

Spring 1-15-2003

## ENG 1000-002: Fundamental English

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English 1000: Fundamental English  
Course Policy Statement and Syllabus  
Spring 2003

Instructor: MR. Levi Woollen-Danner

Office: Writing Center (Coleman 3110, 581-5929)

Office Hours: By appt.

### Required Texts

- Mangelsdorf & Posey. *Choices*. 2nd ed. Bedford/St. Martin's, 2000.  
[Please do not remove any pages from *Choices*. Textbook will be checked by instructor at the end of the semester]
- Funk, et al. *The Simon & Schuster Short Prose Reader*. 1997.
- Fulwiler & Hayakawa. *The Blair Handbook*, 3<sup>rd</sup> ed.

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 complete 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 301 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.

English 1000  
Portfolio Policy

Your performance in the course will be evaluated, in part, by the Composition Committee, who will review your final writing portfolio. The portfolio method has been chosen in order to enable students to have some control in selecting a representative sample of their work to be graded.

The final grade for the class will depend entirely upon my recommendation and the Composition Committee's evaluation of your final portfolio. As an indication of your progress, the midterm portfolio may significantly affect the emphasis and direction of the latter half of the course. It is, therefore, in your best interest to write and revise carefully and to select your finest work for your portfolios.

**MIDTERM:** The midterm portfolio will contain one revised out-of-class essay with a copy of the topic, and one of the two in-class midterm essays, each to be chosen by the student. The midterm portfolio will be used solely as an indication of your progress, and will have no bearing on the final grade.

**FINAL:** The final portfolio will contain two revised out-of-class essays with copies of the topics, and one of the two final exam essays. Again, you will choose what to include. One of the two out-of-class essays may be the essay included in the midterm portfolio, provided that the essay has been revised since midterm.

**BOTH MIDTERM AND FINAL PORTFOLIOS** must contain the following:

1. A personal statement explaining why you selected these essays as representative of your work.
2. Drafts of the portfolio essays. This includes drafts of the chosen in-class essays.
3. A statement written by me certifying the essays to be genuinely the work of the student.
4. A checklist compiled by me showing a) your completion of all coursework, and b) the number of times assignments have been revised.

**NOTE:** Be sure to make and retain copies of all work that you submit in your portfolios!

# Course Syllabus: English 1000

## *Spring 2003*

It's important to do all assignments completely and on time, as every piece of work (including homework) contributes to your performance evaluation in the course.

In addition to the following assignments, you will also be required to keep two portfolios. (see attached portfolio guidelines) The first, and the smaller of the two, will be submitted at midterm, in order to check your progress. The second, and larger, will play a large part in determining whether you pass or fail the course. So, it's important to **SAVE ALL ASSIGNMENTS AND ESSAYS.**

**The following schedule is tentative, but you'll be made aware of changes in class. So, come.**

	<b>Before class</b>	<b>During Class</b>	<b>Due</b>
JAN.13		Diagnostic Essay 1	
JAN.15		Diagnostic Essay 2	
JAN. 17		Discussion of syllabus, introductions, Discussion of essay 1 (Narrative)	Start collecting bits of conversation.
JAN. 20	<b>NO SCHOOL</b>	<b>NO CLASS EITHER</b>	<b>NOT A THING</b>
JAN. 22	<i>Reader: pp. 28-39</i> <i>Choices: pp. 17-19</i> activity 7, pp. 29-33	Further Discussion of essay 1, developing ideas, organizing ideas- outlining	Collection of eaves-droppings (at least four pages) Complete activity 7
JAN. 24	<i>Choices 53-89</i>	Use of dialogue, detail, building paragraphs. LOC Exercise: Quotation marks. Draft day.	
JAN. 27	Reading TBA	Revision techniques, in-class revision exercise	
JAN. 29		Peer edits	Rough Draft due
JAN.31		LOC Exercise: Commas In-class draft day, Further Revision	
FEB. 3	Reading TBA	Introduction of Comparison-Contrast Paper.	Narrative 1 due
FEB. 5	Reader: 169-178		Compare/Contrast Proposal Due
FEB. 7		Research Lab-meet in Booth Library north entrance (the one facing Coleman Hall)	
FEB. 10	Have three sources ready		
FEB. 12			
FEB. 14	<b>NO CLASS</b>	<b>NO CLASS</b>	<b>NO CLASS</b>