COURSE DESCRIPTION
The purpose of this course is to prepare students for the writing required in ENG–101–Freshman Composition. The course helps students build basic writing skills, including prewriting strategies, idea development, revision, and editing. Exercises in grammar, punctuation, and sentence structure may be assigned based on the needs of the class; however, the main focus will be the students’ own writing. Students will write short expository paragraphs and longer essays to increase their proficiency in unity, development and coherence, as well as in grammar and fundamental mechanics. Library research and documentation is also a component of the course. By the end of the semester, students will produce a polished portfolio containing their strongest writing.

REQUIRED TEXTS
– A good collegiate dictionary
– A folder in which to keep drafts, handouts, and assignments

GRADES
To pass the course, students must receive satisfactory grades in the assignments listed below AND receive a passing grade on the final portfolio. [Note: A passing portfolio must receive a satisfactory rating from two ENG 010 instructors.]

Focus on Writing Practices 2–1 through 2–4; 2–5 through 2–7; and 2–10 through 2–12
Exemplification homework/ paragraph
Description homework/ paragraph
Comparison/ Contrast homework/ paragraph
Process homework/ paragraph
Comparison/ Contrast essay (2 drafts required)
Process essay (2 drafts required)
Argumentative essay (2 drafts required)
In-class writing
Participation
IF YOU NEED EXTRA HELP
Students in need of basic tutoring should visit the Academic Skills Center in Orient 220. Call 548-2594 for an appointment. If you do not understand an assignment or need more guidance, contact me at 548-2551 or fannins@sunysuffolk.edu.

IF YOU DON’T OWN A COMPUTER AND/ OR PRINTER
Students who do not own computers and printers can type and print their assignments in the Computer Center, located in the Orient Building, second floor. You will need a valid SCCC student ID to use a computer. If you do not know how to use the computers or printers, ask one of the Professional Assistants, and they will gladly help you.

REQUIREMENTS

Attendance is mandatory. There are no excused absences. You must attend class regularly to get a passing grade. If you are absent more than six (6) times, you will fail the course.

Arriving in class late and leaving early will also jeopardize your grade.

If you do any of the following, you will be marked “absent”: sleep during class, do homework for other courses, use cell phones or text message.

Focus on Writing textbook must be brought to each class.

Assignments are due in class on dates indicated in the syllabus. No late work will be accepted under any circumstance. Do not submit assignments by email or on disk; only hard copy will be accepted—in class.

Failure to hand in several assignments during the semester will cause you to be dropped from course.

Homework exercises should be written in the Focus on Writing workbook and either photocopied or torn out and submitted. Short paragraphs must be typed, double-spaced, and stapled to these workbook pages. Longer essays also must be typed and double-spaced.

The work you submit is expected to be your own: do no plagiarize, or you will receive a grade of “F” for the assignment and perhaps fail the course.
CLASS CONDUCT

Class starts on time, and it is expected that you will not disrupt the learning environment.

1. Shut off and put away cell phones and beepers in your purse or pocket **before** class begins.

2. If you arrive late, take your seat **quietly**; do not interrupt instructor, talk to other students, or make noise of any sort.

3. If you sleep or do work for other courses in class, you will be marked “absent.” If you use your cell phone or text message during class, you will be marked “absent.”

4. Food and drink is permitted during class, but be quiet! Also, throw out your trash.

5. **Do not leave classroom during class discussion or group work.**

6. Raise your hand during discussion; do not call out answers.

7. If you do not understand material covered, raise your hand and ask for an explanation. If you still do not understand, see me at the end of class.

**THESE RULES ARE MANDATORY. IF YOU DISRUPT THE CLASS IN ANY WAY, YOU WILL NOT BE PERMITTED TO REMAIN IN THE COURSE.**
<table>
<thead>
<tr>
<th>Date</th>
<th>Notes</th>
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<tbody>
<tr>
<td>August 31</td>
<td>Introduction to course and the Portfolio system</td>
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<td>Diagnostic essay</td>
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<td></td>
<td>Chapter 1–Understanding the Writing Process</td>
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<td></td>
<td>Read 1a–Understanding Paragraph Structure</td>
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<td>Read 1d–Identifying Your Main Idea and Writing a Topic Sentence</td>
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<td>September 2</td>
<td>Chapter 2–Testing Your Paragraphs</td>
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<td>Read 2a–Using Topic Sentence to Unify Your Paragraph</td>
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<td></td>
<td>Do Practice 2–1, 2–2, 2–3, 2–4</td>
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<tr>
<td>7</td>
<td>Chapter 2–Testing Your Paragraphs</td>
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<td>Read 2b–Using Evidence to Support Your Paragraph’s Main Idea</td>
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<td>Do Practice 2–5, 2–6, 2–7</td>
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<td>9</td>
<td>Rosh Hashanah–No day classes; evening classes meet</td>
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<tr>
<td>14</td>
<td>Chapter 2–Testing Your Paragraphs</td>
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<td>Read 2c–Using Summary Statement to Reinforce Your Paragraph’s Unity</td>
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<td>(don’t do exercises!)</td>
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<td>Read 2d–Using Transitions to Add Coherence</td>
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<td>Do Practice 2–10, 2–11, 2–12</td>
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<td>16</td>
<td>Chapter 3–Exemplification</td>
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<td>Read 3a: What is Exemplification?</td>
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<td>Do Practice 3–1</td>
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<td>Read 3b: Writing an Exemplification Paragraph</td>
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<td>Do Practice 3–3, 3–4, 3–5, 3–6, 3–7, 3–8, 3–9</td>
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<td>[Staple typed exemplification paragraph to workbook pages]</td>
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<td>21</td>
<td>All–College Day–No day or evening classes</td>
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<td>23</td>
<td>Writing Workshop:</td>
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<td></td>
<td>Discussion of student paragraphs</td>
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<td></td>
<td>Sentence fragments, comma splices, fused sentences (frag, cs, fs)</td>
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</tbody>
</table>
September
28 Chapter 5—Description
Read 5a: What is Description?
Do Practice 5–1
Read 5b: Writing a Descriptive Paragraph
Do Practice 5–3, 5–4, 5–5, 5–6, 5–7, 5–8, 5–9
[Staple typed descriptive paragraph to workbook pages]
Sentence fragments, comma splices, fused sentences (frag, cs, fs)

30 Writing workshop:
Discussion of student paragraphs
Timed in-class essay

October
5 Chapter 8—Comparison and Contrast
Read 8a: What is Comparison and Contrast?
Do Practice 8–1
Read 8b: Writing a Comparison-and-Contrast Paragraph
Do Practice 8–3, 8–4, 8–5, 8–6, 8–7, 8–8, 8–9
[Staple typed comparison/contrast paragraph to workbook pages]
Subject-verb agreement (sv agr)

7 Writing Workshop:
Discussion of student paragraphs
Subject-verb agreement (sv agr)

12 Chapter 6—Process
Read 6a: What is Process?
Do Practice 6–1
Read 6b: Writing a Process Paragraph
Do Practice 6–3, 6–4, 6–5, 6–6, 6–7, 6–8, 6–9
Staple typed process paragraph to workbook pages]
Noun-pronoun agreement (pn agr)

14 Chapter 13—Introductions and Conclusions
Read 13a: Introductions (pp. 195–199)
Read 13b: Conclusions (pp. 199–201)
Noun-pronoun agreement (pn agr)

19 Comparison/Contrast Essay—first draft due
Timed in-class essay
October 21 Writing workshop:
Discussion of comparison/contrast essays–first draft

26 Process Essay–first draft due
Timed in–class essay

28 Timed in–class essay
[Last date to withdraw from class and receive “W” grade]

November 2 Comparison/Contrast Essay–second draft due
[Note: original draft and comment sheet must be attached]
Discussion of process essays–first draft

4 Writing Argument
Library Research Workshop: Part I–Class meets in Library
Reference Room–Peconic, 2nd Floor
Locating and evaluating source material

9 Library Research Workshop: Part II–Class meets in Library
Reference Room–Peconic, 2nd Floor
Compiling a Works Cited page

11 Using and citing source material
(In-class exercises)

16 Argument Essay–first draft due
Individual conferences–to be held in Orient 122

18 Process Essay–second draft due
[Note: original draft and comment sheet must be attached]
Writing Workshop:
Discussion of Argument essays–first draft
Using and citing source material

23 Timed in-class essay
November 25  Thanksgiving Recess–No day or evening classes

30  Argument Essay–second draft due
[Note: original draft and comment sheet must be attached]
Timed in–class essay
How to write a reflective letter for portfolio

December 2  Bring portfolios and typed reflective letter to class
Peer review of portfolio samples and reflective letters
[Students will receive peer feedback on these items]

7  Writing workshop: reflective letters
[Students will learn how to revise and strengthen their letters]

9  Final portfolios due in class
ENG 102 – A preview

14  ENG 010 Showcase
Students read aloud their “best” writing to class

16  ENG 010 Showcase/ End-of-Semester Celebration

21  Individual conferences and return of portfolios
Dr. Fanning’s office–Orient 122

22  College make-up dates, if necessary