Spring 1-15-2006

ENG 2011-001: Literature, the self, and the World

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Eng 2011 G: 1 Literature, the Self, and the World (Fiction)  Spring 2006
MWF 8-8:50 a.m. 3609 CH (313 CH)
Dr. Duangrudi Suksang
Office: 3335 (314I) Coleman Hall
Office Hours: MWF 10-10: 40 a.m.; MW 1-3 p.m. and by appointment
Office Phone: 581-6986
Home Phone: 348-0479 (before 10 p.m.)
E-mail address: dsuksang@eiu.edu (I do not check e-mail every day because I do not have access to e-mail at home.)

Eng 2011G is considered a writing-intensive course. You may wish to submit an essay written in this class to your electronic writing portfolio.

We will examine and talk about how characters in short stories and novels perceive themselves in relation to others and the outside world, how they interact with and react to each other, and how each individual character is influenced/shaped by external forces. By sharing and exchanging our thoughts and observations about how characters behave and deal with each other and predicaments in their lives, we will gain a better understanding of various human experiences.

Prerequisite: Eng 1002G

Texts: Charles E. May, Fiction's Many Worlds
Chinua Achebe (1930- ), Things Fall Apart, (1958)
Charlotte Brontë (1816-1855), Jane Eyre (1847) Norton
Kate Chopin (1850-1904), The Awakening (1899) 2nd ed. Norton Critical Edition
Zora Neale Hurston (1891-1960), Their Eyes Were Watching God (1937) Perennial Classics
Toni Morrison (1931- ), The Bluest Eye (1970)
Merle Hodge (1944- ), Crick Crack, Monkey (1970)

ATTENDANCE AND PARTICIPATION: Regular attendance and active participation are required.
According to the 2005-2006 catalog,

Students are expected to attend class meetings as scheduled. When an absence does occur, the student is responsible for the material covered during the absence (emphasis added). When possible, the student should notify the instructor in advance of an anticipated absence.

Instructors will grant make-up privileges (when make-up is possible) to students for properly verified absences due to illness, emergency, or participation in an official University activity; and such absences will not militate against students in classes in which attendance is used directly in determining final grades (emphasis added). It is the student's responsibility to initiate plans for make-up work and to complete it promptly (emphasis added). If in the instructor's judgment the duration or number of absences renders make-up unfeasible, the instructor may contact the Vice President for Student Affairs and the Department Chairperson to determine an appropriate action. (55)
In addition, the 2005-2006 catalog includes the following sentences regarding absences: "If a student establishes a record or pattern of absences of concern to the instructor, the instructor may ask of the Vice President for Student Affairs that inquiries concerning the absences be made. The Vice President for Student Affairs also serves as the University contact person when catastrophic events result in extended student absences" (55).

Unless you have received my consent prior to your absence and you are able to provide me with documented evidence showing that your absence is legitimate and excusable, you are not allowed to make up tests, graded in-class exercises and/or quizzes.

Excused absences (i.e., “absences due to illness, emergence, or participation in an official University activity) must be supported by written evidence from a proper authority, which you will show me upon your return to class.

If you are to take part in an official university activity, you must also give me in advance a letter explaining the purpose and date of your anticipated absence.

If you have an emergency or if you are sick, you or someone you know must call me at home or at work BEFORE class begins on the day of your absence. If you cannot reach me, you can leave a message on my voice mail (581-6986) BEFORE class begins on the day of your absence. If you notify me of your absence caused by an emergency or illness after class begins, that absence will not be considered an excused absence. You must also provide me with documented evidence supporting your absence upon your return.

A phone notification or an in-class personal notification is appreciated, but it is not considered an automatically legitimate excuse. Remember it is your responsibility to contact either your classmates or me to find out what you have missed and/or if there have been any changes made on the original syllabus during your absence.

**If you have more than 5 unexcused absences, your final grade will be lowered one letter grade.** After your third unexcused absence, you must see me to discuss your performance in the class. Don't forget to sign your name on the attendance sheet that I will pass around at the beginning of each class period.

It is very important that you participate actively and seriously in all class activities. Remember that nobody knows everything and that everybody has something valuable to offer. We can have fun learning from each other and growing together as a group.
COURSE REQUIREMENTS

1. You are required to **read all assigned selections before each class period** and to participate in all class activities. For each class, whenever possible, you will work in small groups on assigned reading selections. Each group will spend the first 15 minutes discussing its assigned selection. After that each group will share its members' comments and observations with the class.

2. **Class discussion** (25 points): Students will be divided into groups, and **each group will be responsible for leading class discussion on a novel or part of a novel.** Each group must try to come up with questions and ways to get class members to participate in class discussion. **Each group must also turn in a list of questions to me at the beginning of the period.** Your questions should get your classmates to respond critically and analytically. They should not be yes-no questions. You are not to summarize the text for the class. You have to assume that your classmates have read the text. All members of the group must have a speaking part and must be present while the group is leading class discussion. If you are not in class on the days your group is leading class discussion, you will receive 0 (zero) for this activity. You must take your responsibility seriously. Every group member must participate actively in getting the task done successfully. Anyone who does not adequately contribute to the success of the group will not receive many points.

3. **Reading responses** (25 X3 = 75 points): You are required to write 3 substantial responses to the short stories as indicated on the syllabus. **You may do two extra responses to replace the ones that receive low grades.** Each response should be at least 500 words long, typed, and double-spaced. It can be longer. Quality and quantity usually go together. Responses that are shorter than the minimum required length (500 words) will not receive many points. I will collect your response at the beginning of each class period. For example, if you choose to respond to the reading selections assigned for Monday, you must be ready to turn in your response at the beginning of that Monday class. You are to respond to all the reading selections assigned for each day unless I indicate otherwise. If you respond to only one of the two assigned selections, you can get up to half of the total score. I will not accept responses placed in my mailbox and will not be responsible for them. They must be given to me personally. You can definitely turn them in to me personally ahead of time. I will accept late responses only if your absences are caused by "illness, emergency, or participation in an official University activity"; however, you must present legitimate evidence upon turning in your responses.

*If your printer does not work properly, you must e-mail your response to me before class. If your computer does not work properly, you can turn in a handwritten response. You cannot use a broken computer or printer as an excuse for not turning in your response on time.
**There are 10 responses listed on the syllabus for you to choose from. You are required to choose only 3 responses. Do not wait until the last minute to turn in all 3 responses. If you wait too long, it may be too late. I will not accept any more responses after Response #10. It is your responsibility to get your work done on time. You are accountable for your own action or inaction.

**Evaluation**: Each response is worth 25 points. **Your grade is based on the quantity and quality of your response.** If your response meets the minimum length requirement (500 words) but is generalized or unengaged, you will receive approximately 15-17.5 points (60-70 %). If your response is below 500 words and is generalized and unengaged, you will get less than 60 %. You will receive more than 70% if your response not only meets or exceeds the required length but also shows that you have thought carefully about the reading assignment and have responded to it energetically, specifically, imaginatively, critically, and independently. A summary of the plot will receive approximately 15 points (60 %). Plot details are used to support your points. I am more interested in reading your ideas/speculations and critical/analytical comments that are supported by textual details. Questions at the end of each short story should help guide your critical and analytical response.

4. 2 formal papers (100 points each): Each paper is at least 1,000 words long. I will grade them according to "Guidelines for Evaluating Writing Assignments in EIU's English Department," which will be given to you.

**Revision**: You will be allowed to revise Paper #1, and you may receive up to 10 additional points on your revised version. You must turn your revision in before or on the due date in class or by 12:30 p.m. in my office; otherwise, I will not accept your revision. The original paper must accompany your revised version.

5. A mid-term exam (100 points)

6. A comprehensive final exam (120 points)

7. There will be reading quizzes, which will not be announced ahead of time (80 points). They will be given before class discussion. I will give you 15 minutes to work on a quiz. If you arrive late, you will have less than 15 minutes to work on the quiz. If you come to class after everyone has finished the quiz, you are not allowed to make up that quiz. These reading quizzes are intended to help you keep up with the reading assignments. If your absence is an unexcused absence, you will not be allowed to make up a quiz. You will be allowed to make up a quiz if you have documented evidence showing that your absence is legitimate and excusable.

**PAPERS**: All major papers must be typed. They will be graded in accordance with the "Guidelines for Evaluating Writing Assignments in EIU's English Department," which will be given to you.

To prevent any mishaps, you should make copies of your papers. Save all notes and drafts. When you turn in your paper, you must include the following items:

1. A cover sheet, which I will give you
2. A response from your Eng 2011G:1 classmate (You will get a response sheet in class on the day of the peer-response workshop.)

I will not accept your paper without a response from your 2011G:1 classmate. If you do not have a response from your classmate when turning in your paper on the due date, you must arrange to have your 2011G:1 classmate respond to your draft. After revising your draft, turn in your "final" copy along with all the required items in class or by 12:30 p.m. in my office on the due date; otherwise, I will not accept your paper.

3. Draft(s) (You must turn in at least two different drafts that contain evidence of your revision in addition to your "final" copy. If you turn in only one draft and your "final" copy, I will deduct 5 points from whatever you get. Your second draft must not be an exact copy of the first draft or the "final" version of the paper. If it is the same as the first draft or the "final" version, then you have only one draft. I will also deduct 5 points from whatever you get on the paper.)

4. A "final" copy with your name, section number, the date and the name of the assignment

Please type the word "Final" on the first page of your "final" copy and number each page.

I will not accept your paper until you have all the items listed above.

Conferences on papers before each workshop session are mandatory unless I indicate differently on each individual assignment handout. You will bring your complete rough draft when you come to see me in conference. I will help guide you through each of your writing assignments by discussing your complete draft with you. If you don't have a substantial rough draft with you, I will not be able to help you as specifically as I want to. If you want to discuss your topic with me before drafting your paper, you can make an extra appointment. I will sign my name on your first complete rough draft to acknowledge that you have already had a conference with me on the paper. Then bring your revised draft to a peer-response workshop in class. If you forget to come to your conference, you must reschedule it before the peer-response workshop. If you do not reschedule a conference, I will deduct 5 points from whatever you get on the paper. If you do not come to the newly scheduled conference, I will also deduct 5 points from whatever you get on the paper.

**If you miss a conference, you must show me your rough draft of the paper before each in-class peer-response session; otherwise, I will deduct another 5 points from whatever you get on the paper. If you also miss an in-class peer-response session, you still have to show me your rough draft before getting a response from your classmate; otherwise, I will deduct another 5 points from whatever you get on your paper.**
LATE PAPERS: Papers must be turned in on time unless you have received my permission to turn it in later than the due date. I will accept late papers also in cases of severe illness, official university activity and other urgent reasons upon presentation of a valid excuse issued by a proper authority.

PLAGIARISM: Plagiarism, intentional or unintentional, is a serious academic offense and will not be tolerated. If I discover plagiarism in any of your reading responses or formal papers, you will receive an F for the course. I will also report such an act to the Judicial Affairs Office. Therefore, please don't do it! Also, please read the "Academic Integrity Standards at Eastern" handout.

To help you avoid plagiarism, I will talk to you about how to quote and document. I am also ready to help you whenever you have any questions about how to deal with your sources. It is perfectly legitimate for you to use other people's words, phrases or ideas, but you MUST acknowledge your sources by putting quotation marks around words or phrases that belong to another author and properly documenting your quotes, summaries and paraphrases. Your quotes, summaries, and paraphrases must also be properly introduced and documented. You should be honest and have self-respect, pride as well as respect for others. Do not cheat yourself out of the valuable experience that you can get from doing your assignments honestly yourself.

***The Department's statement on plagiarism: "Any teacher who discovers an act of plagiarism--'The appropriation 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 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. Respect for the work of others should encompass all formats, including print, electronic, and oral sources" (emphasis added).

GRADING POLICY:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>2 Papers</td>
<td>200</td>
</tr>
<tr>
<td>Reading Responses</td>
<td>75</td>
</tr>
<tr>
<td>Class discussion requirement</td>
<td>25</td>
</tr>
<tr>
<td>Unannounced reading quizzes</td>
<td>80</td>
</tr>
<tr>
<td>Mid-term</td>
<td>100</td>
</tr>
<tr>
<td>Final</td>
<td>120</td>
</tr>
<tr>
<td>Total</td>
<td>600</td>
</tr>
</tbody>
</table>
Your final grade is based on the number of points you have accumulated. Here is the grading scale for this course:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
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**If you choose to remain in this class, I assume that you accept my policies (i.e., attendance policy, assignment policy, conference policy, and policy on plagiarism) and course requirements.**

**I expect you to ask me questions if my instructions are not clear. Otherwise, I will assume that you understand what I ask you to do and will expect that you do it properly and well.**

**I am here to help you succeed in your academic pursuit. Please feel free to talk to me anytime. I believe in openness; feel free to discuss any problems with me so that we can solve them together. Please remember that I am ready to help and talk with you. Come by my office (314 ICH) during the office hours, or make an appointment with me after class, or call me to set up a time that is convenient for you.**

*If you have documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.*

*I look forward to getting to know you, working with you, and learning from you. I hope we have a good semester together. Welcome back!*

**Syllabus** (This syllabus may need to be adjusted at times during the semester. If you are unable to attend class, make sure that you find out if any changes have been made on the syllabus.)

**Week#1**

<table>
<thead>
<tr>
<th>M Jan 9</th>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment:</td>
<td>As a way of getting acquainted, I'd like you to write a letter to me telling me something about yourself. You can talk about your hopes, goals and needs for this course: what you would like to get out of it, what you can contribute, what you hope will not happen, and what makes you nervous or anxious about the class.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>W Jan 11</th>
<th>In-class writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>F Jan 13</td>
<td>Discuss the writing process as well as how to quote and document.</td>
</tr>
</tbody>
</table>

**Week#2**

<table>
<thead>
<tr>
<th>M Jan 16</th>
<th>Dr. King's birthday--No class</th>
</tr>
</thead>
<tbody>
<tr>
<td>W Jan 18</td>
<td>Discuss elements of fiction.</td>
</tr>
<tr>
<td></td>
<td>Read and discuss Irwin Shaw's &quot;The Girls in Their Summer Dresses&quot; (Fiction's 37-41) and Nadine Gordimer's &quot;The Train from Rhodesia&quot; (Fiction's 80-84).--<strong>Response #1</strong> (Respond to both stories.)</td>
</tr>
</tbody>
</table>

| F Jan 20     | Read and discuss Kay Boyle's "The Astronomer's Wife" (Fiction's 252-257) and Tobias Wolff's "Say Yes" (Fiction's 271-274)-**Response #2** (Respond to both stories.) |
Week #3
M Jan 23  Read and discuss Luigi Pirandello's "The Soft Touch of Grass" (Fiction's 238-241) and Anton Chekhov's "Misery" (Fiction's 91-95)--Response #3 (Respond to both stories.)
W Jan 25  Graham Greene's "The Innocent" (Fiction's 149-152) and Frank O'Connor's "Judas" (Fiction's 135-142)--Response #4 (Respond to both stories.)
F Jan 27  Read and discuss Eudora Welty's "A Visit of Charity" (Fiction's 233-237) and Alice Walker's "To Hell with Dying" (Fiction's 144-149)--Response #5 (Respond to both stories.)

Week #4
M Jan 30  Read and discuss Carson McCullers's "A Tree, A Rock, A Cloud" (Fiction's 197-203) and Guy de Maupassant's "Love: Three Pages from a Sportsman's Notebook" (Fiction's 660-663)--Response #6 (Respond to both stories.)
W Feb 1  Read and discuss Anne Beattie's "Janus" (Fiction's 163-167) and David Leavitt's "Gravity" (Fiction's 168-171)--Response #7 (Respond to both stories.)
F Feb 3  Read and discuss Monica Wood's "Disappearing" (Fiction's 250-252) and F. Scott Fitzgerald's "The Long Way Out" (Fiction's 277-281)--Response #8 (Respond to both stories.)

Assignment: Paper #1

Week #5
M Feb 6  Read and discuss Pär Lagerkvist's "Father and I" (Fiction's 304-307) and George H. Freitag's "An Old Man and His Hat" (Fiction's 528-530)--Response #9 (Respond to both stories.)
W Feb 8  Doris Lessing's "Flight" (Fiction's 684-689) and Guy de Maupassant's "In the Moonlight" (Fiction's 656-659)--Response #10 (Respond to both stories.)
F Feb 10  Conferences on Paper #1 in my office (We will not meet in class today.)

Week #6
There will be more conferences on Paper #1 this week in my office but we will have regular class meetings.
M Feb 13  Read and discuss Jane Eyre Chapters 1-8 (5-63).
W Feb 15  Read and discuss Jane Eyre Chapters 9-14 (63-120).
F Feb 17  Lincoln's birthday—No class

Week #7
M Feb 20  Workshop Paper #1 in class.
W Feb 22  Read and discuss Jane Eyre Chapters 15-20 (120-187).
F Feb 24  Read and discuss Jane Eyre Chapters 21-26 (187-253). *I will talk about the mid-term exam today

**Turn in Paper #1 on Friday, 24 Feb in class or in my office by 12:30 p.m. You can also turn your paper in on Wednesday, 22 Feb.

Week #8
M Feb 27  Mid-term exam
W Mar 1  Read and discuss Jane Eyre Chapters 27-31 (253-311).
F Mar 3  Read and discuss Jane Eyre Chapters 32-38 (311-385).

Week #9
M Mar 6  Discuss Jane Eyre as a whole.
W Mar 8  Read and discuss The Awakening Chapters 1-19 (3-56).
Week# 10 Spring Recess 13 March - 17 March

Week#11
M Mar 20       Read and discuss Their Eyes Were Watching God Chapters 1-5 (1-50).
W Mar 22       Read and discuss Their Eyes Chapters 6-10 (51-99).
F Mar 24       Read and discuss Their Eyes Chapters 11-17 (100-153).

Week#12
M Mar 27       Read and discuss Their Eyes Were Watching God Chapters 18-20 (155-193).
W Mar 29       Discuss Their Eyes Were Watching God as a whole, and I will show a portion of the novel on video.
F Mar 31       Read and discuss The Bluest Eye (7-49).

Week#13
M Apr 3        Read and discuss The Bluest Eye (52-104).
W Apr 5        Read and discuss The Bluest Eye (105-160).
F Apr 7        Discuss The Bluest Eye as a whole.

Week#14
M Apr 10       Read and discuss Crick Crack, Monkey Chapters 1-11 (1-62).
W Apr 12       Read and discuss Crick Crack, Monkey Chapters 12-24 (62-123).
F Apr 14       Discuss Crick Crack, Monkey as a whole.

*Turn in your revision of Paper #1 in class or by 12:30 p.m. in my office. I will not accept late submissions.

Assignment: Paper#2

Week #15       There will be conferences on Paper#2 in my office this week.
M Apr 17       Read and discuss Things Fall Apart--Chapters 1-8 (3-52).
W Apr 19       Read and discuss Things Fall Apart--Chapters 9-15 (53-100).
F Apr 21       Read and discuss Things Fall Apart--Chapters 16-25 (101-148).

Week#16
M Apr 24       Workshop Paper #2 in class.
W Apr 26       Work on your paper at home.
F Apr 28       Course evaluation
                   I will also talk about the final today.
*Turn in Paper #2 on 28 April in class or by 12:30 p.m. in my office. You may also turn your paper in on 26 April. You will get your paper back on the day of the final.

Final: Wednesday, 3 May --8-10 a.m.