

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 AND BY APPOINTMENT

KRISTI MCDUFFIE

2110 COLEMAN HALL

MAILBOX 3155 COLEMAN

KMCDUFFIE@EIU.EDU

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	12-Jan	Introduction to the Course and the Writing Process Introduction to Reservation Life (Native American Literature) Unit Read Sherman Alexie poems (Printout)
	14-Jan	Read "This is What It Means to Say Phoenix, Arizona" p. 9 (Fiction 100) <i>Reading Response Due: Answer question 1, 2, or 8 p. 19 in 250 words</i> Discuss thesis statements
Week 2	19-Jan	Read <i>Writing About Literature</i> p. 205-216 <i>Introduction Memo Due</i> Watch <i>Smoke Signals</i>
	21-Jan	Read <i>Writing About Literature</i> p. 227-8, 231-3, 235-40 <i>Thesis Statement Worksheet Due</i> Watch <i>Smoke Signals</i>
Week 3	26-Jan	Read <i>Writing About Literature</i> p. 245-257 In-class work day - bring in paper to work on
	28-Jan	<i>Draft of Essay #1 Due</i> Peer review
Week 4	2-Feb	Essay #1 Due Discuss language awareness
	4-Feb	<i>Langage Response Due</i> Introduction to American Dream (African-American Literature) Unit Discuss Langston Hughes' poetry
Week 5	9-Feb	Read "Raisin in the Sun" p. 1234-1249 (Drama) <i>Reading Response Due</i>
	11-Feb	Read "Raisin in the Sun" p. 1249-1258 (Drama)
Week 6	16-Feb	Read "Raisin in the Sun" p. 1258-1270 (Drama) <i>Reading Response Due</i>
	18-Feb	Continue "Raisin in the Sun" Discussion <i>Thesis Statement Worksheet Due</i>
Week 7	23-Feb	In-class work day - bring in paper to work on
	25-Feb	<i>Draft of Essay #2 Due</i> Individual Conferences

Week 8	2-Mar 4-Mar	Essay #2 Due <i>Midterm Feedback Due</i> Read "Nadine at 35: A Synopsis" by Jo Sapp p. 1200 (Fiction 100) Read "Janus" by Ann Beattie p. 112 (Fiction 100)
Week 9	9-Mar 11-Mar	Read "How to Talk to a Hunter" by Pam Houston p. 674 (Fiction 100) <i>Reading Response Due: Answer question #1, 3 OR 4 p. 678</i> Read "Call If You Need Me" by Raymond Carver p. 194 (Fiction 100)
Week 10		No class - Spring Break
Week 11	23-Mar 25-Mar	Read "The Littoral Zone" by Andrea Barrett p. 74 (Fiction 100) <i>Reading Response - Answer #2 on p. 80 OR #2 on p. 201</i> Read "Love is Not a Pie" by Amy Bloom (Handout)
Week 12	30-Mar 1-Apr	In-class work day - bring in paper to work on <i>Draft of Essay #3</i> Peer review
Week 13	6-Apr 8-Apr	Essay #3 Due Introduction to Research Unit Assign revisions Discuss research methods
Week 14	13-Apr 15-Apr	Revision Due Discuss incorporating sources <i>Proposal and Annotated Bibliography Due</i>
Week 15	20-Apr 22-Apr	In-class work day - bring in paper to work on <i>Draft of Essay #4 Due</i> Individual Conferences
Week 16	27-Apr 29-Apr	Presentations Presentations
Finals Week	5-May	8:00-10:00am Essay #4 Due Evaluation Essay

Essay #1: Native American Reservation Life

ENGLISH 1002

KRISTI MCDUFFIE

DUE: Rough draft: Jan 28, Final draft: Feb 2

POINTS: 100

LENGTH: at least 3 full pages (go on to 4 to be sure)

PURPOSE AND AUDIENCE:

The purpose of this essay is to closely analyze texts that we have read in order to create meaning and explain that meaning to an audience. The audience is your instructor and your peers, but write this essay so that someone who has never read these texts can understand it.

TASK AND REQUIREMENTS:

Certain themes emerge repeatedly in Sherman Alexie's work. Make a claim about one of these themes based on at least two works from different genres that we have read ("Economics of the Tribe," "Physical Education," "This is What It Means to Say Phoenix, AZ," and *Smoke Signals*). Some examples of recurring themes are poverty, alcoholism, white privilege, father and son relationships, childhood friendships, basketball, and spirituality. Make a claim about a theme and then prove that claim with details from the text. *Remember: this should not be factual or summarize the plot; a claim should be an argument on an issue where there is no easy answer.*

You must include the following in this essay:

1. The first paragraph should introduce your topic and include an argumentative **thesis statement** that makes a claim.
2. The body of the essay should support the claim with **detailed evidence from the text(s)**. Summarize, paraphrase, and quote the text(s) with proper citations.
3. The essay must be written in MLA format, including a descriptive title, last name and page number in the upper right hand corner, double-spaced in 12-point font with 1" margins on all sides, stapled, and a Works Cited page.

GRADING CRITERIA:

- Adherence to the assignment requirements, including format and length specifications.
- Strong organization and focus.
- Strong paragraph unity with transitions. Each paragraph should serve a purpose, and each sentence in that paragraph should support that purpose.
- Appropriate word choices with few mechanical or grammatical errors.
- Quality revisions based on peer and instructor feedback before turning in the final draft.
- You will also receive a writing process/participation grade for this unit. Therefore, when you turn in your final essay, paperclip or clip all materials for the unit with it, including in-class writing, thesis statement worksheets, drafts, and peer review comments.

Works Cited

Alexie, Sherman. "This is What It Means to Say Phoenix, Arizona." *Fiction 100: An Anthology of Short Fiction*. 11th ed. Ed. James. H. Pickering. Upper Saddle River, NJ: Pearson Prentice Hall, 2007. 11-18. Print.

Alexie, Sherman. "Economics of the Tribe." *Old Shirts & New Skins*. Los Angeles, CA: American Indian Studies Center, 1993. 8. Print.

Alexie, Sherman. "Physical Education." *Old Shirts & New Skins*. Los Angeles, CA: American Indian Studies Center, 1993. 9-10. Print.

Smoke Signals. Dir. Chris Eyre. Writ. Sherman Alexie. Miramax, 1998. DVD.

Essay #2: *Raisin in the Sun*

ENGLISH 1002

KRISTI MCDUFFIE

DUE: Rough draft: Feb 25, Final draft: Mar 2

POINTS: 100

LENGTH: at least 3 full pages (go on to 4 to be sure)

PURPOSE AND AUDIENCE:

The purpose of this essay is to closely analyze *Raisin in the Sun* in order to create meaning and explain that meaning to an audience. The audience is your instructor and your peers, but write this essay so that someone who has never read the play can understand it.

TASK AND REQUIREMENTS:

For this essay, we are focusing on characterization. Choose one character to write about. Determine what characteristics your character has and then make an argumentative thesis statement about why your character behaves that way. QUOTE NUMEROUS EXAMPLES FROM THE TEXT TO PROVE YOUR POINT. Note: It is insufficient to give a superficial description of the character or his or her actions. To create meaning, you must go *beyond* what is obvious in the dialogue and stage directions. Read between the lines to give a controversial interpretation.

Sources: NO external sources are allowed. Use and quote ONLY from the play. Do not visit the Internet for ideas, as using un-cited ideas from the Internet is plagiarism.

You must include the following in this essay:

4. The first paragraph should introduce your topic and include an argumentative **thesis statement** that makes a claim.
5. The body of the essay should support the claim with **detailed evidence from the text(s)**. Summarize, paraphrase, and quote the text(s) with proper citations.
6. The essay must be in MLA format, with a descriptive title, heading information on the first page, last name and page number in the upper right hand corner, double-spaced in 12-point font with all 1" margins, stapled, and a Works Cited page.

GRADING CRITERIA:

- Adherence to the assignment requirements, including format and length specifications.
- Strong organization and focus. Make sure each paragraph has one central point. Use transitions and topic sentences.
- Few mechanical or grammatical errors. Proofread carefully by reading your essay aloud AND having someone else proofread for you.
- You will also receive a writing process/participation grade for this unit. When you turn in your final essay, paperclip your draft with it. Revise substantially for the final version.

Create the Works Cited citation here:

Essay #3: Point of View in Relationships

ENGLISH 1002

KRISTI MCDUFFIE

DUE: Rough draft: Apr 1, Final draft: Apr 6

POINTS: 100

LENGTH: at least 4 full pages (go on to 5 to be sure) + Works Cited page

PURPOSE AND AUDIENCE:

The purpose of this essay is to analyze short fiction. The audience is your instructor and your peers, but write this essay so that someone who has never read the stories can understand it.

TASK AND REQUIREMENTS:

For this essay, we are focusing on point of view. Discuss 2-3 of the 6 short stories we have read for this unit and make an argumentative claim about how choices in point of view shape a reader's experience of the story. Here are some questions to help you think about these choices:

- How does the author use point of view to create sympathy or avoid creating sympathy for specific characters?
- How do different points of view change a reader's understanding of the story? What exactly about the story is altered due to this point of view?
- Is the point of view reliable? How does reliability or unreliability change a reader's understanding of the story?

Sources: NO external sources are allowed. Do not visit the Internet for ideas.

You must include the following in this essay:

7. The first paragraph should introduce your topic and include an argumentative **thesis statement** that makes a claim.
8. The body of the essay should support the claim with **detailed evidence from the text(s)**. Summarize, paraphrase, and quote the text(s) with proper citations.
9. The essay must be in MLA format with a descriptive title, heading information on the first page, last name and page number in the upper right hand corner, double-spaced in 12-point font with all 1" margins, stapled, and a Works Cited page. Delete the extra space between paragraphs in Word 2007: Home -> paragraph -> spacing -> enter "0" for "After."

GRADING CRITERIA:

- Adherence to the assignment requirements, including format and length specifications.
- Strong organization and focus. Make sure each paragraph has one central point. Use transitions and topic sentences.
- Few mechanical or grammatical errors. Proofread carefully by reading your essay aloud AND having someone else proofread for you.
- You will also receive a writing process/participation grade for this unit. When you turn in your final essay, paperclip your draft to it. Revise substantially for the final version.

Essay #4: Argumentative Research Paper

ENGLISH 1002

KRISTI MCDUFFIE

DUE: Rough draft: Apr 22, Final draft: Apr 29

POINTS: 150

LENGTH: 6-8 pages + Works Cited page

PURPOSE AND AUDIENCE:

The purpose of this essay is to research an issue that we have discussed this semester and make an informed argument about that issue. The audience of this paper will be someone who would benefit from the information you have to share.

TASK AND REQUIREMENTS:

For this essay, you will make an argument that is supported by substantial research. Choose a researchable topic that relates to something we have discussed in class, preferably something that builds upon one of your essays. Here are some ideas for research papers:

- An aspect of life on a Native American reservation such as education, the oral tradition, or government subsidies.
- An aspect of life in the 1950s/1960s, such as women's changing roles, women working outside the home or education, African American living conditions, job opportunities, or housing discrimination.
- An issue that affects contemporary relationships, such as the institution of marriage, divorce, the effect of divorce on children, stereotypes about men and women, or nontraditional family structures.
- An issue that we discussed during our language discussion, such as dialects, African American English, the "English Only" movement, third generation language loss, or sexist language.

Note: This essay is NOT a research report. To make a historical approach argumentative, connect the issue to one of the texts. For example, how does learning about housing discrimination in 1959 help you understand *Raisin in the Sun*? To make a contemporary approach argumentative, pick an issue that has multiple sides so that you can argue for one side of that issue.

You must use *at least five* sources in this essay. *At least three* of those sources must be from scholarly journals or texts. Any web sources used for the fourth or fifth source must be reputable with an author and credible publisher. At least three of the sources must be published in the last five years.

You must include the following in this essay:

10. An argumentative thesis statement that makes a claim.
11. A body that supports the claim with solid research. Summarize, paraphrase, and quote text(s) with proper citations.
12. MLA format, with a descriptive title, heading information on the first page, last name and page number in the upper right hand corner, double-spaced in 12-point font with all 1"

margins, stapled, and a Works Cited page. Delete the extra space between paragraphs in Word 2007: Home -> paragraph -> spacing -> enter "0" for "After."

GRADING CRITERIA:

- Adherence to the assignment requirements, including format and length specifications.
- Strong organization and focus. Make sure each paragraph has one central point. Use transitions and topic sentences.
- Few mechanical or grammatical errors. Proofread carefully by reading your essay aloud AND having someone else proofread for you.
- You will also receive a writing process/participation grade for this unit. When you turn in your final essay, paperclip your draft with it. Revise substantially for the final version.

Proposal and Annotated Bibliography

ENGLISH 1001

MS. MCDUFFIE

DUE: Mon, Apr. 15

POINTS: 20

LENGTH: 1-PAGE PROPOSAL AND 2-3 PAGE ANNOTATED BIBLIOGRAPHY

LENGTH: MLA FORMAT BUT SINGLE-SPACED.

First you will write a proposal for your Argumentative Research Essay. Answer each question in a separate paragraph.

1. What is your topic and research question? How does it relate to the work you have done in this class? Why do you care about it?
2. What is the detailed argument that you expect to make on that topic (this will be your thesis statement)? Who is the audience of this argument?
3. What are your main points and what support (examples, evidence, anecdotes, source material, and logical reasoning) will you provide and in what order? You can describe how you will use the sources that you annotate below.
4. What are some potential counterarguments that you will address in your essay? How can you concede, accommodate, or refute those counterarguments?

Next, write an annotated bibliography on the sources that you will use in your essay. This means that at least three must be from scholarly journals or texts and at least three must have been published in the last five years. For website sources, in addition to the summary of the article, also describe why it is a reputable source. For example, how do you know that the author and the website are credible? If there is no author, why is it still appropriate to use that source?

An annotated bibliography is an MLA citation of the article followed by a single-spaced summary of the article. The length of the summary should be at least one long paragraph.

Your proposal must be approved before you write the essay. Therefore, if you do not turn in a proposal and annotated bibliography, you forfeit the right to write the essay.

NO TOPIC CHANGES ARE ALLOWED AFTER YOUR PROPOSAL IS APPROVED.

Sample MLA Citations

Journal article from a database online

Annas, Pamela J. "Style as Politics: A Feminist Approach to the Teaching of Writing." *College English*. 47.4 (1985): 360-371. *JSTOR*. Web. 6 Sept. 2009.

Journal article in print

Berry, Roger. "You Could Say That: The Generic Second-Person Pronoun in Modern English." *English Today* 25.3 (2009): 29-34. Print.

Book

Bartholomae, David. *Writing on the Margins: Essays on Composition and Teaching*. Boston: Bedford St. Martin's, 2005. Print.

Article from a book

Connors, Robert J. "Grammar in American College Composition: An Historical Overview." *The Territory of Language: Linguistics, Stylistics, and the Teaching of Composition*. Ed. Donald A. McQuade. Carbondale, IL: Southern Illinois University Press, 1986. 3-22. Print.

Newspaper article obtained from a database

Bennett, Jessica and Jennie Yabroff. "Revenge of the Nerdette." *Newsweek*. 16 Jun. 2008. *Academic Search Premier*. Web. 23 Mar. 2010.