

Fall 8-15-2000

ENG 2009G-004: Literature and Human Values: Love, Hate, Obsession

Jerie Weasmer
Eastern Illinois University

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ENG2009C: Literature and Human Values
Love, Hate, Obsession
Fall 2000

Instructor: Dr. Jerie Weasmer
 Office: 315C
 Phone: 6972

e-mail: cfjrw1@eiu.edu
 Hours: T & R 12-2
 M-W-F by Appointment

I. Course Description

This course explores issues facing the characters in a variety of literary texts and includes multiple opportunities to self select.

Texts: Achebe, Things Fall Apart.

Allen, The Woman Who Owned the Shadows

Alvarez, How the Garcia Girls Lost Their Accents

Anya, Bless Me, Ultima.

Charters, The Story and Its Writer, 5th ed.

Chopin, The Awakening.

Gaines, A Lesson before Dying.

Garden, Annie on My Mind.

Hurston, Their Eyes Were Watching God.

Kingston, The Woman Warrior.

Mason, Spence and Lila.

Mowry, Way Past Cool.

Olsen, Tell Me a Riddle.

Silko, Ceremony.

Walker, The Color Purple.

Wells, The Divine Secrets of the Ya Ya Sisterhood.

Requirements: You must complete all parts of all assignments to receive credit for the class. Attendance is mandatory. Perfect attendance results in a bonus of 10 points.

Students with 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).

II. Course Objectives

Upon successful completion of this course you will:

- a. Have an enhanced awareness of a variety of human values.
- b. Have explored life experiences of a variety of cultures.
- c. Have examined several famous literary works.

III. Course Requirements

- A. Response

1. *Response journal*--Respond to assigned and to self-selected readings in your response journal. (Do not read more than 20 pages before responding.) **Cite the passages to which you refer. On Thursday of each week e-mail your responses to me or submit on disk or in hard copy.**
2. *Listserves*--Respond to the readings and to others' responses on the listserves a **minimum** of two times weekly. **Validate your arguments with evidence from class readings.**
3. *Formative evaluation*--Respond to peers' essays. **Document date, title, writer, and nature of response** (i.e. early stages response to content; final draft editing).

B. Projects

1. *Independent project*--Select a text from the reading list or from the texts you have not chosen for your group project. Respond in your journal **as you read**. Do not read farther than 20 pages without stopping to respond. [See attached recommended list. Most are available in the library.] Write an essay supporting an argument grounded in your text. Use correct MLA or APA form (3-page double-spaced min.).
2. *Group projects*--Select and sign up to read one of the assigned texts. Respond in your journal **as you read**. Meet with your group to discuss the reading. Organize presentations of the text for your classmates.

IV. Evaluation

Course grade will be determined by the following:

Response journal	200 points
Response to peers' essays	50 points
Independent project/essay	100 points
2 Group projects--50 points each	100 points
Final paper	100 points
Attitude, preparedness, involvement in class interaction	50 points
Attendance (each absence)	-10 points
Bonus for perfect attendance	+10 points
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Total	600 points

Schedule of Expectations

- 8/22 Introductions, Discuss course expectations
Choose one of the following texts for your group project: Wells, Walker, Hurston, Allen, Kingston, Gaines, Anaya, Chopin. Begin reading and responding.
- 8/24 "I Stand Ironing" by Olsen

- 8/29 Group meeting on first 1/3 of selected text. Journal due. Most important passage, sentence, word.
- 8/31 "Civil Peace" by Achebe, p. 19
- 9/5 Group meeting on 2nd 1/3 of selected text. Journal due. Creative dramatics.
- 9/7 "The Lone Ranger and Tonto Fistfight in Heaven" by Alexie, p. 23
- 9/12 Group meeting on last 1/3 of selected text. Journal due. Prepare class presentation.
- 9/14-19 Presentations of texts
Select text for Independent Project. Begin to read and respond.
- 9/21 "River of Names" by Allison, p. 40
- 9/26 Journaling on first 1/3 of text due. Discuss character development and conflicts in small groups.
- 9/28 "This Way for the Gas, Ladies and Gentlemen" by Borowski, p. 178
- 10/3 Journaling on second 1/3 of text due. Cultural differences and honoring/breaking traditions.
- 10/5 "The Carnival Dog, the Buyer of Diamonds" by Canin, p. 218
- 10/10 Journaling on final 1/3 of text due.
- 10/12 "Desiree's Baby," "The Story of an Hour" by Chopin, pp. 329, 333
"The House on Mango Street," "My Name," "The Monkey Garden," "Mango Says Goodbye Sometimes" by Cisneros, pp. 337, 338, 339, 341
- 10/17 Paper on independent project due. Share. Respond.
- 10/19 "Fiesta, 1908" by Diaz, p. 434
Choose second text for group project: Walker, Mason, Achebe, Gardner, Alvarez, Mowry, Silko
Begin to read and respond in your journal.
- 10/24 Revised essay due. Silent sharing. Hand in both drafts.
- 10/26 Journaling on first 1/3 of group text due. Compare/Contrast with previously read work(s).
- 10/31 "The Revolt of Mother" by Freeman, p. 533
- 11/2 Journaling on second 1/3 of group text due. Discuss role of language. Discuss social issues.
- 11/7 "The Red Convertible" by Erdrich, p. 460
- 11/9 Journaling on final 1/3 of group text due. Prepare/Begin? presentations of texts.

11/14-16 Presentations

Select final Independent Project text. Begin to read and respond in your journal.

11/21-23 Thanksgiving Break

11/28 Journal on first 1/3 of independent text due. Discuss character development and foreshadowing.

11/30 Journal on second 1/3 of text due. Discuss conflicts and social implications.

12/5 Journal on final 1/3 of text due. Final paper due.

12/7 Revised draft due.