ENG 1002G-026: Composition and Literature

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CHAT FORUM: link from homepage

COURSE DESCRIPTION: This is a writing course that is designed to improve skills in critical thinking and analytical expression based on the reading of literary texts. PREREQUISITE: Successful completion of ENG 1001G or its equivalent.

GUIDELINES: As per the English Department Objectives and Guidelines for 1002G, “English 1002G will be graded A B C NC (no credit). Students must be writing at a C level in order to pass the course. While a grade of NC is not figured into student’s GPA, a student who receives a grade of NC must re-take the course.”

OBJECTIVES: This course will instruct the student in
- writing expository and persuasive papers in which paragraphs, sentences, and words develop a central idea that responds to reading of literary texts.
- reading poetry, fiction, and drama that expresses a wide range of cultural perspectives and values and thinking critically and writing analytically about them.
- engaging in reading and writing experiences about literature so as to establish a foundation for continued social, cultural, intellectual, and aesthetic discovery and appreciation.

REQUIRED TEXTS AND MATERIALS: Must be obtained before the next class session
- Fulwiler and Hayakawa The Blair Handbook 3rd edition
- Jacobus, The Bedford Introduction to Drama 4th edition
- Griffith, Writing Essays about Literature 6th edition
- A standard college-level dictionary
- Paper/notebook for class notes
- A separate pocket folder for use as a reading journal

COURSE REQUIREMENTS OVERVIEW: You will be required to write often both in and out of class, to read carefully the selections that are assigned from the texts, to participate actively in classroom discussion and peer editing exercises, to refer individually to the handbook when necessary, to complete all exercises, essays, and examinations, and to attend conferences when scheduled. You are also expected to keep track of all of your work—drafts, peer reviews, instructor comments, etc. These materials will be handed in with final copies of your written work.

SPECIFIC REQUIREMENTS:

Papers:
You will be required to write and revise 2 papers. With each paper, all accompanying materials (including but not limited to planning exercises, previous drafts, peer reviews, and instructor comments) should be included. Additional guidelines for preparing these papers will be given later in the semester. Additionally, you will be working on these drafts in class with peer groups gaining suggestions for revision. After extensive work, you will present a draft to me in conference for which you will receive an evaluation for the work as it is in progress. Each paper is due at the beginning of class on the due date. For each class period a paper is late, its grade will be lowered a full letter grade.

Response Journal:
Throughout the semester, you will be writing out-of-class responses to the reading assignment. Reading responses are to be written before the class period for which the chosen work is to be discussed. You have a choice which texts to respond to as long as you have 6 out-of-class responses represented in the portfolio at the time of its due dates. If I see entries that say nothing more than what we’ve already discussed in class, I will assume these are written after discussion, and the
I will collect the portfolios twice during the semester (see outline). Use a pocket folder that includes ONLY the responses; do NOT include class notes and other materials. Although these responses do not need to be typed, they do need to be neatly compiled, labeled, and ordered appropriately. Each entry should be well-focused, thoughtfully organized and fully developed. You may NOT merely summarize the plot of the text. Each entry should be a minimum of 1 page in length. I will grade each entry on the basis of structure/form as well as insight into the issues that the reading raises. For each class period the journal is late, its grade will be lowered a full letter grade.

***6 out of class entries collected twice this semester. 12 total entries.

Lead Class Discussion:
One time during the course of the semester, you will join 2 classmates in leading class discussion on a chosen text(s). For 30 minutes, the three of you will engage the class in analyzing the work, provide further information on the work and its author, and then submit to me proper materials at the end of your presentation. All preparation for classroom discussion will be done out of class. Evaluation will be based on both your individual contribution as well as the overall performance by the group.

It is also important to realize your role as classmate/listener for these assignments. All groups will be required to give “Assignments or Quizzes” as part of their lesson; thus, your attendance and efforts will be part of the course grade in that manner as well.

No group can reschedule their assigned date. Likewise, if a member of the group is absent on the day of the presentation, that person will receive 0 points for the assignment. Further details of this assignment and the basis of its grade will be given soon.

Chat Forum Responses:
Routinely, I will be posting various other literary texts and/or questions online for you to read and to respond to. You will also have the opportunity to review others’ responses and react to theirs. This is an interactive environment! This forum is open for “intelligent” conversation, constructive argumentation and enlightening observations as related to the text. I ask that you maintain professionalism on this site since it is open to the world! You must check the site for change of text and, in the course of the semester, respond to 5 of the 7 postings. You must post at least 2 paragraphs to obtain credit. In fact, the more thorough you are, the better. I will log on, monitor these, and give credit for having done the work. 10 points for posting a thorough response. 0 points for a worthless response (assume you have been given 10 points per entry unless you hear from me otherwise) 0 points for each response that is not posted.

Exams:
You will be given both a mid-term and a final examination. These exams will include essay questions and may include some of the following: passage identification, true/false, short answer, multiple choice. They must be taken on the day that they are scheduled. In rare and unusual circumstances, exams may be rescheduled. You must discuss the matter with me beforehand.

Quizzes: At any time, I can give a “pop quiz”. These cannot be made up and your missed points will be deducted from your point total at the end of the semester. Furthermore, discussion groups can opt to give quizzes as part of their assigned activities. In this instance, the points are part of the overall grade that is detailed in the Evaluation portion of this document.

Conferences:
I will schedule 2 conferences (one per paper) so that you may meet with me and discuss the progress of each essay and any other concerns you may have. You must sign up and attend these conferences. At each conference, you will read me a revised/completed draft of your paper. I will then offer suggestions for revision if needed.

To earn the total possible conference points at each meeting, you MUST do the following:
1. Attend!!
2. Have a completed and polished draft in hand and read it to me.
3. Be able to show me substantial revisions (i.e. what major changes you have made and why...etc.)
4. Come prepared with questions and concerns about the draft.

**If you DO NOT attend, you receive NO points and NO feedback on your paper.
***If you DO attend but DO NOT MEET THE ABOVE CRITERIA, a substantial number of points will be deducted from that conference. Due to the large number of students/conferences, I cannot allow conferences to be "made up" and, likewise, cannot allow conference points to me "made up". So, it is important that you sign up for a time that best fits your schedule and then make every possible effort to attend.
EVALUATION:
The point breakdown is as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points/Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper #1</td>
<td>100 points</td>
</tr>
<tr>
<td>Conference #1</td>
<td>25 points</td>
</tr>
<tr>
<td>Paper #2</td>
<td>150 points</td>
</tr>
<tr>
<td>Conference #2</td>
<td>25 points</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>100 points</td>
</tr>
<tr>
<td>Final exam</td>
<td>100 points</td>
</tr>
<tr>
<td>Response Journal #1</td>
<td>30 points (6 @ 5 points each)</td>
</tr>
<tr>
<td>Response Journal #2</td>
<td>30 points (6 @ 5 points each)</td>
</tr>
<tr>
<td>Lead Class Discussion</td>
<td>50 points</td>
</tr>
<tr>
<td>Assigned Group Activities</td>
<td>35 points (7 @ 5 points each)</td>
</tr>
<tr>
<td>Chat Forum responses</td>
<td>50 points (5 @ 10 points each)</td>
</tr>
</tbody>
</table>

Total points = 695 points

Point Breakdown for Course Grade:
- 626-695 = A
- 556-625 = B
- 487-555 = C
- 486 and below = NC

Your papers and responses will be assessed analytically according to 5 factors:
- Focus: Style, Mechanics, Grammar, Spelling and Documentation
- Development: Process and Audience Consideration
- Organization

Failure to complete the mid-term, the final, and both paper assignments will result in a grade of N/C for the course regardless of point totals! Likewise, class participation, preparedness, and effort can affect any borderline grade. Feel free to come to me and discuss your work and/or grade anytime.

ATTENDANCE AND LATE POLICY: Since this course involves a great deal of class participation, it is essential that you attend. Due to the collaborative nature of this course, your presence in class affects not only your overall success in this course, but also others' success. Therefore, you are expected to attend every class session and to be on time. Remember, if you are absent from class you are held responsible for the material covered in your absence. This includes any assignments given or collected. In other words, it is up to you to “get caught up. Classroom activities are often given points, and when absent, you cannot make up those points.

MAKE UP EXAMS AND LATE PAPERS: This information is detailed above within each description.

ENGLISH DEPARTMENT STATEMENT CONCERNING 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 assignment of a grade of F for the assignment and a grade of N/C for the course, and to report the incident to the Judicial Affairs Office.

INFORMATION FOR STUDENTS WITH DISABILITIES: If you have a documented disability and wish to receive academic accommodations, please contact the Office of Disability Services at 581-6583 as soon as possible.

ADDITIONAL INFORMATION:
- Make sure that you save your work often (use RTF) and on more than one disk (preferably on three or more) to prevent loss of material.
- If you lose a disk, be sure to check the “lost and found floppies” box.
- Anyone who is found tampering with a computer and its set up or who is found using the computer for anything that is not course-related is subject to course dismissal.

IMPORTANT FOR GRADUATION: In order to meet graduation requirements, all EIU students will be submitting essays for inclusion in a university-required electronic portfolio. ENG 1001 and ENG 1002 are both “writing centered” courses and one essay from either course MUST be submitted to this university portfolio. See me or your academic advisor if you have questions.
TENTATIVE SCHEDULE FOR 1002G
SPRING 2003
LEANN SMITH

USE THESE TEXT PAGES AS A REFERENCE AS YOU WRITE.
Blair Handbook Chapter 1 “Writing as a Process” p.26-36
And Chapter 17: MLA p.256-291
Meyer Poetry: An Introduction Chapter 11 p.274-282
Charter The Story and Its Writer p.1752-1779
Griffith Writing Essays about Literature Chapters 7-11

PLEASE HAVE THE FOLLOWING PRIMARY TEXTS READ, AND BE READY FOR CLASS DISCUSSION ON THE DATE GIVEN.

CHAT FORUM #1 IS POSTED
January  14 (LAB) Introductions and Diagnostic Writing

  16      Griffith Ch 3; Faulkner “A Rose for Emily” in Charters 484 and Oates “Where Are You Going, Where Have You Been?” Charters 1088

My Country ‘tis of Thee
21 (C)  Griffith Chapter 5; O’Brien “The Things They Carried” Charter 1102 and Owen “Dulce et Decorum Est” Meyer 102

23      Mishoma “Patriotism” Meyer 1013 and Cummings “next to of course god america i” Meyer 146

CHAT FORUM #2 IS POSTED

Love or Lack Thereof

30      Mason “Shiloh” Charters 964 and Steinbeck “Chrysanthemums” Charters 1269

February 4 (C)  Carver “What We Talk About When We Talk About Love” Charters 252

6       Wolff “Say Yes” (handout)
Blair Chapter 1 “Writing as a Process” 26-36 (this chapter is an introduction/reference to writing as a process—which is what we will be doing in this class)

Passing On
11 (LAB) Hudgins “Elegy for my Father, Who is not Dead” 242; Heaney “Midterm Break” 24; Wiliams “Thinking about Bill, Dead of AIDS” and Frost “Home Burial” 343 “all in Meyer
Blair Chapter 2: Planning: Inventing and Discovering 49-56
Blair Chapter 3: Drafting and Interpreting Texts: 132-146

13      Stafford “Traveling in the Dark” 143 and Hudgins “Seventeen” 156 both in Meyer

CHAT FORUM #3 IS POSTED

18 (C)  No Class: Conferences Paper 1

20      No Class: Conferences Paper 1

25 (LAB) Brief Film
Draft of Paper #1 Due for Peer Group Workshop; Begin Individual Peer Edit Worksheets--due Thurs.
Response Journals Collected

27      Peer Edit Worksheets Due
Midterm Review

March 4 (C)  PAPER #1 DUE!
10th-14th Mid-Term Break: Begin reading the play due next class session.

**Racism**

18 (LAB) Hansberry *Raisin in the Sun* in *Bedford Introduction to Drama* 1271; Griffith Ch 4

20 **RS** Continued

**CHAT FORUM #5 IS POSTED**

25 (C) RS Continued

27 Chopin “Desiree’s Baby” Charter 322

April 1 (LAB) Angelou “Mam” and “Still I Rise” (handout)

3 Alverez “Queens 1963” Meyer 423 and Lear “Meet the Bunkers” Meyer 429

Blair Chapter 4: Researching: quotes etc. 190-191 and 240-249; plagiarism 251-154

Blair Chapter 17: MLA references 256-291

Paper 2 Assigned

**CHAT FORUM #6 IS POSTED**

**Parent/Child (Dis) Connection**

8 (C) Kinnell “After Making Love we Hear Footsteps” 255; Hayden “Those Winter Sundays” 10; Roethke “My Papa’s Waltz” 217; all in Meyer

10 Olsen “I Stand Here Ironing” Charters 1165 and Danticat “Night Women” Charter 424

15 (LAB) Paper #2 Notes

Response Journals Collected

17 No Class: Conferences Paper 2

**CHAT FORUM #7 IS POSTED**

22 (C) No Class: Conferences Paper 2

24 **Draft of Paper #2 Due** for Peer Group Workshop; Begin Individual Peer Edit Worksheets--due Tuesday.

29 (LAB) Norman’s ‘Night Mother’ Film

Peer Edit Worksheets Due

May 1 PAPER #2 DUE!

Review for Final Exam

‘Night Mother

**FINAL EXAMS**

1002-013 (9:30 class): Monday, May 5th—8-10 am

1002-026 (11:00 class): Thursday, May 8th—10:15am-12:15 pm

1002-053 (3:30 class): Wednesday, May 7th—2:45-4:45 pm