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ENG 1002G-034: Composition and Literature

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Course Policies

ENGLISH 1002 – COMPOSITION AND LITERATURE
SECTION 034 – TR 12:30-1:45PM
3170 COLEMAN
OFFICE HOURS: TU 3-5 PM & TH 10-11AM

KRISTI MCDUFFIE
2110 COLEMAN HALL
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TEXTBOOKS

Writing Essays about Literature: A Guide and Style Sheet. Kelly Griffith.
Fiction 100: An Anthology of Short Fiction. Ed. James. H. Pickering.
An Introduction to Poetry. Ed. X.J. Kennedy and Dana Gioia.
The Bedford Introduction to Drama. Ed. Lee A. Jacobus.

Course Objectives

The purpose of this course is:

1. To write and revise expository and persuasive papers in which paragraphs, sentences, and words develop a central idea.
2. To write focused, developed paragraphs and sentences that are concise, descriptive, and appropriate for the purpose and audience of the assignment.
3. To develop the ability to evaluate and criticize your writing and your peers' writing.
4. To read fiction, poetry, and drama expressing a wide range of cultural perspectives and values and to think critically and write analytically about them.
5. To engage in reading and writing experiences about literature so as to establish a foundation for continued social, cultural, intellectual, and aesthetic discovery and appreciation.

Participation, Attendance, and Late Work

Participation: Students are expected to come to class prepared with assignments and required reading. Bring all textbooks that are needed for each day, along with paper, writing instruments, and the Syllabus and Course Policies. Students should speak during most class discussions and stay on task during activities. Turn off cell phones or keep on silent (not on vibrate); I reserve the right to ask you to leave class for using a cell phone (including texting) or doing other ancillary tasks during class time. I will keep my cell phone on for campus-wide security alerts.

Attendance: Students are expected to attend every class. However, as situations do arise, you are given TWO unexcused absences. Beginning with the third unexcused absence, your final course grade will drop 5% (half of a letter grade) per absence. Excused absences must conform to EIU's University Policy that stipulates "properly verified absences due to illness, emergency, or participation in an official University activity" are recognized. Therefore, you must have legal, medical, or official University documentation for an absence to be excused.

It is disruptive for students to come into the classroom after class has begun. Therefore, three tardies amount to one unexcused absence.

Students are responsible for all work that is due and covered in the sessions they miss.

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.

Late work: Assignments are due at the beginning of class on the day they are due. Essays will be accepted late with a 5% per day deduction, beginning after the class period when it is due. Homework assignments will be accepted the following class period for half credit.

Plagiarism

EIU's English Department's Plagiarism Guidelines are as follows: "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 own original work" (*Random House Dictionary of the English Language*)—has the right and 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 Office of Student Standards. Respect for the work of others should encompass all formats, including print, electronic, and oral sources."

Plagiarism includes not only explicit acts of using someone else's work, but it also includes misquoting, under-quoting, or inaccurately quoting, paraphrasing, or summarizing someone else's work.

Course Requirements

Class consists of four written essays (organized into four units) and a variety of small assignments, such as reading responses and reading quizzes. There will also be an essay exam during our final time. You must complete each essay, including the final exam, to earn credit for this course.

For each unit, you will earn a Participation/Writing Process grade, which includes participation in class discussion and group work, in-class writing assignments, quality drafts of essays, peer review, and other materials that are due during the drafting process. Although the total number of points will ultimately depend on the exact number of assignments, the following table shows an estimated grade allocation for the course. At any time during the semester, you can calculate your grade by dividing the total number of points you have earned by the total points possible.

	Points	% of Grade
Participation/Writing Process	100	14%
Essay #1 (Native American Lit Unit)	100	14%
Essay #2 (African American Lit Unit)	100	14%
Essay #3 (Women's Lit Unit)	100	14%
Essay #4 (Research)	150	21%
Homework assignments	<u>150</u>	<u>21%</u>
	700	100%

The Grading Scale for essays and the final grade in the course is as follows:

100-90% = A 89-80 = B 79-70 = C 69-0 = No Credit*

**You must earn at least a C in this course for it to count towards the University requirement. If you earn less than a C, you must retake the course.*

All major essays must be typed, double-spaced, in 12-point font Times New Roman with 1-inch margins on all sides and in MLA format. **Papers must meet these guidelines in order to be accepted.**

Please note you are responsible for frequently checking your EIU Panthermail account as I will use it to deliver announcements to you and to send you class materials.

Syllabus

- Week 1 19-Jan Introduction to the Course and the Writing Process
Introduction to Reservation Life (Native American Literature) Unit
Read Sherman Alexie poems (Printout)
- 21-Jan Read "This is What It Means to Say Phoenix, Arizona" p. 9 (Fiction 100)
Reading Response Due: Answer question 1, 2, or 8 p. 19 in 250 words
Discuss thesis statements
- Week 2 19-Jan Read *Writing About Literature* p. 205-216
Introduction Memo Due
Watch *Smoke Signals*
- 21-Jan Read *Writing About Literature* p. 227-8, 231-3, 235-40
Thesis Statement Worksheet Due
Watch *Smoke Signals*
- Week 3 26-Jan Read *Writing About Literature* p. 245-257
Bring in started essay to work on in-class (counts toward Writing Process Grade)
- 28-Jan Draft of Essay #1 Due
Peer Review - bring 2 printed copies
- Week 4 2-Feb **Essay #1 Due**
Introduction to American Dream (African-American Literature) Unit
Bring Poetry book to class (Langston Hughes "Dream Deferred" and "Mother to Son")
- 4-Feb Read "Raisin in the Sun" p. 1234-1249 (Drama)
Reading Response Due
- Week 5 9-Feb Read "Raisin in the Sun" p. 1249-1258 (Drama)
Reading Response Due
- 11-Feb Read "Raisin in the Sun" p. 1258-1270 (Drama)
Reading Quiz
- Week 6 16-Feb Watch *Raisin in the Sun*
- 18-Feb Bring in started essay to work on in-class (counts toward Writing Process Grade)
Thesis Statement Worksheet Due
- Week 7 23-Feb *Draft of Essay #2 Due (email by 12:30pm)*
No Class - Conferences - Missing a conference counts as an absence!
- 25-Feb No Class - Conferences - Missing a conference counts as an absence!
- Week 8 2-Mar **Essay #3 Due**

Introduction Memo

ENGLISH 1002

KRISTI MCDUFFIE

DUE: Mon, Jan 19

POINTS: 10

LENGTH: 1 full page **single-spaced**

In paragraph form, answer the following questions:

1. Briefly describe your academic interests, including your major and career goals, if known. If you do not know, describe what you are most interested in studying at this given moment.
2. Describe your experience in English 1001. Who was your instructor? What were your assignments? In addition to describing the assignments, opine on your experience with each assignment. Did it work for you and why? Did you struggle with it and why? Be specific and try to explain to me what you learned over the semester. Be as specific as possible so that we can build upon your experience in this course.
3. What would you like to focus on in 1002? What aspects of writing do you think you need to work the most on? What are your strongest abilities as a writer? What are your weaknesses? List what pieces of literature you have read before and how your experience was (focus on pieces read in a classroom setting). Are there any particular pieces of literature or topics you are interested in reading? Be as specific as possible.

Syllabus – Fourth Unit

Kristi McDuffie
English 1002

Week 13

- 6-Apr **Essay #3 Due**
Introduction to Argumentative Research Essay
Discuss research methods
- 8-Apr **Meet in CH 3140** to do in-class research - bring in 3 narrow topic ideas
Read *Writing About Literature* p. 279-281, 297-298
Review p. 303-325 as needed

Week 14

- 13-Apr Bring in your research materials (at least four sources)
We will be working with them in class. Bring laptops if you want.
Assign revisions

- 15-Apr **Proposal and Annotated Bibliography Due**
Peer review

Week 15

- 20-Apr In-class work day
Revision Due
- 22-Apr *Draft of Essay #4 Due*
Presentations

Week 16

- 27-Apr **Evaluation Memo Due**
Presentations
- 29-Apr **Essay #4 Due**
Prepare for Final

Finals Week

- 5-May 8:00-10:00am
Final