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ENG 2011C-003: Literature, the Self, and the World: Fiction

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ENGLISH 2011C: Literature, the Self, and the World--Fiction

Section 3
TTr: 1600-1715
CH202

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OFFICE HOURS
Tuesdays, 1720-1750; Wednesdays, 1645-1715; Thursdays, 1400-1530 & 1720-1750; By Appointment

COURSE OBJECTIVES

Who was the first storyteller? A lonely hunter consoling his fellows on a cold northern evening far from home? A mother calming a frightened child with tales of gods and demigods? A lover telling his intended of fantastic exploits, designed to foster his courtship? ... we shall never know the answer, for the impulse to tell stories is as old as the development of speech, older than the invention of writing. It has deep, psychological springs we do not fully comprehend, but the need to make up characters, and to place them in worlds that are parallel to our own or are perhaps wildly at variance with it, is part of the history of all peoples, cultures, and countries; there is no known human group that has not told tales. (Michael Hoffman and Patrick Murphy, "Introduction," Essentials of the Theory of Fiction)

... We need not go to school to understand the importance of narrative in our lives. News of the world comes to us in the form of "stories" told from one or another point of view. The global drama unfolds every twenty-four hours--split up into multiple story lines that can be reintegrated only when they are understood from the perspective of an American (or Russian, or Nigerian), a Democrat (or Republican, or monarchist, or Marxist), a Protestant (or Catholic, or Jew, or Muslim). Behind each of these differences there is a history, and a hope for the future. For each of us there is also a personal history, the narrative of our own lives, which enable us to construe what we are and where we're headed ... (Wallace Martin, Recent Theories of Narrative)

In this course, we will study the interactions of self and world to an important literary form: narrative. We will read, discuss, and write about stories, tales, and novels from different times and places, that illustrate the significance of narrative in human life. As we read and enjoy works of fiction, we will consider the uses of story-telling and story-writing as important means of ordering experience and sharing it with others.

Eastern's General Education Core Curriculum is designed to develop in students nine "traits and abilities": Literacy; Reasoning Ability; Quantitative Analysis; Historical Consciousness; Scientific Awareness; Social Responsibility; Aesthetic Literacy; Multicultural Awareness; and, Intellectual Curiosity. This course will address at least six of the nine: as a course that meets requirements in Literature and Philosophy, "Literature, the Self, and the World" will help serious students acquire knowledge of important works of literature, of developments in narrative technique, and of western and non-western cultural traditions. It will also offer opportunities to improve skills in written and oral communication and encourage critical thought and intellectual questioning as to the significance of narrative to individuals and within societies.

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English 2011C: Literature, the Self and the World: Fiction

TEXTS
Achebe, *Things Fall Apart*; Brontë, *Wuthering Heights*;
Defoe, *Moll Flanders*; Ellison, *Invisible Man*; Twain, *Huckleberry Finn*;
Rubenstein & Larson, eds., *Worlds of Fiction*

SYLLABUS
WEEK I
Tues., Jan. 12: Introduction to Course and Assignments
In-Class Writing
(Trans. Lane), Worlds 10ff.
Maugham, "The Appointment in Samarra," Worlds 779ff;
WEEK II
WEEK III
Tues., Jan. 26: Chinua Achebe, *Things Fall Apart* (Read at least first seven chapters for today.)
Assignment of Papers I and II
Thurs., Jan. 28: *Things Fall Apart* (Have novel read by this date.)
WEEK IV
Tues., Feb. 2: *Things Fall Apart* (concluded)
Thurs., Feb. 4: Defoe, *Moll Flanders* (Have (at least) 100 pages read by this date.)
WEEK V
Tues., Feb. 9: *Moll Flanders* (Read assigned pages and conclusion.)
Thurs., Feb. 11: PAPER I DUE IN CLASS
Be prepared to share your paper with the class: Peer Evaluations and Workshop.
(Late penalties begin at 5:00 for anyone who does not take part in the Workshop.)
Paper II assigned in class;
Introduction to Brontë, *Wuthering Heights*
WEEK VI
Tues., Feb. 16: *Wuthering Heights* (Have at least twenty chapters read by this date.)
Thurs., Feb. 18: *Wuthering Heights* (Have novel read by this date).
Revisions due in class on this date
WEEK VII
Thurs., Feb. 25: MID-TERM EXAM (Bring test booklets to class.)
WEEK VIII
Thurs., March 4: Twain, *Huckleberry Finn* (Read at least one third of the novel for today.)
WEEK IX
Tues., March 9: *Huckleberry Finn* (Have novel read by today.)
Thurs., March 11: *Huckleberry Finn* (concluded)

WEEK X: SPRING BREAK

WEEK XI
Prospectus and Preliminary Bibliography for Paper II due today in class.
Schedule conferences

WEEK XII
Tues., March 30: NO CLASS MEETING--CONFERENCES SCHEDULED

WEEK XIII
Tues., April 1: *Invisible Man* (Have at least ten chapters read for today.)
Thurs., April 8: *Invisible Man*

WEEK XIV
Tues., April 13: *Invisible Man* (concluded)

WEEK XV

WEEK XVI
Tues., April 27: Borges, "Death and the Compass," Worlds 134ff
Thurs. April 29: Paper II due in class; be prepared to tell the class what your paper is about.

FINALEXAM (CUMULATIVE): ____________________________________________________________________________

GRADE CALCULATION

Paper I = 15%; Prospectus = 5%; Paper II = 20%;
Preparation, Participation, Quizzes = 25%;
Mid-Term Exam = 15%; Final Exam = 20%

FICTION READING JOURNAL

Each student should keep a separate notebook or journal in which you write both your initial and your considered responses to reading assignments and in which you log issues raised in class discussion. Use the journal also to record notes of your "outside" reading. From time to time, you will be asked to write responses in class, and you should add them into your journal when they are returned. Journals are very useful in reviewing for exams and in planning your formal papers and oral presentations. I will not collect or grade journals.
ENGLISH 2011-C COURSE POLICIES

Class attendance, punctuality, preparation, and participation are expected and required. Students are responsible for all material covered in class and all announcements or assignments made in class as well as for all assignments on the syllabus. Assignments are to have been completed by class time on the date for which they appear on the syllabus. The books in which the day's assignments are contained should be brought to class.

Remember that "class participation" counts towards the course grade; absence from class will result in a "0" for the day's participation as well as any graded work due or done in class. Unannounced quizzes on assigned material may be given at any time. There will be no opportunities to "make up" missed quizzes.

EXAMS: There will be no opportunities to make up a missed exam or oral report other than in cases of documented medical emergency; (signing in at Health Service does not constitute documentation of a medical emergency).

Major Tests and the Final Exam should be written on test booklets, available at the Union Book Store. Please write tests in ink and on the appropriate booklets.

ALL PAPERS AND OTHER WRITTEN WORK must be handed in on the due date.

1. Work turned in late without advance clearance will not be accepted.
2. Clearance does not constitute an "excuse." Work turned in late with clearance will be penalized, usually at the rate of 5 points per day of lateness.
3. Any lateness may delay the grading and return of the paper, perhaps until the end of the semester.

BE SURE TO KEEP A COPY OF EVERY PAPER YOU HAND IN. IN THE CASE OF A MISSING PAPER, THE STUDENT IS RESPONSIBLE FOR SUPPLYING A COPY.

A NOTE ON THE PRESENTATION OF PAPERS: Papers must be typed (double-spaced) or computer-printed heavy or medium-weight white 9 x 11 paper. Leave adequate margins. Each paper must have a separate title sheet which includes the title of the paper, course title, instructor's name, student's name, and date of submission. Repeat the title at the top of the first page of text. Papers must be stapled or clipped.

In the case of computer printed papers, be sure to hand in LETTER-QUALITY COPIES PRINTED CLEARLY AND DARKLY—NO PALE or DOT-MATRIX COPIES WILL BE ACCEPTED.

ALSO, MAKE SURE THAT PAGES ARE SEPARATED, NUMBERED, AND CLIPPED TOGETHER IN CORRECT ORDER.

ONLY PAPERS THAT ARE NEAT AND IN CORRECT FORM CAN BE ACCEPTED.

DOCUMENTATION: Use the "new" MLA system to cite both primary and secondary sources used in your papers. The new system is fully explained and illustrated in the latest edition of the MLA Handbook for Writers of Research Papers, Each student should have access to a copy.

Inform yourself about documentation conventions for electronic media information and materials. All such materials must be documented and citation forms are illustrated in recent handbooks; go to the Writing Center for assistance. Electronic-media materials must be evaluated for quality at least as scrupulously as print materials. Please remember that you must absorb and process all materials: downloading is not research.

ACADEMIC HONESTY: All written work (papers, exams, tests, quizzes) must be original and independent. Please make sure that you understand the meaning of plagiarism and the policy of the English Department:

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 the grade of F for the course.

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) as soon as possible."