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ENG 1092G-096: Composition and Literature

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Course Description and Objectives: Welcome to English 1092, an honors course that focuses upon writing about literature. In this class we will be cultivating our capacity to read, analyze, enjoy, and, perhaps, even create different genres of literature: fiction, poetry, and drama, so that you can continue to read and enjoy intellectually and culturally enriching literature throughout your life.

A major premise of this class is that sophisticated reading and writing are closely related undertakings. Through your own writing about literary texts, you will extend those skills of critical engagement and communication (written and oral) you may have acquired in 109I or in other composition courses, skills that will be applicable throughout your university career.

Writing, reading, analysis, and cultural understanding: these things are at the core of a college education, the things that make college different from a vocational school. This course is one in which you should be able to see yourself becoming a better educated person. That means the course may sometimes seem hard. In the end, I hope you will find it rewarding.

Texts (available at TRS):

- The Story and its Writer edited by Ann Charters
- The Shipping News by E. Annie Proulx
- The Tempest by William Shakespeare
- A Pocket Style Manual by Diane Hacker

Other Required Materials:

- A Good College-Level Dictionary. You will be tested on vocabulary.
- A thumb-drive

Disability Information: If you have a documented disability and wish to receive academic accommodation, please contact the office of Disability Services (581-6583) as soon as possible.

Participation and Attendance: This class is based upon individual and collaborative work; therefore, daily involvement is an essential and a significant part of your grade. You are expected to be here both mentally and physically, and to contribute actively to all group work and in-class discussions and presentations. Credit only can be earned by completed work; this work includes your presence in class. Missing a class does not excuse you from coming to the next class unprepared; it is your responsibility to obtain any assignments you may have missed. To that end you will want to establish a connection with at least two other 1092 “Study-Buddies.” Just showing up every day won’t give you full credit in this category either. I am looking for thoughtful comments or questions that contribute to class discussion.
Three or fewer unexcused absences will not be penalized in this course. The final grade for the course will be reduced by one full letter grade for each unexcused absence beyond three. Those reductions are down to and including NC (no credit).

**What is an excused absence?** According to the University's regulations (see the 2003-2004 catalogue) an absence due to illness, emergency, or participation in a University event can be excused and made up if properly verified. It is your responsibility to provide verification for any absence that you wish to be excused.

**What is an unexcused absence?** A day when you have missed class for any reason other than those listed above, including unverified illness, studying for another class, etc. You do not need to tell me the reasons for unexcused absences, unless you are petitioning me to accept work that was due on the day you missed class.

**Deadlines and Late Work:** Homework and papers are due in class (or before class on the dates specified. In the case of an excused absence, work is due no later than the first-class session following your absence.

In the case of unexcused absences, in class assignments cannot be made up and I reserve the right to give no credit or reduced credit for late homework or papers that were due in class. (You can, however, turn homework or papers in BEFORE class and receive full credit.

Students who wish to have unexcused late work considered for full or partial credit must write a petition to me, in memo format. To be successful, the petition must be persuasive (that means, use what you have learned about persuasive writing to write your petition). Petitions should be submitted along with late work. *Merely writing a petition is no guarantee that your late work will be given credit; the petition must be persuasive. Petitions that are not accepted may be revised and resubmitted.*

**Course Responsibilities:**

- Four papers with portfolios (60%)
- Two "mid-terms" (20%)
- Two Reviews of Literary Reading or Play attended (10%)
- Attendance and Participation (10%) This category includes memorizing and reciting a poem of 14 lines or longer

Most of the writing assignments will require revision. Because this class strongly emphasizes revision, that is a "re-thinking" or "re-seeing" of an earlier edition, you will have the opportunity to revise two of the papers. Additionally, you will have several in-class papers, as well as other writing assignments, peer critiques and self-assessments. In short, some kind of reading and/or writing homework will be the rule rather than the exception. You cannot pass this class without handing in ALL the writing assignments so **save everything.**

**Office Hours and Conferences:** I will be in my office and available to consult with you at the hours I have specified on the front of the syllabus. You do not need to make an appointment if you wish to come by and talk with me during office hours. If my office hours are not convenient for you, I am also available by appointment; let me know if you want to make an appointment, and we'll agree on a time that is convenient for us both.

In addition to optional visits during office hours, I will require that you meet with me individually twice during the semester. We will schedule conferences individually to suit your schedule and mine. Once the conference is scheduled it is your responsibility to contact me if you need to
reschedule. If you fail to schedule or attend conferences, this will have a serious negative effect on your participation grade and will count as an unexcused absence.

**Saving your files:** You will need to revise and/or correct much of the work you do over the course of the semester. When we first work together in the lab, I will instruct you to save your work both on the LAN and on your thumbdrive, and to back up your work by emailing it to yourself. It is really important that you do this all the time and always bring your thumb-drives to class. Otherwise, you will end up wasting your time retyping (or rewriting) assignments you have lost for one reason or another. “The computer ate it” is not an acceptable excuse for not having an assignment ready to turn in. Backing up files in multiple locations is the only way to be sure you won’t lose a file.

**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 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.”

**My Statement on Plagiarism:** Early in the semester, we will discuss plagiarism and complete an exercise to ensure you understand how to avoid it. After that point, I will not accept anyone’s claim that “I didn’t understand!” If I discover an act of plagiarism (or any other academic misconduct), all of the appropriate penalties will be applied. Why? Because I believe that universities should not harbor or condone dishonesty; because plagiarists are not learning anything and therefore are subverting the purpose of taking the class; because it is not fair to other students to allow plagiarists to earn passing grades; and because academic dishonesty is an affront to my own commitment to higher education.

**Overview of the Course (subject to change)**

**Week One:**
- 1/10 Intro to class, to genres, to oppositional analysis
- 1/12 Oppositional Analysis continued Plagiarism exercise

**Week Two:**
- 1/17 Martin Luther King Jr Day/Class Cancelled
- 1/19 Oppositional Analysis applied
  - Intro to Poetry: Form and Meaning
  - Sonnets

**Week Three:**
- 1/24 Sonnets / Bob Zordani
- 1/26 Villanelles; Intro to First Paper

**Week Four:**
- 1/31 1.1 paper due/ in class assessment
- 2/2 Revision Strategies

**Week Five:**
- 2/7 1.2 paper due/ in class assessment
  - Intro to Short Fiction: Voice exercise
- 2/9 Read: “Lust”/ “Battle Royal” / “Lone Ranger and Tonto Fistfight in Heaven” / “Where are you going? Where Have You Been?” (Charters)
Week Six:
  2/14  Short Fiction continued
  2/16  Short Fiction continued

Week Seven:
  2/21  Short Fiction. Intro to Second Paper
  2/23  Paper Strategies

Week Eight:
  2/28  2.1 Due Revision Strategies
  3/2   Revision Strategies

Week Nine:
  3/7   2.2 Due intro to the Novel and Third paper
        Read: The Shipping News
  3/9   novel continued FINISH READING OVER SPRING BREAK

March 14-19th Spring Break

Week 10
  3/21  Shipping News continued: Quotes Due
        Paper writing strategies
  3/23

Week 11
  3/28  3.1 due
  3/30  Revision strategies

Week 12
  4/4   3.2 due Intro to Drama
  4/6   The Tempest by William Shakespeare

Week 13
  4/11  The Tempest
  4/13  The Tempest

Week 14
  4/18  The Tempest
  4/20  Postcolonial Reading

Week 15
  4/25  Poco reading
  4/26  Final writing assignment due