ENG 1000-003: Fundamental English

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English 1000: Fundamental English
Course Policy Statement and Syllabus
Fall 2006

Instructor: Joy Pratte
Office: Coleman Hall 2110
Office Hours: Monday 1-2

Required Texts

  *[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]*

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.)

Week 1
August 22: Introductions
- get textbooks from TRS
- purchase notebook and bring to class
- Diagnostic Essays

August 25:
- Diagnostic Essays
- Discuss syllabus
- “How to Find Information in Real Essays” xxix-xxxi.
- Discuss keeping a journal in Anker 40-41

Week 2
August 29:
- Anker pgs 1-23
- Discussion
- Journal -- Who was your favorite teacher in high school? Why?
August 31:
- Anker pgs. 24-30
- Discussion and exercises
- **Introduction to Writing Assignment #1**—Based on Chapter 9—“Narration” (Narrative reading Selection from Anker)

Week 3
September 5
- Anker pgs. 33-41
- Discussion
- Journal—If you could meet anyone in the world, who would it be?
- **Complete Draft of Writing #1 Due**
September 7
- Peer-reviews (See Anker 95-96)
- Journals— Free writing—choose a topic.

Week 4
September 12
- Anker pgs 42-77
- Discussion
- **Begin Writing #2** (Based on Anker Chapter 11—“Description”)

September 14:
- Anker pgs. 79-91
- Discussion
- Journals-- Describe a significant moment in your life. Why was it significant?
- **Turn in Final Draft of Writing #1 by last class day of the week (suggested)**

Week 5
September 19:
- Anker npgs. 94-109
- In-class writing and discussion
- Journal—What would you like to see happen in the next year of your life?

September 21:
- Revision of Writing #1 due last class day of week.
- Peer Review activities with draft.
- **Draft of Writing #2 due last class day of the week.**

Week 6
September 26
- “Practice for Coherence” pgs. 104-109
- Discuss midterm portfolio

September 28
- **Final Draft of Writing #2**
- Preparation for Midterm In-class Essays (to take place next week)
- Journal-- What schoolwork are you most proud of? Why?

Week 7
October 3
- In-class Essay #1 (either Essay #1 or 2 will need to be included in your portfolio)

October 5
- Essay #1 Revisions
• Begin Essay #2

Week 8
October 10
• Preparing the Midterm Portfolio (Individual Conferences--including discussion of midterm grades)

October 12
• Anker pgs. 212-229 & 671-681
• Discuss Essay 3 —Comparison/Contrast.
• Portfolio due
• Journal—Advertising. Will discuss in class.

Week 9
October 17
• Begin Writing #3 Comparison/Contrast
• Individual Conferences (feedback on Midterm Portfolios)

October 19
• Discuss editing—Sections from Part 5 of Anker
• Editing activity

Week 10
October 24
• In-class activities on drafts in progress
• Reading Selection from Anker (TBA)
• Journals—Free write. Your choice!

October 26
• Anker pgs. 327-336
• Discussion
• Rough draft of Writing #3 due-

Week 11
October 31
• Anker pgs. 337-367
• Peer review activities
• Journal – Have you ever convinced anyone (or vice versa) to change his or her mind about something that they were passionate about? How did you (he or she) help you to see the other side? For example, my niece claimed she hated sushi. I convinced her to try it and now she loves it!
November 2
- Anker pgs. 246-264 and 693-712
- Begin Writing #4 (Persuasion/Argument)
- Final draft of Writing #3 due

Week 12
November 7
- Activities (TBA) for Writing #4

November 9
- Continue Writing assignment #4

Week 13
November 14
- Complete writing process for Writing #4

November 16
- Peer Reviews
- Journals—Do you prefer creative writing or writing when given a topic? Be specific.

Thanksgiving Break! (November 20-24)

Week 14
November 28
- Preparation for final in-class essays
- Revisions of writing assignments 3 & 4

November 30
- Final in-class essay preparation
- Schedule conferences
- Journals—What are you most stressed about now?

Week 15
December 5
- Determine which essays you would like to use for your portfolios and discuss revisions

December 7
- Portfolios due