

Fall 8-15-2010

ENG 1000-002: Fundamental English

J Brown
Eastern Illinois University

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Course Guidelines English 1000 Fundamental English

Instructor:	Mr. Brown	Office:	McAfee 1125
Phone:	581-7011	Email:	jlbrown8@eiu.edu
Office Hrs:	M&W from 12-1 p.m. & 2-3 p.m. & by appointment		

Required Texts:

Text distributed via email or WebCT that needs to be printed

They Say I Say: The Moves That Matter in Academic Writing, Graff and Birkenstein

The Little Brown Handbook, 11th Edition

Course Description:

A course in the improvement of fundamental writing abilities. Practice and instruction in developing and organizing ideas; in using words, sentences, and paragraphs effectively; and in acquiring and strengthening skills of revising and editing prose. Credit/No Credit.

Materials

Writing instruments, paper, notebook, a good college dictionary, a computer, a printer able to print chapters of the textbook, and other appropriate supplies

Student Learning Objectives and Expected Performance Outcomes

- Demonstrate college-level writing produced through an individualized process of prewriting, drafting, revising, editing, and proofreading
- Grow as independent writers and thinkers
- Recognize multiple perspectives while discovering and developing one's own perspective
- Develop analytical reading skills to understand and critically evaluate diverse reading materials
- Show the ability to collaborate and help fellow students in the writing process through workshops/peer review sessions that focus on developing the ideas, support, and details
- Develop research skills by showing the effective use of source materials and the principles of documentation
- Be able to annotate, paraphrase, summarize, quote, and synthesize written material accurately and ethically
- Appreciate the precise meaning of words and how they are the center of writing and communicating
- Understand what a dictionary and thesaurus offer and the social influence of dialects
- Discriminate among levels of diction (informal, middle, formal) and appropriate usage of such word choices
- Understand the differences between general, specific, and concrete details and be able to employ them appropriately in written discourse
- Be able to employ strong evidence, examples, and supporting details
- Write well developed paragraphs and sentences that are direct, economical, free of ambiguity, and structurally appropriate for the ideas expressed and the audience addressed
- Craft paragraphs that exemplify paragraph unity
- Use effective transitions to create cohesion within and between paragraphs
- Write documents that have sentence variety—varied lengths and types of sentences
- Write clear, precise, concise, expository prose in Edited American English

Attendance Policy:

Regular attendance, punctuality, preparation, and participation are expected of all students. The only acceptable reasons for missing class are: 1) illness; 2) death in the family; 3) religious holiday; 4)

officially organized, documented university event. In order to deal with unforeseen emergencies, you are allowed to miss up to four class meetings without excuse for Tuesday/Thursday or Monday/Wednesday schedule and up to six class meetings for M/W/F schedule. Any additional absences will, however, be penalized at a rate of one letter grade per class meeting; any student who is absent for more than three classes beyond the allowed absences will Fail the course. Do not ask if class will be dismissed early. The answer is no.

Academic Honesty

All written work (papers, exams, tests, quizzes) must be original and independent. Do not resort to prefabricated papers and research materials found on the net. Please make sure that you understand the meaning of plagiarism and the policy of the English Department: 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 original work" (Random House Dictionary of the English Language)--has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of the grade of F for the course, as well as to report the incident to the university's Judicial Affairs Office. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

Late Work and Assignments

I accept late assignments ONLY in the case of excused absences (work for other absences may be submitted in advance if pre-approved). While I don't accept late work, I will grant extensions under certain circumstances. You must speak with me in advance of the due date to receive an extension – that means, don't come to class on the due date and expect to be given more time. Extensions are handled on a case-by-case basis, so I urge you to speak with me a.s.a.p. if you realize you may not have an assignment finished on time. Otherwise, late assignments receive no credit. This includes instances of computer, CD, jump drive, and/or printer problems. Make a back-up copy of all coursework and leave yourself plenty of time before class to print assignments.

Assignments are to have been completed by class time on the date for which they appear on the syllabus. The book(s) in which the day's assignments are contained should be brought to class. Students are responsible for all material covered in class and all announcements or assignments made in class as well as for all assignments on the syllabus. Work turned in late with clearance will be penalized, usually at the rate of 10% per day, including weekends. Any lateness may delay the grading and return of the paper. Keep a hard and electronic copy of every paper you hand in and never throw away any work from class.

Exams and Quizzes: There will be no opportunities to make up a missed exam or quiz other than in cases of documented excused absences; (signing in at Health Service does not constitute documentation of a medical emergency). Unannounced quizzes on assigned material may be given at any time.

Papers must be typed (double-spaced) and printed in black on 8.5 x 11 paper. Margins should be one inch on all sides. Each paper must include student's name, the title of the paper, and course number. Papers must be stapled with the pages in the correct order. Page numbers must be used on all papers. Only papers that are neat and in correct form can be accepted.

Documentation: Use the current MLA system to cite both primary and secondary sources used in your papers. The system is fully explained and illustrated in *The Little Brown Handbook* and other current handbooks. Inform yourself about documentation conventions for electronic media information and materials. All such materials must be documented and citation forms are illustrated in recent handbooks; go to the Writing Center for assistance. Electronic-media materials must be evaluated for quality at least as scrupulously as print materials. Please remember that you must absorb and process all materials: downloading is not research.

General Course Policies

Turn off cell phones, iPods, and any other electronic devices before class begins. I reserve the right to ask you to leave for the day if your cell phone disrupts class. Anyone found text messaging or tweeting during class will be asked to leave, counted absent, and receive a zero for that day's assignment. You will not need a laptop for class and are not allowed to open one in class. Do not check email while in a computer class. If you are caught you will be asked to leave and you will receive an absence.

Take advantage of my open door policy. If you're having difficulty with any aspect of the course, please come see me as soon as the problem arises. In addition to my office hours, I'm happy to make appointments with you at other times if needed. Don't suffer in silence; talk to me, and we'll see if we can work out a solution.

Required Conferences:

At a few strategic points in the semester, I will cancel class in order to hold conferences with you and your classmates on particular writing projects. You are required to attend your chosen conference time; the course attendance policy applies to conference days.

Students with Documented Disabilities

If you have a documented disability and wish to receive academic accommodation, please note that arrangements must be made through the Office of Disability Services; you should, therefore, contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

Composition of the Overall Grade: You are expected to complete the following coursework.

<u>Assignment</u>	<u>% of Course Grade</u>
Advertisement Analysis Paper	20
Literacy Narrative Paper	20
Final Research Paragraphs	20
Writers Notebook	10
Quizzes	10
Re-Rewrites For All Papers/Paragraphs	10
Reflective Essay Final Exam	10

Grading Scale for Formal Documents:

100-92% = A	89-88 = B+	79-78 = C+	69-60 = D
91-90 = A-	87-82 = B	77-72 = C	59 and below = F
	81-80 = B-	71-70 = C-	

Overall Grading Scale:

Pass = C (70%) or better	Fail = D (69%) and below
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DAILY SCHEDULE

English 1000

Instructor: Mr. Brown Office: McAfee 1125
Phone: 581-7011 Email: jlbrown8@eiu.edu
Office Hrs: M&W 2-3 p.m., F 2-4 p.m., and by appointment

The following is subject to deletion and expansion based on our progress.

Week One

MON/ Aug. 23

Lesson: Class Introductions and Diagnostic Essay Guidelines

WED/ Aug. 25

Lesson: Ad Paper Guidelines

Have Read: 1) Course Guidelines & Day-to-day Schedule 2) Advertisement Elements Handout 3) They Say, I Say (TSIS) pages 133-135 4) Guidelines for the Advertisement Analysis Paper

Have Written: Diagnostic Essay Due

FRI/ Aug. 27

Lesson: 15 Basic Appeals & Approval of Advertisement

Have Read: 1) “Advertising’s Fifteen Basic Appeals” by Jib Fowles

Bring to Class: A one-page magazine advertisement for your first paper.

Week Two

MON/ Aug. 30

Lesson: Audience

Have Read: 1) 15 Basic Appeals Handout.

Have Written: 1) WN#2: Find which of the “Advertising’s 15 Basic Appeals” are in your ad then explain why the ad uses the appeals

WED/ Sept. 1

Lesson: Layout

Have Read: 1) “Elements of Effective Layout” by Dorothy Cohen.

Have Written: 1) WN#3: Write detailed description of the audience for your ad.

FRI/ Sept. 3

Lesson: Copy

Have Read: 1) "Making the Pitch in Print Advertising" by Bovee, Thill, Dovel, and Wood

Have Written: 1) WN# 4: Write detailed description of your advertisement including its layout

Week Three

MON/ Sept. 6 –NO CLASS

WED/ Sept. 8

Lesson: Color and Models

Have Written: 1) WN#5: Write highly detailed description of the Copy in your ad.

Have Read: 1) Color Connotation Handout.

FRI/ Sept. 10

Lesson: In Class Group Work

Have Written 1) WN#6: Tell me how the use of color enhances your ad 3) WN#7 Write detailed description of the Model(s) in your ad.

Bring to Class: Markers, colored pencils, crayons, etc.

Week Four

MON/ Sept. 13

Lesson: In Class Group Work
Have Written 1) Revision on your paragraphs.
Bring to Class: Markers, colored pencils, crayons, etc.

WED/ Sept. 15

Lesson: Global Peer Review

Have Written: 1) Revising your paragraphs 2) WN#8: List specific problems you are encountering with your paper.

Have Written: 1) Ad Analysis Draft for Peer Review - 5% of the paper's grade.

FRI/Sept.17

Lesson: Local Peer Review

Have Written: 1) Ad Analysis Draft for Peer Review - 5% of the paper's grade.

Week Five

MON/ Sept. 20

Mandatory Conferences

WED/ Sept. 22

Mandatory Conferences

FRI/ Sept. 24

Ad Analysis Paper Due

Week Six

MON/ Sept.27

Lesson: Narrative Paper Guidelines and High/Low Exercise.

Have Read: 1) Guidelines Literacy Narrative Paper 2) High/Low Point Exercise.

WED/ Sept. 29

Lesson: Elements of an Essay & Brainstorming.

Have Read: 1) "Theme: What's your point" 2) Elements of Nonfiction Memoir Handout.

Have Written: 1) WN#1: Choose One High/Low Point.

FRI/ Oct. 1

Lesson: Narration, Plot, & Tension (Topic Pre-approval Deadline)

Have Read: 1) "Creating Structure" by Stephen Minot.

Have Written: 1) WN#2: A Focus/Theme Perspective.

Week Seven

MON/ Oct. 4

Lesson: Style, Tone, Voice

Have Read: 1) "Literary Concerns: Style, Tone, Suggestions" by Stephen Minot.

Have Written: 1) WN#13: Discuss your narration using specific elements.

WED/ Oct. 6

Lesson: Characterization

Have Read: 1) "Indian Education" by Sherman Alexie.

Have Written: 1) WN# Tell me how you use Style, Tone, or Word Choice to help your essay 2)

Sign up for conferences

FRI/ Oct. 8 – NO CLASS

Week Eight

MON/ Oct. 11

Lesson: Revision and Junk Words

Have Read: 1) Junk Work Handout.

Have Written: 1) First Draft of Essay Due. 2) Sign up for conferences 3) WN# Tell me how you are using dialogue, thoughts, feelings, anecdotes, summary, flashbacks, flash-forwards, parallelisms, or differences to tell the story 4) Sign up for conferences.

WED/ Oct. 13

Mandatory Conferences

FRI/ Oct. 15

Have Written: 1) Literacy Narrative Paper Due

Week Nine

MON/ Oct. 18 – Library Day

Have Written: 1) Must Have Pre-Approved Research Topic

WED/ Oct. 20

Lesson: How to Research Other Sources

Have Read: 1) Your four articles that have at least two different opinions on the same topic 2)

Research Paragraphs Guidelines

Have Written: 1) Handout Exercise: Defining Important Terms

FRI/ Oct. 22

Lesson: How to Comb Through Essays/Articles

Have Written: 1) Notes on Each Author's Opinion.

Week Ten

MON/ Oct. 25

Lesson: Mini-Annotated Bibliography

Have Written: 1) Mini-Annotated Bibliography

WED/ Oct. 27

Lesson: Starting with What Others Are Saying

Have Read: 1) TSIS ONE pages 17-27.

Have Written: 1) TSIS Exercise #1 pages 26-27

FRI/ Oct. 29

Lesson: Summarizing

Have Read: 1) TSIS TWO pages 28-38

Have Written: 2) TSIS Exercise #1 page 38

Week Eleven

MON/ Nov. 1

Lesson: Quoting

Have Read: 1) TSIS THREE pages 39-48

Have Written: 1) **Summarizing Paper Due**

WED/ Nov. 3

Lesson: Three Ways to Respond

Have Read: 1) TSIS FOUR pages 49-63

Have Written: 1) TSIS Exercise #1 page 47

FRI/ Nov. 5

Mandatory Conferences

Week Twelve

MON/ Nov. 8

Lesson: Distinguish What You Say from What They Say

Have Read: 1) TSIS FIVE pages 64-73

Have Written: 1) **Quoting Paper Due**

WED/ Nov. 10

Lesson: Skeptic Objection and Against the Grain Argument

Have Read: 1) TSIS SIX pages 74-87

Have Written: 1) Handout Exercise

FRI/ Nov. 12

Mandatory Conferences

Week Thirteen

MON/ Nov. 15

Lesson: Connecting Parts

Have Read: 1) TSIS EIGHT pages 99-114

Have Written: 1) **You Say, I Say Paper Due**

WED/ Nov. 17

Lesson: Voice

Have Read: 1) TSIS NINE Page 115-122

Have Written: Handout Exercise for Re-Rewrites

FRI/ Nov. 19

Mandatory Conferences

Week Fourteen

THANKSGIVING BREAK

Week Fifteen

MON/ Nov. 29

Lesson: Re-Rewrites for Ad Paper

Have Written: 1) Re-Rewrites for Ad Paper

WED/ Dec. 1

Lesson: Re-Rewrites for Ad Paper

Have Written: 1) Re-Rewrites for Narrative Paper

FRI/ Dec. 3

Lesson: Re-Rewrites for Research Paper

Have Written: 1) Re-Rewrites for Research Paper

Week Sixteen

MON/ Dec. 6

Lesson: Review for Final Exam

WED/ Dec. 8

Lesson: Review for Final Exam

FRI/ Dec. 10

Mandatory Conferences

Week Seventeen

FINAL EXAMS