Spring 1-15-2004

ENG 1002-026: Composition and Literature

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Eastern Illinois University

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Policy Statement and Course Description
English 1002G, Composition and Literature
T, Th 11:00—12:15, Section 026

English Technology-Integrated Classrooms (ETIC)
Coleman Hall 3140, and 3210 (Lab)

Instructor: Debra Valentino
Office: CH 3836
Campus Phone: 581-6987
E-mail: cfdav@eiu.edu

Office Hours: Tuesday and Thursday
8:30—9:30 a.m.
1:45—2:45 p.m.
and by appointment

Texts:
The Story and Its Writer, Charters, 6th ed.
Writing Essays about Literature, Griffith, 6th ed.
The Bedford Introduction to Drama, Jacobus, 4th ed.

Supplies:
• 3 ½” high-density diskettes with labels, IBM format
• One double-pocketed binder or folder to store essays and class handouts
• Standard 8 ½”x 11” loose-leaf paper for in-class writing
• One spiral bound notebook with pockets

Electronic Writing Portfolios (EWP): In accordance with university requirements, students must submit writing samples from writing-centered courses such as this one. For information and submission forms, visit the assessment website at http://www.eiu.edu/~assess. Should you select a paper from this semester, please note that the deadline for submission for this course is Tuesday, April 20, 2004. For instructions on how to submit an essay, see the attached document, “To Submit to the Electronic Writing Portfolio.”

Course Description: English 1002 is a writing course designed to improve skills in critical thinking and analytical expression based on the reading of literary texts, as well as a survey in the reading of literary genres including short fiction, drama, poetry, and film. Prerequisite: successful completion of English 1001/G.

Course Objectives: To improve students’ abilities to
• read and understand literary texts
• discuss and analyze literary texts
• write fluently about literary texts
• demonstrate a close familiarity with a text
• write in standard edited English

Reading Assignments: All outside readings must be completed by the start of the class period for which they were assigned. Since this is a course that depends heavily on student participation, students will be expected to contribute relevant and insightful questions and comments to class discussions. Students should come prepared to answer questions pertaining to all assigned readings in both written and oral responses.

Homework: Students can expect a reading or a writing assignment to be given every class period, generally due the following class period. Roughly speaking, this will work out to be a minimum of five hours of work outside of class per week, in accordance with Department standards.
Reading Quizzes: Approximately ten reading quizzes will be given. Points will be added, averaged, and factored into the student’s final grade. No make-ups are allowed on missed, in-class quizzes.

Essays: Students will draft, revise, proofread and edit four essays. Essays that do not adhere to manuscript format and assigned word length will receive a grade of N/C (No Credit.) No revisions beyond the final draft will be allowed unless otherwise specified by the instructor.

Attendance: Regular attendance and active class participation is expected. Wisely reserve time off for the inevitable illnesses that accompany life in public institutions. Typically, two or more absences adversely affect one’s grade. Students missing class more than five times during the semester will receive an automatic “N/C” for the course, unless other arrangements have been authorized by the instructor.

Be sure to see me in conference if you have any concerns about your attendance, and please do not wait until the end of the semester to do so.

Keep in mind that when an absence does occur, the student is responsible for the material covered during the absence. Use the class phone list to consult classmates regarding missed material and assignments. If you have specific questions, e-mail, visit, or telephone the instructor, but first check with several classmates for general instructions or announcements.

Also, if you are ill, telephone the instructor before class to say that you will be absent, and to report Health Service visits.

Note: E-mail is not always a reliable source of communication. The server may be down, or I may not be near a terminal to retrieve your message. When it comes to attendance, use e-mail only as a supplemental means of communication. Also, do not assume that all reported absences are excused.

Make-up Work: No make-ups will be given for missed in-class exercises or quizzes, unless otherwise specified by the instructor. Remember, it is the absent student’s responsibility to get all class information, including schedule/assignment modifications, from another class member. Missed essays due to an excused absence may be made up within two weeks of the student’s return to class, but only with permission and at the instructor’s discretion.

Late Work: Essays are expected to be completed in a timely fashion and turned in on the due date. Late papers will be marked down one letter grade.

Grades: All essay grades will be evaluated using the “Guidelines for Evaluating Writing Assignments in EIU’s English Department” (attached) and averaged using the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>below 59</td>
</tr>
</tbody>
</table>

Note: No “Ds” or “Fs” will be given for the final course grade. Students averaging points below 70% will receive a grade of N/C as defined by the core curriculum standards of the Department. In order to receive credit for the course, the student must submit all final drafts in a timely manner and earn a grade of “C” or better.

Conferences: One conference per semester is mandatory. Please feel free to see me throughout the semester as the need arises.

Plagiarism: Students must familiarize themselves with the English Department’s statement on plagiarism. If the student has clearly plagiarized and not given appropriate credit to his/her source(s), the instructor reserves the right to award the essay in question a grade of N/C. According to the standards set by the Eastern Illinois University Department of English, the policy for plagiarism is as follows:
“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" (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.”

~ DO NOT JEOPARDIZE YOUR GRADE WITH AN ACT OF ACADEMIC DISHONEST! ~
IF YOU ARE HAVING DIFFICULTY INTEGRATING YOUR RESEARCH, SET UP A CONFERENCE.

Writing Center: The writing center is at the end of the northeast corridor on the third floor of Coleman Hall in Room 3110. Students of Comp 1002G are encouraged to take their writing concerns to this center at any time throughout the semester. This is not a proofreading or editing service, but rather, a place where confusion and uncertainty can be remedied. Also, if you are having particular problems with grammar and the mechanics of writing, this is the place (other than your handbook) to turn to for help.

Hours for Spring 2004 are: Monday—Thursday 9 a.m. - 3 p.m., and 6 - 9 p.m.
Friday 9 a.m. - 1 p.m.

In addition, you may receive free tutorial help by calling 581-5929.

The writing center web address is: http://www.eiu.edu/~writing/

Students with Disabilities: Any student who has a documented disability and wishes to receive academic accommodations should contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

The final exam for this course is scheduled for
Tuesday, May 4, 2004
2:45—4:45 p.m.
Guidelines for Evaluating Writing Assignments in EIU’s English Department

Grades on written work range from A to F. The categories listed below are based on rhetorical principles and assume intellectual responsibility and honesty. Strengths and weaknesses in each area will influence the grade, though individual teachers may emphasize some categories over others and all categories are deeply interrelated.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus</strong></td>
<td>Has clearly stated purpose or main idea/thesis quite thoughtfully and/or originally developed within the guidelines of the assignment</td>
<td>Has clearly stated purpose or main idea/thesis developed with some thoughtfulness and/or originality within the guidelines of the assignment</td>
<td>Has a discernible purpose or main idea/thesis which is not very clearly stated and is developed with limited originality and/or thoughtfulness; may have missed or failed to conform to some element of the assignment’s guidelines</td>
<td>Has no apparent purpose or main idea/thesis and/or shows little thoughtfulness and/or originality; may not conform to significant elements of the assignment’s guidelines</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Is logically organized but without overly obvious organizational devices; has unity, coherence, strong transitions; has well-defined introduction, body, conclusion</td>
<td>Is logically organized; has unity, coherence, competent transitions; has well-defined introduction, body, conclusion</td>
<td>Is organized, but not necessarily in the most logical way; has unity &amp; coherence but may make inconsistent use of transitions; has introduction, body, conclusion, one of which may be weak</td>
<td>Is somewhat organized, but is confusing to readers; shows significant problems with coherence, unity, transitions; no or poorly written introduction, body or conclusion</td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td>Supports purpose or main idea with abundant, fresh details; details are specific and appropriate; uses sources well when sources are called for in the assignment</td>
<td>Supports purpose or main idea with sufficient details; details are fairly specific and appropriate; uses sources adequately</td>
<td>Supports purpose or main idea with details, but some parts of the paper are inadequately, improperly developed or vague</td>
<td>Makes an attempt to use details to develop purpose or main idea but is, for the most part, inadequately/incorrectly developed</td>
</tr>
<tr>
<td><strong>Style &amp; Awareness of Audience</strong></td>
<td>Word choices show consideration of purpose and audience; shows thoughtfully and imaginatively constructed sentences; incorporates sources well</td>
<td>Word choices are appropriate to purpose and audience; sentences often constructed thoughtfully and imaginatively; incorporates sources adequately</td>
<td>Word choices are mostly appropriate to purpose and audience; sentences aren’t particularly thoughtful or imaginatively constructed; sources may sometimes be awkwardly incorporated</td>
<td>Word choices may be inappropriate to purpose or audience; sources incorporated poorly</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Has very few grammatical, spelling and punctuation errors; uses appropriate documentation style correctly when necessary for assignment</td>
<td>Has minor grammatical, punctuation or spelling errors that do not interfere with reading of essay; uses appropriate documentation style correctly</td>
<td>Has some grammatical, punctuation and/or spelling errors that occasionally interfere with reading of essay; uses appropriate documentation style but may have some errors</td>
<td>Has grammatical, punctuation and/or spelling errors that make reading difficult; documentation style may be poorly used</td>
</tr>
<tr>
<td><strong>Process</strong></td>
<td>Shows abundant evidence of careful planning and drafting and attention to peer and teacher comments</td>
<td>Shows evidence of careful planning and drafting and some attention to peer and teacher comments</td>
<td>Shows some evidence of planning and drafting, though some drafts may be less considered, and some attention to peer and teacher feedback</td>
<td>Shows only a little evidence of planning and drafting and attention to peer and teacher feedback</td>
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</table>
To Submit to the Electronic Writing Portfolio

Information for Students:

Choose a document to submit from a writing intensive or writing centered course (see www.eiu.edu/~assess for a list of courses). Save the document in rich text format (rtf) labeled lastname.rtf (e.g., smith.rtf) to a disk. Make sure you remove your name and other identifying information from the document you intend to submit.

You will find the EWP submission form at www.eiu.edu/~assess. Click on the form to open it. Read the directions marked “student.” You should complete the “Student Information,” “Course Information,” and “Student’s Integrity Statement” sections of the form. Once you have completed these sections, print out the form.

The form requires you to include your eiu.edu email account. If you have not picked up the id and password for this account, go to ITS in Room 1053 in the basement of the Student Services Building and take your Panther Card.

You will need to take your document and the form to your instructor for his/her signature and approval.

After your professor has approved your submission, you will need to bring the disk and the submission form to Ninth Street Hall, Room 3001. You will receive a ticket that shows you have brought your disk to submit; however, your submission is not considered final until you receive an email to your eiu.edu email account. KEEP THIS EMAIL NOTICE TO SERVE AS YOUR RECEIPT. No submission will be considered complete until this e-mail notice is sent from CASA to the student, so make sure you check your e-mail regularly until you receive your receipt.

Information for Instructors:

Students will bring their disk and completed submission form to you for approval. You may determine that they should submit to you during class or during your office hours.

If you agree that the document is at least minimally competent (based on the rubric on the back of this sheet and available at www.eiu.edu/~assess), you certify that the document is fine to submit by completing the “Instructor’s Assessment” section on the submission form and by signing on the signature line. Return the form and the disk to the student for submission to CASA.

If you do not agree that this document is ready for submission, discuss revision options with the student.
Tentative Class Schedule and Assignments – Spring 2004
English 1002G, Composition and Literature

**Unit I: Drama**

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Notes</th>
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| January 13, Tuesday| Classroom CH 3140 | Course Introduction  
 Diagnostic Essay I – Sample Writing In Class |
| January 15, Thursday| Classroom CH 3140 | Course Handouts, Syllabus, Schedule of Assignments |
| January 20, Tuesday| ETIC Lab CH 3210 | “Oedipus Rex” Sophocles, Drama, pp. 72-93  
 Griffith, Ch. 4 “Interpreting Drama” pp. 61-84  
 Introduction to Lab, Word, Template files – bring disks |
| January 22, Thursday| ETIC Lab CH 3210 | Griffith, Ch. 9 “Drafting the Essay” pp. 181-98  
 Essay Assignment – Drama Essay II  
 Drafting workshop – bring diskettes (labeled) |
| January 27, Tuesday| Classroom CH 3140 | Griffith, Ch. 8 ”Choosing Topics” pp. 157-79  
 “Oedipus Rex” Sophocles, Drama, pp. 72-93 |
| January 29, Thursday| Classroom CH 3140 | Griffith, Ch. 10 “Revising and Editing” pp. 201-31  
 “The Strong Breed” Soyinka, Drama, pp. 1312-26 |
| February 3, Tuesday| ETIC Lab CH 3210 | Essay II workshop – collaborative exercise  
 Drama Essay II Final Draft due |
| February 5, Thursday| ETIC Lab CH 3210 | Griffith, Ch. 3, “Interpreting Fiction” pp. 33-60  
 Film excerpts |
## Unit II: Fiction

### February 10, Tuesday  
Classroom CH 3140  
**Introduction to Short Fiction**

- "Happy Endings" by Margaret Atwood, pp. 69-71  
- "A Conversation with My Father" Grace Paley, pp. 1177-80  
- "River of Names" Dorothy Allison, pp. 39-45

### February 12, Thursday  
Classroom CH 3140

- "Death in the Woods" Sherwood Anderson, pp. 55-63  
- "To Build A Fire" Jack London, pp. 920-31

### February 24, Tuesday  
- ETIC Lab CH 3210  
**Introduction to Fiction Essay III**  
**Drafting workshop**

### February 26, Thursday  
- ETIC Lab CH 3210

- "The Swimmer" John Cheever, pp. 279-87

### March 2, Tuesday  
Classroom CH 3140

- "The Open Boat" Stephen Crane, pp. 405-22  
  **Fiction Essay III due**

### March 4, Thursday  
Classroom CH 3140

### March 9, Tuesday  
- ETIC Lab CH 3210

- "Where Are You Going, Where Have You Been?" Joyce Carol Oates, pp. 1089-1101  
- "Rape Fantasies" Margaret Atwood, pp. 71-78

### March 11, Thursday  
- ETIC Lab CH 3210

- "A Small, Good Thing" Raymond Carver, pp. 235-52  
- "The Management of Grief" Bharati Mukherjee, pp. 1043-55  
- "The Way We Live Now" Susan Sontag, pp. 1249-1262

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**Spring Recess: March 15--------19**