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ENG 3405-001

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**SYLLABUS**

**INSTRUCTOR:** John Kilgore. Office: 314K Coleman Hall. Hours: MTWF 1-3. I am often in the office MWF 10-12 as well. Phone: (217) 581-6313 (office); (217) 345-7395 (home). E-mail: cfjdk@eiu.edu. Please feel very free to call my home at reasonable hours. When leaving voice mail at the office, include date and time of call, and *do not trust voice mail for urgent messages*—try me at home instead.

**COURSE REQUIREMENTS:** Extensive assigned readings; two papers of about 1,000-1,250 words each (40%); oral report or presentation (ungraded); two hour exams (10% & 15%); final exam (25%); attendance and participation (10%). I reserve the right to depart from these percentages somewhat.

**ORAL PRESENTATIONS.** Will in most cases be 3-5 minute speeches in which you a) tell us a kid’s joke or riddle; and b) report on some children’s book that was important to you when you were younger. Give us a vivid sense of the book and its impact on you. Avoid long plot-summary, engage and challenge your audience, and remember the King’s words in *Alice in Wonderland*: “Give your evidence, and don’t be nervous, or I’ll have you executed on the spot.”

A few hardy volunteers will offer more specialized projects, e.g. a role-playing exercise with the class watching. Stay tuned for more detailed explanations.

**PAPERS.** Will come due on 2/24 and 3/30; see schedule below. These are to be analytical discussions of about 1,000-1,250 words each, thoughtfully posed, rigorously developed and defended, written with great care. Detailed writing guidelines and suggested topics will be forthcoming. You are welcome to develop your own topics rather than writing on the suggested ones, but be **SURE** to check with me first. If you're having trouble getting your paper started or written, I welcome conferences in advance of the due date. See me after class, or call.

All papers should be typewritten (or computer printed), double-spaced, and generally legible. Check the Writing Guidelines handout for other relevant information.

**EXAMS.** Are scheduled for 2/10, 4/14, and finals week. These are meant to ensure that you have done ALL readings carefully and have a good grasp of issues and concepts covered in class discussion. Essay portions will ask you to analyze concepts, interpret passages, and demonstrate basic familiarity with works on the syllabus. The best preparation will be to think hard about reading questions I will hand out from time to time. Objective portions will test knowledge of the reading in some detail, requiring you to identify authors, works, characters, and quotations. Quite likely the exams will be open-book, open-note, so it will be very much to your advantage to keep good notes.

**ATTENDANCE AND PARTICIPATION.** Will count approximately 10% of your grade in the course. From the second meeting on, I will be passing around an attendance sheet which you must sign. At the end of the term, I will assign a participation grade according to the following scale: 3 absences--A; 4 absences--B; 5 absences--C; 6 absences--D; 7 absences--F; more than 7--each absence will go on hurting the final grade as much as the last three did. I will raise the participation grade a bit if I think your contributions to class discussion have been especially good.

Note that you have three "free" absences. Use these if you have to, but otherwise keep them as insurance. I will listen sympathetically to excuses, but **I will not normally award attendance credit for any session**...
which you have missed. In truly exceptional circumstances, however, when you really can't be blamed for missing either the three free days or days beyond that, I may be willing to assign difficult and challenging make-up work for attendance credit. See me if you prefer make-up work to taking the absence. (Hint: It's easier just to be here. Honest.) Note: it is your responsibility to find and sign the attendance sheet at each session.

LATE WORK POLICY: I am willing to be somewhat flexible providing you have been in touch with me before the missed deadline. Otherwise late papers will be penalized one third grade (e.g., from "A" to "A-" or from "A-" to "B+") for each calendar day of lateness, weekends and holidays included; and they will receive no written commentary, but a letter grade only. Pick up the phone, dial my number, and save yourself from this demoralizing fate.

Please be aware that the penalty for plagiarism or cheating, which I trust I will not have to impose, is automatic failure of the course. See me if you have any questions about this policy.

I will be more than happy to make reasonable accommodations for any student with a documented disability. Please contact me if you will need such an accommodation; or call the Coordinator of the Office of Disability Services, 581-6583.

REQUIRED TEXTS:
- Saltman, et al, eds., *The Riverside Anthology of Children's Literature* (A)
- Griffith and Frey, eds., *Classics of Children's literature* (C)
- Egoff, et al, eds., *Only Connect* (E)
- Bruno Bettelheim, *The Uses of Enchantment* (B)
- Scott O'Dell, *Island of the Blue Dolphins*
- Laura Ingalls Wilder, *Little House on the Prairie*
- Jean George, *Julie of the Wolves*

KEYS TO SUCCESS IN THIS CLASS:

#1: Do ALL the reading, do it carefully, and do it EARLY. Writing assignments and exams come thick and fast at the end of the term, and you need to get a head-start now. Not all of the reading will be covered in class, but all or nearly all will be tested on exams.

#2: Attend faithfully.

#3: Start your papers early and work hard on them, writing multiple drafts.

SCHEDULE

*Note: Please complete the readings for each session before the class meets. As the course gets underway, try hard to READ AHEAD of the schedule. You will have a hard time keeping up at the end of the term if you do not make a head start on the longer readings.*

Please make a habit of bringing this syllabus to class with you, as we will need to adjust the schedule from time to time.

Works in **boldface** will be emphasized.

1) January 11-15       COURSE INTRODUCTION
   Read pp. 1-9 and 15-20 in **A**.
Hoban, "How Tom Beat Captain Najork and His Hired Sportsmen," A198.

2) January 19-22* (No class on Monday)
Atwood, "There Was Once," E350.
Nursery rhymes: read through pp. 15-63 in A, paying special attention to the following (by number in text): 8, 12, 13, 14, 18, 19, 22, 26, 32-36, 43, 45, 49, 66, 74, 76, 95, 106, 107, 110, 117, 123, 127, 162, 163, 176.
Handout: Meter and Prosody.

3) January 25-29
Continue with nursery rhymes and nonsense poems.
Lynn, "Runes to Ward Off Sorrow: Rhetoric of the English Nursery Rhyme."

4) February 1-5
Lewis Carroll, Alice's Adventures in Wonderland, C425. [Read whole book in C, not just short excerpt in A!]

5) February 8-11* (No class on Friday)

**FIRST EXAM, FEBRUARY 10**

6) February 15-19
Poetry, continued.

7) February 22-26
Wilder, Little House on the Prairie

***FIRST PAPER DUE, FEBRUARY 24***

8) March 1-5
Folk and 'Fairy' Tales. Read 245-252 in A.
Bettelheim, The Uses of Enchantment, the following selections: 3-19, 166-183. Optional, recommended: 41-73, 111-122, 159-166.

9) March 8-12

***SPRING BREAK, March 13-21***

10) March 22-26
Review and catch-up.

11) March 29-April 2
Twain, The Adventures of Tom Sawyer, C389.

***SECOND PAPER DUE, MARCH 30***

12) April 5-9
Kipling, The Jungle Books, C1045. [Read all.]

13) April 12-16
George, Julie of the Wolves

***SECOND EXAM, APRIL 14***

14) April 19-23
O'Dell, Island of the Blue Dolphins

15) April 26-30
Review.