

Fall 8-15-2005

# ENG 1000-002: Fundamental English

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## Recommended Citation

Delgadillo, Gregg, "ENG 1000-002: Fundamental English" (2005). *Fall 2005*. 3.  
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English 1000: Fundamental English  
Course Policy Statement and Syllabus  
Fall 2005

Instructor: Gregg Delgadillo

Office: 2110

Office Hours: 2:00-3:00 Tuesday and Thursday

### Required Texts

- Susan Anker. *Real Essays with Readings*. Bedford/St. Martin's, 2003.  
[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]
- Sterling Warner and Bill Swanson. *Projections*. 2<sup>nd</sup> ed. 2003.
- Toby Fulwiler and Alan R. Hayakawa. *The Blair Handbook*. 3<sup>rd</sup> ed. 2000.

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 write 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.

I 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.

I 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. I 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). My 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 must 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.)

### English 1000 Tentative Calendar, Subject to Change: Fall 2005

#### August

- T 23 **In-Class Essays.** Introduce class and each other. Make sure students have textbooks and get a notebook for journal.
- R 25 **In-Class Essays.** Formal instruction begins. Discuss syllabus and “How to find Information” (in *Real Essays*—xxix-xxxi). Journal? If have time, “Who is the best storyteller in your family?” Pass out the first essay prompt—narration. Read narrative choice from *Projections* and skim chapter 1-3 in Anker for Tuesday. Complete journal entries.
- T 30 Go over Anker, chapter 1-3. Begin discussing narrative essay. Read chapter 8 in Anker for Thursday and bring in a scratch outline of narrative.

#### September

- R 1 Continue working with Anker, chapters 1-3. Group work with narrative scratch outlines. Work on drafts. Bring in detailed plan for Tuesday.
- T 6 Work with sensory details. Read Anker information on peer review: 87-88. Complete First First draft for Thursday.
- R 8 **First Draft of Essay 1, Narration due.** Peer Reviews.
- T 13 **Second Draft due at Conference! Remember that these are mandatory. Conferences begin today. Final Drafts are due on Thursday!**

- R 15 **Final draft of Essay 1, Narration due.** Introduce Essay 2, Description. Read Chapters 4-6 and 9 in Anker for Tuesday.
- T 20 Description activities and mini-conferences with students to discuss essay 1 results. Read selections from *Projections* for Thursday.
- R 22 Description activities with description essays and sample student essay. Work on that draft over the weekend.
- T 27 **Draft of Essay 2, Description due. Peer Review.** Revision of Essay 1 due on Thursday (for that midterm portfolio). Read chapter 7 in Anker for Thursday.
- R 29 **Draft 2 of Essay 2 due. Conferences.**

### October

- T 4 **Final draft of Essay 2, Description due. In-Class essays.**
- R 6 **In-Class Essays**
- T 11 **Conferences. Prepare the Midterm Portfolio (see handout from first day). Discuss Midterm grades.**
- R 13 **Midterm Portfolios due. Assign Essay 3, Comparison/Contrast.** In-class comparison/contrast activity. Read chapter 14 in Anker for Tuesday. Bring in a focused topic on Tuesday, as well. Review chapters 1-4 in Anker.
- T 18 Comparison Contrast activities, continued—this time with topics. Mini-lessons on sentences (see chapters 30-32 in Anker). Conference on Midterm portfolios this week. Read comparison/contrast essays from *Projections* for Thursday.
- R 20 Work with sample essays. Talk in more detail about organizational strategies.
- T 25 **Rough Draft of Essay 3, Comparison/Contrast due. Peer Review**
- R 27 Work with sentence-level issues.

### November

- T 1 **Final Draft of Essay 3, Comparison/Contrast due. Assign essay 4, Persuasion.** Read Anker chapter on persuasion for Thursday.
- R 3 Group activities regarding persuasion—advertisements, editorials from the DEN, etc. Read selections from *Projections* for Tuesday.

T 8 Continue work with persuasive essays and organizational strategies.

R 10 Continue work with persuasive essays.

T 15 **Rough Draft of Essay 4, Persuasion, due.**

R 17 **Final Draft of essay 4, Persuasion, due.**

T 22- R 24 Thanksgiving Break—No Classes!

T 29 **In-Class Essays**

### **December**

R 1 **In-Class Essays**

T 6 **Prepare Final Portfolio**

Begin preparing Final Portfolio

- The portfolios are due to me by 5 on Dec. 8<sup>th</sup>
- During these last few weeks, as students are writing their in-class essay, you should be helping them determine which essays they want to submit for the Final Portfolio and how they can revise them
- After they finish their second in-class essay, you should also help them think about which of the two essays they should submit in the portfolio.
- Try to schedule a conference (maybe several) with each student at some point during the last 3 weeks (preferably as early as possible) to help them select two of their four out-of-class essays for the portfolio. These two essays should be revised as necessary. Students may select an essay that they used in their midterm portfolio. The most important factors, in regard to these out-of-class essays, are that the essays are carefully revised and edited and that the student submit a clean copy in the portfolio.
- Encourage students to make an appointment with you during Finals Week to discuss the results of their Final Portfolio

R 8 **Portfolios Due (to be turned in to Composition Committee by 5:00 today).**

