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ENG 1002-042: Composition and Literature

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ENGLISH 1002: COMPOSITION AND LITERATURE

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Office hours: MWF 9-10:45 and by appointment

INSTRUCTIONAL OBJECTIVES

English 1002 expands on the writing you did in your previous composition course(s). For this course, you will read and write about short pieces of literature (stories, poems, plays, essays). The specific objectives for this class are as follows:

• Demonstrate an understanding of the process approach to writing, including generating, revising, and editing
• Demonstrate your ability to utilize the “building blocks” of successful writing—summary, analysis, synthesis, use of sources, and argument
• Adapt your writing to the needs of different audiences, purposes, and situations
• Work collaboratively with others and offer useful reader responses
• Improve your ability to read and analyze fiction, poetry, and drama
• Demonstrate critical reading abilities by discussing and writing about literature

People improve their writing by writing, so in this class, you will write A LOT. Sometimes your writing will receive points just for being completed. At other times, we will revise a piece several times before it receives a grade. In addition to individual writing, we will do class discussion, group activities, and peer review.

REQUIRED MATERIALS

• Madden, Frank. Exploring Literature, 2nd edition
• Roberts, Edgar, Writing about Literature, brief 10th edition
• A dedicated notebook or folder for your reading log and in-class activities
• Reliable on- or off-campus access to a computer and the Internet
• Optional: the lab requires USB “thumb” drives (also known as “jump” or “flash” drives) for data storage. Please consider buying one.

COURSE REQUIREMENTS

Papers: You will write five papers as part of this class, three of which will be included in your final portfolio as part of your semester grade. Specific instructions and evaluation criteria will be provided for each assignment.

(1) Personal Response Essay: You will choose a poem or story we have read in class and discuss how you connect to the piece on a personal level or recount your experience reading the piece.

(2) Analysis: You will choose a piece from the textbook that we have not read as a class. You will write a brief summary of the piece and then analyze its characters, plot/structure, setting, and point-of-view.
(3) **Comparison/Contrast:** Using summary, analysis, and argument, you will compare and contrast two or more pieces.

(4) **Review:** You will choose a story, play, or essay from the textbook that we have not read as a class. You will write a brief summary and evaluation of the piece targeted toward readers who might be considering whether to read the piece themselves.

(5) **Research paper:** You will research a topic related to one of the pieces in our textbook. Possible areas for research could be background on the author, critical responses to the piece, historical or cultural facts on the information discussed in the piece, etc. Based on this research, you will write an informative paper that incorporates outside sources, specific information from the piece you have chosen, and your own position.

**Portfolio:** At the end of the semester, you will design and create a portfolio of your best written (and revised) work accompanied by a self-reflection. The portfolio will be the final assessment of your work, and will be graded on completeness, self-reflection, overall writing skills, and grammatical proficiency.

**Responses:** Five times during the semester, you will write a 1+ page directed response related to our class reading. I will evaluate these responses for completeness, thoughtful engagement, correctness, and improvement. Click here to read the specific response prompts.

**Class discussion:** Throughout the semester, we will discuss the literature we read as a class. You will receive credit for your contributions to these discussions. The key to being successful in class discussions is to complete your daily reading log and come to class with 2-3 ideas or questions you feel prepared to share.

**Reading log:** During the semester, you will keep a reading log. This log should include an entry for each story, poem, play, or essay we read. Each entry should include the date, title and author of the piece, a summary of points you find important or interesting, and your own thoughts on the piece. The log may be hand-written. You will use your log to complete in-class activities, generate paper topics, and pull topics for class discussion. You may also bring your reading log to the final exam.

**Homework/Activities:** For each assignment, you will be asked to bring notes and drafts to work with during class time. In addition, you will complete various writing activities in class. To receive full credit on these assignments, you must complete each one fully and on-time.

**Peer review letters:** Throughout the semester, you will provide peer review feedback to your classmates. Twice, you will take a group member’s draft home and write a 2+ page typed response in which you provide specific feedback for improving the paper. I will evaluate the letters you write for completeness, thoughtful engagement, adaptation to audience, clarity, and basic correctness.

**Group work:** You will be assigned to a group to whom you will be responsible throughout the semester. You will work with group members during in-class activities and peer reviews. Near the end of the semester, your group will select a reading or series of readings for the class to read and then lead discussion of that reading during one class period. Part of your group work grade will be earned collectively for the reading you assign and lead. The other portion of your group grade will be based in part on the evaluation of your group members concerning your contributions to the group.

**Final exam:** For the final, you will answer short answer and essay questions over the literature we have read during the semester. The final will be comprehensive. You will be allowed to bring your reading log to the final.
ASSESSMENT
The five papers you write will receive extensive comments but will not receive individual grades (although they can earn penalties for being late or incomplete). You will choose and revise at least three of the five papers to include in your portfolio at the end of the semester. At that time, those papers will be graded holistically as part of your portfolio and analysis.

Assignment % grade
Responses (20 pts each) 10
Class discussion (6 pts/day) 10
Homework/Activities 15
  10 pts/draft (x6)
  5 pts/out-of-class writing (x5)
  2 pts/in-class writing (x20)
  25 pts for reading log
Peer letters (20-30 pts each) 5
Group work 5
  25 points for leading class
  25 pts for individual contribution
Portfolio 45
Exam 10

Note:
I reserve the right to make additions and alterations to this assessment breakdown should the need arise. Students will be informed in class and in writing prior to any changes being made.

INFORMATION ON THE PORTFOLIO
After each of the assigned paper due dates, you will receive extensive feedback on the strengths and areas for improvement in your essay. You will not, however, receive a final grade for that assignment. Instead, you will have the opportunity to revise each piece throughout the semester for inclusion in the final portfolio where you will receive a grade on your overall writing abilities.

Your final portfolio may include any number of papers or other pieces of communication you choose. The minimum requirements, however, are as follows:

- Your research essay (+ notes and earlier drafts)
- At least two additional essays from English 1002 (+ notes and earlier drafts)
- 2 or more post-writings, journals, or homework activities that demonstrate one or more reading, writing, and/or critical thinking abilities
- At least one piece of writing from another college course or job that demonstrates your reading, writing, and/or critical thinking abilities
- A brief self-reflection on each piece included in the portfolio and an overall self-reflection of your writing abilities (we will work on these during the final weeks of class)

REVISION GUIDELINES
Because you will not receive a grade on the major assignments until the end of the semester, you may revise as much as you choose. If you would like me to re-evaluate an essay, follow these instructions:
1. Read all of the comments carefully. Check with me about comments you do not understand.
2. Start big. Don’t bother with spelling until you’ve revised for organization and content.
3. Complete a substantive revision before handing the paper back to me. If you have changed only a few minor elements and/or deleted a few words, you have not made a complete enough revision to improve the paper, and I will not re-evaluate it.
4. Turn the paper in to me along with all previously evaluated versions. At the time you resubmit the paper, schedule an out-of-class appointment to go over my comments.

Repeat these steps as many times as you choose. And don’t be afraid to try something new! It may be an excellent improvement to your paper! And if it’s not, you have time to change it back!

ATTENDANCE
This class is designed around a community model, and your group members and other classmates will be counting on your contributions during activities and class discussions. In addition, this class incorporates daily opportunities to practice the critical thinking and writing skills that will result in better overall writing. For these two reasons, attendance is crucial. Failure to attend class regularly will result in a reduction in your grade. The specifics:

- You have four absences to use as and when you like. I will not be measuring excused versus unexcused absences.
- **Beginning with the fifth absence**, your semester grade will be reduced 3.5% per absence.
- **Eight absences will result in a failing grade in the course.**
- Even if you will miss class, you are responsible for any assignments that are due that day. Also, in most cases, you will not be able to make up points for class discussion and in-class activities.

PLAGIARISM
Plagiarism is using the words or ideas of another person and passing them off as one’s own. The most common types of plagiarism include

(1) Inserting whole paragraphs or papers into an essay
(2) Inserting a direct quote into a paper without including quotation marks and a citation
(3) Changing words in a sentence/paragraph without including a citation saying where the ideas came from

When you plagiarize, you cheat the person whose ideas and words you have stolen. When you ask your classmates and me to read plagiarized work, you cheat us of the time we spend providing feedback and of the opportunity to work authentically with you as a writer. Most importantly, you cheat yourself of the opportunity to receive feedback before you revise.

There WILL be consequences for plagiarism of any kind. To avoid plagiarizing unintentionally, ask if and how you should identify your source. Just be sure to ask before turning in the assignment.

The official English Department policy on plagiarism: “any teacher who discovers an act of plagiarism...has the right and the responsibility to impose upon the guilty student an appropriate penalty up to and including immediate assignments 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.”
MISSED AND LATE WORK
You might not include all five of the major writing assignments in your portfolio; however, each of these assignments will teach you something important about writing, and since the assignments build upon one another, you will apply the skills of one paper to each of the other papers. For this reason, all major papers must be completed in order to pass the course.

Any paper or response that is turned in late or incomplete will receive a 5% deduction per day until it is turned in completed. Late/incomplete penalties on a paper will be assessed against the portfolio grade even if you do not choose to include that paper in your portfolio.

Because this class focuses on process, particularly revision, we will spend time going over drafts. To get the most out of peer and instructor reviews, you need to have a complete draft. If you come to class without your work, you will still be asked to participate in activities and provide feedback to others, but you will not receive help on your own work. And of course, you will get no points. Points for drafts cannot be made up.

A FEW MORE REMINDERS
• Assignments in this class will be typed, and we will make frequent use of email and the Internet. If you need help with Microsoft Word, email, the Internet, attachments, or anything else, please let me know. Lack of computer knowledge or computer failure will not be a valid excuse for failing to complete assignments on time and according to instruction.

• Keep multiple copies of all the work you produce for this class until the semester is over and you have seen your semester grade. This will help you protect yourself from crashing computers, professor error, or any of the other catastrophes that can occur.

• Class time is an opportunity for you to improve your writing. Often I will give you time in class to work on activities or drafts, so you can ask questions and reduce homework. Because this time is for writing, use email and the Internet only for class-related activities. There will never be a need for text messaging or using Facebook during class.

WRITING CENTERED COURSE
Students are required to submit a paper from English 1001 or 1002 to the Electronic Writing Portfolio or EWP. If you did not submit a paper from your English 1001 class, you will need to submit one for this class. Please visit the following web address for information on the submission process: <www.eiu.edu/~assess/electronic_writing_portfolio1.htm>. The course deadline for EWP submissions is Monday, April 24, 2006.

INFORMATION FOR STUDENTS WITH DISABILITIES
Most accommodations may be easily met in this class. If you have a documented disability and wish to receive academic accommodations, please contact the Office of Disability Services (581-6583) as soon as possible.
**ENGLISH 1002: COMPOSITION AND LITERATURE**  
**DAILY SYLLABUS**

**EL = Exploring Literature**  
**WAL = Writing about Literature**  
White rows = Coleman Hall 3210 (computer lab); Yellow rows = Coleman Hall 3140

<table>
<thead>
<tr>
<th>DATE</th>
<th>DUE</th>
<th>IN-CLASS ACTIVITY</th>
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| Jan 09   | WebCT post (due 11:59 p.m.) | Introduction to course; computers  
  Individual: EL 9-10 |
| Jan 11   | EL 3-8, 11-15            | Class: Discuss poems  
  Individual: Response to “Winter Sundays” |
| Jan 13   | EL 21-36  
  1 page personal response to one story/poem | Class: Discuss poem/stories  
  Individual: free-writing on literature  
  Group: Form writing groups |
| Jan 16   | No School                |                                                                                  |
| Jan 18   | EL 204-208; 348-350; 287-294 | Class: Discuss poems/stories; assign personal response paper |
| Jan 20   | EL 37-46  
  Choose paper topic (write 150+ words) | Class: Paper planning  
  Individual: Generate thesis, directed free-write |
| Jan 23   | WAL 33-41 (including gray box on p. 41)  
  Bring complete first draft | Class/Individual: Revising activities; EL 46 |
| Jan 25   | Bring revised draft      | Individual: Post-write  
  Group: Peer review |
| Jan 27   | **Personal response paper due**  
  EL 67-68 | Class: grammar worksheet 1  
  Class: Discuss story |
| Jan 30   | WAL 55-66; 254-263       | Class: Discuss story; character  
  Group: WAL 67, #3 |
| Feb 01   | 1 page response analyzing character  
  WAL 98-106 | Class/groups: Discuss setting  
  Individual: Visualize setting |
| Feb 03   | 1 page response analyzing setting  
  WAL 223-226 | Class: Discuss Poe; grammar  
  wksht 2  
  Individual: Visualize setting |
| Feb 06   | WAL 84-97; 196-209       | Class: Discuss story; plot/structure; assign analysis paper |
| Feb 08   | Choose and read piece for analysis paper  
  WAL 68-83; EL 359-361 | Group: Discuss p.o.v.; effective summary (key points vs. topics)  
  Individual: Directed freewrite |
<table>
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<tr>
<th>Date</th>
<th>Assignment</th>
<th>Class</th>
<th>Individual/Group Activities</th>
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<tbody>
<tr>
<td>Feb 10</td>
<td>Bring thesis/main points for analysis paper</td>
<td>Class: Summary vs. analysis</td>
<td>Individual: Paper drafting</td>
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<td>Feb 13</td>
<td>Bring complete draft</td>
<td>Individual: Post-write</td>
<td>Groups: Peer review</td>
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<td>Feb 15</td>
<td><strong>Peer review letter</strong></td>
<td>Class: Grammar worksheet 3</td>
<td>Individual: Apply grammar sheets to draft; group assessments</td>
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<td>Feb 17</td>
<td>No School</td>
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<td>Feb 20</td>
<td><strong>Analysis paper due</strong></td>
<td>Class: Discuss stories</td>
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<td>EL 1083-1092; 1122-1124</td>
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<td>Feb 22</td>
<td>WAL 107-116; 245-253</td>
<td>Class: Discuss theme; play</td>
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<td>Feb 24</td>
<td>1 page response comparing themes</td>
<td>Class: Discuss symbolism/allusion</td>
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<td>WAL 127-136; 244</td>
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<td>Feb 27</td>
<td>1 page response discussing symbolism</td>
<td>Class: Assign comparison/contrast paper</td>
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<td>WAL 139-153</td>
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<td>Mar 01</td>
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<td>Mar 03</td>
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<td>Individual: drafting intro/conclusion</td>
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<td>Mar 06</td>
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<td>Mar 08</td>
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<td>Mar 10</td>
<td><strong>Comparison/contrast paper due</strong></td>
<td>Class: Discuss similes and metaphors</td>
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<td>WAL 117-126; 240</td>
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<td>Mar 13–Mar 17</td>
<td>Spring Break (No classes)</td>
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<td>Mar 20</td>
<td>Group 1 assigned reading</td>
<td>Class: Discuss reading; assign review</td>
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<td>Mar 22</td>
<td>Choose and read piece for review</td>
<td>Groups: Audience/purpose analysis</td>
<td>Individual: Directed free-write; drafting intro/conclusion</td>
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<td>Mar 24</td>
<td>Bring complete draft</td>
<td>Individual: Post-write</td>
<td>Groups: Peer review</td>
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<tr>
<td>Mar 27</td>
<td><strong>Review due</strong></td>
<td>Class: Discuss reading; assign research paper</td>
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<td>Group 2 assigned reading</td>
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<td>Mar 29</td>
<td>Bring 2-3 topic ideas (150+ words on each)</td>
<td>Class: Conducting effective research</td>
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<td>EL 172-184</td>
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<td>Mar 31</td>
<td>Meet in library</td>
<td>Class: Meet with library staff</td>
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<td>Apr 03</td>
<td>Bring 3 sources – summarized/analyzed</td>
<td>Individual: Directed free-writing, generating thesis, outlining</td>
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<td>WAL 179-186</td>
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<td>Apr 05</td>
<td>Group 3 assigned reading</td>
<td>Class: Discuss reading</td>
<td>Group/individual: using sources</td>
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<td>Meet with Terri (between Tue-Thurs)</td>
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<td>Apr 07</td>
<td>Bring complete draft</td>
<td>Individual: Post-write</td>
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<td>Date</td>
<td>Event</td>
<td>Group/Activity</td>
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<td>Apr 10</td>
<td>Peer review letter</td>
<td>Individual: In-class editing/revising</td>
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<td>Group 4 assigned reading</td>
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<td>Apr 12</td>
<td>Research paper due</td>
<td>Individual: Self-assessment activity</td>
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<td>Class: Assign portfolio</td>
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<td>Apr 14</td>
<td>Bring semester work</td>
<td>Individual: work on portfolio/revision</td>
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<tr>
<td>Apr 17</td>
<td>Group 5 assigned reading</td>
<td>Class: Discuss reading</td>
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<tr>
<td>Apr 19</td>
<td>No class - conferences</td>
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<tr>
<td>Apr 21</td>
<td>Bring portfolio draft</td>
<td>Groups: Peer review</td>
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<td>Apr 24</td>
<td>Portfolio due</td>
<td>Class: Discuss essay exams</td>
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<td>WAL 168-178</td>
<td>Individual: Assess group members; generate practice questions</td>
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<td>Apr 26</td>
<td>Bring reading log</td>
<td>Individual: Practice exam</td>
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<td>Apr 28</td>
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<td>Class: Exam review</td>
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<tr>
<td>FINAL</td>
<td>Time and Location TBA</td>
<td>Individual: Final over readings</td>
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