Spring 1-15-2012

ENG 1002G-015-031: Composition and Literature

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Eastern Illinois University

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Syllabus

Spring 2012 – English 1002G - Composition and Literature

(The following material is subject to change without notice)

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(CH3762) Office Hours 2-4:15 MW, 10-11 a.m., 12-1:00 p.m. Friday,
and by appointment

The plan

In English 1002G (Composition and Literature) you will take the next step from 1001G toward developing your writing, reading and analytical skills. We will read works of literature—poetry, fiction, drama, some essays, perhaps—then, after studying different ways to analyze them, we will dig deeper, learn how to talk and...
write intelligibly about them.

EEE In this course you must take a final exam EEE

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**Required Textbooks/materials**

- Kennedy, X.J. and Dana Gioia, *Literature: An Introduction to Fiction, Poetry, Drama, and Writing*
- Fowler, *The Little, Brown Handbook*

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**Textbooks and Resources**

**Title:** Literature: An Introduction to Fiction, Poetry, Drama, and Writing  
**Author:** Kennedy, Gioia  
**Publisher:** Pearson  
**Edition/Year:** Eleventh  
**ISBN:** 978-0-205-69881-3  
**Additional information:** This textbook contains short fiction that you will read. I will assign stories as we go along, except for the first assignment, which you will find in the calendar. I may also assign outside readings not found in this book. I will supply you with this material or tell you where to get it.  
**Type:** Required resource

**Title:** The Little, Brown Handbook  
**Publisher:** Pearson  
**Additional information:** If this text (or one like it) is made available to us, you can find lots of helpful information in this text, including information on MLA format, grammar, punctuation and other material on writing.  
**Type:** Required resource

**Title:** Purdue OWL Website  
**Publisher:** Purdue University  
**Additional information:** Along with your handbook, the Purdue OWL lists the most current (2009) MLA guidelines. MLA has made major changes, changes that may or may not be reflected in your handbook. Go to http://owl.english.purdue.edu/owl/resource/557/01 for more information.  
**Type:** Required resource

**Title:** EIU's Writing Center  
**Author:** Eastern Illinois University  
**Publisher:** The Writing Center
Additional information: EIU's Writing Center has tutors who can help you through the writing process, from beginning to end. They, however, will not proof or edit your papers. They will help you work through problems in all areas of writing that you may have. Take advantage of its services. Visit the WC Website, call to make an appointment or stop by. Tutors are usually available. Contact information: The Writing Center 3110 Coleman Hall Eastern Illinois University 600 Lincoln Avenue Charleston, IL 61920 Phone: (217) 581-5929 Hours: M-Th: 9-3 & 6-9; F: 9-1

Type: Recommended resource

The course requirements

Introduction: First things first, though. You need to know what I expect from you. Read the syllabus closely! That will help. I strongly suggest that you print out a copy. On occasion, I will post announcements on the WebCT calendar so make sure you check the it frequently. Some other important items: We will submit only paper copies of your responses and papers. I may ask, however, that you submit your essay via email, your EIU account only. If I do request it, use Microsoft Word exclusively as your word processing program, and it is possible because the library and Triad have computers available with MSWord installed. Submit files in Word’s default format (.doc or .docx). And, I will NOT ACCEPT essays pasted into the message window of the e-mail.

Policies

The policy information

The academic policy on plagiarism

Plagiarism. Don’t do it. Why? Because you could get hit with sanctions ranging from a failing grade to expulsion from the University, whose policy reads as follows:

Any teacher who discovers an act of plagiarism—“The appropriation or imitation of 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, and to report the incident to the Judicial Affairs Office. Respect for the work of others should encompass all formats,
including print, electronic, and oral sources.

☐ **Late Assignment Policy**

Introduction: Submit your paper, in hard copy, on the day it is due. For each day late, I will assess a 10 percent penalty, up to three days or 30 percent. After the third day, I will not accept papers. I will not accept papers beyond the last day of class.

☐ **The midterm**

This could take the form of an essay, in-class essay questions or other project. I will seek your input to help determine what form might best meet your needs. This class is yours, too. However, I will make the final decision. The midterm will be worth ten points.

☐ **Section Information: ENG-1002G-015 31381.201230**

Course Name: ENG-1002G  
Course Description: Composition and Literature

☐ **Track your Grades**

Track your scores in the blank spaces next to the assignments. That way, you will have a record of your scores and can know where your grade stands throughout the semester. (Assignments may be added as necessary.)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response 1</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Response 2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Response 3</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Response 4</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Midterm</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Team Presentation</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Final Paper</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>Total Possible</strong></td>
<td><strong>120</strong></td>
<td></td>
</tr>
</tbody>
</table>
** More requirements **

Requirements: Read read read read ... write write write write write --we will do both. Perhaps not your favorite things, not what you wanted but perhaps expected to hear. You must do both to become a competent writer. And in this class those who flex their creative muscle, do the work, and participate in class discussions will be rewarded with good grades.

** The conferences **

Peer editing and individual conferences: You may be required to Peer Edit your classmates' work. Peer editing is not graded, but if you do not peer edit, you will not have the benefit of an extra set of "eyes," and I assure you the quality of your final product will suffer immensely. Individual conferences and/or team workshops: You will have the opportunity to attend at least two conferences with me. We may add a group conference, in the form of team workshops. These will be scheduled ahead of time. The individual conferences will last 20 to 30 minutes, depending on schedules. During conference weeks, we will meet during our regularly scheduled class times. During conference weeks, we will watch movies relevant to course material. I will take attendance. If you fail to keep your appointment, you will be allowed the opportunity to make it up.

** The course attendance policy **

Introduction: Be present. To gain full benefit from the class, you must be present. I have established a liberal attendance policy that follows. Additional information: The class attendance policy: If you miss four classes (unexcused), you cannot earn an A, five classes, you cannot earn a B, six classes will earn you no higher than a C, more than five unexcused absences will give you a "non-credit" and you will have to retake the course. If you miss an in-class assignment or fail to turn in an assignment on time, the only way you can make it up is to present to me an excuse from the university's Health Service, a physician, or proof that you will or have attended a university-sanctioned event.

** The responses **

Short Responses: You must carefully read each assignment—short stories, poems, plays. To make sure you are understanding the material, we will write a number of responses, instead of fewer, longish essays. In these responses, you will answer a question or questions over a reading or readings. I will announce details as we progress through the semester. Again, they must follow MLA format. They must follow the principles of good writing—comprehensive content, attention to audience, clarity, organization, correct grammar, spelling and punctuation and so on. They will
be worth ten points each.
Quizzes: Depending on your participation in class discussion, I may administer unannounced quizzes. Quizzes will help determine that you are reading closely. They will consist of 10 multiple choice or true/false questions worth one-half point each for five points total.
Reading: To understand the material, you must read the assignments carefully. I suggest reading each twice. The first time through, read for the enjoyment of the story, poem or play. Read without pausing, questioning, analyzing or making any judgment on the work of literature. The second time, begin to ask yourself questions about the content. For example, you could questions about characters, plot, setting, language and other aspects. We will discuss various approaches to gain deeper understanding of literature.

The team presentation

Presentation: I will ask you to form teams of no more than six or no less than three members. We will use collaboration in class to analyze works of literature and to develop a team presentation. The Team will decide what work of literature you will present to the class. More on this later. They will count 10 points of the total 100 possible for the class.

The assignments: Essays/Responses

Format

All essays, whether short responses or longer literary essays, MUST conform to the MLA format. This means they should be formatted on the page correctly and all MLA conventions must be followed. For example, find out when it is appropriate to use digits for numbers and when to spell out the numbers. (I suggest you seek guidance on the latest MLA format at Purdue University's Online Writing Lab, your text book (Kennedy) or The Little, Brown Handbook. You must learn how to format the first page (click here for an example), subsequent pages and how to set up the Works Cited page. Do NOT use a cover page. I'LL DEDUCT UP TO 10 PERCENT OF TOTAL POSSIBLE GRADE FOR FORMATTING ERRORS.

The final paper

Final paper: You will write a six-page literary essay, NOT including a Works Cited page (seven total), from a list of topics I will distribute early in the semester. The essay must be researched and include three sources. We will talk more about details of the essays and the source requirement later. As the culmination of our classwork and a measure of what you have taken from the course, your final paper will be worth 30 points.
The final exam

Final: This course requires you to take a final exam. The final will NOT be comprehensive. Instead, it will focus on the drama section of 1002. It will be worth 20 points, or one-fifth of your total grade.

For help...

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

Should you be in this class?: If you received an NC in 1001G, you must see me after IMMEDIATELY. You must successfully pass 1001G before you enroll in 1002G.

Grades

The grades

You will write four response papers of no more than 300 words each (which equals a typed, double-spaced, 12 point, Times New Roman typeface, page with one-inch margins all round) on selected readings, a four-page midterm paper (may take the form of an essay exam), and a final eight-page research paper. You will also take a final exam, date to be announced. And, if you have not already done so, you will required to enter one of your papers into the University’s Electronic Writing Portfolio. More on that later.

Point totals: Grades will be computed as follows:

§ Four response papers/quizzes = 10 points each for 40 points possible.
§ One team presentations = 10 points each for 10 points possible.
§ Midterm paper (may take the form of an essay exam) = 20 points
§ Final exam (WebCT) — Multiple choice, short answer, true/false = 20 points
§ Final paper = four to six-page research paper with at least four sources = 30 points

120 points possible

Course Grade Scale (semester)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>108-120</td>
</tr>
<tr>
<td>B</td>
<td>96-107</td>
</tr>
<tr>
<td>C</td>
<td>84-95</td>
</tr>
<tr>
<td>NC</td>
<td>83&lt;</td>
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</tbody>
</table>

Assignment Grade Scale
* You must earn a C (70% or above) to pass this course. ** If you come to class, do the writing and reading, pay attention, attend conferences, participate in discussions, utilize all resources available to you (e.g., The Writing Center), you should have no problem passing this course with at least a C.

** The Electronic Writing Portfolio

You can submit an essay from this course for inclusion in your Electronic Writing Portfolio. Near the end of the semester, we will revisit this option.

** Literary Terms Study Sheet: Do this first!

Find the Literary Terms Study Sheet on the Content Page. Use your textbooks to define the terms, which you will need to know for a deeper understanding of the material we cover. Bring your book, Literature, to class each day: you cannot participate in discussion without it.

You can download it by clicking here or by clicking on the link on the schedule at the end of the syllabus.

** Desired Learning Outcomes (not necessarily all inclusive)

To become familiar with literary genres and poetic form. (Literary Genres)

We will examine poetry and short stories, old and new, from different genres.
To become familiar with a significant author. (About the Author)
Students will examine the impact writers' life may or may not have on their work.

To utilize sources to support evidence. (Sources)
Students will identify and employ sources to support their main theses. These shall be formatted in MLA style.

To demonstrate clarity and mechanical knowledge in writing. (Mechanics and Clarity)
Student shall revise their papers until they are clean of mechanical errors and readable.

To demonstrate how to write critically and analytically (Critical Thinking)
Learning to read fiction, poetry and drama closely and thoroughly.

To become familiar with literary style. (Literary Criticism)
We will examine different "tools" to analyze literature.

The schedule

(Remember, anything on the syllabus is subject to change, so check WebCT daily for updates)

The resources

Tentative Semester Schedule (Subject to Change Without Notice)
**Literary Terms Study Sheet:** To download it, click here; read Ch. 1-7 in Lit; discussion of stories, group activities. *In your reading, focus carefully on the stories and, later, poems.*

<table>
<thead>
<tr>
<th><strong>Week 2 – Jan. 16</strong></th>
<th>Continue discussion of short stories from past week’s reading; read Ch. 41 &amp; 42 on writing about literature and story (Lit).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 3 – Jan. 23</strong></td>
<td><em>In Ch. 12 (Lit), read the following: “Stories for Further Reading”: “An Occurrence at Owl Creek Bridge” (p. 483); “The Story of an Hour” (p. 516) “Araby” (p. 538); and “The Things They Carried” (p. 595) and “How to Tell a True War Story” (click <em>here to download this second O’Brien story).</em></em></td>
</tr>
<tr>
<td><strong>Week 4 – Jan. 30</strong></td>
<td>Conferences (TWThF) on First Response – No classes Monday, Wednesday or Friday – I will score the first draft of your essay during conferences.</td>
</tr>
<tr>
<td><strong>Week 5 – Feb. 6</strong></td>
<td>Discussion of week 3 stories. First Response final draft due Friday in class.</td>
</tr>
<tr>
<td><strong>Week 6 – Feb. 13</strong></td>
<td>Movie: <em>The Shawshank Redemption</em> (142 min); Conferences on Response 2 – you will watch the movie during conference week (required) – Response 2 (on Shawshank) first draft scored during conferences. Discussion of last week’s assigned short stories. In-depth discussion of O’Brien’s two stories.</td>
</tr>
</tbody>
</table>

**Click here to download Second Response guidelines**

Second Response Final Draft due Friday.
<p>| Week 7 – Feb. 20 | Poetry: Ch. 13-18 &amp; 20-25 (Lit). In Ch. 33 read the following poems for further reading: “The Tyger” (p. 1026); “Death be Not Proud (1037); &quot;The Flea&quot; (1037); “To the Virgins, to Make Much of Time (1052); &quot;The Death of the Ball Turret Gunner&quot; (1057); “Ode on a Grecian Urn” (1058); &quot;To His Coy Mistress&quot; (1066); “My mistress’ eyes are nothing like the sun (1084); “Ex-Basketball Player (1093); and “Daddy” (1074). |
| Week 8 – Feb. 27 | Presentations on Frost &amp; Hughes and their poetry (review their poems in Ch. 31 &amp; 43; and read what poets have to say about poetry; review for midterm exam/Midterm Exam |
| Week 9 -- March 5 | Conferences on Third Response – in-class movie required – Response 3 first draft scored; Movie: Othello: The Moor of Venice (123 min); read Ch. 43. |
| Week 10 – March 12-16 -- SPRING BREAK -- NO CLASS | SPRING BREAK -- NO CLASSES |
| Week 11 – March 19 | Prepare for team presentations. Guidelines TBA; Drama: Begin reading Othello: The Moor of Venice p. 1248 in Lit; conferences; Response 4 first draft scored. |
| Week 12 -- March 26 | Discussion of Othello. |
| Week 13 – April 2 | Presentation on Drama, Shakespeare and Othello; Read Ch. 44 on writing about drama (Lit). |
| Week 14 – April 9 | Workshops on final paper. Guidelines for final paper TBA |</p>
<table>
<thead>
<tr>
<th>Week 15 – April 16</th>
<th>Review for final exam</th>
<th>Final paper – turn in papers Monday for 5% bonus points, Friday at latest.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 16 – April 23</td>
<td>FINAL EXAM – Guidelines TBA</td>
<td>Location TBA</td>
</tr>
</tbody>
</table>

Key to textbooks:
* Lit = Literature: An Introduction to fiction, Poetry, Drama, and Writing
LBHB = The Little, Brown Handbook

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E-mail: wefeltt@eiu.edu