

Fall 8-15-2004

# ENG 1000-001: Fundamental English

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English 1000: Fundamental English  
Course Policy Statement and Syllabus  
Fall 2004

Instructor: Jonathan M. Cook

Office: Coleman 2110

Office Hours:

### 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.)

### Week 1 (Aug 23-27)

Monday: Introductions; Diagnostic Essays

Wednesday: Diagnostic Essays

Friday: Discuss syllabus, usage of *Real Essays* (Anker xxix-xxxi), journal (Anker 31-32); Journal entry: “Who is the best storyteller in your family?”

### Week 2 (August 30-September 3): Individual conferences will be held this week in my office.

Monday: “The Writing Process” (Anker 3-23), “Narration” (Anker 105-122); Assign Writing #1

Wednesday: “Finding and Exploring Your Topic” (Anker 24-32), Exercises; “How Playing Country Music Taught Me to Love My Dad” (Warner 93-99)

Friday: “Making a Point” (Anker 33-45), Exercises; “Beneath the House” (Warner 73-75)

### Week 3 (Sept. 6-10): No Class on Monday, September 6

Wednesday: **Complete draft of Writing #1 due**; Peer review (Anker 87-88)

Friday: Peer review

### Week 4 (Sept. 13-17): Individual conferences will be held this week and next week in my office.

Monday: **Writing #1 due**; “Illustration” (Anker 123-138); Assign Writing #2

Wednesday: “Supporting Your Point” (Anker 46-57), Exercises; “One of the Bad Guys?” (Warner 126-130)

Friday: “Making a Plan” (Anker 58-70), Exercises; “The Aesthetics of Rap” (Warner 297-302)