Fall 8-15-2014

ENG 1002G-001: Composition and Literature

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ENG 1002G Composition and Literature
Section 001 Meets TTh 8:00 – 9:15
Instructor: L. A. Berry (Ms Berry or Ms B)
Office Hours: 10:45 -- 12:15, 1:45 – 2:45 TTh
Office Location: Coleman 3836
Contact me via e-mail: laberry@eiu.edu

Required Texts & Materials:
  - a Panthermail account
  - post-it note pad for marking texts
  - a notebook and something to write with during class
  - a positive attitude & strong work ethic

Catalog Course Description:
Graded (A, B, C, N/C) A writing course designed to improve skills in critical thinking and analytical expression based on the reading of literary texts.

My Personal Course Description:
You will practice analysis of poetry, short fiction and drama. To be successful, you must read carefully and think deeply about what you have read. You must write well-reasoned, logically organized essays using sound rhetorical strategies to support an arguable thesis.
Effort on your part is essential. Expect to spend four to six hours weekly in preparation for the class, depending on your current skill level.*
Keep up with the reading assignments. Keep in mind the fact that coasting means you are going downhill.

* Consistent with the Policy on Credit Earned at Eastern Illinois University:
One semester credit hour is the amount of student effort that approximates not less than 37.5 hours of academic engagement in coursework (in-class/instructional time plus out-of-class student work) as represented in intended learning outcomes and verified by evidence of student achievement.

Assignments in this course require you to:
Ask questions and engage diverse perspectives. (Critical Thinking Goal 1)
Seek and gathering data, information, and knowledge from experience and texts. (Critical Thinking Goal 2)
Understand, interpret and critique relevant information and knowledge. (Critical Thinking Goal 3)
Synthesize and integrate data, information, and knowledge to infer and create new insights. (Critical Thinking Goal 4)
Anticipate, reflect upon, and evaluate implications of assumptions and arguments. (Critical Thinking Goal 5)
Create defensible arguments. (Critical Thinking Goal 6)
Create documents appropriate for specific audiences, purposes, genres, disciplines, and professions. (Writing and Critical Reading Goal 1)
Craft cogent and defensible analyses, evaluations, and arguments. (Writing and Critical Reading Goal 2)
Produce essays that are well-organized, focused, and cohesive. (Writing and Critical Reading Goal 3)
Use appropriate vocabulary, mechanics, grammar, diction, and sentence structure. (Writing and Critical Reading Goal 4)
Understand, question, analyze, and synthesize complex textual sources. (Writing and Critical Reading Goal 5)
Evaluate evidence, issues, ideas, and problems from multiple perspectives. (Writing and Critical Reading Goal 6)
Collect and employ source materials ethically and understand their strengths and limitations. (Writing and Critical Reading Goal 7)
Appropriately undertake impromptu presentations, debates, and discussions. (Speaking and Listening Goal 2)
Use critical listening skills to understand and evaluate oral communication. (Speaking and Listening Goal 7)

**EIU Policy on Attendance**
Instructors will grant make-up privileges (when make-up is possible) to students for properly verified absences due to illness, emergency, participation in an official University activity, or participation in volunteer emergency work (110 ILCS 122/); and such absences will not militate against students in classes in which attendance is used directly in determining final grades. It is the student’s responsibility to initiate plans for make-up work and to complete it promptly. If in the instructor’s judgment the duration or number of absences renders make-up unfeasible, the instructor may contact the Vice President for Student Affairs and the Department Chairperson to determine an appropriate action. Except for the above stipulations, each instructor sets his or her own policy with respect to class attendance and make-up work, and excuses for absences are handled between the instructor and the student. At the beginning of each grading period, the instructor shall announce, in writing, his or her policy regarding absence, make-up and late work.

**My Personal Attendance Policy:**
Work done as a part of a group in-class and timed in-class writings are not possible to make up.
Properly verified medical absence requires a note from a physician directly stating that the student could/should not be in attendance for medical reasons.
Properly verified emergency absence requires documentation that, had the student attended class as scheduled, he or a close relative would have been put in a life-threatening situation.
Properly verified official University activity absence requires documentation on letterhead signed by the faculty or staff member in charge of the activity.
Properly verified emergency work absence requires documentation on official letterhead signed by the supervisor of the emergency work.
You will not be granted make-up privileges for absences due to reasons other than those listed as being verifiable. Each absence that is not eligible for make-up privileges will result in the loss of one point.

**Grade Determination**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poetry essay 4 pages</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Fiction essay 4 pages</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Drama essay 4 pages</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Capstone essay 8 pages</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Attendance</td>
<td>30 pts.</td>
</tr>
<tr>
<td>Quizzes &amp; exams (Also averaged)</td>
<td>30 pts.</td>
</tr>
<tr>
<td>Discussion/homework</td>
<td>40 pts.</td>
</tr>
</tbody>
</table>


Remember, A and B work goes above and beyond average performance. C work is competent. D work is deficient in some way.

I will figure your grades only at mid-term and at the end of the course. You are encouraged to keep track of your own grades as you get them.

In general, I will be assessing your writing for:

- sufficient, useful development in support of your thesis, which includes specific references to and quotations from the texts
- clarity of expression
- effective organization and use of transitions
- use of standard conventions for spelling, punctuation and grammar

**Policies/Practices:**

- Tardiness, leaving early and not having the specified text with you each count as a half day absence for each occurrence
- Late papers lose 10 points for each calendar day (or portion thereof) past the deadline
- Cell phones should be absolutely out of sight. Ear buds or Bluetooth devices should be out of your ears. If I see an electronic device, you’ll lose 20 points. No mitigating circumstances will be considered.
- Major assignments must be submitted electronically. Use your Panthermail account. Attach a Word document. Name the document using your last name and the name of the assignment.
- You must schedule a conference at least once during the semester during my office hours. I have no obligation to remind you, nor do I have any obligation to increase my office hours as the semester draws to a close.
- There is no extra credit.
- If you are dissatisfied with a grade you receive on a paper, submit an essay in which you explain specifically what you think I have misjudged or over-looked based on the components I've considered in assessing the assignment. I will consider the merit of your argument, but there's no guarantee I'll change the grade.

Quizzes will be given at the beginning of the class period. You won’t get extra time if you’re late. **There are no make-ups for the quizzes.** When determining
your average, I will throw out the lowest score. Your lowest score for in-class work will also be discarded.

**Policy on Plagiarism**
Random House Dictionary of the English Language defines plagiarism as “the appropriation or imitation of the language, ideas, and/or thoughts of another author and representation of them as one's own original work.” Plagiarism will result in an F for the course and referral to the Office of Judicial Affairs.

**University Policy on Writing Portfolios:** Students can submit a sample of their writing for the Electronic Writing Portfolio for either English 1001G or 1002G, but not both. Instructors assess each sample according to the rubric provided on the submission form that each student fills out. Submission forms, as well as other information about the Electronic Writing Portfolio, are available at [http://www.eiu.edu/assess/ewpmain.php](http://www.eiu.edu/assess/ewpmain.php).

**University Policy on Academic Integrity**—Students are expected to maintain principles of academic integrity and conduct as defined in EIU’s Code of Conduct ([http://www.eiu.edu/judicial/studentconductcode.php](http://www.eiu.edu/judicial/studentconductcode.php)). Violations will be reported to the Office of Student Standards.

**University Policy on Students with Disabilities**—If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

**University Policy on The Student Success Center**—Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center ([www.eiu.edu/~success](http://www.eiu.edu/~success)) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Daily Schedule: You must **come to class having already studied the pages listed for that day**. Don’t simply read the material quickly; **outline or take notes**. Keep in mind that your education consists largely of the work you do independently; what we do in class is a means of monitoring your progress. Writing topics are for in-class writing.

**August 26**
- **Writing topic:** What defines a poem? Discuss using concrete examples.
- **Lecture/discussion:** I will go over the syllabus and elaborate on goals/expectations for the class.
- We will discuss “Introduction to Poetry”

**August 28**
- **Reading assignment (must be completed prior to class):** “Miss Goff” 350, “How I Discovered Poetry” 543-4 “The Schoolroom on the Second Floor of the Knitting Mill” 147-8
Suggestions for Approaching Poetry 38-39
Writing topic: What are the flaws of the teachers in these poems?
Discussion: Careful reading

Sept 2
Writing topic: What do the assigned poems have in common?
Discussion: Allusion/parody

Sept 4
Reading assignment: “Marginalia” 54-6, “A Study of Reading Habits” 33-4
Writing topic: What do the two poems we’ve read by Billy Collins have in common?
Discussion: Tone.

Sept 9
Writing topic: Do these poems all have the same theme?
Discussion: Poetry as social commentary

Sept 11
“Tornados” 239, “Dusting” 478, “Ironing Their Clothes” 479-80
Writing topic: What are feminist aspects of these poems?
Discussion: Poetry as social commentary

Sept 16
Discussion: Secondary sources

Sept 18
“In White” 387, “Design” 386
Writing topic: Point out three specific changes between the poems and discuss the effect of those changes
Discussion: Revision

Sept 23
“Shall I compare thee to a summer's day?” and “My mistress’ eyes are nothing like the sun” 248-9 and “Song” 205-6
Writing topic: Which of these poems is most romantic? Why?
Discussion: Context

Sept 25
Bring a hard copy of your poetry essay to class