Spring 1-15-2000

ENG 1092C-096: Composition and Literature

Mary Maddox
Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_spring2000

Part of the English Language and Literature Commons

Recommended Citation
http://thekeep.eiu.edu/english_syllabi_spring2000/47

This Article is brought to you for free and open access by the 2000 at The Keep. It has been accepted for inclusion in Spring 2000 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.
January 11
CH302
Reading: from An Introduction to Poetry:
READING A POEM
LISTENING TO A VOICE
Owen, "Dulce et Decorum Est"
Lovelace, "To Lucasta"

Class Activities:
Review of Syllabus
Discussion of Poems

January 13
CH302
Reading: from An Introduction to Poetry:
WORDS
SAYING AND SUGGESTING
SOUND
Frost, "Desert Places"
Browning, "My Last Duchess"

Class Activities:
Discussion of Poems
IN-CLASS WRITING: RESPONSES TO POEMS

January 18
CH303
Reading: from An Introduction to Poetry:
WRITING ABOUT A POEM
IMAGERY
FIGURES OF SPEECH
Cofer, "Quinceanera"
Plath, "Metaphors"
Simic, "Butcher Shop"

from Writing Essays About Literature:
Ch 1: STRATEGIES FOR READING
Ch 2: ANALYZING LITERATURE
Ch 8: WRITING ABOUT LITERATURE

Class Activities:
ESSAY ASSIGNMENT: EXPLICATION OF A POEM
Discussion of Poems
January 20
CH303

Reading:
from An Introduction to Poetry:
RHYTHM pp. 181-96
CLOSED FORM pp. 204-16
Shakespeare, “That Time of Year...” p. 479
MacLeish, “The End of the World” p. 450-1

Class Activities:
Discussion of Poems

January 25
CH302

Reading:
from An Introduction to Poetry:
OPEN FORM pp. 229-45
SYMBOL pp. 252-9
Rich, “Power” p. 474
Forche, “The Colonel” p. 241
Stevens, “The Emperor of Ice-Cream” p. 491

Class Activities:
IN-CLASS WRITING:: RESPONSES TO POEMS
Discussion of Poems

January 27
CH302

Reading:
from Writing Essays About Literature:
Ch 10: DRAFTING THE ESSAY pp. 175-91
Ch 12: REVISING AND EDITING pp. 241-54

Class Activity:
Peer Editing of Essay Drafts
DUE: DRAFT OF EXPlication OF A POEM
Sign-up For Conferences

February 1
February 3
CH336

DUE IN CONFERENCE: REVISION OF EXPlication
Note: The essay will receive a grade in conference.

February 8
CH302

Reading:
from The Story and Its Writer:
Ellison, "Battle Royal" pp. 448-59
Ellison, “The Influence of Folklore...” pp. 1456-8

Class Activities:
IN-CLASS WRITING: RESPONSES TO “BATTLE ROYAL”
Discussion of Story

February 10
CH302

Reading:
from The Story and Its Writer:
Faulkner, "A Rose for Emily" pp. 468-75
Hawthorne, "Young Goodman Brown" pp. 633-42
WRITING ABOUT SHORT STORIES pp. 1696-1707
from Writing Essays About Literature:
Ch 3: ANALYZING FICTION pp. 27-55
Ch 9: CHOOSING TOPICS pp. 157-73
Essay #2 pp. 272-4
February 10 (cont.)
Class Activities:
ESSAY ASSIGNMENT: ANALYSIS OF A STORY
Discussion of Stories

February 15
CH303
Reading:
from The Story and Its Writer:
Melville, “Bartleby, the Scrivener”  pp. 983-1010
Miller, “A Deconstructive Reading...”  pp. 1507-12
Class Activity:
Discussion of Story

February 17
CH303
Reading:
from The Story and Its Writer:
DeLillo, “Videotape”  pp. 428-32
Carver, “What We Talk About...”  pp. 256-65
Saltzman, “A Reading...”  pp. 1595-96
Class Activities:
Discussion of Stories

February 22
CH302
Reading:
from The Story and Its Writer:
Atwood, "Death by Landscape"  pp. 61-74
Class Activities:
IN-CLASS WRITING: RESPONSES TO “LANDSCAPE”
Discussion of Stories

February 24
CH302
Reading:
from Writing Essays About Literature:
Ch 6: EVALUATING...LITERATURE  pp. 113-21
Ch 11: DOCUMENTING SOURCES  pp. 193-231
Class Activity:
Peer Editing of Essay Drafts
DUE: DRAFT OF ANALYSIS OF A STORY

February 29-
March 2
CH336
Classes Suspended:
DUE IN CONFERENCE: REVISION OF ANALYSIS OF A STORY
Note: The essay will receive a grade in conference.

March 7
CH302
Reading:
from The Story and Its Writer:
O’Connor, "Good Country People"  pp. 1091-1105
O’Connor, Everything That Rises...”  pp. 1080-91
Class Activities:
ASSIGNMENT: RESEARCH PAPER
Discussion of Stories

March 9
CH302
Reading:
from The Story and Its Writer:
O’Connor, “Writing Short Stories”  pp. 1616-20
Booth, “A Rhetorical Reading”  pp. 1634-37
Di Renzo, “A Dialogical Reading...”  pp. 1637-42
March 9 (cont.)

from *Writing Essays About Literature*:
Ch 8: SPECIALIZED APPROACHES pp. 135-155

Class Activity:
Discussion of Readings

March 21

CH303

Reading:
from *Stages of Drama*:
CLASSICAL THEATER pp. 13-19
Sophocles, *Oedipus Rex*

from *Writing Essays About Literature*:
Ch 4: ANALYZING DRAMA pp. 57-80

Class Activity:
Videotape of *Oedipus Rex*

March 23

CH303

Class Activities:
Videotape of *Oedipus Rex* Discussion of *Oedipus Rex*

March 28

CH302

Class Activity:
IN-CLASS WRITING: RESPONSES TO *OEDIPUS*

March 30

CH302

Class Activity:
Research Lab

April 4

CH303

Class Activity:
Videotape of *Cat on a Hot Tin Roof*

April 6

CH303

Reading:
from *Stages of Drama*:
MODERN THEATER pp. 507-14
Williams, *Cat on a Hot Tin Roof* pp. 889-933

Class Activity:
Videotape of *Cat on a Hot Tin Roof*

April 11

CH302

Class Activities:
IN-CLASS WRITING: RESPONSES TO CAT...TIN ROOF
Discussion of *Cat on a Hot Tin Roof*

April 13

CH302

Class Activities:
Research Lab
Discussion of *Cat on a Hot Tin Roof*

April 18

CH303

Reading:
Wilson, *The Piano Lesson* pp. 935-40
from *Stages of Drama*:
CONTEMPORARY THEATER

Class Activity:
Videotape of *The Piano Lesson*

April 20

CH303

Class Activities:
Videotape of *The Piano Lesson*
Discussion of *The Piano Lesson*
You should have been issued the following texts for this course:

*Webster's New World Dictionary.*

Please do all reading by the date assigned and always bring the relevant text(s) to class. Keep *The Blair Handbook* and the dictionary handy for reference.

**WRITING ASSIGNMENTS**

The course requires that you submit the following writing:

**SIX RESPONSES** to the assigned reading, typed double-spaced, to be written in class. Responses should be typed double-spaced. They are evaluated on their originality and careful attention to the assigned poem, story, or play. Although graded less stringently than essays, they should be legible, coherent and reasonably free of errors in mechanics and grammar.

Drafts of **TWO ESSAYS**, typed double-spaced, for peer editing and review. You will receive full credit for drafts if they are substantially complete.

**TWO REVISIONS**, typed double-spaced, which I will read and evaluate during individual conferences with you. The essay will receive a grade at this time. I may reject work that doesn't fit the assigned length or topic. Revisions are graded according to the criteria set forth in "Guidelines for Evaluating Writing Assignments in EIU's English Department," and according to the consistency and insight of your interpretation of works of literature.
A RESEARCH PAPER on a topic to be assigned. The paper will be evaluated according to the same standards as the revisions. It will also be evaluated on the appropriateness of sources and the way they are used, and on the correct use of MLA style.

An EXAM ESSAY, written in class during the time scheduled for your final exam.

Other MISCELLANEOUS WRITING, including unscheduled quizzes and exercises. My criteria for grading these will vary. Please ask if you have a question about the grade on a particular assignment.

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

PEER EDITING

You will be asked to spend TWO class periods commenting on the drafts of your classmates. The purposes of peer editing are to improve your reading skills and help you develop a constructive, analytical approach to the problems and possibilities of revision in your own writing.

To receive full credit for peer editing, you must bring to class TWO COPIES of a complete typed draft of your essay, and work the entire period reading and commenting on essays by your peers. Your written comments will be graded on their completeness.

CONFERENCES

Twice during the course, classes will be suspended to make time for individual conferences during which I read and evaluate your essay revisions. Essays will receive a grade at this time. You will be given a sign-up sheet before each set of conferences. It is your responsibility to show up at the time scheduled, and your essay may receive a late penalty if you miss a conference. If you cannot keep the appointment, call me ahead of time to reschedule.

MANUSCRIPT REQUIREMENTS

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

- Work written in class should be neatly handwritten on standard-sized lined paper. For those working in the ETIC, of course it should be typed on the computer and printed. Fold all in-class writing assignments lengthways. On the outside write your name, the course number and section, instructor’s name, and date.

- DRAFTS brought for peer editing should be typed double-spaced on standard-sized paper in blue or black ink. Do this out of consideration for your classmates who will be required to read and comment on your work.

- REVISIONS and RESPONSES must be typed double-spaced on standard-sized paper in blue or black ink. Any revision or response that comes to me not typed will be returned unread. I will consider it late unless a typed copy is submitted the same day.

On the first page type your name, the course number and section, the instructor’s name, and the date. Don't forget to title your essay.
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 draft for peer editing, or if the essay has changed drastically between early drafts and the final version, bring previous drafts to conference along with the revision.

LATE ASSIGNMENTS AND MAKE-UPS

You may make up or be excused from class work 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 five (5) 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 late 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 peer editing session only for similar compelling reasons.

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.

PLAGIARISM

The English Department has a 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 F 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.

I routinely check sources before assigning grades to essays. This is not suspicion of plagiarism; I just want to check whether you know what you're doing.
GRADES

Please don't hesitate to ask questions about your grade. I use a numerical scale that corresponds to letter grades as follows:

100 · 90 A
89 · 80 B
79 · 70 C
69 · 60 D
59 · 1 F

Your overall grade for the course is determined as follows:

The two REVISIONS brought to conferences count for 15% apiece. Total for revisions: 30%.

The RESEARCH PAPER counts for 25%.

Each of the six RESPONSES to the reading counts for 4%. Credit is equally divided among the genres of poetry, fiction and drama. Total for responses: 24%.

The FINAL EXAM ESSAY counts for 10%.

Each DRAFT brought for peer editing counts for 1% of the final grade, 2% altogether. The written comments from PEER EDITING sessions count for 2% apiece, 4% altogether. Total for first drafts and peer editing: 6%.

MISCELLANEOUS WRITING counts for the remaining 5%.

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