

Fall 8-15-2000

## ENG 1002G-012: Composition and Literature

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10026012

English 1002G  
Policies and Procedures  
Fall 2000  
Shonk

Dr. Timothy A. Shonk  
339B Coleman, 581-6310

Office Hours: MWF <sup>11-12</sup>~~10-11~~, 3-3:30  
TR 1-2, and by appt.

***Objectives of the Course:*** Essentially the course has three primary goals: (1) to improve your writing skills (style, syntax, organization, argument, research writing, etc.), (2) to improve your skills in objective analysis, and (3) to bring you to an understanding of the three major literary genres. To achieve these goals, we shall do a great deal of analysis in class as well as discuss the methods and purposes of analytic writing and documentation. You will demonstrate your competence in these areas by writing 5 essays and completing 3 exams, 50% of which will demand an essay segment. Your final paper will be a research paper, which will employ at least four secondary sources and appropriate documentation in MLA form.

***Course Requirements:***

- 4 essays of 500-800 words each
- 1 research essay of approximately 1,000 words
- 3 exams (two hourly exams and a final)
- Numerous in-class reading quizzes

The four shorter essays, the two hourly exams, and the quiz total will account for 70% of the grade (10% each approximately, though the later papers will tend to weigh more heavily than the earlier ones). The research paper and the final will account for the remaining 30% of the grade (15% each).

***Essays:*** The essays will focus upon an analysis of some aspect of the literature we have read. Specific assignments will be given about 10 days before the papers are due. The papers' grades will be determined by the clarity of the writing, the precision and logic of the argument, the specificity of the thesis and supporting evidence employed, the appropriate use of documentation form, and the quality of the organization. All essays are to be typed and submitted in the assigned form.

***Exams:*** All three exams will be divided roughly into two sections worth approximately 50% each: (1) the objective component (definitions, quotations, biographical information, etc.) and an essay question. In each section, you will be provided some opportunity to choose among the questions.

**Quizzes:** The reading quizzes will be short (10-11 questions) over the reading for the day. The questions will always be concrete and objective. You will be assigned one grade for the total of all the quizzes given during the term (we will drop at least one score), and that grade will account for 10% of the course grade.

**Late Work:** Unless arrangements are made with me before the due date for the submission of work or unless some compelling **documented** reason prevents you from submitting work on time, late work will suffer a penalty of a letter grade per class day until the work is submitted.

**Attendance and Participation:** While I do not require attendance or deduct points from your final grade for each day missed, I do expect each student to attend class faithfully and to participate in class discussions in a meaningful way. Of course, excessive absences (more than 10) will make it difficult for me to say that you have completed the course and may require me to assign an NC for the course, especially if the quality of submitted work is poor. Furthermore, I will not permit students to make up writing assignments or quizzes missed because of unexcused absences, nor will I review paper assignments and the like for those with unexcused absences. Finally, in the case of a borderline grade for the term, a student with numerous absences will find the grade rounded to the lower average. Thus, while attendance is not required, it is essential.

**Final Comments:** Many students have the mistaken impression that their paper grades suffer because the teacher does not agree with their views. I can assure you that this is not the case with me. Your paper will be judged solely upon the quality of the writing, the precision of the argument, the logic of the statements, and the persuasiveness of the evidence employed to establish your argument. Many students also have the mistaken notion that they may set forth any analysis or interpretation in their essays, that literary analysis is so subjective that any reading of a piece is as worthy as any other. I can also assure you that this is not the case. Some interpretations can indeed be wrong. While I may not always agree with your view, I do allow for different readings. Your paper will thus be judged upon how logical your argument is and how persuasive the evidence is you bring forward to illustrate your view.

I am always happy to discuss papers with students and to discuss paper topics with them during office hours or by appointment. Please feel free to come by for help or comments any time you need to do so, whether you are feeling "lost," needing help, or just wanting to talk about a work or author you find particularly appealing. I will caution you, however, that waiting until the final weeks of the semester to seek help will not bring you much relief.

English 1002G  
Course Syllabus  
Fall 2000  
Shonk

Aug.	21	Introduction to the course	
	23	<u>Fictions</u> : pp. 3-12; "Araby," p. 723	
	25	"Young Goodman Brown," p. 641	
	28	"The Rocking-Horse Winner," p. 793	
	30	"Barn Burning," p. 491	
Sept.	1	"Writing an Essay . . . ," <u>Fictions</u> , pp. 20-30	
	4	Labor Day--No Classes	
	6	"The Chrysanthemums," p. 1081	
	8	"The Jilting of Granny Weatherall," p. 1017	
	11	"A Rose for Emily," p. 129	<b><u>ESSAY I DUE</u></b>
	13	"A Good Man Is Hard to Find," p. 967	
	15	"Babylon Revisited," p. 505	
	18	"Big Two-Hearted River," p. 650	
	20	"The Open Boat," p. 453	
	22	"To Build a Fire," p. 812	<b><u>ESSAY II DUE</u></b>
	25	<b><u>FICTION EXAM</u></b>	
	27	<u>Hamlet</u> , p. 294	
	29	<u>Hamlet</u>	
Oct.	2	<u>Hamlet</u>	
	4	<u>Hamlet</u>	
	6	<u>A Doll House</u> , p. 598	
Oct.	9	<u>A Doll House</u>	

- 11 A Doll House
- 13 Anthology of Drama, "Writing about Drama and Theater," p. 1469-79
- 16 The Hairy Ape, p. 954
- 18 The Hairy Ape
- 20 Fall Break--No Classes
- 23 The Hairy Ape ***ESSAY III DUE***
- 25 The Glass Menagerie, p. 971
- 27 The Glass Menagerie
- 30 The Glass Menagerie
- Nov. 1 ***DRAMA EXAM***
- 3 Poetry: "Images," p.83; "To Autumn," p. 102
- 6 "London," p. 93; "Fern Hill," p. 459
- 8 Figures of Speech: "To an Athlete Dying Young," p. 423;  
"That time of year . . . ," p. 451
- 10 "A Valediction: Forbidding Mourning," p. 121; "The Silken Tent," p. 322
- 13 Symbol: "Acquainted with the Night," p. 129
- 15 "Ulysses," p. 457; "I heard a Fly buzz . . . ," p. 274
- 17 "Sailing to Byzantium," p. 473 ***ESSAY IV DUE***
- 20-24 Thanksgiving Break--No Classes
- 27 Sounds: "Dover Beach," p. 88
- 29 "God's Grandeur," p. 166; "Do not go gentle . . . ," p. 212
- Dec. 1 Rhythm: "My Papa's Waltz," p. 199; "Batter My Heart," p. 409
- 4 "After great pain . . . ," p. 273; "The Second Coming," p. 474
- 6 "anyone lived in a pretty how town," p. 406
- 8 Evaluations. ***RESEARCH ESSAY DUE***