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ENG 1000-001: Fundamental English

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English 1000: Fundamental English
 Course Policy Statement and Syllabus
 Spring 2007

Instructors: Scott Lutz and Emily Ramage

Office: Coleman Hall 2110

Email: scomily1000@gmail.com

Office Hours: Tuesdays, 1-2; Thursdays, 1-2

Required Texts

- Anker, Susan. *Real Essays with Readings*. Bedford/St. Martin's, 2005.
 [Because of the textbook rental system, please do not remove any pages from *Real Essays*.
 We'll check all textbooks at the end of the semester.]
- Fulwiler & Hayakawa. *The Blair Handbook*, 3rd ed.

You'll also need an 8 1/2" x 11" spiral-bound notebook for use as a journal in this class.

Goals

To help improve your writing through practice and instruction in developing and organizing ideas; in using words, sentences, and paragraphs effectively; and in acquiring and perfecting skills for revising and editing your prose.

Course requirements

Attendance at and participation in all class meetings; no pattern of tardiness; completion of all reading and writing assignments on time, including full participation in group activities.

Please note: Students who accumulate more than four unexcused absences during the semester should not expect to pass English 1000. (Excused absences are those involving illness, death in the family, and officially approved university activity. When an absence is excused, students may be permitted to make up assignments at the convenience of the instructor.)

Assignments

In addition to several in-class writing assignments, you will complete four out-of-class essays, each of which includes pre-writing activities and a series of rough drafts. You will complete two of these essays by mid-term and the other two during the second half of the semester.

Your writing journal (notebook) will be used for both in-class and out-of-class writing. Some of your journal writing will be assigned; some will be writing that responds to the reading for the class. You are responsible for saving all written assignments and essays. You will be using this material

for assembling portfolios of your work to submit for mid-term and for final evaluation. We may require you to keep a spelling section in your journal. All out-of-class essay assignments should be typed. In-class essays will be hand-written.

We may assign additional exercises based on your specific needs. ALL assignments are important. If you complete the assignments in the planned sequence, you will be much more likely to succeed in this course.

Conferences

You are encouraged to see me for conferences outside of class and to receive extra help in the Writing Center. We may require you to meet with me in conference and to seek tutoring in the Writing Center, which is located in 3110 Coleman Hall (581-5929).

Grading

English 1000 is graded Credit/No Credit. In order to pass the course, you must earn my recommendation and submit a writing portfolio that earns a pass for the course (see the attached sheet on the portfolio). Our recommendation will be based primarily on satisfactory and on-time completion of all reading and writing assignments, including exercises, and on satisfactory class participation. You cannot register for English 1001C until you pass English 1000.

Information for Students with Disabilities

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

Course Syllabus

In order to accommodate the needs of the class, *the following schedule of discussion, reading, and writing assignments is tentative*. You will be notified of any changes in class. Because writing is a process, topics will often be introduced and then reviewed later in the semester. All assignments—readings, essays, revisions, exercises, and so on—are course requirements and must be completed fully and on time. **Remember, you should save all written assignments and essays.** You will be using this material for assembling two portfolios of your writing. One small portfolio will be submitted at mid-term for the purpose of checking your progress. You will submit a second, larger portfolio for final evaluation of your performance in the course. (See the Portfolio Guidelines attached to this syllabus.)

Week 1

- January 9: Introductions
Diagnostic in-class essay #1
- January 11: **Diagnostic in-class essay #2**
Discuss syllabus
- ▶ Get textbooks from TRS
 - ▶ Purchase notebook and bring to class
 - ▶ Read Anker “How to Find Information in *Real* Essays” p. xxix-xxxi. And “Keeping a Journal,” p. 40-41
 - ▶ Read Anker Chapter 9, “Narration,” pgs. 115-132
 - ▶ Journal Writing:

Week 2

- January 16: Discussion
Writing Center Orientation
Introduction to Writing Assignment #1 – “Narration”
- ▶ Email instructors
 - ▶ Read Anker Chapter 1, “Reading and Writing in College and Beyond,” pgs. 1-23
- January 18: Discussion and exercises
Journal Writing:
- ▶ Read Anker Chapter 2, “Writing Basics,” pgs. 24-32

Week 3

- January 23: **Rough Draft of Writing #1 Due**
Discussion
Individual conferences this week
Journal Writing:
- ▶ Read Anker Chapter 3, “Finding and Exploring Your Topic,” pgs. 33-41
 - ▶ Read Anker p. 95-96, “Understanding What Peer Review Is”

January 25: Peer Reviews on Rough Draft of Writing Assignment #1
Journal Writing: Free writing – you choose the topic
▶ Read Anker Chapter 11, “Description,” pgs. 150-164

Week 4

January 30: Discussion
Introduction of Writing Assignment #2 -- “Description”
▶ Read Anker Chapter 4, “Making a Point,” pgs. 42-77

February 1: Discussion
Journal Writing:
Final Draft of Writing Assignment #1 Due
▶ Read Anker Chapter 7, “Writing a Draft,” pgs. 79-91

Week 5

February 6: In-class writing and discussion
Journal Writing:
▶ Read Anker Chapter 8, “Revising Your Draft,” pgs. 94-109

February 8: Revision of Writing Assignment #1 due
Peer Review activities with draft of #2
Rough Draft of Writing #2 Assignment Due

Week 6

February 13: Discuss midterm portfolio
Individual conferences
▶ Read Anker “Practice for Coherence” pgs. 104-109

February 15: **Final Draft of Writing Assignment # 2 Due**
Preparation for Midterm In-class essays (to take place next week)
Journal Writing:

Week 7

February 20: In-class Essay #1 (either Essay #1 or #2 will need to be included in your portfolio)

February 22: In-class Essay #1 Revisions
Begin In-class Essay #2

Week 8

February 27: Preparing the Midterm Portfolio (Individual conferences – including discussion of midterm grades)

March 1: **Introduction to Writing Assignment #3 – “Comparison/Contrast”**
MIDTERM PORTFOLIO DUE
Journal Writing:
▶ Read Anker pgs. 212-229 & 671-681

Week 9

March 6: Individual conferences (feedback on Midterm Portfolios)
Activity for Writing Assignment #3

March 8: Discuss editing – Sections from Part 5 of Anker text (TBA)
Editing activity

• **SPRING BREAK • March 12-16**

Week 10

March 20: In-class activities on drafts in progress
Conferences
Journal Writing: Free Writing – Your Choice!
▶ Reading Selection from Anker text (TBA)

March 22: Discussion
Rough Draft of Writing Assignment #3 Due
▶ Read Anker Chapter 21, “The Basic Sentence,” pgs. 327-336

Week 11

March 27: Peer review activities
Journal Writing:
▶ Read Anker Chapter 22, “Fragments,” pgs. 337-367

March 29: **Introduction to Writing Assignment #4 – “Argument”**
Final Draft of Writing Assignment #3 Due
▶ Read Anker pgs. 246-264 & 693-712

Week 12

April 3: Activities (TBA) for Writing Assignment #4

April 5: Continue Writing Assignment #4

Week 13

April 10: Complete writing process for Writing Assignment #4

April 12: Peer Reviews
Journal Writing: Do you prefer creative writing or directed writing? Be specific.

Week 14

April 17: Preparation for final in-class essays
Revisions of Writing Assignments #3 and #4

April 19: Final in-class essay preparation
Schedule conferences about Final Portfolios
Journal Writing:

Week 15

April 24: Determine which essays you would like to use for your portfolios and discuss revisions

April 26: **FINAL PORTFOLIOS DUE**

English 1000
Portfolio Policy

Your performance in the course will be evaluated, in part, by the Composition Committee, who will review your final writing portfolio. The portfolio method has been chosen in order to enable students to have some control in selecting a representative sample of their work to be graded.

The final grade for the class will depend entirely upon my recommendation and the Composition Committee's evaluation of your final portfolio. As an indication of your progress, the midterm portfolio may significantly affect the emphasis and direction of the latter half of the course. It is, therefore, in your best interest to write and revise carefully and to select your finest work for your portfolios.

MIDTERM: The midterm portfolio will contain one revised out-of-class essay with a copy of the topic, and one of the two in-class midterm essays, each to be chosen by the student. The midterm portfolio will be used solely as an indication of your progress, and will have no bearing on the final grade.

FINAL: The final portfolio will contain two revised out-of-class essays with copies of the topics, and one of the two final exam essays. Again, you will choose what to include. One of the two out-of-class essays may be the essay included in the midterm portfolio, provided that the essay has been revised since midterm.

BOTH MIDTERM AND FINAL PORTFOLIOS must contain the following:

1. A personal statement explaining why you selected these essays as representative of your work.
2. Drafts of the portfolio essays. This includes drafts of the chosen in-class essays.
3. A statement written by me certifying the essays to be genuinely the work of the student.
4. A checklist compiled by me showing a) your completion of all coursework, and b) the number of times assignments have been revised.

NOTE: Be sure to make and retain copies of all work that you submit in your portfolios!