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ENG 1092C-099: Composition and Literature

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English 1092C  
Spring 1999  
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Office Hours: MWF 1-2

Texts:  Bedford Introduction to Drama  
Charters, The Story and its Writer  
Meyer, Poetry  
Shakespeare, Much Ado about Nothing  
Morrison, The Bluest Eye

Goals:  1092C is a writing 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 109%. The course is also designed to introduce the three major genres of literature--fiction, poetry, and drama--and to enhance your enjoyment of them. Because literature invariably engages our emotions and values, I'm hoping we'll all have a better understanding of ourselves at the end of the semester as well.

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.

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.

Come to class prepared. You'll have more fun if you've done the reading, and I will notice if you haven't. Note that a portion of the grade is based on material that must be handed in on time, in class. Journals MUST be handed in in class on the day requested to receive credit, and essays a week or more late will not be accepted at all.

Requirements:  midterm and final  
3 short essays (2-4 pp each)  
1 longer paper (6-8 pp.), involving some research journal (bring to each class; plan on writing in response to every reading assignment. I will collect every other week.)  
creative project  
careful preparation of the reading assignments and participation in class discussions.
Short essays: I will hand out essay topics at least a week ahead of time. These essays may be revised; I'll average the grades when figuring final grades.

Longer paper: this should explore some aspect of a literary work on the syllabus and involve some research. We'll discuss topics in conference. May be revised.

Journal: For each class period, plan on writing a page or two in a notebook or folder set aside for this purpose. Each anthology has a section at the back entitled "Writing about..."; You might read these to get ideas. But the point of the journal is for you to write spontaneously in response to each reading assignment. You could choose a single poem or line or character and respond, or make connections between works. Be as personal (within limits) or impersonal as you like. BRING YOUR JOURNALS TO CLASS each time; they will be a starting point for our discussion. I will collect 8 times during the course of the semester, grading each set of entries on a 20-point scale, with grades based on completeness, and the thoughtfulness and detail with which your ideas are expressed.

Creative project: For the last two weeks, you will be in charge of our class activities. I will place you in groups of 2-3; each group will be responsible for presenting a literary work to the class and/or leading discussion of it. How exactly you do this is up to you: you could give the class a brief reading assignment, then lead the discussion; you could present a dramatic reading or act out a portion of a play or short story, or lead us in some kind of activity. Be imaginative and have fun. Just make sure that at the end, we have come to understand some literary text more deeply or in a new way.

Grades:
midterm: 100 points; final: 100 points
3 short essays: 100 points apiece
long paper: 200 points
journal: 160
involvement/participation: 40 points
creative project: 100 points

Grading scale: 910-1000=A; 810-909=B; 700-809=C. 650-699=D.
Because I grade on a 100-point scale, missing assignments (which receive a 0) affect the grade tremendously.
NOTE that you must have at least a C average to receive credit for the course.

Tentative syllabus

Family
WJan13:  Tan, "Two Kinds"
FJan15:  Lorde, "Hanging Fire" 398; Grahn, "She Who bears It," 149; Hall, "My Son, My executioner," 379; Whitman, "There Was a Child Went Forth," 436. Hand in journals (1)

MJan18:  no class

M Jan25:  Sophocles
W Jan27:  Sophocles. Hand in journals (2)

Places
F29:  Hawthorne, "Young Goodman Brown"

MFeb 1:  Hawthorne
W3  Knight, "A Walls Mother," 396; Ciardi, "Suburban,"125; Blake, "London," 76.

M8  Thomas, "Fern Hill," 433; Brooke, "The Soldier," 363. Hand in journals (3)
W10  Silko, "Lullaby"
F12  no class

Passion
W17  Conferences
F19  Conferences

M22  Carver, "What We Talk about When We Talk about Love"
W24  Leavitt, "Braids"
F26  Begin "Much Ado"

Mon March 1.  Shakespeare
W3  Shakespeare
F5  Shakespeare Hand in journals (4)

M8  Shakespeare
W10  Shakespeare
F12  Midterm. [In-class + take-home]

Spring break
M22  Morrison, BlueRist Eye
W24  Morrison
F26  Morrison Hand in journals (5)
M29 Morrison
W31 Morrison. Essay #3 due.

Work

M5 Kafka, "Metamorphosis."
W7 Kafka
F9 Wilde, *The Importance of Being Earnest*. Hand in journals
(6)

M12 Wilde
W14 Wilde
F16 Wilde Longer paper due.

M19 Creative projects
W21
F23 Hand in journals (7)

M26
W28
F30. Hand in journals (8). Last day to hand in ANYTHING. There will be a final exam during exam week.