

Spring 1-15-2009

# ENG 1000-001: Fundamental English

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## Recommended Citation

Berry, Lucinda, "ENG 1000-001: Fundamental English" (2009). *Spring 2009*. 2.  
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English 1000: Fundamental English Section 001

Instructor: Lucinda Berry

Office: Coleman 3836 Hours: 9:30 – 12:00 *TR*

Contact: [laberry@eiu.edu](mailto:laberry@eiu.edu) 581-6987

*Text:* Brannan, Bob. A Writer's Workshop. 2nd ed. McGraw Hill: New York, 2006.

**Please do not remove pages from this book. If you do, you will have to buy it.**

You'll also need an 8 ½" X 11" notebook and a two pocket folder.

*Goals:* To improve your ability to develop and organize ideas; use words, sentences and paragraphs effectively; and revise and edit your work.

*Course Requirements:* Participation in all class activities (including required conferences) and completion of all assignments on time is essential to your success. **If you have more than three unexcused absences, you will not pass the course. Being tardy three times will count as one unexcused absence.** An absence will be excused only with documentation:

- a note from a doctor regarding illness
- a note from a coach or faculty member regarding a university sanctioned event
- a card from a funeral on the date of the absence

*Assignments:* Several paragraphs/essays will be assigned: some written in class, others to be completed as homework. You will have to keep a portfolio of your work. Complete assignments in sequence and pay attention to deadlines. Depending on your need for additional work in grammar and mechanics, I may assign specific exercises or require you to keep a spelling list.

*Conferences:* During the semester, we'll schedule small group and individual conferences to discuss drafts of your work. You'll be expected to discuss your work and explain your strategies.

*Grading:* EN1000 is graded Credit/No Credit. I will be judging you based on participation and satisfactory completion of all assignments by the assigned deadline.

For each assignment, it is your responsibility to ask questions if you don't understand what is required. In general, I expect work that is clear, adequately developed and written with attention to the standard conventions of academic English. This includes correct spelling, punctuation and capitalization. Pay attention to your work. Don't confuse academic writing with texting. Any e-mail you send me should also conform to academic style, so be sure to proofread before you hit send!

#### *Disability Statement*

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. I cannot make any accommodations for students without documentation from this office.

In my first semester of college, I was surprised by how different it was from high school. I was used to my mother waking me up and reminding me to do my homework. The assignments in college were harder. I had some problems with my roommate. I hope this semester will be better.

What do you think of this paragraph? Is it clear? Focused? Interesting?

How does what you just wrote differ from this?

Please use the following questions to interview two or three of your classmates.

1. Do you think writing is a process?
2. Do you plan a lot before you write, or just write something off the top of your head?
3. What kind of grades did you get in high school English classes? Do you think the grades were a fair assessment of your work?
4. What do you think your biggest strength as a writer is?
5. What do you think your biggest weakness as a writer is?
6. Can you explain the difference between it's and its?
7. Can you explain the difference among their, they're and there?
8. Do you know what a comma splice is?

Based on the responses to these questions, please write a paragraph explaining who you would choose to be your writing partner.

For Thursday: Read and study pages 1 – 8 and 21 – 2 before you come to class. Do 2.3 and 2.4 (DON'T WRITE IN THE TEXT! USE your own notebook.)