

Eastern Illinois University
Course Proposal
ENG 1002G, Composition and Literature

1. Catalog Description

- a) English 1002G
- b) Composition and Literature
- c) (3-0-3) - Graded (A, B, C, N/C)
- d) F, S, SU
- e) Comp and Lit
- f) A writing course designed to improve skills in critical thinking and analytical expression based on the reading of literary texts. Prerequisite: ENG 1001. Note: A grade of 'C' or better in ENG 1001G, ENG 1002G, and SPC 1310G or in accepted substitutions is a requirement for the Bachelor's degree at Eastern as well as a General Education requirement.
- g) English 1001G
- h) English 1002G is a writing -centered course.

2. Student Learning Objectives

In successfully completing English 1002G, students will

- 1) write expository and persuasive papers throughout the semester (a minimum of 5,000 words) in which paragraphs, sentences, and words develop a central idea (writing, speaking, critical thinking)
- 2) read poetry, fiction, and drama expressing a wide range of cultural perspectives and values and develop abilities to think critically and write analytically about them (writing, speaking, critical thinking)
- 3) engage in reading and writing experiences about literature in order to demonstrate an increased understanding of and appreciation for social, cultural, intellectual, and aesthetic ideas and their discovery (writing, critical thinking, citizenship)
- 4) develop research skills, including effective use of source materials and principles of documentation (writing, critical thinking)
- 5) develop skills in revising their own writing by participating in peer review workshops and by revising one of their essays for possible inclusion into their electronic writing portfolio (writing, critical thinking).

3. Course Outline

| <u>Week</u> | <u>Content</u> |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <p>Part I: Responding to Literature Recording first impressions Reading: selected stories or poems Writing: response statements keeping a reading notebook</p> |
| 2 | <p>Sharing responses Reading: selected stories or poems Writing: responses revised in light of peer review expressive essay [Paper 1]</p> |
| 3 | <p>Responding imaginatively Reading: selected stories, poems, or play Writing: bellevistic response (e.g., replies, imitations, re-writes, parodies, sequels) [Paper 2]</p> |
| 4-5 | <p>Part II: Interpreting Literature Explicating poetry Reading: the nature and techniques of poetry (persona, imagery, meter, symbol, form) selected poems Writing: explication of a poem [Paper 3]</p> |
| 6 | <p>Summarizing fiction Reading: elements of fiction (theme, character, plot, point of view) selected short stories Writing: interpretive summary of a short story [Paper 4]</p> |
| 7 | <p>Analyzing character Reading: elements of fictional and dramatic characterization selected stories or play Writing: informative essay on character [Paper 5]</p> |

| <u>Week</u> | <u>Content</u> |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8 | Taking an examination on literature Reading: preparing for an essay exam selected literary works Writing: extemporaneous essay exam [Paper 6] |
| 9-10 | Analyzing theme Reading: determining ideas and values in literature selected short fiction, drama, poetry Writing: persuasive essay on theme [Paper 7] |
| 11-12 | Comparing and synthesizing Reading: methods of comparison selected literary texts Writing: comparison or synthesis essay [Paper 8] |
| 13-15 | Part III: Evaluating Literature Examining critical perspectives Reading: finding sources, taking notes, preparing a working outline, documenting sources, citing evidence selected literary texts Writing: response or precis of critical article evaluative essay with sources [Paper 9] |

4. Evaluation of student learning

- a) Student learning will be evaluated based on the following:
- 1) performance on writing assignments (with most weight given to writing done later in the semester) 70%
 - 2) midterm and final examinations 20%
 - 3) class discussions/presentations 5%
 - 4) quality of revision and participation in peer review sessions 5%
 - 5) one revised essay to be included in the student's electronic writing portfolio
- b) English 1002G satisfies the criteria for a writing- centered course in that the course's primary focus is to help the student "learn the principles and the process of writing in all of its stages, from inception to completion. The quality of the students' writing is the *principal* determinant of the course grade."

5. Rationale

- a) English 1002G will be in the Language segment of the General Education program. In this course, students will read widely and intensively across the three major genres (poetry, fiction, drama) of creative literature. Students will write a variety of expressive and persuasive essays (a minimum of 5,000 words) with particular emphasis placed on helping students develop an understanding of the components of critical thinking and analytical expression. For each writing assignment, students will engage in prewriting, drafting, and revising activities that will help students become more skilled in invention and the writing process in order to achieve clarity of purpose and to develop ideas.
- b) The prerequisite for English 1002G is English 1001G.

6. Implementation

- a) The course will be taught by members of the English Department.
- b) The **texts for English 1002G** are:

Poetry

Kennedy, X. J. *An Introduction to Poetry*. 9th ed. New York: Longman, 1998.
Meyer, Michael. *Poetry: An Introduction*. 2nd ed. Boston: Bedford, 1998.

Fiction

Charters, Ann. *The Story and Its Writer*. 5th ed. Boston: Bedford, 1999.
Trimmer, Joseph F. *Fictions*. 4th ed. Fort Worth: Harcourt Brace, 1998.

Drama

Klaus, Carl H. *Stages of Drama*. 4th ed. Boston: Bedford, 1999.
Worthen, W. B. *The Harcourt Brace Anthology of Drama*. 2nd ed. Fort Worth: Harcourt Brace, 1999.

Multi-Genre Anthology

Barnet, Sylvan. *An Introduction to Literature*. 11th ed. New York: Longman, 1997.

Handbooks

Crump, Eric, and Nick Carbone. *Writing Online: A Student's Guide to the Internet and WorldWideWeb*. 2nd ed. Boston, Mass: Houghton Mifflin, 1998.

Fulwiler, Toby, and Alan R. Hayakawa. *The Blair Handbook*, 2nd ed. Upper Saddle River, New Jersey: Prentice Hall, 1997.

Griffith, Kelley. *Writing Essays about Literature*. 5th ed. Fort Worth: Harcourt Brace, 1998.

Hacker, Diana. *A Pocket Style Manual*. 2nd ed. Boston, Mass: Bedford Books, 1997.

- c) There will be no supplementary materials or laboratory experience required.
- d) The course will be first offered in Fall 2000.

7. **A community college course may be judged equivalent to this course.**
8. **Date approved by the department: 10 April, 2000**
9. **Date approved by CAHCC: 19 April, 2000**
10. **Date approved by CAA**

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