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ENG 1002-024: Composition and Literature

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Composition and Literature: English 1002

Course Description

Goals of Course Requirements
Late Papers
Participation
Attendance Policy

Composition and Literature is an introduction to writing clear, well-argued prose, and an introduction to interpreting drama, fiction, and poetry. Students should leave the course more accomplished readers, thinkers, and writers.

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Texts

• Griffith. Writing Essays about Literature. 5th Ed.
• Worthen. HB Anthology of Drama. 3rd Ed.
• Charters. The Story and Its Writer. 5th Ed.
• Meyer. Poetry: An Introduction. 2nd Ed.
• Miscellaneous e-texts via website

Goals. This course has three primary goals. The first goal is to read critically and widely from the representative genres of drama, fiction, and poetry. The texts we encounter are chosen for their wide appeal and for their interpretive challenge. Proceeding from this first goal, the second aim is to provide students practice in writing interpretive essays. The third aim of the course is the broadest, most practical, and probably the most difficult goal: to become more sophisticated and critical readers of drama, fiction, and poetry, with a heighten understanding of the power of creative language in shaping our perceptions of the world.

http://www.eiu.edu/~multilit/english1002-sp01/syllabus.htm
Requirements:

- Papers and Revision 40%
- Midterm 20%
- DSIR /Reading Quizzes/ Peer Reviews / Class participation 20%
- Final Exam 20%

Please Note!! You must complete the papers, the midterm, and the final exam to complete the course. Failure to complete any one of these three components represents incomplete work for the semester and any one with incomplete work will not receive a passing grade for the course—however masterfully he or she has completed the other components.

Course Participation. This is not a lecture course. The format of the course and its overall success depend upon your active and informed contributions. The response papers (or DSIR's) and reading quizzes will allow you a couple of "formal" ways to guide and participate in class discussion. Note that 20% of your final grade will be determined by your participation including your work on DSIR's and Reading Quizzes (see below). That means a significant portion of your grade will be up to you and how much you want to participate in the course's various conversations.

Papers. The course requires three essays, two of which must be re-written. Essays must be at least four pages long. You will Re-Write two essays for new grade credit (see Revisions below). Writing assignments are designed to allow you to pull together the diverse readings in a thoughtful and critical way. Subject matter is open. "Instigator Questions" will be provided to suggest possible approaches.

All research must be scrupulously documented. Plagiarism shouldn't be a problem, but if it is, it's a serious one, and can only result in failure.

Late Papers. Papers turned in after the assigned due date will be penalized one-third of a grade for each calendar day they are late. Although I encourage you to turn in your paper in class, you have until 4:30 p.m. on the due date to hand in your paper (either to me in my office or in my mailbox, 308 Coleman). In other words, I want you to be in class the day the final draft is due whether or not you have your paper fully completed.

Double-Sided Illuminated Readings. You will be required to submit a close reading (or brief analysis) for select class meetings. The close reading will be a critical analysis of some aspect of that day's assignment. The DSIR's will be a half page typed or hand-written summary and critical analysis of that day's reading assignment.

Illustrations, mathematical equations, doodles are welcomed. These close readings should cite a passage from the reading, and then analyze and interpret the passage. You should consider these open, free, and informal. This

http://www.eiu.edu/~multilit/english1002-sp01/syllabus.htm
DSIR's cannot be made up or turned in after class. If you know you will not be in class to turn yours in, make arrangements to have someone else turn it in for you.

Attendance Policy. You need to be in class all the time. I allow up to four absences, whether excused or unexcused. Each absence after that will lower your final grade one full grade (if your calculated final grade is a B, for instance, and you have four absences, you will receive a C for the course). Seven or more absences will result in a failing grade.

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.
### Schedule (Weeks 1-8)

**Week 1 (Semester Setup) [RM 302]**

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 08</td>
<td>Intro to class; Naming &quot;Things&quot; Exercise (5pts)</td>
</tr>
<tr>
<td>10</td>
<td>Assignment 2: Questionnaire (5pts); Syllabus; Reading Autobiography (10 pts)</td>
</tr>
<tr>
<td>12</td>
<td>No Meeting; Extra Reading Assignments (see 17 Jan)</td>
</tr>
</tbody>
</table>

**Drama Section**

**Week 2 (Sophocles) [RM 303]**

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>M L K HOLIDAY - No Class</td>
</tr>
<tr>
<td>17</td>
<td>Anthology of Drama, &quot;Intro.: Drama, Theater, and Culture&quot; (pp. 3-10)</td>
</tr>
<tr>
<td></td>
<td>Anthology of Drama, &quot;Classical Athens&quot; (pp. 13-25)</td>
</tr>
<tr>
<td></td>
<td>Reading Autobiography Due (10 pts)</td>
</tr>
<tr>
<td>19</td>
<td>Sophocles <em>Oedipus Rex</em> (pp.72-82)</td>
</tr>
</tbody>
</table>

**Week 3 (Sophocles/Greek Drama) [RM 302]**

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>Sophocles <em>Oedipus Rex</em> (pp. 83-91)</td>
</tr>
<tr>
<td>24</td>
<td>Sophocles <em>Oedipus Rex</em></td>
</tr>
<tr>
<td>26</td>
<td>Sophocles <em>Oedipus Rex</em>; Group Illumination Preparation</td>
</tr>
</tbody>
</table>

**Week 4 (Sophocles/Greek Drama) [RM 303]**

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>Sophocles <em>Oedipus Rex</em>; Group Illumination Presentations (10 pts)</td>
</tr>
<tr>
<td>31</td>
<td>Sophocles: <em>Oedipus Rex</em></td>
</tr>
<tr>
<td>Feb 02</td>
<td>Anthology of Drama, &quot;Medieval and Renaissance Art&quot;</td>
</tr>
</tbody>
</table>
Week 5 (Shakespeare) [RM 302]

  05: No Class Meeting; Movie Showing
       "Hamlet" (evening)
  07: Shakespeare's *Hamlet* Act 1-2 (pp. 298-315)
  09: Shakespeare's *Hamlet* Act 2-4 (pp. 298-315)

Week 6 (Shakespeare) [RM 303]

  12: Shakespeare's *Hamlet* Act 3-5 (pp. 315-340)
  14: Shakespeare's *Hamlet*
  16: Lincoln's Birthday - No Class

Week 7 (Review / Tutorials) [RM 302]

  Poetry Section

  19: Drama Section Review
  21: *Poetry: An Introduction*, "Intro: Reading Imaginative Literature" (pp 1-6)
      *Paper # 1 Due (Drama Section 4-6 Pages)*
      In-class Poetry Writing Assignment

Week 8 (Milton) [RM 303]

  26: *Poetry: An Introduction*, "1:Reading Poetry" (pp 9-32)
  28: *Poetry: An Introduction*, "Poems for Further Study" (pp. 36-44)

Mar 02: *Poetry: An Introduction*, "2:Word Choice, Word Order, and Tone" (pp 45-64)

weeks 9 -16

http://www.eiu.edu/~multilit/english1002-sp01/schedule.html
Student Questionnaire / E-mail assignment

You should scribble answers to the following questions and be prepared to share your answers to the class. Your second assignment, worth 5 points, will be to e-mail your answers to this questionnaire before class next Wednesday. Make sure you include in your e-mail the e-mail address you want to use for class correspondence. (I must receive your e-mail before 9 AM, or you will not receive credit for the assignment).

Name:
Class:
Phone:
E-mail:
Major:
Year:

What town are you from / where did you grow up?
What has been your favorite place to go in/or near the town?
Favorite area of English Literature (genres, figures, period, etc):
What interested you in this course?
Who is your favorite writer?
Do you think literature is important? Why or why not?
What other English courses have you taken at the college level?
If you were a candy bar, what candy bar would you be? And why?
What things would you describe as passions—things that you love?
What do you do for pleasure?

[In class only]: Walk up to the blackboard and draw a picture of the candy bar that best represents you. Write your name under the picture.
assignment 1: student questionnaire / e-mail assignment

(5 points)
Assignment #3

Write a two-page autobiography of "my life as a reader." The essay should recount your early experiences reading: favorite texts, reading occasions, what reading provided you. How did these early experiences evolve? How do your recent reading experiences differ or parallel earlier pleasures? What kind of reading has always appealed to you? What new types of reading?

You may use the rest of the period and the space below to sketch your essay. Or may begin the essay with your ETIC lab computer. The piece should be typed, proof-read, and brought to class Wednesday 19 January.

http://www.eiu.edu/~multilit/english1002-sp01/readingautobiography.htm