 3836
Office Hours: 9:30-10:45 & 12:30-1:45 Tuesday & Thursday

Course Description
You will practice analysis of poetry, short fiction and drama. To be successful, you must read carefully and think deeply about what you have read. You must write well-reasoned, logically organized essays using sound rhetorical strategies to support an arguable thesis.

Course Policies and Grade Determination
Poetry essay = 100 pts.
Fiction essay = 100 pts.
Drama essay = 100 pts.
Preparation = 30 pts.
(Includes homework, group work, in-class writing. Grades will be averaged.)
Quizzes & exams (Also averaged) = 30 pts.
Discussion = 40 pts.

Remember, A and B work goes above and beyond average performance.
C work is competent. D work is deficient in some way.

I will figure your grades only at mid-term and at the end of the course. You are encouraged to keep track of your own grades as you get them.

Requirements for the three major essays will be explained in class and in electronic handouts. There will be ample time to ask questions, both in class and during my office hours. If you choose not to ask questions or schedule a conference during which I can look at an outline or draft, don't complain later that the assignment wasn't clear.

In general, I will be assessing your writing for:
• sufficient, useful development in support of your thesis, which includes specific references to and quotations from the texts
• clarity of expression
• effective organization and use of transitions
• use of standard conventions for spelling, punctuation and grammar

Late work will be marked down 10% for each calendar day past the deadline.

Participation means more than just your physical presence. Making use of devices such as cell phones and MPG players during class is strictly forbidden. Each violation will result in a twenty-point deduction from your total points.
If I see your phone, earbuds, a headset - any evidence of electronics - I'll assume you are violating this policy and deduct the points accordingly. No arguments about this policy will be taken into consideration.
Homework is due at the beginning of the class period. **Late homework will receive no grade**; two late assignments will receive a check for completion, and this will not lower your average. If you have more than two checks, the **third and subsequent late assignments will be recorded as zero**. Of course, if you don’t turn in anything at all, you will get a zero for the assignment.

**Work for this course must be submitted electronically, using your Panthermail account.** Documents should be attached to your e-mail in Microsoft Word. The first word in the **name of your document must be your last name. (Please don’t confuse the subject line in your message with the name of the document.)** After your name, put whatever you want:

EXAMPLES: Smith1-10Hmwk.docx  SmithPoetryEssay.doc  SmithMidterm.docx

Quizzes will be given at the beginning of the class period. You won’t get extra time if you’re late. **There are no make-ups for the quizzes.** When determining your average, I will throw out the lowest score. Your lowest score for in-class work will also be discarded.

**Policy on Plagiarism**
Random House Dictionary of the English Language defines plagiarism as “the appropriation or imitation of the language, ideas, and/or thoughts of another author and representation of them as one’s own original work.” Plagiarism will result in an F for the course and referral to the Office of Judicial Affairs.

**Policy on Disabilities**
If you have a documented disability and wish to receive accommodations, please contact the Office of Disability Services at 581-6583 as soon as possible.

**Schedule**

**For the Poetry Unit** consider how the following definition applies to each poem you are assigned:

Poetry expresses a writer’s perception of the world and her place in it. Poems consist of sense impressions conveyed in concrete language. The reader’s attention to the physical features of this language, such as sound and appearance on the page, is rewarded in addition to the exploration of denotative and connotative meanings. The primary purpose of a poem is to give the reader aesthetic or emotional pleasure, but poetry also adds to the reader’s knowledge and experience. Poems are compact, intense and unified in their effect.

You would be wise to jot down some notes about these aspects to use during discussion.

Read and complete assignments **prior to the date** on which they are listed. **Bring your textbook to class.** In class, we will also look at poems that have not been listed on the syllabus. For this section, all page numbers refer to Meyer, Michael. **Poetry: An Introduction.** 6th Edition. Boston: Bedford/St. Martin’s, 2010.
Some materials will be sent to you electronically, please check Panthermail and keep the documents in a folder you create for the class.

Jan 14  Intro to class/"Introduction to Poetry" 40

Jan 16  "Miss Goff" 350, "How I Discovered Poetry" 543-4 "The Schoolroom on the Second Floor of the Knitting Mill" 147-8  
  *Suggestions for Approaching Poetry* 38-39  
  DUE: An essay about the four poems assigned thus far. You might start by noting what they have in common and how they differ. Consider the elements discussed Tuesday regarding "Introduction to Poetry"; use some terminology from your notes. Consider the questions in the textbook after the poems to get further ideas.  
  Also conclude with Questions for Responsive Reading and Writing 59-60.  
  Conclude with a paragraph explaining why you like one poem best. Send this document electronically, following the instructions outlined on page 2 of this document.

Jan 21  "I heard a Fly buzz - when I died -" 335, "The Fly's Poem About Emily" 98-9, "Emily Dickinson's Defunct" 284, "Buffalo Bill's" 623  
  DUE: Essay explaining the inter-relationship among these poems.

Jan 23  "Marginalia" 54-6, "A Study of Reading Habits" 33-4  
  Google the allusions in "Marginalia" that you don't know.

Jan 28  "I, Too" 407, "Lenox Avenue: Midnight" 415, "Ballad of the Landlord" 417-18 "125th Street" 421, "Dream Boogie" 421-22,  
  "High to Low" 425-6 "Dinner Guest: Me" 426-7  
  DUE: Essay examining what Hughes' poems demonstrate about the experience of an African American man during the time period.  
  (This necessitates looking at the dates of publication for each poem.) You don't have to give equal weight to each poem, but do provide some comparison/contrast. Use some direct quotation.

Jan 30  "Tornados" 239 and continuation of Hughes

Feb 4  "Dusting" 478, "Ironing Their Clothes" 479-80  
  DUE: Essay discussing why the use of domestic imagery is effective in these poems.

Feb 6  Meet with your assigned group  

Feb 11  "In White" 387, "Design" 386  
  Make a list of specific changes between these poems
Feb 13   “Shall I compare thee to a summer’s day?” and “My mistress’ eyes are nothing like the sun” 248-9 and “Song” 205-6
DUE: Prior to midnight, via Panthermail
Poetry Essay: Explain how three of the poems assigned (by at least two poets), demonstrate the definition of poetry written out at the beginning of this unit.

Feb 18   Poetry exam: bring laptop to class

Feb 20   “Happy Endings” 53-6 “Samuel” and editorial material 1721-25
Be able to explain why Atwood says A has a happy ending.
Atwood says “what” is the word that relates to plot details in a story. To what elements of fiction would “why” and “how” apply, and what makes these questions more challenging for a writer?
Does “Samuel” also deal more with plot than character development? The editors of the textbook try to get you to focus on how a fiction story differs from a news report. I’d like you to also think of the story as a means of judging your own values. Be able to discuss this.

Feb 25   “Barbie-Q” 285-87
In what ways does this story provide implicit criticism of American society? How is it possible to take the ending as something other than a trite moral “Be happy with what you have”?

Feb 27   “The Lesson” 82 – 88
How do Sylvia and Sugar compare with the girls in “Barbie-Q”?
What is the lesson referred to in the title?
“Where Are You Going, Where Have You Been?” 988-1000
How would you characterize Connie? her mother? June?
How does the title apply to the events of the story?

Mar 4    “The Brown House” 1411-17
The topic of the story is serious, but it is humorous in tone. Find some examples of humor in the story. Do the writer’s sympathies seem to lie with a particular race, gender, or class?

Mar 6    “Greasy Lake” 164-71
Describe the discrepancy between the way these guys see themselves and the way we see them.
Boyle loves to play with language. Find examples of his metaphors, allusions, and hyperbole.
**SPRING BREAK!!!!!!**

Mar 18  
"The Lone Ranger and Tonto Fistfight in Heaven" 36-41  
What is the allusion in the title, and why is it suitable for the story? What are some examples of humor in the story?

Mar 20  
"Hills Like White Elephants" 538-42

Mar 25  
"Black Man and White Woman in Dark Green Rowboat" 88-94  
"Good People" 1341-46

Mar 27  
Catch up/go over paper topics.


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<td>Oedipus Rex 69-94</td>
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<td>Apr 3</td>
<td>Commentaries on Oedipus Rex 95-107</td>
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<td>DUE: Fiction paper</td>
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<td>Apr 8</td>
<td>Death of a Salesman Act I 1065-86</td>
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<td>Apr 15</td>
<td>Meet in groups: Commentaries on Death of a Salesman 1109-11, 1124-33, 1137-39</td>
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<td>Apr 17</td>
<td>Fences Act I 1483-1501</td>
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<td><em>Glengarry Glen Ross</em> 1415-37</td>
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