Fall 8-15-2001

ENG 4390-001

Linda Coleman
Eastern Illinois University

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Linda S. Coleman
Coleman Hall 3562
581-5015
cflsc@eiu.edu
Office Hours: MWF 10-11 & 1-2--and by appointment

English 4390—Fall 2001

Required Texts
- Butler, *A Good Scent From a Strange Mountain*
- Mukerjee, *Jasmine*
- Alexie, *Smoke Signals*
- Cisneros, *House on Mango Street*
- Allison, *Two or Three Things I Know for Sure*
- Smiley, *A Thousand Acres*
- Moore-Campbell, *Singing in the Comeback Choir*
- Ozeki, *My Year of Meats*
- Mosely, *A Little Yellow Dog*
- Ford, *Independence Day*
- Mason, *Spence & Lila*

Grades:
- Two Short Papers (2-3 typed pages)=10% each
- Researched Paper=25% (10-12 typed pages; topic and a bibliography of 3-5 secondary sources due 11/12; essay due 12/7)
- Group Project/Report=15%
- Final (Cumulative)=20%
- Short Writes, Mini Missions, and Class Participation=20%

Attendance:
We will only succeed if you are prepared for and take part in class discussions. Please be in contact with me if you find it necessary to miss class. More than three unexcused absences will lower your class participation grade to an F. As outlined in the student catalogue, I will consider an absence excused only for "reasons of illness, emergency, or university activity."
Writing Guidelines:
Each paper should be typed, use MLA style internal citations and include a "Works Cited" page. If you have any questions about this format, please see me or visit the Writing Center. In addition, please turn in all essays on the assigned dates. Unless we have made other arrangements, a late essay will be graded down a half letter grade per class hour it is late. Finally, be sure you are familiar with the English Department and University policies on plagiarism.

Disability Policy:
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.
American Dreams

How have we Americans used our literature to define, challenge, celebrate, and demand our competing versions of the American Dream? What part has the very concept of the Dream played in our various cultural identities, across our differences of time, space, class, race, and gender? What has been the relationship between the ideal and real as we’ve considered the "good life," the "just life," the "ethical life"? Has the Dream helped to define and/or to determine our individual experience of work, family, play, sexuality, justice? What happens to the relationship between our sense of the good of the community as opposed to the good of the individual because of the presence of our many versions of the Dream? Using fiction and films created by a diverse group of twentieth-century Americans, we will attempt to find meaningful answers to these questions—and, no doubt, we will create new questions and challenges in the process.

Weeks 1 - 3
Readings: Handouts, selections from A Good Scent, and Jasmine
Film: Hester Street; and Group 1
Writing: Short Writes

Weeks 4-5
Readings: Smoke Signals, House on Mango, and Two or Three Things
Films: Group 2
Writing: Short Writes and Paper #1

Weeks 6-10
Readings: Thousand Acres, Singing in, and My Year
Films: Groups 3 & 4
Writing: Short Writes and Paper #2

Weeks 11-13
Readings: Little Yellow and Independence
Films: Group 5
Writing: Short Writes and Paper #3 Proposal (due 11/12)

Weeks 14-15
Reading: Spence & Lila
Writing: Short Writes and Paper #3
Presentation of Papers