This intensive developmental writing course is designed to provide students with the foundations needed for academic writing. Students learn to write clear paragraphs and short essays, with central thesis and coherent idea development, expressed in sentences demonstrating proper usage of punctuation, spelling and grammar.

Course work builds basic writing skills, increasing student proficiency in grammar, punctuation and sentence structure. The student will also learn how to use steps in the writing process, including pre-writing, idea development and organization, and revision, to produce successful paragraphs and short essays.

Course work consists of reading, class discussions, and lectures, as well as in-class writing and collaborative group work. Students will be asked to compose informal writings, including journal writing and reflective pieces, as well as to complete a series of formal paragraphs and short essays. Successful completion of this non-credit course enables the student to progress to ENG-10.

**Required Materials:**

**Course Text:** *At A Glance Paragraphs*, Fourth Edition, Lee Brandon

- A folder or notebook (one or more) for your work and for class handouts
- A notebook to serve as your writer's journal
- A pocket dictionary
- Also needed: SCCC email; Computer disks/flash drive; portfolio folder; writing utensils

**Objectives:**

Students will build competency in basic writing skills, demonstrating abilities to:

- Demonstrate a basic proper usage of punctuation, spelling, and grammar;
- Write varied, appropriate sentences, which have been carefully edited to eliminate major errors in mechanics and grammar;
- Practice critical reading and thinking skills, fundamental to the composing process;
- Use pre-writing techniques in generating ideas, narrowing topics and creating central thesis statements;
- Write an organized essay, with a central thesis and well-developed support through clear, coherent and ordered paragraphs;
- Use revision techniques to improve quality and impact of writing.
Grading: This is a pass/no pass course. You will not receive traditional grades, but will work on your writing all semester.

Participation is essential to success in this course. Class activities provide opportunities to ask questions, discuss ideas and develop critical thinking skills. Students need to arrive in class prepared. Complete homework assignments, formulate questions, viewpoints and opinions and actively participate in class discussions and course work.

GRADING POLICY: Pass/No pass grading will be determined for this class based on three variables: attendance, participation and performance:

- Students who do not meet the attendance policy will not pass the course.
- Students who do not consistently arrive prepared for class, participate actively in the class and complete class assignments on time will not pass the course.
- Students who do not successfully complete the formal writing assignments will not pass the course.

Absences and Tardiness:
If you are absent for any reason it is your responsibility to find out what you missed and come prepared with the current course assignment next time you attend class. Contact a classmate with any questions about missed work.

There are no excused absences. You must attend class regularly to get a passing grade. If you are absent more than six (3) times your will not be able to continue in the course.

Students who come to class late or leave early are distracting to the class. Persistent tardiness or early departure will also jeopardize your continued enrollment in this course.

Class Conduct:

- Please turn off all cell phones and beepers before the beginning of class.
- Class begins on time and it is expected that students will not disrupt the learning environment.
- If you arrive late, please take your seat quietly.
- Please show respect for your classmates as well as your instructor by listening attentively and practicing basic classroom decorum.

FROM THE COLLEGE CATALOG: Basic writing course for students who have difficulty organizing and expressing their thoughts clearly, who have problems with usage, or who simply lack much practice in writing. All students receive instruction in both developing and expressing ideas. Work on specific problems of spelling, punctuation and grammatical usage is drawn primarily from students’ own writings. Additional work on related exercises may be required. By placement. To be taken in the first semester. Graded on an S-W-U-R basis. Not applicable toward any degree or certificate.
Academic Skills Center

Seeking out further help can make a difference between success and failure. At the Academic Skills Center in Orient _____ you can find that help through one-on-one tutoring. Students must stop in the office and make an appointment to work with a tutor. Computers for student use can be found at Orient 236 and in the library.

Plagiarism

Plagiarism is the act of using someone else's words, writing, or ideas and representing them as your own. The most common form of outright plagiarism today comes from students who "borrow" and/or purchase essays on the internet.

I expect each student to do his or her own writing and to document others’ ideas accurately. Plagiarism is a serious offense and could subject you to disciplinary action, up to and including academic dismissal.

Manuscript form

Your formal writing assignments must be typed. Use Times New Roman 12 pt. font, and double-space your manuscript.
In the upper right-hand corner write:
- Date
- Your Name
- Course CRN #:

Title your piece and put the title in the center of the first line.
The assignment outline below is a projected map of our journey. Specific assignments and deadlines may change as the class progresses.

**Week 1** 9/01 Intro/ Free Writing and Journals

9/03 Process of Writing
*Blue Winds, class handout*
Smoky the Bear, Class handout
HOMEWORK: Paragraph #1

**Week 2** 9/08 Active Reading
Descriptive Writing
DUE: Paragraph #1
HOMEWORK: Journal writing
Writing: Revise Paragraph #1

9/10 What is a paragraph? What is a topic sentence?
DUE: Revision, Paragraph #1
HOMEWORK: Paragraph #2

**Week 3** 9/15 NO SCHOOL
9/17 DUE: Paragraph #2
HOMEWORK: AGR: p. 76–77, Exemplification; p. 81, 85
Writing: Paragraph #3 Invention

**Week 4** 9/22 Topic Sentence / Organizing Your Paragraph
Points and Sub-Points/General/Specific: Abstract Concrete
DUE: Paragraph #3 Invention
HOMEWORK: p. 35, Writing the Topic Sentence; p.39, Writing the Outline

9/24 DUE: Revised Paragraph #3
HOMEWORK p. 88, p. 91 -92

**Week 5** 9/29 Analysis by Division
HOMEWORK: Writing: “My Hero” . First Draft

10/01 DUE: First draft “My Hero”
HOMEWORK p. 126 - 130
Writing: “My Hero” Revised Draft

**Week 6** 10/06 Comparison/Contrast
Finding a topic/ exploring ideas/ organizing
HOMEWORK: writing: first draft, Comparison/contrast

10/08 Workshop: revising comparison/contrast
HOMEWORK: second draft, Comparison/contrast

**Week 7** 10/13 Finding the main point/identifying sub-points
Reader annotation: “The Shootings,” class handout

10/15 Writing the thesis statement
HOMEWORK: final draft, Comparison/contrast

**Week 8** 10/20 Quiz: “The Shootings”
HOMEWORK: I-search: find an article about a question you ask

10 22 Writing a summary
HOMEWORK: Summary and, reader response, find an additional article on your topic

**Week 9** 10/27 In class: Reflections on Writing
DUE: Summary and reader response
HOMEWORK: p. 159 – 160
Writing the Short Essay

10 29 Writing prompts: in-class writing
Homework: Reading: AGR, p. 173, Subject & Verbs, p. 175, Kinds of Sentences
p. 179 – 180, Fragments & Run-Ons
Week 10 11/03 Grammar Workshop
This I Believe: writing a personal manifesto
HOMEWORK: prewriting Essay #1

11/05 Outlining/Finding the Thesis
Idea development & organization
Workshop: Essay #1
HOMEWORK: AGR: P. 176 – 178, Combining Sentences
Writing: first draft: Essay #1
Week 11 11/10 Grammar Workshop: Sentence Coordination & Subordination
Due: first draft, Essay #1

11/12 In Class Essay
HOMEWORK: AGR: p. 113, p.114 – 115, answer questions Exercise 3
Week 12 11/17 Cause/effect introduction
Grammar Workshop
HOMEWORK: : AGR: p. 115 – 116, answer questions Exercise 4
11/19
Planning the cause/effect essay
HOMEWORK: early work on cause/effect essay
Week 13 11/24 Peer review workshop
HOMEWORK: revised draft cause/effect essay

11/26 DUE: revised draft essay #2
Grammar workshop: punctuation

Week 14 12/01 Argument and Evidence
Homework: HOMEWORK: Argument: p. 148 -150
p. 151 – 152, Exercise 2, p. 154, Exercise 4
HOMEWORK: Essay #3, pre-writing and early draft

12/03 DUE: Essay #3, pre-writing and early draft
Peer Workshop
HOMEWORK: Essay #3, first draft

Week 15 12/08 Workshop: Essay #3
DUE: first draft, essay #3
HOMEWORK: final draft, essay #3

12/10 Student Conferences
Week 16 12/15 Student Conferences
12/17 Final meeting