Spring 15-2006

ENG 1002-051: Composition and Literature

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ENGL 1002G, Section 051, Spring 2006
Instructor: Dr. C.C. Wharram, Coleman Hall 3155
TTh 15:30-16:45, Coleman Hall 3150
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Phone: 581-6318
Office Hours: TTh 09:15-10:00, 16:45-17:30, W 8-9, and by appointment

ENGLISH 1002G-051: Composition and Literature

Course Description:
This class will serve as an introduction to the study of the three main genres of literature: drama, poetry, and prose. During the semester, we will address many elements that make literary texts work (poetic devices, narrative structures, dramatic techniques). We will, at the same time, look at the history of literature in order to understand that literary works change with—and help change—the cultures in which they appear. Most importantly, this course hopes to make literature more accessible and interesting through the writing of analytical papers and exams. Since Composition and Literature serves as the second half of the introduction to university composition, we will spend a large amount of our course time developing and honing writing skills. This aspect of the course will include—and I make no apology for this—a large amount of grammar.

NOTE: Students are expected to spend two hours outside of class for every hour in class (at a minimum), meaning you must spend at least five hours per week outside of class to complete this course satisfactorily.

NOTE #2: You must submit a writing sample from this course or 1001G for your Electronic Writing Portfolio (EWP). If you have not yet submitted, but plan to submit a writing sample from 1001G, do so immediately. If not, you will need to use a paper from this course for your EWP.

Texts:

Prerequisite:
Satisfactory completion of ENGL 1001G or its equivalent. If you have not yet completed 1001G, you will not receive credit for this course.

Course Objectives:
In this course students will learn to:
• improve skills in critical reading and analytical writing based on the reading of literary works
• write analytical papers demonstrating an understanding of how literary works create meaning
• develop the ability to evaluate and criticize the writing of classmates
• know your audience, and write persuasively for different audiences and purposes
• economically incorporate and correctly document outside sources of ideas and information; this means expanding beyond your personal experience and engaging with the arguments published by others
• revise, revise, revise your writing
• copy-edit your drafts so that they are grammatically sound and readable
• identify the works and themes of a wide variety of literary writers
• recall and define terms associated with poetry, drama, and prose
• appreciate the unique ideas and contributions of these writers
• understand how these authors reflect and alter the forces and traditions that shaped the historical periods and cultures in which they wrote
• recognize the contributions of these writers to current visions of culture

Conferences:
As I get to know your writing better throughout the semester, I will require that you meet with me on an individual basis. In these conferences, we will discuss where you think your writing and critical skills are improving or need more work.

Attendance:
Class participation plays a significant role in your final grade and your regular attendance is crucial. I will not take attendance, but I will note if you are often absent. Although excessive absences will compromise your ability to pass the course, please do not contact me about “excused” absences. If you know you will be missing a class, please contact someone in the class to collect distributed materials and to take notes on the class and on upcoming assignments. At the beginning of the third week of the semester, I will give you time during class to set up a small (three or four person) telephone/email network for this purpose. It is contingent on you to make up for missed class time and work. If you do not bring your textbook to class, I will interpret this act as a sign that you are not interested in receiving a passing grade in the class-participation component of this course. Any use of cell phones, text messaging, or other e-distractions will likewise result in an extremely low class-participation grade. I will provide you with a provisional class-participation grade half way through the semester in order to let you know how you are doing.

LATE POLICY: Essays—and all other take-home assignments—are due at the beginning of class.
Late final versions of essays will be marked a full grade lower for every class day late. This policy is, unfortunately, zero tolerance: no excuses, whether of a personal or technological nature. Essays turned in a week past the deadline will be given a “zero.” In-class writing assignments (and quizzes) must be turned in by the end of class, and cannot be made up at a later date.

Turning in a LATE DRAFT of an essay means that
  a) you will not receive written feedback from the Professor
  b) you will not be able to make up peer-editing (if you miss peer-editing days)
  c) you will receive a lower grade on the final version of your essay
Course Evaluation:

Class Participation, In-Class Writing, and Quizzes (20%)
This includes attendance, overall preparedness for class (having done the reading, brought the appropriate texts, etc.), and contributions to class discussion. See above. Occasionally, I will assign in-class writing assignments, and I reserve the right to quiz if the need arises.

Summary of a Critical Work and Presentation (10%)
By mid-semester, I will require you to hand in a summary of one critical work (i.e., secondary source) on one of the texts we are examining in this course. This summary should be no longer than a page in length, double-spaced. You must hand in a copy of the summarized article with your assignment (graded). You will also present a brief presentation to the class on the critical text you have summarized (ungraded, but required). You must provide me with the text you are planning to summarize by the end of Week 2.

Papers (40%)
Over the course of the semester, you will be writing three essays, worth 40% of your final grade. These need to be typed, in MLA format, and on time. That means the BEGINNING of class on the day each is due. See “Late Policy,” above, for more details. All papers must be turned in to pass this course. Your paper should include a title and a staple. Your name should appear on each page next to the page number. You may include a title page for your paper if you wish, but do not include any other information on the pages of your paper other than its title. That is, please do not hand in papers that have more white space than printed material. Use double-spaced, 12-point (or smaller) Times New Roman font with one-inch margins. Papers not of required length, and papers using unnecessary material or strategies to pad their length will lose a full grade. Submit your papers using correct MLA format.

Midterm (10%)
The midterm will cover material from the first half of the course, both readings on the syllabus and class lectures. All questions will have either an essay or grammar component.

Final (20%)
The final will cover material from the entire course (again, the readings and class lectures). Its format will be similar to that of the midterm. You must take the final to pass this course.

Work Evaluation:
My methods of evaluation vary from assignment to assignment and paper to paper. For in-class writing assignments, exercises, and essay drafts, you will be graded on a scale of Y+, Y, or Y-. Work that is strongly engaged and on-topic will receive a Y+. Satisfactory work that is on-topic will receive a Y. Work that shows little engagement or is off-topic will get a Y-. Criteria for the grading of papers are included on the assignment sheets, and will usually include a combination of scholarly analysis of assigned reading and
general skill with the English language (spelling, grammar, paragraph structure, and so on). You will receive a handout documenting grading criteria early in the semester.

**Grading Scale for individual assignments:**

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>93% and above</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
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<td>B+</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>83-86%</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
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<tr>
<td>C+</td>
<td>77-79%</td>
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<tr>
<td>C</td>
<td>73-76%</td>
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<tr>
<td>C-</td>
<td>70-72%</td>
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<tr>
<td>D+</td>
<td>67-69%</td>
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<tr>
<td>D</td>
<td>63-66%</td>
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<tr>
<td>D-</td>
<td>60-62%</td>
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<td>F</td>
<td>59% and below</td>
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**Academic Honesty:**

Directly quoting, summarizing, or paraphrasing the ideas of others without specific identification of the sources, and handing in work which is not the student’s own all constitute plagiarism. I have reported and failed students whom I caught plagiarizing at EIU. If you have any questions whatsoever about what constitutes plagiarism, it is thus in your best interest to ask me before turning the paper in. And remember, when in doubt, CITE YOUR SOURCE! Here is the English Department’s statement 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 own 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 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.”

**Office of Disability Services:**

If you have a documented disability that may require assistance, you will need to contact the Office of Disability Services. Their phone number is 581-6583.

**Writing Center:**

The English department strongly recommends that you use the Writing Center to improve your writing for this class and any others you may be taking. Tutoring services are available, and online services may be available if needed. The Writing Center is located in Coleman Hall, room 3110. Their website is www.eiu.edu/~writing.