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ENG 1092-099: Composition and Literature

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English 1092G Section 099
Composition and Literature
Spring 2006
Dr. Carol Stevens
Tuesdays and Thursdays 8:00-9:15 a.m. in Room 2120 Coleman Hall

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Office Hours: TuTh 9:30-10:30 and 3:30-4, W 9:00-12:00, many other times by appt.
(Please Note: Office hours may sometimes need to be rescheduled, but there will always be advance notification in class or a note on my office door informing you of the change. There will be some required office conferences.)

Jacobus, The Bedford Introduction to Drama, 4th ed.
Roberts, Writing about Literature, 10th ed.
A novel to be assigned and possibly provided by the instructor
A good college-level desk dictionary to be issued by TRS
A handbook of grammar, usage, and good writing practice to be issued by TRS

Goals: 1092G is a writing-centered course designed to improve skills in critical thinking and analytical expression based on the reading of literary texts. At the end of the course, you should be able to write even better than you did at the end of 1091/1001. The course is also designed to introduce the college-level study of the three major genres of literature—poetry, drama, and fiction—and to enhance your enjoyment of them. You may use a paper from this course for your Electronic Writing Portfolio.

Policies: English Department 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 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. Please cite all sources, including Internet sources, and be sure the text of your papers makes it clear whether you are summarizing, paraphrasing, or quoting directly.

Plan to hand in papers on time. If you are having problems, let me know in advance. Without explicit excuse from your instructor, papers a week or more late may not be accepted at all, and late papers may receive a penalty.

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.

Attendance and participation: I expect you to be here every class day, and to participate fully. Absence without excuse will be penalized by lowered grades. There is an automatic five-point penalty for not being present with a completed draft on workshop days. Missing a scheduled conference counts the same as missing a class.

I will give permission for make-up work only in the case of serious personal illness or other emergency (this does NOT include missing class to go to health services for the sniffles, for instance; it does include breaking your ankle on the way to class). If you must be absent, call me. If it's a serious illness or a genuine emergency, and you let me know, I will see that you're not penalized.
More than two absences will most likely lower your grade significantly. Here’s why: you won’t have a context for the discussion or directions for the assignments. Most exam questions and paper assignments will be based on discussions. Workshops and small group discussions depend on the participation of everyone, and if you’re missing (physically and/or mentally) your group has to carry your share of the discussion as well as theirs. Absence from workshops, where pairs or small groups critique their colleagues’ work, throws the entire workshop off. But mostly, there’s a lot of fun in talking about literature and writing; let’s have some.

Requirements: Mid-term and final (20%)
  4 essays, each some involving research and documentation (60%)
  brief writing assignments, group presentations, class participation, and WebCT postings
Grades: I will use number rather than letter grades. This will convert into your final grade as follows: 91-100=A; 81-90=B; 70-80=C; 65-69=D. Your grade is determined by counting the points for each assignment, so missing an assignment affects your grade tremendously.

All assigned writing must be turned in for you to pass the course.

Please note that you must have a C average to receive credit for this course.

Any paper that is handed in on time may be rewritten. Usually, you will be expected to hand it back in for reconsideration within one week of its being returned. I will average that grade with the original when I figure grades.

Responses: Sometime in the next week or so, I will set up the WebCT bulletin board for this class. The discussion/bulletin board function will be used to create a context for our class discussions.

1. Each week beginning with next week, unless otherwise notified, you will be required to write and post one separate response to a specified reading assignment on the WebCT bulletin board.
2. It should be a thoughtful response to the assigned reading, and should be at least 1-2 paragraphs long; I will sometimes suggest approaches in class, though a spontaneous response for which you determine the direction is usually fine too.
3. In this response you must do two things: 1) unless you are the first to post, you must respond to the posting of at least one other class member and 2) in the SAME, not a separate, posting, you must, in making your own point, quote from the work you’re discussing. I’ll record them week to week, but won’t grade them until the end of the semester. They must be on time, and will be graded on the basis of aptness to the reading, thoughtfulness, clarity, precision, and completeness. A-level responses will go beyond the minimum in significant ways and may be more frequent—though mere quantity is never a substitute for quality.
4. Your responses must be posted AT LEAST 24 HOURS BEFORE THE CLASS FOR WHICH THE ASSIGNMENT IS DUE. In other words, a reading due for Tuesday morning’s class should be posted by 8:00 Monday morning. I will often incorporate the responses in class discussion, and you should, too.
5. Do use the reply function if you’re not the first person posting on a story, so that each work discussed will form a single thread. There’s no point in starting a new thread every time you want to talk about the same story as your classmates.

If for reasons beyond your control (such as campus power failure or the system being down—NOT difficulties with your own personal computer: you can use a lab computer or one in the library if necessary), you fail to gain access to WebCT, bring a typed, 1-page response to the appropriate class period. Same rules, except that, obviously, you won’t be as able to comment on each others’ ideas. I’ll collect these, comment on them, and hand them back. You must save them, and turn them in at the end of the semester along with all of your other work for final evaluation.

Please note: any policy statement or syllabus is, by its very nature, a tentative document. Changes in any part, including scheduling of work, grading, and assignments, are possible during the semester. An announcement in class will be considered sufficient notice of such change.