Spring 1-15-2004

ENG 1092-099: Literature and Composition

Guzlowski
Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_spring2004

Part of the English Language and Literature Commons

Recommended Citation
http://thekeep.eiu.edu/english_syllabi_spring2004/60

This Article is brought to you for free and open access by the 2004 at The Keep. It has been accepted for inclusion in Spring 2004 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.
Prof. Guzlowski

1092-099

English: 1092
Literature and Composition, Spring 2004

TEXTS: INTRO TO FICTION
        POETRY
        THE BLUEST EYE, TONI MORRISON
        THE THINGS THEY CARRIED, TIM O'BRIEN
        MAUS, ART SPIEGELMAN

OFFICE: 3781 Coleman Hall, Phone: 6973
        Hours: T 1100-200, W 9-12, Th 8-930 and by appt.
        email: jz.guzlowski@eiu.edu

SPECIAL NEEDS: Students with special needs who require academic accommodations should contact Disabilities Services (581-6583).

GRADES: 100 pts: short story test
        100 pts: final exam
        100 pts: novels paper
        100 pts: responses
        100 pts: novels test
        100 pts: short story paper
        100 pts: poetry paper
        60 pts: quizzes

A: 760-684
B: 683-608
C: 607-532
D: 531-456
F: 455-0

TESTS: An in-class exam will be given after the unit on short stories and after the unit on novels. Each exam will consist of an essay question. There will also be a comprehensive final.

PAPERS: Each student will be required to write 3 analytical papers (one on each unit), each at least 1200 typed words.

YAHOO GROUP WORK: We learn about literature not only by reading and talking about it but also by writing about it. During the course of the semester, each student will participate in an electronic discussion group. The egroup site is available at http://groups.yahoo.com/group/eng1092/

During the semester, you will submit 10 short analytical entries to the egroup about the literature we'll be reading and 10 responses to other students' entries.

What should you write about in your 10 short analytical entries? Each one should begin with an important question about the text you are analyzing. This important question should be about an important issue in the work you are analyzing, or the question should focus on an important quote. Your analysis should answer the question that you raise. Sometimes you may want to respond to something that was said in class about the literature. That's fine.

What should you not write about in your 10 short analytical entries? Although I realize the importance of responding to a work of literature on a personal level, I want these essays to be analytical rather than personal. Also, the responses should not be summaries of the works being responded to.

How long should these entries be? The length of a well-developed paragraph: at least 100 words each.

Responses to other students' entries should also be analytical rather than personal. The responses may respond to a student's initial question or final question or to a block of responses or analytical entries or to things said about texts in class. The responses should be thoughtful and substantive.

To make sure these 10 short analytical entries are equally spaced out (this will benefit all of us), each student will be expected to write 5 short analytical entries before mid-term and five after mid-term. You can write as many of these as you want but I will only count the first short analytical entry per week toward your grade.
The responses should also be spaced out. I expect each student to do 5 before mid-term, and 5 after mid-term. This is a minimum sort of requirement. Feel free to respond more often. But no more than 2 a week will count toward your required minimum of 10 before mid-term and 10 after mid-term.

If you have trouble getting on-line, see me. You can always post through my computer.

QUizzes: 12 brief quizzes will be given during the semester. You will be asked to respond to something in a piece of lit. And/or identify characters, significant quotations, images, facts, or a combination of these from the pieces read.

Grades: Grades for out-of-class essays, and in-class essays will be assigned on the basis of 1) content and 2) structure, style, and grammar. At the end of the semester, the grades for exams, out-of-class essays, responses, and quizzes will be averaged into a single grade.

Late Papers: There is a grace period for the first 2 analytical papers. They will be accepted for one week following the date on which they were due. After this period, they will no longer be accepted.

Plagiarism: Note the English Dept.'s statement of 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) — 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 course."

I have zero tolerance for plagiarism. I will fail for the class any student who plagiarizes on any work, and I will notify the Judicial Board of the plagiarism. The Judicial Board can decide to expel a student for plagiarism.

Syllabus: The syllabus is liable to change, depending on the pressures of time and your interest.

Intro to course

1. Short Fiction—introduction
   Updike, "A&P"
   Oates, "Where Are You Going"
   Mason, "Shiloh"
   Carver, "What We Talk About When We Talk About Love"
   "A Small, Good Thing"
   "Cathedral"

2. Novels—intro
   Morrison, Bluest Eye
   O’Brien, The Things They Carried
   Spiegelman, MAUS

3. Poetry—intro
   Dickinson, "Because I would not stop for death"
   "I started early—took my dog"
   "I heard a fly buzz when I died"
   Frost, "Mending Wall"
   "Stopping by woods on a snowy evening"
   Thomas, "Do not go gentle into that good night"
   "Fern Hill"
   Marvell, "To His Coy Mistress"
   Rich, "Diving into the Wreck"
   "Rape"
   Plath, "Daddy"
   "Lady Lazarus"
   Springsteen, "Born to Run"
   "Tunnel of Love"