Spring 1-15-2004

ENG 1092G-094: Honors Composition and Literature

Campbell
Eastern Illinois University

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English 1092G—Honors Composition and Language  
Spring 2004

Dr. Campbell  
CH 3572, 581-6974  
Office hours TTH 11:45-12:30, 1:45-2:00,  
W 1-2

TTH 2:00-3:15  
CH 3130/3120  
cfjdc@eiu.edu

Texts
Meyer, Thinking and Writing about Literature, 2nd ed.
Holman, A Handbook to Literature
Shakespeare, Much Ado About Nothing

Other Materials
Notebook and folder  
Email account  
Computer disc

Course Description
This course focuses on developing your critical thinking and writing skills through literary studies. Throughout the semester, we will be working in both a computer classroom and a regular classroom, so there will be a workshop quality to our class time. We will work as a large group, in small groups, and one-on-one in conferences to hone your reading, writing, and editing skills. Needless to say—your attendance is crucial to this learning process.

Objectives
--To write rhetorically astute papers in which paragraphs, sentences, and words develop a central idea. These papers should reflect a command of the writing process: generating and prewriting strategies for formulating a thesis, methods for planning and drafting a paper, strategies of revising for clarity and adequate development, and means for polishing and editing.
--To develop research skills by exploring a variety of types of sources and analyzing those sources.
--To develop skills in critical reading to become a discerning reader and a discerning critic and editor of your own work and that of others.
--To explore a variety of theoretical approaches to literary studies.

Policies
--The English Department statement on plagiarism stipulates that 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 NC for the course, and to report the incident to the Judicial Affairs Office.

--Hand papers in on time. *Papers more than a class day late without a University-approved excuse will not be accepted at all. Missed quizzes, in-class writing responses, and in-class group work cannot be made up.*

--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.

--Be prepared for class. You'll get a lot more out of class discussions if you are participating in them, and I'll notice if you do not seem prepared to participate.

**Requirements and Grades**

1. To pass English 1092G, you must have a grade of A, B, or C at the end of the semester. Anything below constitutes a grade of NC, no credit and will result in you having to retake the course. (An NC is not factored in to your GPA.) The prerequisites for the course are English 1001G or English 1091G and admission to the University Honors Program.

2. Turning in work—you will turn in your essays in a folder. The polished, finished paper will go in the right pocket. The drafts, pre-writing exercises, and copies of source materials used will go in the left pocket. Finished papers will be word-processed and will follow the MLA guidelines for essays. See Research and Documentation Online by Diana Hacker, [http://www.bedfordstmartins.com/hacker/resdoc/](http://www.bedfordstmartins.com/hacker/resdoc/). (See “Sample MLA Paper.”)

Essay 1 10%
Essay 2 15%
Essay 3 15%
Research paper proposal 10%
Research Paper 30%
Revisions and other graded assignments 20%
Note: No final exam

**Important Reminder**

All students must submit a document from 1001G, 1091G, 1002G, or 1092G as part of the requirements for their Electronic Writing Portfolio (EWP). This is a University requirement for graduation. For more information, visit the following web site: [http://www.eiu.edu/~writcurr/](http://www.eiu.edu/~writcurr/). If you wish to submit a document from this course, you must submit the essay to me for review two weeks before the semester is over.

**Tentative Schedule**

**T. Jan. 13**—Look over syllabus. Homework: Read through the Introduction and Part One of Meyer. We will use this section of the book as a reference tool throughout the semester. Be especially aware that you need to begin learning the “strategies” or critical approaches to thinking and writing about literature discussed in Ch. 3.

**Th. Jan. 15**—In class: read Kate Chopin’s “The Story of an Hour,” p. 18. Group exercises concerning critical approaches for analyzing the story. Homework: Read
Unit One—Fiction and Essays

T. Jan. 20—Gilb and Updike

Th. Jan. 22—Jhabvala and Narayan. Homework: Read Chs. 5 and 8—on writing about fiction and essays.

T. Jan. 27—Roiphe and Barreca. Homework: Bring a list of three possible topics for Essay 1, with two or three approaches to writing about these texts (fiction and essays) listed for each possible topic, to next class.

Th. Jan. 29—Drafting workshop for Essay 1 begins. (Brainstorming and free-writing sessions, followed by early-stage outlining.) Homework—a) research the writer/story/critical elements that you plan to discuss in your essay; b) write the first rough draft of your essay for next class.

T. Feb. 3—Groups: Peer Critique of Drafts. Address issues regarding documenting sources, incorporation of quotations and paraphrasing, general use of MLA Style. Homework—revise drafts for next class.


Unit Two—Poetry

T. Feb. 10—Begin discussing poetry and elements of Ch. 6.

Th. Feb. 12—Continue discussing poetry and elements of Ch. 6. Homework: Bring a list of three possible topics for Essay 2, with two or three approaches to writing about these texts (poetry) listed for each possible topic, to next class.

T. Feb. 17—Revision of Essay 1 is due. Drafting workshop for Essay 2 begins. (Brainstorming and free-writing sessions, followed by early-stage outlining.) Homework—a) research the writer(s)/poetry/critical elements that you plan to discuss in your essay; b) write the first rough draft of your essay for next class.

Th. Feb. 19—Groups: Peer Critique of Drafts. Address issues regarding documenting
sources, incorporation of quotations and paraphrasing, general use of MLA Style.
Homework—revise drafts for conferences next class.

**T. Feb. 24**—Conferences on Essay 2. Bring your draft and the comments from your
peer critiques. Have a list of at least 3 specific questions regarding organization, sentence
structure, diction, and/or specific issues regarding writing about poetry that you would
like to discuss with the instructor. These questions may come from peer critique
comments or your own self-editing ideas. Be prepared to discuss your attention to thesis,
organization, and use of examples in this paper.

**Th. Feb. 26**—**Finished, polished Essay 2 is due**, with draft(s), pre-writing work, and
copies of research materials. Read Ch. 7, Reading and Writing about Drama. Read

**Unit Three—Drama**

**T. Mar. 2**—*Midsummer Night's Dream* and issues from Ch. 7

**Th. Mar. 4**—*Midsummer Night's Dream*

**T. Mar. 9**—Revision of Essay 2 is due. *Midsummer Night's Dream*

**Th. Mar. 11**—*Much Ado about Nothing*

**T. Mar. 16**—Spring Break

**Th. Mar. 18**—Spring Break

**T. Mar. 23**—*Much Ado about Nothing*

**Th. Mar. 25**—*Much Ado about Nothing*. Homework: Bring a list of three possible topics
for Essay 3, with two or three approaches to writing about these texts (drama) listed for
each possible topic, to next class.

**T. Mar. 30**—Drafting workshop for Essay 3 begins. (Brainstorming and free-writing
sessions, followed by early-stage outlining.) Homework—a) *research* the
writer/play/critical elements that you plan to discuss in your essay; b) write the first rough
draft of your essay for next class.

**Th. Apr. 1**—Groups: Peer Critique of Drafts. Address issues regarding documenting
sources, incorporation of quotations and paraphrasing, general use of MLA Style.
Homework—revise drafts for next class.

**Unit Four—The Research Paper**

**T. Apr. 6**—**Finished, polished Essay 3 is due**, with draft(s), pre-writing work, and
copies of research materials. Read The Research Paper, p. 118. Think back over the texts
we have covered. Select a text, a pair of texts, or a group of texts to work with. Write a
brief (2-3 page) proposal for a research project, due next class.

**Th. Apr. 8**—In class, present research project ideas. Review ways to begin the research
process.
T. Apr. 13—Library research day.

Th. Apr. 15—Library research day. Prepare a rough draft for next class.

T. Apr. 20—Revision of Essay 3 is due. Groups: peer critiques of research paper drafts. Homework: revise and bring new drafts to class.

Th. Apr. 22—Conferences over research drafts. Bring your draft and the comments from your peer critiques. Have a list of at least 3 specific questions regarding your organization, thesis, critical approach, and sources that you would like to discuss with the instructor. These questions may come from peer critique comments or your own ideas. Be prepared to discuss your attention to organization, use of your sources, and MLA Style for citing sources.

T. Apr. 27—Conferences on research projects continue.

Th. Apr. 29—Finished, polished Research Paper is due, with draft(s), pre-writing work, and photocopied sources.