Course Description, Design, and Goals: English 2009G is a writing intensive course centered on literary representations of race, age, and gender – three important modern concepts of self-definition. We will read novels, memoirs, and graphic or wordless novels and analyze the place these issues have in each text. To improve our analytical skills – one of the important goals of the course – we will spend class time discussing the assigned readings and the issues they raise. We will also write in response to the readings on a regular basis, both in class and out of class. The goal is to improve, with practice, our reading and thinking skills, as we learn from memoirists, novelists, and graphic novelists how issues of race, age, and gender can influence the development of the individual.

Texts:
Tan, Shaun. *The Arrival.*
Bechdel, Alison. *Fun Home: A Tragicomic.*
White, Edmund. *A Boy’s Own Story.*

Bound notebook, minimum 100 pages, sewn or spiral

Academic Honesty
Please note the English Department’s statement on plagiarism (that is, the intentional or unintentional use of another writer’s intellectual property without proper acknowledgment):

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 own 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 assignments, of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office.

Students with Documented Disabilities
If you have a documented disability and wish to receive academic accommodation, you must make arrangements through the Office of Disability Services; you should contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.
Be Prepared for Class
To prepare for each class, please do the following:
1. Bring your textbook(s) and journal with you to class
2. Read the assigned material before class
3. Respond to the assigned reading in your journal (see Journal section below for more info) before class
   A. For each day, please write a List of Ten. This can include any list of ten things you found interesting about the reading. Always list page numbers to correspond with each item on your List of Ten.
   B. I will call on students at random to read their responses. Students who are consistently prepared with a written response in their journal WILL receive full participation points. Students who do not have written responses to the daily reading or are otherwise unprepared for class when called upon WILL NOT receive full participation points.
4. Type your essay submissions and bring the appropriate number of copies to class on the day they are due

Journal
Please bring your bound notebook to class each day. In it, you will write your responses to the readings (List of Ten), your in-class responses, and your preparatory notes for each essay submission.

Communicating with the Professor
If you need to contact me outside of class, please meet me at my office during office hours, or email me. Please remember that I am your professor, not your friend, and keep all communication with me clear, respectful, and timely.

Attendance
If you miss class, please provide a signed note from an appropriate authority (doctor, athletic director, etc) on letterhead. Otherwise, if you do not provide a note for a missed class, you will not receive full participation points. Students missing more than three (3) class days without a note will not pass this course. The Mid-Term and Final Exam cannot be made up if missed. Due dates for all essays are final: if you cannot attend class on the day an essay is due, you must get the essay to me beforehand. If you cannot attend class during small group workshops, you will not receive full points for peer responses.

Grades
<table>
<thead>
<tr>
<th>Participation</th>
<th>200</th>
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<tbody>
<tr>
<td>Peer Responses</td>
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<tr>
<td>Essay: Words and Images: How They Tell A Story</td>
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<td>Submission 1 (2-3 pages):</td>
<td>50</td>
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<td>Submission 2 (4-5 pages):</td>
<td>100</td>
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<tr>
<td>Submission 3 (6-7 pages):</td>
<td>200</td>
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<td>Mid-Term:</td>
<td>200</td>
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<td>Final Exam:</td>
<td>200</td>
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<td>TOTAL:</td>
<td>1,000 points</td>
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This is a writing-intensive course. You may submit an essay from this class for your EWP. For more information, visit the assessment website: http://www.eiu.edu/~assess.

**Tentative Schedule**

**Week 1**
Monday, 8/23: Introduction and course overview; video: *A Class Divided*, The Daring Lesson  
Wednesday, 8/25: Video: *A Class Divided*, Day Two; Discuss *The Arrival*, Sections I & II  
Friday, 8/27: Discuss *The Arrival*, Sections III, IV, V, & VI

**Week 2**
Monday, 8/31: Discuss *The Lazarus Project*, pp 1-22  
Wednesday, 9/1: Discuss *The Lazarus Project*, pp 23-63  
Friday, 9/3: Discuss *The Lazarus Project*, pp 64-112

**Week 3**
Monday, 9/6: Labor Day: NO CLASS  
Wednesday, 9/8: Discuss *The Lazarus Project*, pp 114-200  
Friday, 9/10: Discuss *The Lazarus Project*, 202-246

**Week 4**
Monday, 9/13: Discuss *The Lazarus Project*, 248-292; Assignment: Essay: Words and Images, How They Tell a Story; Discuss handout from *Understanding Comics*  
Wednesday, 9/15: Discuss *Nat Turner*, chapters I & II  
Friday, 9/17: Discuss *Nat Turner*, chapters III & IV

**Week 5**
Monday, 9/20: Discuss *Bone Black*, chapters 1-10  
Wednesday, 9/22: Discuss *Bone Black*, chapters 11-20  
Friday, 9/24: Discuss *Bone Black*, chapters 21-30

**Week 6**
Monday, 9/27: Discuss *Bone Black*, chapters 31-40  
Wednesday, 9/29: Discuss *Bone Black*, chapters 41-50  
Friday, 10/1: Discuss *Bone Black*, chapters 51-61

**Week 7**
Monday, 10/4: DUE: Essay Submission 1, (4 copies); paired critique  
Wednesday, 10/6: Small group workshop; bring typed response sheets  
Friday, 10/8: Fall Break, NO CLASS

**Week 8**
Monday, 10/11: questions for the Mid-Term  
Wednesday, 10/13: MID-TERM  
Friday, 10/15: Post online TBA
Week 9
Monday, 10/18: Discuss *American Born Chinese* (pages TBA)
Wednesday 10/20: Discuss *American Born Chinese* (pages TBA)
Friday, 10/22: Discuss *The Woman Warrior*, “No Name Woman”

Week 10
Monday, 10/25: Discuss *The Woman Warrior*, “White Tigers” and “Shaman”
Wednesday, 10/27: Discuss *The Woman Warrior*, “At the Western Palace”
Friday, 10/29: Discuss *The Woman Warrior*, “A Song for a Barbarian Reed Pipe”

Week 11
Monday, 11/1: Discuss *Fun Home*, chapters 1-4
Wednesday, 11/3: Discuss *Fun Home*, chapters 5-7
Friday, 11/5: Discuss *A Boy’s Own Story*, chapter One

Week 12
Monday, 11/8: Discuss *A Boy’s Own Story*, chapter Two
Wednesday, 11/10: Discuss *A Boy’s Own Story*, chapter Three
Friday, 11/12: Discuss *A Boy’s Own Story*, chapter Four

Week 13
Monday, 11/15: Discuss *A Boy’s Own Story*, chapter Five
Wednesday, 11/17: Discuss *A Boy’s Own Story*, chapter Six
Friday, 11/19: DUE: Essay Submission 2 (4 copies); paired critique

Week 14: Thanksgiving Recess: NO CLASS

Week 15
Monday, 11/29: Small group workshop: bring typed peer response sheets
Wednesday, 12/1: Revision discussion; video: *A Class Divided*, Teaching it to Adults
Friday, 12/3: Video: *A Class Divided*, How the Adults Reacted

Week 16
Monday, 12/6: DUE: Essay Submission 3 (1 copy); Final exam prep
Wednesday, 12/8: Final exam prep
Friday, 12/10: final comments; evaluations

Final Exam: Tuesday, December 14th, 10:15am-12:15pm