Spring 1-15-2011

ENG 1002G-027: Composition and Literature

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Eastern Illinois University

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ENGLISH 1002G-027: Composition and Literature  
SPRING 2011  
T/TH 12:30 - 1:45  
Coleman Hall CH 3120/3130

INSTRUCTOR: LEANN ATHEY  
OFFICE HOURS: T/TH 10:45 - 12:30; 1:45 - 3:30pm  
and by appointment  
OFFICE PHONE: 581-6288

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COURSE DESCRIPTION: 1002G is a writing course designed to improve skills in critical thinking and analytical expression based on the reading of literary texts. Attention is given to the on-going development of student writing, including effective expression, clear structure, adequate development, and documentation of sources. PREREQUISITE: Students must have successfully completed ENG 1001G or fulfilled the requirement through transfer credit or through the CLEP proficiency examination.

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.
- writing papers that reflect a clear command of the recursive writing processes
- developing the ability to evaluate and criticize their own and their peers’ writing.
- 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 that establishes a foundation for continued social, cultural, intellectual, and aesthetic discovery and appreciation.

REQUIRED TEXTS AND MATERIALS: Must be obtained before the next class session
Charters, The Story and its Writer 8th edition  
Griffith Writing Essays about Literature 7th edition  
Kennedy and Gioia, Literature 11th edition  
Meyer, Poetry, 6th edition  
Simple spiral bound notebook for class notes  
A separate notebook/folder for reading journal (spiral with pockets or loose-leaf with pockets will function perfectly)

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. Do not throw away anything!! These materials will be handed in with final copies of your written work.

SPECIFIC REQUIREMENTS:
Papers: You will be required to write and revise three papers. With each paper, all accompanying materials (including but not limited to planning exercises, previous drafts, peer reviews, and instructor comments) should be included. Additionally, you will be working on these drafts in class with peer groups gaining suggestions for revision. After extensive work, you will present drafts of essays to me in conference for which you will receive feedback and suggestions for further revision (see course outline for conference dates). 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.

Paper 1 will be an individual personal reflection essay. Paper 2 will be a literary research essay. Paper 3 will be a collaborative research assignment. Additional guidelines for preparing these papers will be given later in the semester.

NOTE: Revision is on-going throughout the semester. Deep revision, not just surface editing, is expected.
Conferences: Throughout the semester, you or your peer group will meet with me to discuss the progress of your drafts. Also note that there are no scheduled classes for a portion of this time. Each student must sign up and attend these conferences. To earn the total possible conference points at each meeting, each individual MUST do the following:

- Bring one extra hard copy for me to keep.
- Have produced a draft that exemplifies substantial revisions since the class period in which peer reviews were done
- Be able to discuss with the group the revisions made thus far and any anticipated changes
- Take notes on the any comments made
- Have prepared a list of questions and concerns about the draft.
- Be an active listener for others when in groups, offering them suggestions as needed.

**If you do NOT attend, you receive NO points, ONE absence, and NO feedback on your paper.**
**If you DO attend but DO NOT MEET THE ABOVE CRITERIA, conference points will be deducted.**

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". NO EXCEPTIONS. So, it is important that you sign up for a convenient time and then make every possible effort to attend.

Reading Responses: As means of analyzing the works of literature, preparing for class discussion, and inventing work for future paper assignments, you will be writing out-of-class responses to poetry and short stories. Reading responses are to be written before the class period for which the chosen literary work is to be discussed. You have a choice which works of literature to respond to as long as you have 8 out-of-class responses submitted to me before class discussion on that given day. Be original.

The first week of class, I will provide you with the 4-step approach that I expect you to implement for EACH submitted response. All 4 steps are to be submitted. Step 4 should be a well-focused, thoughtfully organized and fully developed 1-page minimum piece of writing. Steps 1-3 may be hand-written; however, step 4 is to be typed. Items are to be neatly compiled and properly formatted using MLA title page format. You may NOT merely summarize the plot of the text. I will grade each entry on the inclusion of each of the 4 steps and will grade step 4 on the basis of form/structure as well as insight into the issues that the reading raises.

*** 8 total entries.

Peer Reviews: Throughout the semester, you will be doing 3 peer activities: in class writing workshops and out of class peer editing. The first is an exercise that we will do together in groups. Directions will be given. The second is a detailed written critique that you will do for a peer. I will receive a photocopy of the peer critique (the second activity) that you do for your peer so that you may receive points for having completed it. Further directions for these activities will be given later. **If a peer review is not submitted to me on time, the reviewer will suffer a reduction of points.**

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.**

Final Exam: An essay examination will be given during the scheduled final exam period. In rare and unusual circumstances, a final exam may be rescheduled, but the student must discuss the matter with me beforehand. **In the event that a student misses the final examination, regardless of point totals, s/he will receive a NC for the course.**

EVALUATION: By the end of the course, a student must be writing at a “C” level (or a 70%) to pass 1002

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<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>Reading Responses</td>
<td>40</td>
<td>A = 540 - 600</td>
</tr>
<tr>
<td>Conference points</td>
<td>60</td>
<td>B = 480 - 539</td>
</tr>
<tr>
<td>Reader Response Guides</td>
<td>30</td>
<td>C = 420 - 479</td>
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<tr>
<td>Paper 1 (Personal Reflection)</td>
<td>100</td>
<td>NC = 419 and below</td>
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<tr>
<td>Paper 2 (Literary Research)</td>
<td>100</td>
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<tr>
<td>Paper 3 (Group Project)</td>
<td>150</td>
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<tr>
<td>Final Examination</td>
<td>100</td>
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<tr>
<td>Class Participation/Effort/Enthusiasm</td>
<td>20</td>
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**COURSE POINT TOTAL:** 600 points

Your essays and responses will be assessed analytically according to 5 factors:

- Focus
- Development
- Organization
- Style, Mechanics, Grammar, Spelling and Documentation
- Process and Audience Consideration

Failure to complete both individual papers and the group project, or to take the final examination 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 classes and conferences alike. You are expected to attend every meeting and to be on time. Remember, if you are absent 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." If tardiness or absences become excessive, your grade will be affected.

I will allow for any properly verified absence. The university recognizes "properly verified absences due to illness, emergency, or participation in an official University activity." **Bring the appropriate documentation to me beforehand, if possible. If not, then bring documentation to me when you return to class. Otherwise, I will NOT accept documentation. The end of the semester is NOT the time to bring in documentation. By that point, your absences have already been documented as “unexcused”.

Note: a document from Health Services merely showing that you were there is NOT “proper verification” for an illness that requires you to miss class.

Proper documentation MUST be DATED and may include:

- Letter from university activity director
- Doctor’s note describing the nature of the illness and the requirement to miss class/work (i.e. flu like symptoms or some such illness where s/he recommends you NOT be at work or at class).
- Court documents, police reports, etc. that coincide with class time.
- ER visit notification that coincides with class time.
- Other documentation accepted at my discretion.

I will allow 3 “unexcused” absences. After 3, your overall grade will be reduced at the end of the course.

Example: If you have a B average at the end of the course and 4 unexcused absences, you then have dropped to a C for the course.

If you have a B average at the end of the course and 5 unexcused absences, you then have dropped to an NC for the course.

Likewise, if you are more than 10 minutes late for class, you will receive an unexcused absence.

** Please contact me as soon as possible in regards to ANY absences so that we may discuss its nature.

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

ACADEMIC HONESTY AND PLAGIARISM: To honor and protect their own work and that of others, all students must give credit to proprietary sources that are used for course work. It is assumed that any information that is not documented is either common knowledge in that field or the original work of that student.

Academic honesty:

- Documenting all proprietary information that is received from outside sources, including books, articles, websites, lectures, interviews, television, radio, etc.
- Putting quotation marks around the words that were written or spoken by someone other than oneself.
- Applying this standard to all assignments (papers, take home exams, presentations, etc.).

Plagiarism:

To present someone else’s work or ideas as one’s own is plagiarism. A student commits plagiarism by

- copying, word for word, someone else’s writing without putting that passage in quotation marks and identifying the source.
- taking someone else’s writing, changing some of the words, and not identifying the source;
- taking someone else’s ideas or organization of ideas, putting them into his/her own words and not identifying the source;
- having someone else change the student’s writing—a tutor, friend, or relative, for instance—and creating the impression that this is the student’s own work; or
- purchasing or downloading papers or passages from the Web.

The English Department’s statement concerning plagiarism is this: 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 F for the course, and to report the incident to the Judicial Affairs Office. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1). To encourage original and authentic written work, any written assignment created in this course may be submitted for review to Turnitin.com and will become a searchable document with the Turnitin-protected and restricted use database.
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.

IMPORTANT FOR GRADUATION EIU students MAY submit essays from ENG 1002, a “writing centered” course, for inclusion in a university-required electronic portfolio. See me or your academic advisor if you have questions. Submission forms, as well as other information about the Electronic Writing Portfolio, are available at http://www.eiu.edu/~assess

WRITING CENTER: The Writing Center offers help with writing and related skills. The experienced staff can help you brainstorm for ideas, develop support for your points, organize your thoughts and polish your writing. You may drop in any time the center is open. This service is free. It is located in CH 3110. Its hours are Mondays through Thursdays 9-3 and 6-9 and Fridays 9-1. The phone number is 581-5929. WWW address: http://www.eiu.edu/~writing/

ADDITIONAL INFORMATION:
✨ Make sure that you save your work often (use RTF) and in more than one place to prevent loss of material.
✨ Save documents with last name, essay number, and draft number. Example: athey1:1 (last name, essay 1, draft one) -- athey1:2 (last name, essay 1, draft 2) -- athey 2:final (last name, essay 2, final draft) and so on.
✨ Whenever you email me, be sure that your subject line has your full name and section number.
✨ When you attach a document to an email, be sure that the document itself has full contact information in the upper left hand corner (see MLA page formatting).

ALSO NOTE:
✨ 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.
✨ Anyone who is found using any electronic device (cell phone, MP3, Texting device, etc.) during class time will be asked to leave and will receive one unexcused absence for that class period. The only exception is if EVERYONE’S phones vibrate as a result of a university emergency. Then, we’ll read these together and respond accordingly.
TENTATIVE SCHEDULE FOR 1002G
SPRING 2011
LEANN ATHEY

USE THESE RESOURCES AS REFERENCE AS YOU WRITE.
Kennedy and Gioia, Literature Chapters 41-45 “Writing Essays about Literature”
Meyer Poetry Chapter 27 “Reading and the Writing Process and Chapter 28 “The Literary Research Paper”
Griffith Writing Essays about Literature. Part 2: “Writing about Literature” p 195ff
Purdue Writing Lab Online http://owl.english.purdue.edu
Kilgore’s http://www.ux1.eiu.edu/~jdkilgore/Litclas/3405/Current/WGS0801.htm

PLEASE HAVE THE FOLLOWING TEXTS READ AND BE READY FOR CLASS DISCUSSION ON THE DATE GIVEN. REMEMBER TO
CHOOSE 8 OF THE LITERARY TEXTS FOR WRITTEN READING RESPONSES. A RESPONSE IS TO BE SUBMITTED
BEFORE CLASS DISCUSSION OF THAT TEXT.

January 11L Introductions and other preliminaries
13 **Have Read**: Griffith Chapter 3 “Interpreting Fiction” 31-75; Charters “Writing about Short Stories”
Charters 1752-1778; and Kennedy Chapter 42 “Writing about a Story” 1912-1936.
18C **Have Read**: and Oates “Where Are You Going, Where Have You Been?” Charters 988
Paper 1 is assigned

**LOVE RELATIONSHIPS: THE GOOD, THE BAD, AND THE UGLY**

20 **Have Read**: Carver’s “What We Talk About When We Talk About Love” Charters 218 and “A Small Good
Thing” Charters 201
25L **Have Read**: John Steinbeck “Chrysanthemums” Charters 1245 and Mason’s “Shiloh” Charters 858
27 **Have Read**: Faulkner’s “A Rose for Emily” Charters 408 and Chopin’s “Desiree’s Baby” Charters 278

February 1C **Have Read**: Wolff “Say Yes” Charters 1390 and Atwood’s “Happy Endings” Charters 54
3 Griffith Chapters 9&10 “Drafting” and “Revising” 227-278 and chapter 13 “Sample Essays” 357ff
Bring Drafts. Sign up for conferences
8L In -class peer workshop (Personal Response Essay). Bring an extra copy to class.
Assignment: Do Peer Review Worksheet as homework. Complete and give to the peer ASAP. Provide me
with a photocopy by next class session. Revise your paper and come prepared to conferences.
10 **No Class**: Conferences; BE READING: Griffith Chapter 11 “Documentation and Research” 279-345 and
Kennedy Chapter 45 “Writing a Research Paper” 1972-1996
15C **No Class**: Conferences; BE READING: Griffith Chapter 11 “Documentation and Research” 279-345 and
Kennedy Chapter 45 “Writing a Research Paper” 1972-1996
17 **Have Read**: Meyer Poetry Chapter 27& 28 684-739; Griffith Chapter 5 “Interpreting Poetry”
107-162; and Kennedy Chapter 43 “Writing about a Poem” 1937-1959
Submit Peer Review to me.
PAPER 1 IS DUE TODAY!

Paper 2 is assigned

**FAMILIAL RELATIONSHIPS**

22L **Have Read**: Pastan’s “To a Daughter Leaving Home” Meyer 291 and Olsen’s “I Stand Here Ironing”
Charters 1064
24 Kinnell’s “After Making Love We Hear Footsteps” Meyer 279; Hayden’s “Those Winter Sundays” Meyer
21; and Roethke’s “My Papa’s Waltz” Meyer 238
March 1C  Have Read: Bring in a song and/or its lyrics that speak of familial relationships and share;  
Bring Drafts and work on Papers  
Assignment: Be drafting and sign up for conferences  

3  In-class peer workshop (Literary Research Essay). Bring an extra copy to class.  
Assignment: Do Peer Review Worksheet as homework. Complete and give to the peer ASAP. Provide me with a photocopy by next class session. Revise your paper and come prepared to conference next week  

8L  No Class: Conferences  
10  No Class: Conferences  

BREAK 15th and 17th  

22C  PAPER 2 IS DUE TODAY!  
Group project is assigned  
Submit Peer Review to me.  

THE HERO/ANTI-HERO  

24  Have Read:  
Kennedy Chapter 25: “Myth and Narrative” 866-886  
Seger’s “Creating the Myth”  
Ray’s “The Thematic Paradigm”  
Warren’s “Steps of a Hero’s Journey”  
http://dommy.com/az2nzau/show/goln/steps.pdf  

29L  Have Read: Hawthorne’s “Young Goodman Brown” Charters 628  

31  Have Read: Frost’s “The Road Not Taken” Meyer 365  
Project Summary Due in Class  

April 5 C  Have Read: O’Brien’s “The Things They Carried” Charters 1001 and “On the Rainy River”  
http://www.archive.org/details/onTheRainyRiver  

7  GROUP PRESENTATIONS; Notes  
12L  GROUP PRESENTATIONS; Notes  
Assignment: Be drafting and sign up for conferences  

14  Draft of Project Due for in-class peer workshop;  
Assignment: Do Peer Review Worksheet as homework. Complete and give to the peer ASAP. Provide me with a photocopy by next class session. Revise your paper and come prepared to conference next week.  

19C  No Class: Conferences  
21  No Class: Conferences  

26L  Film  
Submit Peer Review to me. All Extra Credit Due!  

28  Last Class Day – Film/Discussion;  
FINAL Project DUE TODAY!  

FINAL EXAMS: Held in CLASSROOM  

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<thead>
<tr>
<th>Course</th>
<th>Date</th>
<th>Time</th>
<th>1002-008</th>
<th>1002-027</th>
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</thead>
<tbody>
<tr>
<td>1002-008</td>
<td>Monday, May 2nd</td>
<td>10:15am - 12:15 pm</td>
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<tr>
<td>1002-027</td>
<td>Wednesday, May 4th</td>
<td>8:00 am – 10:00 am</td>
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