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ENG 1002G-045: Composition and Literature

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Goals: 1002 is a writing course designed to improve skills in critical thinking and analytical expression based on the reading of literary texts. At the end of the course, you should be able to write even better than you did at the end of 1001. The course is also designed to introduce the three major genres of literature—poetry, drama, and fiction—and to enhance your enjoyment of them.

Requirements: 3 exams 30%
   3 brief essays (2-4 pp each) 30%
   1 essay involving research (4-6 pp.) 15%
   Web CT responses, quizzes, in-class writing 15%
   class involvement/participation 10%
   extra credit (3%): write a 2-3 pp. review of a performance that takes place during the semester

Grades: Paper grades will be based on “Guidelines for Evaluating Writing Assignments in EIU’s English Department.” I plan to use number rather than letter grades; this will convert into your final grade as follows: 91-100=A; 81-90=B; 70-80=C. 65-69=D. Because I grade on a 100-point scale, missing assignments affect the grade tremendously.

All the essays must be handed in for you to pass the course. Please note that you must have a C average in order to receive credit for this course. Any paper handed in on time may be rewritten IF it is handed in again within one week of its being returned. I will grade that paper separately and average the original and rewrite when I figure grades.

This is a writing-centered course. You may submit an essay from the class for your Electronic Writing Portfolio (see attachment).

Peer editing workshops: These are a crucial component of the class. The process starts when you print out 4 extra copies of your paper, one to hand in to me, and three to give to classmates. Before the next class, read your three classmates’ papers and comment on them. During the workshop itself, students will meet in groups of 4. Each author reads his/her paper out loud, then listens and takes notes as the other group members provide feedback. At the end of the workshop, the commentators hand their copies to the authors. Timing is important here: no single author should get more than 10-12 minutes for reading/feedback. If someone winds up not getting a turn to read, let me know and make sure that person goes first in the next editing session. Students who fail either to exchange papers or to attend peer editing sessions will lose 5 points from that paper grade.

Responses/Quizzes: Many classes will begin with a brief in-class writing assignment about the reading,
which I’ll collect and grade on a 10-point scale, for thoughtfulness and precision. Later in the semester, I’ll ask you to start responding on the Web CT bulletin board. Your response must be posted at least 60 minutes before the class for which the assignment is due. Your response should be 1-2 paragraphs and must do two things: 1. respond to the comments of at least one other student (unless you’re the first to post); and 2. quote at some point from the reading. I will not grade individual responses, but will evaluate them at the end of the semester on the basis of thoughtfulness, precision, punctuality, and completeness. IF you fail to gain access to Web-CT for reasons beyond your control bring a typed 1-page response to the appropriate class period.

**Group presentation:** In groups of 3-4, I’d like you to select from the list below a short story writer who particularly interests you. Your task will be to research that writer’s work and, as a group, lead a class on a story from the anthology. Prepare 5-10 minutes of background information, then lead the class in a discussion of the work. Use whatever methods you’d like to make it interesting (let me know ahead of time if you need anything duplicated or if you need a vcr or cd player); feel free to assign groupwork, give quizzes, etc. For your final paper, use what you have learned to make some point about the author’s work.

**Policies**

**English Department 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 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 the immediate assignment of a grade of F for the course.

**Attendance:** I expect students to be in class, to be prepared, and to participate in class discussion. A portion of the grade will reflect your involvement in class discussions and your degree of preparation. **More than 5 unexcused absences will result in a 0 for the participation portion of your grade. More than 7 unexcused absences will result in a grade of no credit for the course.** Students missing peer editing sessions will lose 5 points from that paper grade. Other reasons to get to class:
- Important information will emerge from lectures/discussions; exams will expect you to be able to recall this information as relevant to the assigned texts. I may ask that responses deal with a specific issue raised in class; I will often give page numbers for reading assignments in class; any in-class writing assignments I give may not be made up. If illness or personal emergency keeps you from class, let me know, and I’ll see that you’re not penalized; no matter what, it’s wise to call or e-mail to find out what you’ve missed.

**Late work:** Essays handed in more than a week late will not be accepted at all. Late responses and in-class writing will not be accepted at all. If you’re having problems with a writing or reading assignment, come see me! Stop by my office any time; on any day but Thursday, I’m likely to be there. I’m also a compulsive e-mail checker.

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.

**Syllabus (tentative)**

**M**January 13: introduction to course.

**I. Poetry**

W15: In Meyer, read pp. 9-15, suggestions for approaching poetry, pp. 27-29, and questions for responsive reading pp. 47-8. Poems: Piercy, “The Secretary Chant,” (9), Hayden, “Those Winter Sundays” (10). (When you read these, follow suggestions pp. 27-9, looking up words you don’t know).[speaker, situation, theme]

Fri 17: In Meyer, read pp. 53-57; p. 59 on tone. Poems: Heaney, “Midterm Break” (241), Hughes, “Mother to
Son” (378), Roethke, “My Papa’s” (217), Soto, “Behind Grandma’s House” (167). [diction, connotations, denotations, ambiguity, tone]

M20: No class
W22: Bring 5 copies of essay #1 [one to hand in, one to keep, and three to exchange]. In Meyer, read pp. 115-177; 122. Poems: Pastan, “Marks” (132), Maggarrell, “Joy” (134), Olds, “Rite of Passage” (265) [figures of speech]
F24: Bring essay #1 to peer editing workshop.

M27: Hand in essay #1. Student-selected works.
W29: In Meyer, read 89; Poems: Jarrell, “Death” 56, Owen, “Dulce” (102), Fearing, “AD” (144), Tennyson, “Charge” (216) [images]
F31: Machan, “Hazel” (61), Keesbury, “Song to a Waitress” (218), Francis, “Pitcher,” (194), Blake, “Chimney Sweeper” (166) Whitman, “When I Heard” (642) [sound]

M February 3: in Meyer, read pp. 143-7; Poems: Mirikitani, “Recipe” (144), Cummings, “Next to” (146), Hughes, “Ballad” (387) [irony]

M10: peer editing workshop.
W12: Bring essay #2 to conferences
F14: no class

M17: conferences

II. Drama
F21: Sophocles in Bedford

M24: Sophocles
W26: Sophocles
F28: Shakespeare or Ibsen. Post WebCT response M, W or F

M March3: S or I
W5: S or I
F7: S or I. Post WebCT response M, W, or F

Spring break

M17: S or I
W 19: Mamet, “Oleanna”
F21: Mamet. Post Web CT response M, W, or F.

M24: Bring essay #3. Mamet
W26: peer editing workshop
F28: Hand in essay #3. Drama exam.
M31: conferences
W April2: conferences

III. Fiction
F4: Plan group presentations

M7: Carver, “What We Talk about” in Charters (252).
W9: Oates, “Where are you going?” (1089). Post WebCT response M or W
F11: Discuss final paper.

M14: Group #1
W16: Group #2
F18: Group #3. Post response M, W, or F (not on your own story)

M21: Group #4
W23: Group #5
F25: Group #6. Post response M, W, or F (not on your own story)

M28: Bring draft of essay #4 to conferences
W 30: conferences
F May 2: Hand in essay #4. Review.
There will be a noncumulative exam during exam week.

Response questions: focus on a SINGLE question or choose your own issue:
What is the main character like?
What parallels or contrasts do you see between two characters?
Focus on a minor character and discuss why he/she’s there
How is the setting described?
Focus on a single conflict (within a character? Between characters? Between a character and the environment?)
Is there an authorial mouthpiece? How do you know? What’s she/he saying?
What is the narrator’s relation to the action? Why is he/she telling the story?
Significance of title?
How does a character change during the course of the work?
Is there a crucial moment or turning point when someone makes a big mistake or does something right?
Is there an object or moment that works symbolically, or a pattern of imagery or a key word that recurs?
What historical events would it be helpful to know about to understand it?
To what extent does the ending tie up loose ends?
Is the ending “happy?” For whom? Who gets left out?
How does the work depict gender, race or class?
To what extent does the work as a whole reinforce values you share or don’t share?