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ENG 1092G-097

Carol Stevens
Eastern Illinois University

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Goals: 1092 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.

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. Without explicit prior excuse, papers a week or more late will not be accepted at all.

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. Period. 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.

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 know how course readings have been explained and analyzed. 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 small groups critique their colleagues’ work, throws the entire workshop off. Besides, there’s a lot of fun in talking about literature and writing, let’s have some.

Requirements: Mid-term and final (25%)
4 essays, some involving research (60%)
brief writing assignments, group presentations, class participation, and WebCT postings (15%)
This is a writing-centered course, for which papers may be submitted to the Electronic Writing Portfolio.
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 IF it is handed back 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. 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. It should be a thoughtful response to the assigned reading, and should be 1-2 paragraphs long; I will sometimes suggest approaches in class, though a spontaneous response is usually fine too. 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) you must, in making your point, quote from the work you’re discussion. 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. Your responses must be posted at least 24 hours before the class for which the assignment is due.

If for reasons beyond your control, you fail to gain access to WebCT, bring a typed, 1-page response to the appropriate class period. Same rules, except that you won’t be 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 grading, are possible during the semester. An announcement in class will be considered sufficient notice of such change.

Syllabus: Readings will be grouped into three main areas—Families, Communities, and Ideas. Some material will be very explicit sexually or contain other ideas which some find unusual or disturbing—be forewarned. This is a university, and exposure to a diversity of ideas is an essential part of the experience.

You are expected to read and write about the assignments with understanding and intelligence, and to discuss them with some objectivity and always, with respect for diversity of viewpoints. You do not have to agree with them.

Important Dates:

Paper #1 Completed Draft for Workshop Th Jan. 29; Final Draft Th. Feb. 5
Paper #2 Completed Draft for Workshop Th Feb. 19; Final Draft Th. Feb. 26
Paper #3 Completed Draft for Workshop Th Mar. 11; Final Draft Th. Mar. 25
Paper #4 Completed Draft for Workshop Th Apr. 8; Final Draft Th. Apr. 15

Mid-term Exam in class Tuesday, March 4
Final Exam Tuesday, May 4 2:45-4:45 pm in 2120 CH (our regular classroom)
Schedule of Readings (Be sure to coordinate your reading schedule with writing-due dates given on p. 2)

Tuesday, January 13 Introduction to the course

I. Family

Thursday, January 15 In Meyer: Plath, “Daddy” (630); Roethke, “My Papa’s Waltz” (217); Bradstreet, “To My Dear and Loving Husband” (436); Brooks, “The Mother” (595); Kinnell, “After Making Love We Hear Footsteps” (255)

Tuesday, January 20 In Jacobus. Sophocles, Oedipus the King (continue through Thursday and work on assignments)—also, for Thursday... 


Tuesday, January 27 In Jacobus, Williams, The Glass Menagerie; in Griffiths, Magarrell, “The Joy of Cooking” (134) see production at the Village Theatre asap, and also for Thursday...

Thursday, January 29 Self-conferencing handouts and in-class Workshop on Drafts, Paper #1

Tuesday, February 3 In Charters, Olsen, “I Stand Here Ironing”; O’Connor “Everything that Rises Must Converge”

Thursday, February 5 Paper #1 due, begin film Smoke Signals

II. Communities

Tuesday, February 10 Continue film and read story on which it is based, in Charters, Alexie, “The Lone Ranger and Tonto Fistfight in Heaven,”

Thursday, February 12 In Griffith, “Drafting the Essay,” beginning 181

Tuesday, February 17 In Charters, O’Brien, “The Things they Carried” and, in Meyer, Rios, “Seniors” (40), Dickey, “Deer Among Cattle” (104); Hughes, “Theme for English B” (442) and “Un-American Investigators” (392)

Thursday, Feb. 19 In class, Workshop on Drafts.

Tuesday, February 24 In Charters, Le Guin, “The Ones Who Walk Away from Omelas,”

Thursday, Feb. 26 Final Draft of Second Paper Due; catch-up and review for Mid-term exam

Schedule from Mid-term to Finals Week TBA