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ENG 2011G-001: Literature, Self, and the World: Fiction

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**Syllabus for English 2011, Literature, Self, and the World: Fiction, Section 001
 Spring 2004, Coleman Hall 3160, MWF 8:00-8:50 a.m.**

Required Texts

Kingston, Maxine Hong. *The Woman Warrior*. 1989.
 Martin, Wendy, ed. *We Are the Stories We Tell*. Pantheon, 1990.
 Silko, Leslie Marmon. *Ceremony*. Penguin, 1986.
 Ward, Candace, ed. *Great Short Stories by American Women*. Dover, 1996.
 Wollstonecraft, Mary. *Maria, or the Wrongs of Woman*. Norton, 1994.
 additional readings and handouts, provided either in hardcopy or through e-reserve

Course Description and Objectives

In this course, we will look at short stories and novels by women writers from different periods and cultural backgrounds, and consider how gender, sexuality, race, class, and other factors complicate the relation of self to the world. Our objectives will include: 1) learning to analyze, both in discussion and in writing, the form and content of challenging fictional narratives; 2) thinking critically about significant cultural and historical issues raised by the readings; and 3) improving thinking, writing, and speech skills through collaboration with peers.

Writing Intensive Course

You may want to submit a paper from this class to the Electronic Writing Portfolio. Visit this website for more information: <www.eiu.edu/~assess/electronic_writing_portfolio1.htm>. In this class, the deadline for EWP submissions is Monday, April 26.

Assignments

Collaborative analysis: in small groups, you will carefully analyze a fictional work and present your findings to the class. You will receive an individual grade based on the work reflected in your process notes and on your part of the presentation.

Mid-term examination: the examination will test your knowledge of course readings and discussion topics through multiple choice, short answer, essay, and/or other question formats.

Reading Proposal: in a 225- to 250-word paper, you will propose a short story from one of the textbooks as a class reading. The proposal should not exceed 250 words.

Argument essay: using secondary sources, you will write a five- to six-page essay addressing issues or themes in a work of fiction.

Presentation: you will present a condensed version of your argument essay to the class in a six- to eight-minute presentation.

Final examination: using various question formats, the examination will test your knowledge of course readings and discussion topics covered during the second half of the course.

Participation

Discussion questions: on a minimum of three occasions, e-mail me two or more discussion questions about a reading assignment. Questions are due by 9 p.m. the night before we discuss the reading. Write your name and Eng 2011 in the subject line of the e-mail, and keep copies for your records. You will receive e-mail notification when you have completed the requirement.

Discussion leader: for one of the readings, pick a significant passage (ten or more lines). Write a careful response (to be handed in after class), and then come to class prepared to read the passage aloud and to discuss its importance. Why and how does the passage help you understand the work as a whole? Does it raise a key issue? Contain a key image? Comprise a key moment of ambiguity? Help us interpret a character or key event? Conversely, why do you find the passage confusing or contradictory? What analysis questions does the passage raise that you find difficult to answer?

Critical response: you will write a short response to a film viewed in class.

Peer review: you should review another student's argument paper on the scheduled due date.

Daily Contributions: you should do all readings and make regular contributions to class discussions, and you should actively participate in group activities.

If discussion lags, quizzes or additional in- and out-of-class writing may be assigned as part of the participation grade. Failure to complete discussion questions, to act as discussion leader, to write responses, or to do the peer review will reduce overall participation grade by as much as two percentage points in each instance. The discussion questions, responses (including discussion leader response), and peer reviews will be evaluated using the following system: "check plus" (excellent), "check" (satisfactory), or "check minus" (unacceptable). Daily participation will be graded holistically.

Policies

Attendance: Should you be absent from class, ask a classmate what happened and ask me for any missed handouts. For each unexcused absence above four, your semester grade will drop one letter (for instance, from "A" to "B"). Absences will be excused only in the case of a documented illness or emergency, or of documented participation in an official University activity. You must provide me with a photocopy of your documentation; otherwise, your absence will not be excused. Please do not come to class late. Every three instances of tardiness may count as one absence.

Late work: Late work will not be accepted unless an extension is granted prior to the due date.

Grading Scale: 100 to 90 = A, 89.9 to 80 = B, 79.9 to 70 = C, 69.9 to 60 = D, 59.9 and below F

Grading Percentages:	Collaborative analysis	10%	Presentation	10%
	Mid-term examination	20%	Final examination	25%
	Reading proposal	5%	Participation	10%
	Argument essay	20%		

Academic Dishonesty: Academic dishonesty includes cheating on examinations and plagiarism. According to the *MLA Style Manual*, the word "plagiarism" has its origin in the Latin term for "kidnapper": plagiarists kidnap other writers' sentences, phrases, or ideas and present them as their own. The *Random House Dictionary* defines "plagiarism" as "The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work." Plagiarism sometimes occurs as a result of poor documentation or careless note taking. Always place quoted materials in quotation marks, and always cite quoted or paraphrased sources. Respect for the intellectual work of others should encompass all formats, including print, electronic, and oral sources. Inexcusable acts of plagiarism include downloading or buying a paper from the internet; cutting and pasting passages from electronic sources into your paper without citing them; submitting a paper written by another student as your own; etc. The penalty for academic dishonesty is failure in the course. All instances of academic dishonesty will be reported to the Office of Judicial Affairs.

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

Provisional Schedule

Note: Complete each reading before class on the day it is listed, and bring your text to class for reference.

Week One

M Jan 12 Introduction to course
 W Jan 14 **Reading Fiction Analytically**
 Faulkner, "A Rose for Emily" (provided)
 Glaspell, "A Jury of Her Peers" (*Great Short Stories*, hereafter *GS*, 153)
 F Jan 16 **Class and Frustrated Ambition**
 Cather, "Paul's Case" (*GS* 111)

Week Two

M Jan 19 No class; MLK, Jr. Birthday
 W Jan 21 Davis, "Life in the Iron Mills" (*GS* 1)
 F Jan 23 **Gender, Madness, and Confinement**
 Wollstonecraft, *Maria*, prefaces and chapters 1-3

Week Three

M Jan 26 Wollstonecraft, *Maria*, chapters 4-11
 W Jan 28 Wollstonecraft, *Maria*, chapters 12-end
 F Jan 30 Gilman, "The Yellow Wall-Paper" (*GS* 73)

Week Four

M Feb 2 Mason, "Shiloh" (*We Are the Stories*, hereafter *WAS*, 218)
 W Feb 4 Group analysis
 F Feb 6 Group analysis

Week Five

M Feb 9 Group analysis presentations; start *Ceremony*
 W Feb 11 Group analysis presentations; continue *Ceremony*
 F Feb 13 No class; Lincoln Birthday

Week Six

M Feb 16 **Broken Realities**
 Silko, *Ceremony*, to page 130
 W Feb 18 Silko, *Ceremony*, to page 169
 F Feb 20 Silko, *Ceremony*, to page 201

Week Seven

M Feb 23 Silko, *Ceremony*, finish
 W Feb 25 Review for examination
 F Feb 27 **Mid-term examination**

Week Eight

M Mar 1 *Donnie Darko*
 W Mar 3 *Donnie Darko*
 F Mar 5 *Donnie Darko*; critical response due

Week Nine

- M Mar 8 **Gender Trouble: Sex, Birth, and Death**
Chopin, "The Storm" (GS 89)
Oates, "Where Are You Going, Where Have You Been?" (WAS 98)
- W Mar 10 Atwood, "Giving Birth" (WAS 134)
Walker, "The Abortion" (WAS 207)
- F Mar 12 Individual conferences

Week Ten

- Mar 15, 17, 19 Spring recess

Week Eleven

- M Mar 22 **Reading proposal due; to be read aloud**
- W Mar 24 TBA
- F Mar 26 Library research

Week Twelve

- M Mar 29 Reading selected by students; TBA
- W Mar 31 Kingston, "No Name Woman" in *Woman Warrior*
Silko, "Yellow Woman" (WAS 123)
- F April 2 **Myth, Culture, and Strong Women**
Erdrich, "Fleur" (WAS 289)

Week Thirteen

- M April 5 Kingston, "White Tigers" in *Woman Warrior*
- W April 7 *Crouching Tiger*
- F April 9 *Crouching Tiger*

Week Fourteen

- M April 12 *Crouching Tiger*
- W April 14 **Draft of argument essay due; peer review**
- F April 16 Conferences

Week Fifteen

- M April 19 Conferences
- W April 21 Presentations
- F April 23 Presentations

Week Sixteen

- M April 26 Presentations
Argument due; deadline for EWP submissions
- W April 28 Presentations
- F April 30 Review for final examination