Spring 1-15-1997

ENG 1002-044-046-056: Composition and Literature

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12:30 - 2:00 PM  
5:30 - 6:30 PM  
and by appointment

COMPOSITION AND LITERATURE  
Course Syllabus  
English 1002-056  
Spring 1997

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<td>Chapter 15: Word Choice, Word Order, and Tone</td>
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<td>Hardy, &quot;The Convergence of the Twain&quot;</td>
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January 30  
Chapter 18: Symbol, Allegory, and Irony  
Stafford, "Traveling Through the Dark"  
Browning, "My Last Duchess"  
Chapter 19: Sounds  
Hopkins, "God's Grandeur"  
Chapter 20: Patterns of Rhythm  
Herrick, "Delight in Disorder"  

February 4  
Chapter 21: Poetic Forms  
Millay, "I will put Chaos..."  
Thomas, "Do not go gentle..."  
Heaney, "Mid-term Break"  
Chapter 22: Open Form  
Levertov, "O Taste and See"  
Justice, "Order in the Streets"  

February 6  
DUE: EXPLICATION ESSAY (first draft)  
Writing Group Discussions  
Signup for Individual Conferences  

February 11-  
February 13  
DUE IN CONFERENCE: EXPLICATION ESSAY (revision)  
Individual Conferences  

February 18  
ESSAY ASSIGNMENT: ANALYSIS  
Chapter 1: Reading Fiction  
Chopin, "The Story of an Hour"  
Updike, "A & P"  
Chapter 9: Writing About Fiction  
Chapter 39: Reading and Writing  
Review for Midterm Exam  

February 20  
DUE: OBJECTIVE MIDTERM EXAM (written in class)  
ESSAY (written in class)  

February 25  
Chapter 2: Plot  
Faulkner, "A Rose for Emily"  
Mishima, "Patriotism"  

February 27  
Chapter 3: Character  
Melville, "Bartleby, the Scrivener"  

March 4  
Chapter 4: Setting  
Atwood, "Death by Landscape"  
DUE: RESPONSE TO READING (written in class)  

March 6  
Chapter 5: Point of View  
Bambara, "The Lesson"  
Chekhov, "The Lady With the Pet Dog"  
Oates, "The Lady With the Pet Dog"
March 11 | Chapter 6: Symbolism | pp 187-89  
| Chapter 7: Theme | pp 207-10  
| Chapter 8: Style, Tone, and Irony | pp 229-32  
| O'Connor, "A Good Man..." | pp 354-68  
| O'Connor, "Good Country People" | pp 368-82  
| Perspectives on O'Connor | pp 404-07  

March 13 | DUE: ANALYTIC ESSAY (first draft)  
| Writing Group Discussions  
| Signup for Individual Conferences  

March 25-27 | DUE IN CONFERENCE: ANALYTIC ESSAY (revision)  
| Individual Conferences  

April 1 | ESSAY ASSIGNMENT: COMPARISON  
| Chapter 28: Reading Drama | pp 1071-86  
| Chapter 29: Writing About Drama | pp 1107-11  
| Chapter 39: Reading and Writing | pp 2069-75  
| Video: Oedipus the King  

April 3 | Chapter 30: A Study of Sophocles | pp 1113-20  
| Sophocles, Oedipus the King | pp 1120-61  
| Video: Oedipus the King (cont.)  

April 8 | Chapter 33: Modern Drama | pp 1500-04  
| Chapter 35: Experimental Trends in Drama | pp 1582-86  
| Video: Death and the Maiden  

April 10 | Dorfman, Death and the Maiden | pp 1836-68  
| Video: Death and the Maiden (cont.)  

April 15 | Perspectives on Sophocles | pp 1198-1201  
| Dorfman, Afterword to Death and the Maiden | pp 1993-96  

April 17 | Video: The Piano Lesson  

April 22 | Wilson, The Piano Lesson | pp 1925-80  
| Video: The Piano Lesson (cont.)  
| Review for Final Exam  

April 24 | DUE: COMPARISON ESSAY (first draft)  
| Writing Group Discussions  
| Signup for Individual Conferences  

April 29-May 1 | DUE IN CONFERENCE: COMPARISON ESSAY (revision)  
| Individual Conferences  

DUE AS SCHEDULED: OBJECTIVE FINAL EXAM (written in class)  
ESSAY (written in class)
READING ASSIGNMENTS

You will need the following texts for this course:


A standard college-level dictionary.

Please do all reading by the date assigned and always bring the text to class. Keep *Harbrace College Handbook* and the dictionary handy for reference.

WRITING ASSIGNMENTS

The course requires that you submit the following writing:

(1) THREE ESSAYS in first draft for writing group discussions.

(2) THREE REVISIONS, typed double spaced, which I will read and grade during individual conferences with you. I may reject work that doesn't fit the assigned length or topic.

(3) TWO essays written in class during midterm and final examinations. Again, I may reject work that doesn't conform to the assignment.

(4) MISCELLANEOUS WRITING, including quizzes and responses to reading and/or class discussion. Two responses are scheduled on the syllabus; others may be assigned as the semester progresses.

Though I hope you work hard, I can only evaluate results; I cannot measure the effort you put into your writing.

EXAMINATIONS

The midterm and final examinations each consist of an essay and objective questions. The midterm covers the first half of the course; the final may cover the entire course. Questions may appear on any assigned reading and on any work listed for discussion on the syllabus.

WRITING GROUPS

THREE class sessions will be devoted to discussion of your writing with your peers. The purposes of discussion are to improve your reading skills and help you develop a constructive, analytical approach to the problems and possibilities of revision.
You will be assigned to a group and work with the same people throughout the semester. Appoint someone in the group to serve as leader. This person has the responsibility of consulting me when questions and problems arise.

You will receive a grade for bringing a complete and legible first draft to each session. Bring two copies: one for me to keep, the other for you to use. You will also receive a participation grade for handing in your notes on the essays of other group members at the end of the period. Neglecting to produce these notes will cost you the participation grade. If I don’t receive any notes on a writer’s work I will assume the person has not brought a draft suitable for discussion, and he or she will forfeit credit for having brought a draft.

Since the success of the writing group depends upon your sustained, collective effort anyone who arrives late or leaves early is liable to receive a penalty. This rule includes groups that finish well before the period ends.

CONFERENCES

Periodically, classes will be cancelled to make time for individual conferences during which I will evaluate your essays. You will be given a signup sheet before each set of conferences devoted to your writing. You receive credit for bringing assigned work to the conference. It is your responsibility to show up at the time scheduled, and your essay may receive a late penalty if you miss a conference.

MANUSCRIPT REQUIREMENTS

The presentation of written work does affect its grade. Your work should conform to the following rules:

1. EXAM ESSAYS, FIRST DRAFTS for writing group discussion, and MISCELLANEOUS WRITING should be neatly handwritten on standard-sized lined paper. Of course they may also be typed.

   Fold all exam essays, first drafts and miscellaneous writing assignments lengthways. On the outside write your name, course number and section, instructor’s name, and date. For writing group work include your group number as well.

2. REVISIONS brought to conferences must be typed double spaced on standard-sized paper in blue or black ink. If a revision comes to me untyped it will be returned unread and considered late unless a typed copy is submitted the same day.

   On the first page put your name, course number and section, instructor’s name, date, and title of your essay. Follow the format shown on page 443 of Harbrace College Handbook, or make a separate title page.

   Copy should cover only one side of each page and have adequate margins on all four sides. Pages should be numbered.
You are responsible for all errors whether or not you type the manuscript yourself, so proofread carefully. Though corrections in ink are expected the copy should not be so riddled with scratched-out errors or squeezed-in insertions that it is difficult to read.

If you have not handed in a first draft for writing group discussion, or if the essay has changed drastically between early drafts and final version, bring previous drafts to conference along with the revision.

LATE ASSIGNMENTS AND MAKE-UPS

You may make up or be excused from classwork ONLY if your absence is authorized by me or another member of the faculty. I may require documentation of illnesses, emergencies, or other excuses for missed work.

I accept late revisions, but there is a penalty unless you have an excused absence. Your grade loses five (5) points if you miss a conference or come unprepared. It loses an additional ten (10) points if you do not bring me a completed revision when the class next meets. Your grade continues to lose points at the rate of ten (10) for each subsequent class.

I will make every effort to reschedule conferences and may waive or reduce penalties in exceptional circumstances — such as the writer’s extended and incapacitating illness — but not because of fraternity or sorority activities, vacation arrangements, sports events, etc.

You may be excused from handing in a first draft or attending writing group discussion only for similar compelling reasons.

PLAGIARISM

Here is the English Department’s policy on 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 assigned essay and a grade of NC for the course, and to report the incident to the Judicial Affairs Office.

I will impose the severest penalty in a case of deliberate plagiarism.

If you have cited outside sources and I have questions about the completeness or correctness of the citations, I may require that you show me the sources before I grade the essay. This is NOT an accusation of plagiarism; I just want to check whether you know what you’re doing.
I grade compositions according to the criteria set forth in "Standards for Evaluating Themes at Eastern Illinois University," and according to the consistency and insight of your interpretation of works of literature. Responses to reading are evaluated on their originality and attention to the assigned poem, story, or play. Although graded less stringently than essays, responses should be legible and coherent and reasonably free of errors in mechanics and grammar. Criteria for other work may vary. I will be glad to explain the criteria for any assignment, and to answer questions about grades. I use a numerical scale that corresponds to letter grades as follows:

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<tr>
<th>Score</th>
<th>Grade</th>
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<tr>
<td>100 - 90</td>
<td>A</td>
</tr>
<tr>
<td>89 - 80</td>
<td>B</td>
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<tr>
<td>79 - 70</td>
<td>C</td>
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<tr>
<td>69 - 60</td>
<td>D</td>
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<tr>
<td>59 - 1</td>
<td>F</td>
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Your overall grade for the course is determined as follows:

The REVISIONS brought to conferences count for 15% apiece, 45% altogether.

The MIDTERM and FINAL examinations count for 15% each, or 30% of your final grade. The objective test and the essay are weighted equally.

Completion of each FIRST DRAFT and participation in each WRITING GROUP DISCUSSION counts for 1.667% — a total of 10% of the final grade.

MISCELLANEOUS WRITING counts for the remaining 15%

STUDENTS WHOSE OVERALL GRADE AVERAGES D OR F WILL RECEIVE N/C (no credit) ON THEIR FINAL GRADE REPORT. ALTHOUGH THEY MUST REPEAT THE COURSE, THE N/C WILL NOT AFFECT THEIR GRADE-POINT AVERAGE.