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ENG 1002-006-031: Composition and Literature

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ENGLISH 1002-G, COURSE GUIDELINES

English 1002-G, Spring 2002

Instructor: Tammy Veach

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Office Phone: 581-6295 E-mail: cffv@eiu.edu

Office Hours: 8:00 – 9:00, 12:30 – 1:00 MWF and by appt.

Texts: Kennedy, *An Introduction to Poetry*, 9th Ed.Charters, *The Story and Its Writer*, 5th Ed.Klaus, *Stages of Drama*, 4th Ed.Fulwiler and Hayakawa, *The Blair Handbook**Merriem Webster Collegiate Dictionary*

COURSE DESCRIPTION AND OBJECTIVES: This course is designed to make you better readers, writers, and thinkers, but I hope it will also encourage you to enjoy and appreciate literature. Along the way, we will examine works from each of the three principle literary genres (poetry, fiction, and drama), works written by men and women from culturally-diverse backgrounds which we will explore within historical, social, cultural, and aesthetic contexts. And because this is also a composition course, we will write quite a bit about this literature (at least 5,000 words, but probably much more than that). Expect to spend approximately two hours reading, analyzing, and writing about each day's assignment before coming to class.

SPECIAL INFORMATION REGARDING ENG 1002-G: ENG 1002-G is a writing-centered course, which (along with ENG 1001) makes it an acceptable class from which to submit the required freshman-level essay to your Electronic Writing Portfolio. If you did not meet this EIU graduation requirement through your ENG 1001 class, see me for instructions on submitting an essay from this class. In order to be enrolled in this class, you must have passed ENG 1001-G with a grade of C or higher, or must have received credit through transfer credit or through the CLEP proficiency examination.

ATTENDANCE, MAKE-UP, AND LATE WORK: If you miss class, it is your responsibility to find out what we did that day; illnesses or emergencies do not exempt you from class obligations. Our syllabus is merely tentative, so check with me to see if any changes were made in your absence. Your regular attendance is important – attendance is recorded at the start of every class, and **unexcused absences will substantially hurt your grade**, especially in the following ways:

- In-class work (exams, quizzes, writing exercises, etc.) can be made up only if your absence is excused.
- Any work turned in late (for any reason except an excused absence) is graded down one letter grade for each day it's late.
- Your "daily" grade – worth 100 points (10% of your final grade) is based almost entirely upon contributions to class discussions and in-class writing activities. If you're not here, you can't possibly participate, and your daily grade suffers!

Other important policies and information regarding attendance/ make-up work/ late work:

- Excused absences are granted only for **serious and verifiable** reasons (e.g. illnesses documented with a doctor's note, inclement weather for commuters, documented death in the family, etc.) – **NOT** for matters of personal convenience such as travel arrangements, appointments with advisors, extra-curricular activities (such as intramural sports, departmental club meetings, fraternity or sorority activities, etc.) job interviews, oversleeping, and so fort, **nor for illnesses or emergencies that I'm unable to verify.**
- Work to be missed due to participation in an **Official University** function (such as intercollegiate sports, debate team meets, etc.) **must be completed before your absence.** (Therefore be sure to notify and/or remind me of your absence, to find out what we will be doing that day, and to allow time to complete assignments before you leave.)
- Absences on assignment due dates, test dates, or conference dates often look particularly suspicious and will require strong verification before make-up privileges will be granted.
- **No assignments will be accepted more than one week after the due date;** a grade of "zero" will be recorded.

INFORMATION FOR STUDENTS WITH DISABILITIES: Contact the Coordinator of the Office of Disability Services (581-6583) as early in the term as possible if you have a documented disability and wish to receive academic accommodations. Please let me know, too, and realize that I can be of greater assistance to you if I am made aware of your disability early in the semester.

GRADING: English department standards will be used to determine grades on all written work. These are rather stringent guidelines, evaluating not only the quality and development of your ideas, but also your writing style, method of organization, ability to avoid grammatical mistakes, etc. You will be graded on a variety of activities – essays, exams, reading responses, participation in class discussion, and possibly other activities, such as quizzes, but the quality of your writing will be the biggest determinant of your grade in this class. In calculating your semester grade, I use a 90-80-70 scale. I anticipate assigning activities totaling 1,000 points for the semester, thus 900-1,000 for an A, 800 – 899 for a B, and 700 – 799 for a C (for a variety of reasons I do not round off grades; for example, 799 points or 79.9%, still equals a C). If I make any changes to the point totals (for example, adding extra writing assignments if needed or giving reading quizzes if class discussion is weak), you will be forewarned, but such changes will affect the point totals listed above; however, I will still grade on a 90-80-70 scale. English 1002-G is graded on an A, B, C, and NC (no credit) basis, **so you must earn 70% (tentatively 700 points) to pass this class.**

TENTATIVE REQUIREMENTS AND THEIR POINT TOTALS:

- **Essays, 500 points** – You are required to submit all work on your essays, from beginning to end – notes, brainstorming, rough drafts (save/print a copy of each rough draft, before new revisions), and final draft: Essay 1, poetry, minimum of 750 words long, mandatory conferences, worth 100 points; Essay 2, fiction, minimum of 1,000 words long, research/outside sources required, worth 200 points; Essay 3, drama, minimum of 1,250 words long, worth 200 points
- **Exams, 100 points each, 300 points total** – All are primarily essay in nature; be prepared to write! Exam 1, poetry; Exam 2, fiction; and Exam 3, drama (given during finals week, but not a comprehensive exam)
- **Out-of-Class Writing Responses, 10 responses, 10 points each, 100 points total:** On 10 occasions this semester, all unannounced, you will be given a list of questions for the next day's reading assignment. You will choose to respond to one of those questions, and your response will be due at the start of the next class session, before we begin our discussion. NOTE: You will only be allowed to turn in a response if you were present in class when the questions were assigned – no "blowing off" class and getting the assignment from your friend who was here. If, on the day the assignment was given, you missed class for an excusable reason and provide the appropriate documentation upon your return, you will be given a make-up assignment.
- **Daily Grade – participation, discussion, in-class writing – 100 points:** Due to the interactive nature of this class, your attendance and participation are essential. Discussion is the heart and soul of this class, and if you're not here, obviously you cannot participate or contribute your thoughts. Participation also means more than just showing up and sitting silently – you are expected to **contribute actively** to class discussions. If we are to have a class based on lively discussion rather than tedious lecture, you must show up and you must speak out in our discussions – BOTH factors will be used heavily in determining your daily grade. Other factors that go along with a solid daily grade will include successfully completing all in-class writing activities; being punctual, prepared for, and attentive during class and conferences; having a positive attitude; and treating your classmates and teacher with respect. **If I find class discussion to be particularly weak, I'll assume this is in part because you're not reading the material fully, so I'll give unannounced reading quizzes – something I hope I will not have to do. If this does happen, the semester point total will be affected, though the grading scale will remain the same.**

CONFERENCES: We'll have mandatory conferences for the first essay, during which we will discuss your rough draft of this assignment and any other questions you may have, but I encourage you to come by any time that you have a question or problem – that's what I'm here for! And the sooner I know of any difficulties you're having, the greater the help I can provide – waiting until a couple of days before an assignment is due or until the last few weeks of the semester to seek help isn't allowing yourself time to work and improve. If my office hours don't fit your schedule, we can arrange a conference at a mutually-convenient time.

A QUICK NOTE ON RESEARCH: In order to pass this class, you must write an essay in which you incorporate material from outside sources (Essay #2). We will **only briefly review** research methods and MLA parenthetical documentation, so see me *immediately* if 1) you've never written a research paper, 2) you've never used MLA parenthetical documentation, or 3) you've had problems (esp. w/ documentation or plagiarism) on previous research assignments – you'll need to allow time for extra conferences and instruction outside of class for this assignment.

VOICE MAIL/ E-MAIL: While I don't give out my unlisted home phone number, I do encourage you to call me at my office #, even at times other than my posted office hours. If I'm not in, leave a voice-mail messages **INCLUDING YOUR PHONE NUMBER**, and I'll get back to you shortly – I typically pick up my messages daily (though less frequently on weekends). If my officemate answers, simply ask to leave me a voice-mail; otherwise, she'll dutifully take your message, but I won't receive it until I return to the office. Feel free to contact me via e-mail as well, but please note that I usually pick up and answer my e-mail only on MWF.

A NOTE FOR COMPUTER SECTIONS (those that meet in rooms 3120, 3130, 3140, and 3210 – referred to as the ETIC, English Technology Integrated Classrooms): Because there are numerous other classes needing access to the lab, we will alternate our time between the lab and a regular classroom (paired as either 3210/3140 or 3120/3130). Please consult your syllabus for each day's room assignment before coming to class. The technology we have available to us will enhance our class dramatically – making it easier for us to write and revise our work, to share our writing with others, to locate information using the Internet, etc., but the technology is only a tool: our emphasis will be upon developing your writing skills and upon analyzing the assigned literature. I'll warn you, too, that the system is not perfect; occasionally "glitches" will arise, and we will need to be patient and flexible when dealing with these unavoidable problems. Because of potential technology-related problems, I urge you to save your work frequently, to create – on a separate disk – at least one back-up file for every document you write, to store all of your work in Rich Text Format (so it can be accessible on computers with different word-processing programs), and to store a copy of your essays and other writing in the "Work" folder for our section (I'll explain how to do this).

A note on computer etiquette: The computers (and printers) in the ETIC are to be used only for your work in this class and only when I've instructed you to do so. You will be asked to leave if you use the computer at unauthorized times, for purposes other than our work in this class (e-mail, surfing the Internet, researching a topic or doing an assignment for another class, etc.), or for offensive purposes (e.g. visiting racist, sexist, or pornographic sites). And because of the English department's limited budget, I must ask that you refrain from printing long documents (more than just a couple of pages) or even several short ones in the ETIC – such documents should instead be saved to disk and printed at the library, another campus lab, or using your own printer.

ENGLISH DEPARTMENT'S POLICY ON PLAGIARISM:

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 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.

MORE ON PLAGIARISM, ACADEMIC DISHONESTY, AND SEEKING APPROPRIATE HELP WITH YOUR WRITING: In short, plagiarism means taking the words or ideas or efforts of another person and passing them off as your own. To avoid it, take special care when using outside sources (including Internet sites): if you incorporate material found in outside sources, you must cite in parentheses each author (or editor, or key word from the title if no author or editor can be determined) and page # – after any sentences that include this material (and you'll need to include a Works Cited page with complete bibliographic information). **If you use both ideas and wording from a source it's not enough just to cite author and page #: you must also use quotation marks** around all words, phrases, or sentences taken from this source. (if you fail to use quotation marks around "borrowed" language, you're guilty of plagiarism – even if you've correctly cited author and page number! And even if you're producing the entire essay without the use of outside sources, you must still be sure that all of the work is your own.

In short, you must do your own work for this class. If you have problems with your writing, you need to develop the skills necessary to overcome those problems, and I'm here to help you do that, but it won't happen magically or effortlessly or overnight. However, even though it takes hard work and is often a slow process, it's a far better choice than taking those huge risks found with shortcuts. Please note that the F gained through dishonesty has a disastrous impact on your grade point average, but an NC gained honestly has no harmful effects upon your GPA. And by working hard, you might find yourself raising your skill level and grade to the C level – or even higher! – the honest way!

Acceptable help with your writing: consultation and tutoring sessions with me; heeding the advice of your peer evaluation group, who will respond to your work following a set of guidelines and restrictions explained in class; seeking tutoring from the English dept. graduate assistants in the Writing Center (Coleman Hall 3110) or other professionally-trained tutors who follow the practices of the Writing Center staff: that is, providing remedial help with your writing, but without doing the work for you – no editing or "polishing", no pointing out or correcting your mistakes for you, no writing or rewriting your sentences for you (tutoring, not proofreading).

Unacceptable help with your writing: the obvious shortcuts – having someone proofread, edit, or polish your work; having someone else write or rewrite any portion of your essay; taking someone else's ideas and/or words and/or efforts and passing them off as your own; or submitting an essay in which all or any portion thereof has come from a fraternity or sorority file or anyone else's essay, from an Internet site, term paper company, *Cliff's Notes*, *Masterplots*, *Versity.com*, *Pinkmonkey.com*, or any other "cheater" source. Remember: I enforce my department's plagiarism policy to the fullest.

I wish each of you the best of luck this semester – and am happy to point out that only the few of you who refuse to do the necessary work for this class will be affected by most of these policies. For the rest of you – together we will work hard, but I hope we'll also have fun along the way. I hope not only to challenge you this semester, but also to encourage you, to inspire you, and to delight in your success. Welcome to my class – and I hope you'll soon feel that it's our class. I'm looking forward to a great semester!

Spring 2002 Tentative Syllabus
ENG 1002-G, Veach
Sect. 006, 9 – 9:50 MWF & Sect. 031, 1 – 1:50 MWF, both in CH 3210/ 3140

(P = Kennedy poetry book, F = Charters fiction book; D = Klaus drama book; H = handout)

January

- M 7, CH 3210 Intro to course and policies; writing sample; get acquainted activity
W 9, CH 3210 Poetry terms and tips; "Those Winter Sundays" (P 424)
F 11, CH 3210 Speaker: "Home Burial" (H)
- M 14, CH 3140 Speaker: "My Last Duchess" (P 11)
W 16, CH 3140 Imagery: "Traveling Through the Dark" (P 336), "Dulce Et Decorum Est" (P 41)
F 18, CH 3140 Imagery/Diction: "A Blessing" (P 509), "Castoff Skin" (P 121)
- M 21 ——— **Martin Luther King's Birthday Observed; No Class**
W 23, CH 3210 Diction: "The Elder Sister" (H); "Daddy" (P 464)
F 25, CH 3210 Tone: "Still I Rise" and "Race' Politics" (both H)
- M 28, CH 3140 Essay # 1 Assigned; Review conventions of writing about literature, EIU English Dept. Grading Standards sheet, and sample essay
W 30, CH 3140 Theme: "Riding a One-Eyed Horse" (P 52); "The Gift"(H); Begin Anne Sexton poetry: "All My Pretty Ones" (H)

February

- F 1, CH 3140 An Author's Work – Anne Sexton: "Her Kind" (P 28), "Cinderella" (P 284), "The Twelve Dancing Princesses," "The Lost Ingredient," "The Truth The Dead Know," "The Starry Night," "The Farmer's Wife," "For My Lover, Returning to His Wife," and "To A Friend Whose Work Has Come to Triumph" (all H)
- M 4, CH 3210 Finish Sexton poetry
W 6, CH 3210 Exam # 1 on poetry
F 8, ——— **Abraham Lincoln's Birthday Observed; No Class**
- M 11, W 13, and F, 15: No Class; instead meet at my office (CH 3055) at your scheduled time for conferences over rough draft of Essay # 1
- M 18, CH 3210 **Essay # 1 due**; Elements of fiction lecture; Style and Plot Structure: "The House on Mango Street" (F 337-8) and "My Name" (F 338-9)
W 20, CH 3210 Plot Structure: "The Story of an Hour" (F 333 – 35)
F 22, CH 3210 Style: "Hills Like White Elephants" (F 653 – 56)
- M 25, CH 3140 Narrative Point-of-View: "A Rose for Emily" (F 469 – 75)
W 27, CH 3140 Tone: "The Things They Carried" (F 1065 – 78)

March

- F 1, CH 3140 Background on the Holocaust; Tone: "The Shawl" (F 1136 – 39)
- M 4, CH 3210 Finish "The Shawl"; Essay # 2 assigned; research/ documentation methods reviewed; sample essay
- W 6, CH 3210 Background on reservation life in the 1960's/1970's; Symbol: "The Red Convertible" (F 460 – 67)
F 8, CH 3210 Metaphor, Allegory, and Hilarity: "The Kugelmass Episode" (F 30 – 38)
- M 11, W 13, and F 15: **No Class – Spring Break!!!!!!**
- M 18, CH 3140 Theme: "What We Talk About When We Talk About Love" (F 256 – 65)

March, Cont'd

W 20, CH 3140
F 22, CH 3140

Theme: "A Good Man is Hard to Find" (F 1106 – 1117)
Exam # 2 – Fiction; Bring your own paper, pen or pencil, and your textbook; after exam, sign out a copy of *Hamlet*

M 25, CH 3210
W 27, CH 3210

Hamlet (H), Act I
Essay # 2 due; *Hamlet* (H), Act I; tonight: Video of Branagh version of *Hamlet* shown, location and time TBA

F 29 ———

No Class – Go to library to view copy of movie if you did not attend last night's showing.
Assignment for Monday: Response essay – compare your reaction to the video with your reading of the play – were you surprised by any of the director's or actors' interpretations? Did you interpret anything differently when you read the play? Etc.

April

M 1, CH 3140
W 3, CH 3140
F 5, CH 3140

Response Essay Due; *Hamlet* (H), Act II
Hamlet (H), Act III
Hamlet (H), Act III

M 8, CH 3210
W 10, CH 3210
F 12, CH 3210

Hamlet (H), Act IV
Hamlet (H), Act V
Hamlet (H), final comments

M 15, CH 3140
W 17, CH 3140
F 19, CH 3140

Death of A Salesman (D 844 – 881); Act 1
" " Acts 1 and 2
" " Act 2 and final comments

M 22, CH 3210
W 24, CH 3210
F 26, CH 3210

Essay # 3 due; Video of *Death of a Salesman* shown in class
Video cont'd
Last regular class session; finish video

M 29, CH 3140

Final Exam – Section 006: 8:00 – 10:00 and Section 031: 2:45 – 4:45.

Note: All students are required to take the final exam at their scheduled time, unless one of the following criterion is met: 1) You have a total of three exams scheduled for Monday, 4/29. To reschedule, you must make arrangements with me – **in person!!!** – no later than 1:50 p.m., Friday 4/26. Do not merely leave me a voice mail message and consider yourself approved for rescheduling! **You must also show me a copy of your official EIU schedule**, so that I may verify your scheduling dilemma. OR 2) You have met with a **catastrophic personal illness or emergency** (e.g. not a minor cold or a case of alarm clock failure, but a major crisis – there's been a death in the family, you're in the hospital, etc.) – excuses will only be granted for dire circumstances that have been thoroughly and officially documented. **And you must notify me no later than Tuesday morning, 4/30** – I plan to turn in grades early (around 8 a.m.) Tuesday morning, and if I have not heard from you by then, I'll assume you've simply blown off the exam and will calculate your semester grade accordingly.