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ENG 1002G-036: Composition and Literature

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COMPOSITION AND LITERATURE (Writing-Centered Course)
ENGLISH 1002G-036
SPRING 2013

Objectives:

-to promote careful, coherent, substantive writing;
-to encourage active, thoughtful reading of world-class drama, fiction, and poetry;
-to increase understanding of views and cultures represented in literature;
-to sharpen critical thinking -- the analysis of ideas and evidence;
-to provide experience using primary and secondary evidence.

Scope: During the term you will read a range of drama, fiction, and poetry. You will complete three typed essays of three-four pages (700-800 words) of argument, plus a “Works Cited.” You will write two essays in class (500-600 words each). To help you write the in-class essays, you can bring outlines but not complete drafts. As a capstone experience, you will interpret a range of stories and poems during a final in-class exam. The final exam will require you to write two short interpretations (about 250-300 words each) and one essay (about 500-600 words). In addition, a portion of your grade will be based on pop quizzes. Here’s a breakdown of the components that will determine your final grade for the course:

-three out-of-class essays supported with research: 50% of grade
-two in-class essays: 25% of grade
-pop quizzes: 10% of grade
-final examination: 15% of grade

Grading Policy: For the essays and final, I will grade using a simple ten-point scale. That is, a 92% is an A-, an 87% is a B+, and so on. When I grade the essays and the final, I will consider content (purpose, reasoning, evidence), organization and coherence, grammar and mechanics, and style. Keep in mind that an essay or a final will fail if it is radically deficient in any of the areas for grading I have mentioned. After all, readers are
served neither by a technically perfect essay that is superficial and empty nor an otherwise thoughtful essay that is riddled with distracting errors and infelicities.

Revision Opportunity: You can revise your in-class essays for up to 15% over your original grade.

Late-Work Policy: You are expected to hand in your work on time and in class. You will forfeit five points each day for late work and five points for work placed in my mail on the due date.

Attendance Policy: If you are enrolled in another class or engaged in any other activity that may cause you to miss a significant number of classes in 1002G, you should not attempt to take 1002G this term. If you have an excused absence, I will arrange time for you to catch up with written work. For an excused absence, you must provide a verifiable excuse from Health Service, a doctor, or a University official. After three unexcused absences, you will forfeit 10% of the course grade and 5% for each subsequent absence. The same penalties will apply to arriving at class late, leaving class early, and leaving and returning during class, unless you obtain my approval.

Plagiarism Policy: Plagiarism is a serious offense; it is intellectual theft and fraud. Accordingly, plagiarism will be punished in conformity with English Department and University procedures. Here is the English Department's 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 own 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 assigned essay 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.

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.

Writing Portfolio Submissions: If you choose to do so, you may submit one of your essays for your writing portfolio. Before you submit the essay electronically, give me a copy of the graded essay. Keep in mind that all submissions must include at least 750 words. To review instructions for electronic submission, go to “Electronic Writing Portfolio” by using the A to Z index at the upper right of Eastern’s Website.
TENTATIVE SCHEDULE

1. Week of January 7
   -Introduction to Course; Writing Assignment: Your Reading and Writing
   -“Greek Drama” and “Sophocles” (30-40, 70-72); Oedipus Rex (73-75)
   -Oedipus Rex (40-51 to Scene 2); Writing Assignment Due

2. Week of January 14
   -Oedipus the King (75-94); Writing Assignment Due: Your Reading and Writing
   -Further Discussion of Play; Introduction to Elizabethan Drama (252-61); “Shakespeare” and A Midsummer Night’s Dream (296--305 to Act II)

3. Week of January 21
   -A Midsummer Night’s Dream (305-329)
   -Further Discussion of Play; Assignment for In-class Essay of Interpretive Summary of a Play

4. Week of January 28
   -“Arthur Miller” and Death of a Salesman (1065-1086 to Act II)
   -Death of a Salesman (1086-1106)

5. Week of February 4
   -Further Discussion of Play; Review of Outlines for In-Class Essay; Introduction to Narrative Fiction
   -Writing Your In-class Essay

6. Week of February 11
   -Poe’s “The Fall of the House of Usher” (1115-31); Assignment for Out-of-Class Essay of Interpretive Summary of Drama
   -Poe’s “The Cask of Amontillado”; Hawthorne’s “Young Goodman Brown” (660-69); Assignment for In-Class Essay of Analysis

7. Week of February 18
   -Gilman’s “The Yellow Wallpaper” (461-73); Faulkner’s “A Rose for Emily” (408-15)
   -O’Connor’s “The Artificial Nigger” (1109-23); Melville’s “Bartelby, the Scrivener” (878-888); Out-of-Class Essay of Interpretation of Drama Due

8. Week of February 25
   -“Bartleby, the Scrivener” (888-904)
   -Cather’s “Paul’s Case” (228-42)

9. Week of March 4
   -Review of Outlines for In-class Essay; Fitzgerald’s “Babylon Revisited” (428-44)
-Writing Your In-class Essay of Analysis of a Story

SPRING RECESS

10. Week of March 18
- Cheever’s “The Swimmer” (247-55); Baldwin’s “Sonny’s Blues” (57-80)
- Oates’ “Where Are You Going, Where Have You Been?” (988-1000)

11. Week of March 25
- Thurber’s “The Catbird Seat” (1245-51); Welty’s “Petrified Man” (1326-35)
- Introduction to Poetry; “Writing about Poetry: From Inquiry to Final Paper” (58-65); Discussion of “To the Virgins, to Make Much of Time” (79) and “Graded Paper” (174-75)

12. Week of April 1
- Now for Something Completely Different: “Anecdote of the Jar” (171), “Kubla Kahn: or, a Vision in a Dream” (621-22), “This is Just to Say” (652); Handout of Poe’s “Annabel Lee”

13. Week of April 8
- In-Class Essay Comparing or Contrasting Stories Due; Rhythm and Rhyme (194-98, 217-221)); Analysis of “Annabel Lee”
- “Ode to the West Wind” (264-67), “Ode on a Grecian Urn” (94-95), from “Song of Myself” (182-83)

14. Week of April 15
- “To His Coy Mistress” (80-81), “My Last Duchess” (180-81), Students’ Selection of Poems
- “Ulysses” (647-484), “The Love Song of J. Alfred Prufrock” (494-98)

15. Week of April 22
- Discussion of Poems You’ve Chosen; Out-of-Class Essay on Poetry Due
- Preparation for Final Examination

NOTES