

Summer 6-15-2002

ENG 1002G-001: Composition and Literature

Angela Vietto
Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_summer2002



Part of the [English Language and Literature Commons](#)

Recommended Citation

Vietto, Angela, "ENG 1002G-001: Composition and Literature" (2002). *Summer 2002*. 1.
http://thekeep.eiu.edu/english_syllabi_summer2002/1

This Article is brought to you for free and open access by the 2002 at The Keep. It has been accepted for inclusion in Summer 2002 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

English 1002G

Composition and Literature

Summer 2002

Dr. Angela Vietto
cfarv@eiu.edu
581-6293

Office: 3345 Coleman Hall
Office Hours: M 10:15-12; R 2-3
AND BY APPOINTMENT

Class Web Site

<http://www.ux1.eiu.edu/~cfarv/1002.html>

Objectives, or, Why Are We Here?

- 1. to continue to develop your **writing skills** (including both expository and persuasive writing)
- 2. to develop your **analytical abilities** by reading, thinking about, and writing about poetry, fiction, and drama
- 3. to develop your **understanding and appreciation of literature**, so that you can continue to read and enjoy intellectually and culturally enriching literature throughout your life

Writing, reading, analysis, and cultural understanding: these things are the core of a college education, the things that make college different from a vocational school. This course is one in which you should be able to see yourself becoming a better educated person. That means the course may sometimes seem hard. In the end, I hope you will find it rewarding.

Texts:

Charters, *The Story and Its Writer*
Hacker, *A Pocket Style Manual*
Kennedy & Gioia, *An Introduction to Poetry*
Klaus, Gilbert & Field, *Stages of Drama*

Other Required Materials:

Two 3 1/2 x 5 inch floppy disks, devoted solely to this class and labeled with your name, my name, and "Eng 1002 Summer 2002"

Prerequisites

In order to take English 1002, you must have successfully completed English 1001 or its equivalent. If you have not done so or you are not sure whether you've done so, please talk with me immediately.

Disability Information

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

POLICIES

Attendance Policy

Three or fewer unexcused absences will not be penalized in this course. In the absence of extra credit papers (see below), the final grade for the course will be reduced by one full letter grade for each unexcused absence beyond three. Those reductions are down to and including NC.

Alternatively, unexcused absences in excess of three may be cancelled out by writing an extra credit paper of 1000-1200 words on a topic assigned by the instructor, of at least B quality; one additional paper cancels out one unexcused absence. Extra credit papers will be accepted until the last day of class.

FAQ for Attendance Policy

Why does attendance matter? In this course, much of the work and learning of the course will take place in the classroom. While some students might be able to write acceptable papers without attending class, those students will most likely not *improve* in any of the skills this course is designed to enhance.

What is an excused absence? According to the University's regulations (see the 2001-2002 catalog, p. 53), "Instructors will grant make-up privileges (when make-up is possible) to students for properly verified absences due to illness, emergency, or participation in an official University activity." It is your responsibility to provide verification for any absence that you wish to be excused.

What is an unexcused absence? A day when you've missed class for any reason other than those listed in the definition of an excused absence, including unverified illness, studying for another class, etc. You do not need to tell me the reasons for unexcused absences, unless you are petitioning me to accept work that was due on the day you missed class (see "Deadlines and Late Work" below).

Deadlines and Late Work

Homework and papers are due in class (or before class) on the dates specified. In the case of an excused absence, work is due no later than the second class session following your absence.

In the case of unexcused absences, quizzes or in-class writings cannot be made up and I reserve the right to give no credit or reduced credit for late homework or papers that were due in class. (You can, however, turn homework or papers in BEFORE class for full credit.)

Students who wish to have unexcused late work considered for full or partial credit must write a petition to me, in memo format. To be successful, the petition must be persuasive (that means, use what you've learned about persuasive writing to write your petition). Petitions should be submitted along with the late work. *Merely writing a petition is no guarantee that your late work will be given credit; the petition must be persuasive. Petitions that are not accepted may be revised and resubmitted.*

Assignments and Grading

<i>Quizzes</i>	<i>100 points</i>	<i>Final Grading Scale</i>	
<i>Homework</i>	<i>100 points</i>		
<i>Peer Reviews</i>	<i>100 points</i>		
<i>Corrections</i>	<i>100 points</i>	<i>900 and up</i>	<i>A</i>
<i>Participation</i>	<i>100 points</i>	<i>800 to 899</i>	<i>B</i>
<i>Short Papers (Four at 50 pts each)</i>	<i>200 points</i>	<i>700 to 799</i>	<i>C</i>
<i>Research Paper</i>	<i>100 points</i>	<i>699 and below</i>	<i>NC</i>
<i>Mid-Term Exam</i>	<i>100 points</i>		
<i>Final Exam</i>	<i>100 points</i>		

To pass English 1002G, you must have a grade of A, B, or C at the end of the semester. Anything below constitutes a grade of "NC" (no credit) and will result in you having to retake the course. (An "NC" is not factored into your GPA.)

Office Hours and Conferences

I will be in my office and available to consult with you at the hours I've specified on the front of the syllabus. You do not need to make an appointment if you wish to come to talk with me during office hours. If my office hours are not convenient for you, I am also available by appointment: let me know that you want to make an appointment, and we'll agree on a time that is convenient for both of us.

In addition to optional visits to office hours, I will require that you meet with me individually twice during the semester. We will schedule conferences individually to suit your schedule and mine. Once the conference is scheduled, it is your responsibility to contact me if you need to reschedule. If you fail to schedule or to attend conferences, this will have a serious negative effect on your participation grade.

Saving Your Files

You will need to revise and/or correct much of the work you do over the course of the semester. When we first work together in the lab, I will instruct you to save your work both on the LAN and on your floppy disks, and to back your work up on a second floppy disk. It's really important that you do this all the time and always bring your disks to class. Otherwise, you'll end up wasting your time retyping (or rewriting) assignments that you've lost for one reason or another. "The computer ate it" is not an acceptable excuse for not having an assignment ready to turn in. Backing up files in multiple locations is the only way to be sure you won't lose a file.

Keeping Your Papers

You must keep all copies of your papers until the end of the course, including any drafts that are returned to you with comments from me or your peers. You will need to use some papers for later assignments. If you have lost papers, you will not be able to earn full credit for assignments that require you to use old papers.

The English Department's Statement 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."

My Statement on Plagiarism

Early in the semester, we will discuss plagiarism and complete an exercise to ensure that you understand how to avoid it. After that point, I will not accept anyone's claim that "I didn't understand!" If I discover an act of plagiarism (or any other academic misconduct), all of the appropriate penalties will be applied. Why? Because I believe that universities should not harbor or condone dishonesty; because plagiarists are not learning anything and therefore are subverting the purpose of taking the class; because it is not fair to other students to allow plagiarists to earn passing grades; and because academic dishonesty is an affront to my own commitment to higher education.

SCHEDULE OF READINGS AND ASSIGNMENTS

Abbreviations: **K&G** = Kennedy and Gioia, *An Introduction to Poetry*; **Charters** = Charters, *The Story and Its Writer*; **KG&F** = Klaus, Gilbert & Field, *Stages of Drama*; **Hacker** = Hacker, *A Pocket Style Manual*

When reading has been assigned, bring the book in which reading was assigned to class.

M June 10	<p><u>In-Class Activities:</u> Introductions; diagnostic writing; working in the lab <u>For Next Time:</u> Read in K&G pp. 1-7. <i>Written Homework 1:</i> Answer questions 1-4 in reference to "Piano." Please type this and all subsequent homework assignments.</p>
T June 11	<p><u>Due in Class:</u> Homework 1 <u>In-Class Activities:</u> Quiz on intro to poetry and syllabus; discuss tone <u>For Next Time:</u> Read in K&G pp. 30-36 and 40-42. <i>Written Homework 2:</i> Write a paraphrase of either "The Unknown Citizen" or "Rites of Passage." Write answers to the questions in the Exercise on "Telling Tone" on p. 41. Write answers to your choice of two of the following: ques. 3 for "The Unknown Citizen," ques. 1 for "Rites of Passage," ques. 1-2 for "The Golf Links," ques. 1 for "High Treason," or ques. 3 for "At the Un-National Monument."</p>
W June 12	<p><u>Due in Class:</u> Homework 2 <u>In-Class Activities:</u> Discussion of irony/group work on poems not read <u>For Next Time:</u> Read in K&G pp. 91-94, 98-106. <i>Written Homework 3:</i> Do EITHER writing assignment 1 or 2 on p. 113</p>
R June 13	<p><u>Due in Class:</u> Homework 3 <u>In-Class Activities:</u> Discussion of imagery; assign Short Paper 1 <u>For Next Time:</u> Short Paper 1 (Responding to Poems)</p>
M June 17	<p><u>Due in Class:</u> Short Paper 1 on disk and hard copy; bring Hacker to class <u>In-Class Activities:</u> Self-evaluation and peer critique of Short Paper 1 <u>For Next Time:</u> Revise Short Paper 1 and read in Charters, "The Lottery," pp. 702-708 and commentary on "The Lottery," pp. 1480-1483</p>
T June 18	<p><u>Due in Class:</u> Revision of Short Paper 1, hard copy <u>In-Class Activities:</u> Quiz on "The Lottery" and commentary; in class work on Short Paper 2 (Why People Read Fiction) <u>For Next Time:</u> Read in Charters, Henry's "The Gift of the Magi," pp. 1164-1167; Maupassant's "The Necklace," pp. 976-982; and Chopin's "Desiree's Baby," pp. 329-333 <i>Written Homework 4:</i> Each of these stories can be said to contain both irony and surprise. Write a page or so in which you discuss how those effects are achieved in each story. What's the relationship between irony and surprise in these stories? How did you feel about being surprised?</p>
W June 19	<p><u>Due in Class:</u> Homework 4 <u>In-Class Activities:</u> Discussion of plot; in class work on Short Paper 2 <u>For Next Time:</u> Read in Charters, Cheever's "The Swimmer," pp. 283-291 and Mishima's "Swaddling Clothes," pp. 1011-1015 <i>Written Homework 5:</i> Describe, in one or two sentences, the main character in each of these two stories. Then make a list of things the character says or does in the story that you think support your description.</p>
R June 20	<p><u>Due in Class:</u> Homework 5 <u>In-Class Activities:</u> Discussion of plot and character; in class work on Short Paper 2 <u>For Next Time:</u> Short Paper 2 and Corrections on Short Paper 1 and HW 1, 2, 3, 4</p>

M June 24	<p><u>Due in Class:</u> Short Paper 2 on disk and hard copy; Corrections; bring Hacker to class</p> <p><u>In-Class Activities:</u> Self-evaluation and peer critique of Short Paper 2</p> <p><u>For Next Time:</u> Revision of Short Paper 2; Read in KG&F, Aristophanes, <i>Lysistrata</i>, pp. 104-120</p>
T June 25	<p><u>Due in Class:</u> Revision of Short Paper 2, hard copy</p> <p><u>In-Class Activities:</u> View and discuss <i>Lysistrata</i></p> <p><u>For Next Time:</u> Read in KG&F, Ibsen, <i>A Doll's House</i>, Acts 1 and 2, pp. 536-556; <u>Written Homework 6:</u> Write your response to Acts 1 and 2 only of <i>A Doll's House</i>. Do not read Act 3 before writing your response to Acts 1 and 2. What are the "subjects" of the play? In other words, what questions do you think the play raises about life? How do you feel about the play so far? How do you think it is likely to end?</p>
W June 26	<p><u>Due in Class:</u> Homework 6</p> <p><u>In-Class Activities:</u> Discuss/view Acts 1 & 2 of <i>A Doll's House</i></p> <p><u>For Next Time:</u> Read in KG&F, Ibsen, <i>A Doll's House</i>, Act 3, pp. 556-565; <u>Written Homework 7:</u> Write your response to the ending of <i>A Doll's House</i>. How do you feel about Nora's behavior? How do you feel about the play?</p>
R June 27	<p><u>Due in Class:</u> Homework 7</p> <p><u>In-Class Activities:</u> Discuss/view <i>A Doll's House</i>, Act 3</p> <p><u>For Next Time:</u> Short Paper 3 (Reading and Viewing a Play); Corrections on Short Paper 2 and HW 5, 6</p>
M July 1	<p><u>Due in Class:</u> Short Paper 3 on disk and hard copy; Corrections; bring Hacker to class</p> <p><u>In-Class Activities:</u> Self-evaluation and peer review of Short Paper 3</p> <p><u>For Next Time:</u> Revise Short Paper 3; List any questions you have in preparation for reviewing for mid-term exam</p>
T July 2	<p><u>Due in Class:</u> Revision of Short Paper 3, hard copy</p> <p><u>In-Class Activities:</u> Review for Mid-Term Exam</p> <p><u>For Next Time:</u> Study for Exam</p>
W July 3	<p><u>In Class:</u> Mid-Term Exam</p> <p><u>For Next Time:</u> Read in Charters Atwood's "Happy Endings," pp. 74-77 and Cisneros's "The House on Mango Street," "Hairs," "My Name," "The Monkey Garden," and "Mango Says Goodbye Sometimes," pp. 337-342; Make corrections to Short Paper 3 and HW 7</p>
M July 8	<p><u>Due in Class:</u> Corrections</p> <p><u>In-Class Activities:</u> Quiz on Atwood and Cisneros; discuss plot, character, form</p> <p><u>For Next Time:</u> Read in Charters O'Brien's "The Things They Carried," pp. 1065-1078. <u>Written Homework 8:</u> 1. Describe the structure of the plot of this story. Where does the exposition end? Where is the rising action? The climax? The resolution? 2. Analyze any one character based on that character's actions or words. 3. Analyze any one image from among the "things they carried."</p>
T July 9	<p><u>Due in Class:</u> Homework 8</p> <p><u>In-Class Activities:</u> Discuss "The Things They Carried"</p> <p><u>For Next Time:</u> Read in Charters Wideman's "All Stories Are True," pp. 1369-1379. <u>Written Homework 9:</u> 1. Describe the structure of the plot of this story. Where does the exposition end? Where is the rising action? The climax? The resolution? 2. Do you notice a difference in the style of writing from the beginning to the end of the story? 3. What was your reaction to the last line of the story?</p>

W July 10	<p><u>Due in Class:</u> Homework 9</p> <p><u>In-Class Activities:</u> Discuss “All Stories Are True”</p> <p><u>For Next Time:</u> Read in Charters DeLillo’s “Videotape,” pp. 429-432 and Vonnegut’s “Harrison Bergeron,” pp. 1332-1336. <u>Written Homework 10:</u> In your own words, state what you think the “message” of each story is. Have the stories affected the way you think about anything in daily life? Why or why not?</p>
R July 11	<p><u>Due in Class:</u> Homework 10</p> <p><u>In-Class Activities:</u> Discuss “Videotape” and “Harrison Bergeron”</p> <p><u>For Next Time:</u> Short Paper 4 (Propose a Story for the Class); Corrections to HW 8, 9</p>
M July 15	<p><u>Due in Class:</u> Short Paper 4 on disk and hard copy; Corrections; bring Hacker to class</p> <p><u>In-Class Activities:</u> Reading and Voting</p> <p><u>For Next Time:</u> Read the story selected in class.</p>
T July 16	<p><u>In-Class Activities:</u> Quiz and Discussion of story selected on July 15</p> <p><u>For Next Time:</u> Read in KG&F, Mamet’s <i>Oleanna</i>, pp. 1312-1327. <u>Written Homework 11:</u> Write your response to <i>Oleanna</i>. Were you surprised by any parts of the play? How do you interpret the final lines between Carol and John at the end?</p>
W July 17	<p><u>Due in Class:</u> Homework 11</p> <p><u>In-Class Activities:</u> View/discuss <i>Oleanna</i>; Discuss research project</p> <p><u>For Next Time:</u> Come up with three possible subjects for research project</p>
R July 18	<p><u>Due in Class:</u> List of three possible subjects for research project</p> <p><u>In-Class Activities:</u> Decide on subject for research project</p> <p><u>For Next Time:</u> Begin research. <u>Written Homework 12:</u> Write a memo reporting on your research progress over the weekend. Include a list of sources you’ve found at the library and on the web (using MLA bibliographic format).</p>
M July 22	<p><u>Due in Class:</u> Homework 12; bring K&G to class</p> <p><u>In-Class Activities:</u> Discuss figures of speech; Discuss research project</p> <p><u>For Next Time:</u> Work on research project</p>
T July 23	<p><u>Due in Class:</u> Bring K&G to class</p> <p><u>In-Class Activities:</u> Discuss sound in poetry; Discuss research project</p> <p><u>For Next Time:</u> Work on research project; Corrections for Short Paper 4, HW 10, 11, 12</p>
W July 24	<p><u>Due in Class:</u> Corrections; Bring K&G to class</p> <p><u>In-Class Activities:</u> Discuss open and closed form; Discuss research project</p> <p><u>For Next Time:</u> Draft your analysis of your poem</p>
R July 25	<p><u>Due in Class:</u> Draft of analysis of poem for research project</p> <p><u>In-Class Activities:</u> Self-analysis and peer critique of draft</p> <p><u>For Next Time:</u> Finish Research Paper</p>
M July 29	<p><u>Due in Class:</u> Research Paper</p> <p><u>In-Class Activities:</u> Self-analysis and peer critique of Research Paper</p> <p><u>For Next Time:</u> Work on Revising Research Paper</p>
T July 30	<p><u>In-Class Activities:</u> Work on Revising Research Paper; Review for Final</p>
W July 31	<p><u>Due in Class:</u> Revised Research Paper</p> <p><u>In-Class Activities:</u> Course Evaluation; Review for Final</p>
R Aug 1, 8 a.m.-10 a.m.	<p><u>Final Exam</u></p>