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ENG 2009G-003

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Spring 2008: English 2009—003
(TTH 12:30-1:45 CH 2120)

This course gives us the opportunity to read a variety of novels and short stories in order to explore three fundamental and interwoven aspects of our identity—race, age, and gender. We will examine the personal experience of these biological and cultural categories, as well as the social consequences of people’s reactions to their own and other people’s experiences within the different categories. In addition, we will analyze the creative choices made by fiction writers as they explore and express their feelings and ideas on these complex realities and themes.

Texts:
- Cisneros, The House on Mango Street
- Olsen, Tell Me a Riddle
- Woodson, From the Notebooks of Melanin Sun
- Alexie, Smoke Signals (film)
- O’Brien, The Things They Carried
- Gaines, A Lesson Before Dying
- Spiegelman, Maus I and II
- Wells, The Divine Secrets of the Ya Ya Sisterhood
- Walker, The Color Purple
- Kingston, The Woman Warrior

Course requirements and grading:
1. Grades:
   - Three essay examinations—#’s 1 & 2=15% each; final exam (partly comprehensive)=25%
   - Class participation (discussions and groups) and discovery writing (in and out of class)--20%
   - Out-of-Class Project--25%

2. Plagiarism: Here is the English Department policy—"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 course, and to report the incident to the Judicial Affairs Office."
   Included under plagiarism is the irresponsible handling of documentation—i.e., when the writer intends to misrepresent the use of another author’s material.
3. Attendance and Class Participation: Being in class is essential to becoming a better, more able, and responsible reader, writer, and collaborator—this includes being fully prepared (actively reading assignments—annotating, taking notes, preparing questions—and completing writing assignments) and taking a responsible and active part in class discussions and writing groups (being alert, involved, respectful, tactful, and courteous). Taking part in discussion might include asking well-informed questions based on close reading of assignments, responding to questions, entering into general discussions among students. Also, please be on time (if you arrive after attendance is taken, it is your responsibility to see that I mark you present), turn off your cell phones, bring the text/s of the day to class, and do not start to pack up until class concludes. In general, if you have a problem, e-mail or call me—or come to my office to see me as soon as possible. More than three unexcused absences will lower your class participation grade to an F. As outlined in the student catalogue, I will consider an absence excused only for "reasons of illness, emergency, or university activity." It is your responsibility to provide me with appropriate documentation for any absence.

4. Disabilities: 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.

5. Office Hours: Please feel free to drop in during my scheduled hours—or to request an appointment. Really. I mean it. I enjoy meeting with students and find that those who visit and take this opportunity to pursue ideas or clear up problems generally do much better in the class. If you have questions, be sure to ask them—in class or after. Chances are that if you have a question, someone else has the same question!

Electronic Writing Portfolio
English 2009C is a writing-intensive course. If you plan to use the formal essay for your Electronic Writing Portfolio (EWP), please talk with me by midterm. Seniors graduating this term should be aware of an early deadline for final semester submissions. We will need to make special arrangements for your essay due dates. Additional information and forms are available at www.eiu.edu/~assess/ewpmain.php.

Research and writing resources:
- http://owl.english.purdue.edu/
- http://www.bartleby.com/
English 2009—001: Getting Started
(DUE TO ME BY 5 P.M. on January 11th)

Using the email account you check most regularly, please send me an email message (lscoleman@eiu.edu) with the following information:

• Your name, course and section number, major, minor (if any), home and school addresses and phone numbers (including cell if that is what you use most often).
• Your goals for English 2009 and what part you see/imagine reading and writing playing in your future personal, professional, and civic goals (Please give this some time and careful consideration—and be as specific as possible)
• An acknowledgement of having read and agreed to the policies in the course syllabus.

If you have any questions, please feel free to ask them in the email, in class, or after class.

Plan to check this account on a regular basis.
Week 1 (January 8 & 10)
T: Introductions; assign introductory email
Th: Images due; Begin Cisneros's *The House on Mango Street*; email due by 5 p.m. tomorrow, January 11th

Week 2 (January 15 & 17)
T: Continue with Cisneros; Short Write due
TH: Continue with Cisneros; “I Stand Here Ironing” (in *Tell Me a Riddle*)

Week 3 (January 22 & 24)
TTH: Woodson’s *From the Notebooks of Melanin Sun*

Week 4 (January 29 & 31)
T: Exam #1
TH: Film: *Smoke Signals*

Week 5 (February 5 & 7)
T: *Smoke Signals*
Th: Begin O’Brien’s *The Things They Carried*

Week 6 (February 12 & 14)
TH: Continue with O’Brien