Spring 1-15-2005

ENG 1002G-019: Composition and Literature

Bridget Johnson
Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_spring2005
Part of the English Language and Literature Commons

Recommended Citation
http://thekeep.eiu.edu/english_syllabi_spring2005/30

This Article is brought to you for free and open access by the 2005 at The Keep. It has been accepted for inclusion in Spring 2005 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.
**Course Description**

Welcome to English 1002G. This is a writing centered course designed to help you become a stronger reader, writer and thinker. We will accomplish these goals by reading and responding to works in the principal literary genres – poetry, drama, and fiction. You should have passed English 1001G with a C or better, or have fulfilled the requirements through transfer credit or through the CLEP proficiency examination in order to be enrolled in this course.

Fortunately, we will have the opportunity to spend half of our time in the computer lab and half in a regular setting classroom. Please note which classroom we will be in from week to week in the course outline below.

**Course Objectives**

- **Reading** — to read poetry, fiction and drama so that you are not just entertained by it but also grow both emotionally and/or intellectually as well. In other words, reading literature requires you to think critically about a piece of work – to evaluate and appreciate what the author is conveying.

- **Writing** — to write expository and persuasive essays about the literature assigned in this class. Your essays should go well beyond the dreaded book report; instead, you will write analytically about subjects, which may reinforce or challenge your previous held intellectual, cultural and social beliefs.

- **Responding** — to respond constructively to the recommended readings, to your peers’ comments, and especially to your own strengths and weaknesses.

- **Listening** — to listen to the opinions and beliefs of others who may hold cultural, ethical and social values much different than your own – and in listening, be able to explore your own thoughts on these particular issues.

**Texts and Materials**

Madden, Frank. *Exploring Literature*, 3rd Edition
Fulwiler, Toby and Alan Hayakawa. *The College Writer’s Reference*
Harneck, Andrew and Eugene Klepinger. *Online! A Reference Guide to Using Internet Sources*
**Grading:** You must earn a "C" or better in order to pass this course. Anything lower than a "C" will earn you a "NC" (No Credit), and you will have to take this course again.

- **Essays** – You will be required to write 3 formal essays - all at varying lengths. Some essays will require primary and/or secondary research. A detailed outline/description of expectations will be given for each assignment. In addition, there will be two scheduled conferences for your first and final essay. Of course, I always welcome you to come see me regarding any of the essays or assignments.

- **Journal Responses** – You will be asked to respond daily to the assigned reading. I will randomly collect your journals throughout the course of the semester. Refer to the handout “Critical Reading” on how to write your responses.

- **Group Project** - During the poetry unit, each group must demonstrate their knowledge on the “key terms” and poets by introducing their research to the class. A detailed outline and handout will be distributed when we begin the poetry unit.

- **Participation** – Since this class demands class participation, much weight will be given to those who participate regularly.

- **Exam** - You will be required to take a final cumulative exam in this course. So make sure you save all notes and handouts from this class.

- **Misc.** – Additional in-class reading responses may be assigned to better enhance your critical thinking skills. In addition, quizzes may be given throughout the semester to ensure that everyone is reading the assigned material.

---

**Overall Breakdown**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay #1</td>
<td>50</td>
</tr>
<tr>
<td>Essay #2</td>
<td>100</td>
</tr>
<tr>
<td>Essay #3</td>
<td>150</td>
</tr>
<tr>
<td>Group Project</td>
<td>50</td>
</tr>
<tr>
<td>Journal Responses</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Class Participation</td>
<td>50</td>
</tr>
<tr>
<td>Misc (in class writing/ quizzes)</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>650</strong></td>
</tr>
</tbody>
</table>

**Grading Scale:**

- 585 – 650 points ......A
- 520 – 584 points ......B
- 455 – 519 points ......C
- 454 and/or below ......N/C
Revisions

As you will learn quite early on in the semester, writing is a process. Part of that process deals with revising. Therefore, you may revise any paper as long as it is handed in within one week after it has been returned to you. I will then take the average between your first and second paper. If you have any questions regarding my comments on any of your drafts, please make an appointment to see me.

Attendance: Your participation and attendance is critical and needed in order to do well in this course. However, you are allowed to have three unexcused absences without them affecting your final grade. For each missed unexcused absence after that, your grade will drop one full letter grade. Unless you have an excused absence, I will not accept late work in this class. You will automatically receive no credit for the assignment due on that particular day. As a result, please try to make an effort to attend every scheduled class date. If you have an excused absence (e.g., illness) you will need to meet with me as soon as you return to class, so that you can make up the work. It is your responsibility to come see me about a missed or late assignment.

Plagiarism

Please note the English Department’s statement 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 assignments, of a grade of F for the assigned essay and a grade of F for the course and to report the incident to the Judicial Affairs Office.

Students with Disabilities

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.

Questions/Concerns

During the course of the semester, you may have questions/concerns regarding assignments or class discussions. If so, please do not hesitate to stop by my office to talk to me or email me your questions. Remember, we are all here to help each other become better at the skill and art of reading, writing and thinking.

Course Syllabus

The syllabus below is tentative. While we will attempt to closely follow this schedule, at times, it may be subject to change.
Week 1 (3130)

M (1/10)  Introduction to Course
         Diagnostic Essay

W (1/12)  JR: Chopin, “The Story of an Hour” (67) and Updike, “A&P” (267)

F (1/14)  JR: Gilman, “The Yellow Wallpaper” (474)

Week 2 (3120)

M (1/17)  No Class – King’s Birthday

W (1/19)  JR: Faulkner, “A Rose for Emily” (467)

F (1/21)  JR: Hemingway, “Hills Like White Elephants” (486)

Week 3 (3130)

M (1/24)  JR: O’Brien, “The Things They Carried” (1109)

W (1/26)  JR: Fitzgerald, “Babylon Revisited” (handout)


Week 4 (3120)

M (1/31)  Distribute Essay #1 – Comparison/Contrast
         Discussion on Pre-Writing Strategies

W (2/2)  Small group discussion on Pre-writing Ideas
         Looking at Sample Essay (49) -- developing a central thesis, looking at paragraph
         development, incorporating narratives, etc... Bring Exploring Literature book to
         class.
         Conference Sign-up

F (2/4)  Continued discussion on Essay example – using quotations from the story to
         support your assertions. Brief discussion on the Works Cited Page –adding the
         short story.
         *Note: Bring two hard copies of your rough draft to your Individual Conference

Week 5 (3130)

M (2/7)  Individual Conferences

W (2/9)  Individual Conferences

F (2/11) Individual Conferences
**Week 6 (3120)**

**M (2/14)** Peer Editing Workshop – Bring two copies of Draft to Class

**W (2/16)** Final Copy of Essay #1 due

Introduction to Poetry – Distribute Group Project – Briefly Meet with Groups

**F (2/18)** No Class – Lincoln’s Birthday

**Week 7 (3130)**

**M (2/21)** JR: Marvell, “To His Coy Mistress” (510) and Herrick, “To The Virgins to Make Much of Time” (handout) – short video

**W (2/23)** JR: Williams, “The Red Wheelbarrow” (handout) and Pound, “In a Station at the Metro” (handout)

**F (2/25)** JR: Plath, “Daddy” (handout) and Hughes, “A Dream Deferred” (76)

**Week 8 (3120)**

**M (2/28)** JR: Atwood, “You fit into Me” (514) and Frost, “Acquainted with the Night” (handout)

**W (3/2)** JR: Poe, “The Haunted Palace” (handout) and Robinson, “Richard Cory” (969)

Distribute Essay #2 – The Analytical Essay

**F (3/4)** JR: Dickinson, “A Bird came down the Walk” (handout) and Rilke, “The Panther” (handout)

**Week 9 (3130)**

**M (3/7)** JR: Shakespeare, “Shall I Compare Thee to a Summer’s Day” (526) and “My Mistress’ Eyes Are Nothing Like the Sun” (527)

**W (3/9)** Peer Editing Workshop for Essay #2 – Bring two copies of Essay to class

**F (3/11)** Looking at Selected Pieces

**Week 10 3/14 - 3/18 Spring Recess**

**Week 11 (3120)**

**M (3/21)** Essay #2 due

Introduction to Drama

JR: Sophocles, *Antigone* (104)

**W (3/23)** JR: Continued Discussion on *Antigone*
F (3/25) Film: To Be Announced

Week 12 (3130)
M (3/28) JR: Film
W (3/30) JR: Film
F (4/1) JR: Film Discussion

Week 13 (3120)
M (4/4) Complete Film Discussion
   Distribute Essay #3 – The Persuasive Research Essay
W (4/6) Library Workshop – we will meet in class and then go the library’s computer lab
F (4/8) Discussion on Outline – incorporating primary and secondary sources into our essay

Week 14 (3130)
M (4/11) Bring journals articles, books, etc. to class. Looking at Secondary Sources –
   Integrating them successfully into your essay—Review of paraphrases, quotations and summaries. Bring Exploring Literature book to class
W (4/13) Review of MLA in-text citations and works cited page
   Conference Sign-up
F (4/15) Looking at Sample Essay
   Note: At a minimum, bring detailed outline to individual conference

Week 15 (3120)
M (4/18) Individual Conference
W (4/21) Individual Conference
F (4/23) Individual Conference

Week 16 (3130)
M (4/25) Peer Reviews for Essay # 3 – Bring two Copies of Essay to Class
F (4/29) Final Exam Review

Week 17
Exam Week! There Will be an exam in this class
Time – To be announced