**Course Information**

**English 95 Online Writing III: College Composition Strategies**

**Section #4104**

**Winter 2011**

**Catalog Description**

**A course designed to improve the student's writing ability for entrance into ENGL 101. Coursework focuses on critical reading and analytic writing in response to readings, with emphasis on organization, unity, coherence, and adequate development; an introduction to the expository essays; and a review of the rules and conventions of standard written English. This course may not be taken "S/U."**

**Prerequisites**

**Assessment at or above ENGLISH 95and READING 95 or a grade of 'C' or higher in ENGLISH 85 and READING 85.**

**Instructor Information**

**Jacqui Cain, MA**

**Email: use the internal email in Angel to communicate with the instructor, this is found under the Communicate tab.**

**Email: in an emergency, or if you cannot log into Angel, you may use TCC's email: jcain@tacomacc.edu**

**Office Hours: All office hours will be held online by appointment either in a live chat session, or on Skype.**

**Skype ID: jaxxic**

***"Usually I respond to any questions or comments within 12 hours, except on weekends. If I will be off-line during the week for more than 24-hours I will post that as an announcement so that you can plan accordingly."* - Jacqui C**

**Instructional Methods Used**

**The course is divided into modules, each containing reading assignments, learning activities, study questions, thought provoking discussion boards topics, written assignments, and quizzes. Each lesson is designed to give you many opportunities to master new skills and concepts through questioning, collaboration, practice, and instructor feedback.**

**Textbooks**

**No required textbooks: Instead, this seciton will be using a Course Reader within Angel.**

**Recommended Textbooks: It is strongly recommended that you have a good collegiate dictionary. If you don't have access to a desk copy, you can use a free online dictionary, such as the** [**Merriam-Webster**](http://www.merriam-webster.com/)**. It is also recommended that you purchase a copy of A Writer's Reference, 6th Edition, by Diane Hacker. The Reference is required for all English 101 courses at Tacoma Community College, so it is a good investment to make towards your continuing academic goals.**

**Accommodations**

**Students with Special Needs: Students are responsible for all requirements of the class, but the way they meet these requirements may vary. If you need specific auxiliary aids or services due to a disability, please contact the Access Services office in Building 18 (253-566-5328). They will require you to present formal, written documentation of your disability from an appropriate professional. When this step has been completed, arrangements will be made for you to receive reasonable auxiliary aids or services. The disability accommodation documentation prepared by Access Services must be given to me before the accommodation is needed so that appropriate arrangements can be made.**

**You can find more information about Access Services at their [website.](http://www.tacomacc.edu/resourcesforstudents/counselingandadvisingcenter/accessservices/)**

## English 95 Goals

### CRITICAL READING

**1. Demonstrate sound principles of reading critically:**

**a. Recognize main and secondary points making somewhat fine distinctions.**

**b. Make simple deductions from a series of facts.**

**c. Recognize organizing principles, including the relationship between sentences.**

**d. Outline the relationships between main ideas and subordinate ideas within assigned readings**

**e. Write analytical paragraphs in response to readings.**

### DEVELOPMENT

**2. Support a general idea by providing concrete details from observation, memory, and reading.**

**a. State a general idea so that it is as broad as details will support and no broader.**

**b. Craft appropriate introductions and conclusions.**

**c. Identify ideas worth stating and supporting.**

**d. Recognize whether details within a paragraph are necessary to support a general idea.**

**e. Distinguish between more and less concrete details.**

**f. Observe and accurately report what is observed through the use of precise vocabulary.**

**g. Use a college dictionary to ensure precise use of vocabulary.**

### ORGANIZATION

**3. Organize paragraphs and themes by order of time, space, importance, comparison, and contrast.**

### PARAGRAPHING

**4. Write well-developed paragraphs.**

**a. Recognize and write topic sentences that are as broad as paragraph details can support and no broader.**

**b. Include sufficient detail to support a paragraph's topic sentence.**

**c. Connect sentences within paragraphs through the use of pronouns, repetition of words, and transitional terms.**

### COMPLETE SENTENCES

**5. Recognize and correct fragments and run‑on sentences in your own writing.**

**a. Know and apply the rules of basic sentence punctuation--those dealing with the period and those dealing with the semicolon and the comma between independent clauses.**

**b. Know the definition of and recognize the sentence unit (independent clause).**

**c. Distinguish between dependent and independent clauses.**

**d. Recognize dependent clauses (those used as nouns, adjectives, and adverbs).**

**e. Distinguish between clauses and phrases.**

**f. Recognize the uses of phrases (noun, adjective, and adverb) and the forms of phrases (prepositional, verbal, and appositive).**

**g. Know the definition of *modification* and recognize modifiers and the words that they modify.**

**h. Distinguish the different functions of words (noun, pronoun, verb, adjective, adverb, preposition, and conjunction).**

### WORD ORDER

**6. Use all necessary connecting words within sentences and place sentence parts (words, phrases, and clauses) in their correct places.**

**a. Write and evaluate different arrangements of words within a sentence.**

**b. Recognize and use basic sentence patterns (including subjects, verbs, direct objects, indirect objects, subject complements, and modifiers).**

**c. Know the definition of *modification* and recognize modifiers and the words that they modify.**

**d. Recognize the uses of dependent clauses (as nouns, adjectives, and adverbs).**

**e. Distinguish between clauses and phrases.**

**f. Recognize the uses of phrases (as nouns, adjective, and adverb).**

**g. Distinguish the different functions of words (noun, pronoun, verb, adjective, adverb, preposition, and conjunction).**

### WORD FORMS

**7. Avoid common errors in the use and form of pronouns and verbs (errors in agreement, tense).**

**a. Recognize and correct errors in agreement between subject and verb.**

**b. Recognize and correct vague, ambiguous, or incorrect reference of pronouns.**

**c. Know the meaning of *subject-verb agreement* and *pronoun-antecedent agreement*.**

**d. Recognize and correct errors in verb tense.**

**e. Recognize the time indications of verb tense.**

**f. Distinguish the different functions of words (noun, pronoun, verb, adjective, adverb, preposition, and conjunction).**

### SPELLING

**8. Write a paper that is free of spelling errors.**

**a. Know and apply standard spelling rules included in the text.**

**b. Distinguish between commonly confused words listed in the text.**

**c. Find words in a college dictionary without knowing the correct spelling.**

### PUNCTUATION

**9. Correctly punctuate your sentences.**

**a. Know and apply rules of punctuation stated in the text.**

**b. Distinguish between dependent and independent clauses.**

**c. Recognize the uses of clauses (as nouns, adjectives, and adverbs).**

**d. Distinguish between clauses and phrases.**

**e. Recognize the uses of phrases (noun, adjective, and adverb) and the forms of phrases (prepositional, verbal, and appositive).**

**f. Know the definition of *restrictive* and *nonrestrictive modifiers* and distinguish between the two in exercise sentences and in your own.**

**g. Know the definition of *modification* and identify modifiers and the words they modify.**

**h. Distinguish between the functions of words (noun, pronoun, verb, adjective, adverb, preposition, and conjunction).**

### USAGE

**10. Use words at appropriate levels of usage and in correct grammatical contexts.**

**a. Know levels of usage and choose words appropriate the level of your paper.**

**b. Recognize and correct words used in incorrect grammatical contexts.**

**c. Use words according to common English idiom.**

**d. Use a college dictionary to determine level of usage, correct grammatical contexts, and common English idioms.**

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### VOCABULARY

**11. Use words in accordance with standard dictionary definitions.**

**a. Use a college dictionary to choose words that have suitable meaning.**

### EFFECTIVE SENTENCES

**12. Construct effective sentences.**

**a. Know definitions of *subordination* and *coordination* and choose the more effective method of combining ideas in exercise sentences and in your own.**

**b. Know the definition of *parallelism* and correct faulty parallelism in exercise sentences and in your own.**

**c. Recognize wordiness and remedy it in exercise sentences and in your own.**

**d. Recognize the uses of clauses (as nouns, adjective, and adverbs).**

**e. Distinguish between clauses and phrases.**

**f. Recognize the uses of phrases (noun, adjective, and adverb) and the forms of phrases (preposition, verbal, appositive).**

**g. Know the definition of *modification* and recognize modifiers and the words that they modify.**

**h. Distinguish the different functions of words (noun, pronoun, verb, adjective, adverb, preposition, and conjunction.**

**Technology**

**Requirements**

**The technology requirements, as well as free downloads, may be found at the eLearning Department's website,**[**here**](http://www.tacomacc.edu/onlineclasses/computerrequirements/)**:**

**The course requires regular access to the class's online web site. The instructor uses Angel's internal email, but students will also need to maintain an email address that works with the Angel classroom and the college's email server. If your home computer dies, you are still required to complete the assignments. It may not be convenient, but there are plenty of computers on campus, in libraries and e-cafes, that you may access.**

**The two themes (longer writing assignments) must be submitted electronically in .rtf, .doc or .docx format. Other formats will not be accepted, and work typed directly into Angel will not be assessed. If you don't know how to do this you can call for technical support, or stop by Building 28 on campus and have a staff person in the eLearning Department show you how.**

**Support**

***"While I am reasonably proficient with computers, I can't offer tech-support or help you troubleshoot your system; however, you do have access to other resources at TCC. If you have having a problem with your computer or connectivity you should try the IT department first. If you aren't sure what the problem is, contact the eLearning office on campus."* - Jacqui Cain**

**The online help desk is located in the lobby on the main floor of Building 28. Hours are listed on their website:<http://www.tacomacc.edu/onlineclasses/>**

**Christopher Soran**

**Support Specialist, eLearning**

**csoran@tacomacc.edu**

**24/7 Technical Support for Angel**

**Call 1.866.862.4987 for live phone support or visit** [**http://d2.parature.com/ics/support/default.asp?deptID=4439**](http://d2.parature.com/ics/support/default.asp?deptID=4439) **for instant message and email support, an extensive knowledge base and support ticketing system.**

**[Washington Online Help Desk](http://d2.parature.com/ics/support/default.asp?deptID=8161)**

**Tech Support by Phone: 1-866-425-8412 (Toll free)**

**Be advised, maintenance of the Angel Learning Environment occurs: Every Friday, 2am - 5am PST. There may be brief use disruptions during this window.**

***"The one sure thing about technology is that you can count on it to hiccup every now and then. I am notified if Angel "goes down" and for how long. If the system goes dark for a substantial amount of time when an assignment is due I will extend the deadline. However, if you wait until 11:48 p.m., and either Angel goes down just then, your house loses power, or your modem goes on the fritz, then I will not extend the deadline.***

***"About once a quarter I have a student whose computer picks up a virus and they lose their work. Please back-up often, and to an external source (server, CD or thumb drive)."* - Jacqui C**

# Student Responsibilities

## Skills

**To succeed in an online or hybrid class, you should have the ability to:**

* **Navigate web sites, including downloading and reading files from web sites**
* **Download and install software or plug-ins such as Adobe Reader or Flash**
* **Use email, including attaching and downloading documents/files from emails**
* **Save files in commonly used word processing formats (.doc, .docx, .rtf)**
* **Copy and paste text and other items on a computer**
* **Save and retrieve documents and files on your computer**
* **Locate information on the Internet using search engines**

## Time Committment

**English 95 is a 5-credit-hour course, meeting approximately 5 hours per week. The college's instructors expect each student to commit at least two hours to class work for every hour spent in class. That amounts to 15 hours per week for this course.**

**Students should log into the course at least every other day to check for instructor emails or announcements, and to participate in classroom discussions; students are expected to respond to emails from the instructor and other students within 48-hours.**

## Online Behavior: "Netiquette"

***"In online environments there are no verbal or visual clues that let us know when someone is trying to be funny or is getting upset. I ask that everyone try to not infer a "tone" to a comment or email, and to give others the benefit of the doubt that they are trying to be respectful and helpful rather than "negative" or rude. If there is a problem I ask that you contact me and bring it to my attention so I can look into and resolve the situation.***

***"Though it is rarely a problem, if disruptive class behavior occurs, it will be dealt with quickly and completely. This type of behavior often manifests itself in unacceptable language, rude messages, or inappropriate responses to classmates or me. I expect all communication to be polite, considerate, and sensitive to those sharing the space. All judgment regarding this issue rests solely with me. Anyone found to be in violation of this policy will be referred to the college's disciplinary officer. At the same time, please notify me of any problems that may exist.***

***"As this is a writing class we are going to practice good writing skills, which are not the same as how many of us write when we are texting or typing in other online environments like Facebook or Myspace. Please limit the use of "emoticons," such as :D or :-( and write the words out rather than using shortcuts such as IMHO or FYI. Finally, remember that using ALL CAPS is "shouting" online, and is considered rude behavior."***

**- Jacqui Cain**

**Assignments**

**Grades**

**Paragraphs 1-3 (50 points each) = 150 points**

**Paragraphs 4-6 (60 points each) = 180 points**

**Theme 1 = 100 points**

**Theme 2 (Final) = 200 points**

**Discussions (10 x10 points each) = 100 points**

**Quizzes (4 x 10 points each) = 40 points**

**Homework (8 points per week) = 80 points**

**Grammar Final = 150 points**

**Scale**

**A 1000-930**

**A- 929-900**

**B+ 899-870**

**B 869-830**

**B- 829-800**

**C+ 799-770**

**C 769-730**

**C- 729-700**

**D+ 699-670**

**D 669-630**

**D- 629-600**

**D 599>**

**Description of Assignments**

**PARAGRAPHS/THEME 1: You will be assigned six paragraphs. The first three are worth 50 points each, and the second three are worth 60 points each. There are also two "Theme" assignments, which are longer writing pieces. The first theme is worth 100 points, and the second theme, which is also the Final for the course, is worth 200 points. These assignments can be found within the modules, and will occur in the following order:**

**Module 1/Week 1: Paragraph 1**

**Module 1/Week 2: Paragraph 2**

**Module 2/Week 3: Paragraph 3**

**Module 2/Week 4: Theme 1**

**Module 3/Week 5: Theme 1 continued**

**Module 3/Week 6: Paragraph 4**

**Module 4/Week 7: Paragraph 5**

**Module 4/Week 8: Paragraph 6**

**Module 5/Week 9: Theme 2 (Final)**

**Module 5/Week 10:Theme 2 (Final) continued**

**Each paragraph and theme will ask you to build upon previous writing while learning a new skill or concept. You will be supported with interactive practice, study questions, and opportunities to collaborate with other students. Each module will also be linked to an assessment tool, such as a grading rubric, that will help you meet the goals for the assignment and explain how your work will be scored. You will turn in your work by uploading them to the dropbox found within the module. The instructor will return the feedback and grades to the dropbox and will post an announcement letting the class know when they are available.**

**THEME 2/FINAL: After you have completed all of the other modules, you will demonstrate your mastery of the skills and concepts by writing a five-paragraph essay on a topic related to the previous readings for the class. This assignment is contained in Module 5. The theme is broken up into stages, so that you can get feedback from other students and from me during the writing process, and you will have several weeks to complete the assignment (dates are in the Course Calendar). As with the other writing assignment, you will turn in the final essay to the dropbox contained within the module, and that is also where the instructor will return the feedback and grades.**

**DISCUSSIONS: The discussion forum will give students a place to collaborate, communicate, and embark in shared learning. The graded discussion forum posts relate to the concepts you will be studying. There is at least one discussion forum for each week and they are clearly labeled "Discussion." To earn full credit you must give a thoughtful answer to the prompt, and then respond to two other classmates' posts. Each post should be around 100 words in length. There is a rubric in the Supplemental Documents folder (under the Lessons tab) that explains in detail how postings will be assessed. NOTE: late work is not graded. The instructor will read these at the end of each week and will post the grades and individual feedback in the gradebook.**

**HOMEWORK: In each module you will find readings, study guides, and practice opportunities. You can earn up to 80 points (8 points per week) for completing *all the tasks* on time. Studies have shown that students who complete less than 75% of the homework do not earn passing grades.**

**QUIZ: There are four grammar/writing quizzes in the course located in the Week 2, Week 4, Week 6 and Week 8 folders. The quizzes you will take at the end of the module are a final assessment of how well you mastered the skills or concepts of that module. The quizzes are open note, meaning you can use whatever notes or aides you have, but you are not to ask for help from other people. If you score less than 70% on the first attempt, you may retake the quiz. A score over 70% closes the quiz. Any student who does not score 70% or better after two attempts must meet with the instructor in an online office-hour to review the material, and then will be allowed one more chance to take the quiz. Each quiz is worth just 10 points; however, the GRAMMAR FINAL is worth 150 points, and students who cannot pass the earlier quizzes will not be ready to take the FINAL and will probably not pass the course.**

**Notes from the Instructor**

***"I will grade each assignment one time only - please be careful to make sure you upload the files that you want to be graded.***

***"I will attempt to return all essays (graded drafts) before you submit the next week's assignment. Though there are many different approaches to grading in composition classes, I think the one that helps students to become better writers does not spend time on "correcting," but instead leads students to strategies and resources that can be used to strengthen the quality of writing."* - Jacqui Cain**

**Grade Dispute**

***"Should you disagree with a particular grade, look over my comments first, and if you still disagree, explain your reasons in a polite, private message to me within a week of receiving the grade. I am always happy to offer clarification, additional feedback, and even make corrections if I missed something (it has been known to happen!). Please note that you must contact me within a week of receiving the grade, otherwise the grade stands as posted."* - Jacqui Cain**

**W and I grades**

**Incompletes are not an option for this course. Instructors cannot drop you or assign the grade of "W." You are responsible for following the withdrawal procedure as noted in the course catalog - the deadline is February 25th. In liu of a signature on the drop form, send an email to your instructor and ask for electronic permission to withdraw.**

**Academic Honesty**

**You expect your grade for the course to fairly represent what you have achieved. Therefore, you must submit only your own original work on written assignments and quizzes. Academic dishonesty (cheating) consists of behavior like the following: submitting someone else's writing as your own (plagiarism), using someone else's answers on a test, or attempting to gain or use unauthorized information about tests. Since cheating undermines the value of everyone's grade, cheating is considered a serious offense. It can be grounds for failing the course or even for being dismissed from the college.**

**It is the official policy of Tacoma Community College that cheating, plagiarism, fabrication, and other forms of academic misconduct are grounds for disciplinary action under the Code of Students Rights and Responsibilities. The student accused of academic dishonesty may be reported to the Associate Vice President of Student Services for initiation of disciplinary proceedings that could result in disciplinary sanctions ranging from a warning to expulsion from the College.**

**Definitions of academic dishonesty and descriptions of the hearing and appeal process are included in the Tacoma Community College Administrative Procedure for Academic Dishonesty, available in all administrative offices. Copies of the Code of Student Rights and Responsibilities are available in the office of the Associate Vice President of Student Services in Building 7. You may also download a copy by clicking [here.](http://docs.google.com/viewer?a=v&q=cache:kkuvEdkOspkJ:www.tacomacc.edu/upload/files/CODE%20OF%20CONDUCT.pdf+student+code+of+conduct&hl=en&gl=us&pid=bl&srcid=ADGEESg49Zqi1TA9Tr52wPxkLHyg72I0-Bg1VuIearvIENvzXIrCV4H8-UYhoxFazLeLMcY_xtsR_5NsHke8j5ardrdoFCvvRlwnq6nk4ohGoSa6ZzbC0c7zAFKIMVlibywoF5u-Mbty&sig=AHIEtbQV9y5Kv5ie5hBSnBWEWVPnVzeVqg)**

**Classroom Policies**

**Late Work**

**Students may turn in all of the assignments late except for the discussion posts, and the group work (peer feedback on the theme assignments). Late work accrues a 10% penalty for every 24-hour period past the deadline (*this includes weekends*), up to five days past the deadline. After five days the work will not earn credit, but will be assessed so that students can get instructor feedback on their work.**

**THEME 2/FINAL will be accepted only 72-hours past the deadline, and after that time it will not be accepted and will earn a grade of zero. The GRAMMAR FINAL must be completed by the last day of the class.**

**For all work during the quarter, 11:59 p.m. is the cut-off time for due dates. In other words, if an essay is due on February 10th, the time stamp on the submission must be no later than 11:59 p.m. February 10th A submission with a timestamp of 12:00 a.m. February 11th will be considered late.**

**Unaccepted Work**

**Sometimes files get corrupted, pick up a virus, or students just forget to use a file format that can be opened. Also, Angel doesn't allow file names that contain symbols (\*%$#). If a file cannot be opened, it will not be considered "submitted," and will necessarily be counted as late. It is the student's responsibility to make sure their work has been turned in correctly. It is strongly recommend that students log out of Angel, log back in, and then try and download the file to make sure that it can be opened.**

***"Remember, if you have any problems there is 24/7 support available. If something like this does occur I will contact you via email letting you know of the issue, but your work at this point will be considered late. Again, it is criticalthat you log in often to check for messages from me."***

**- Jacqui C**

**Conferences**

***"I am available for individual conferences by appointment. Angel allows for "live chat" session, and if you have a headset with a microphone, or a Skype account, we can meet in real time and talk. Please don't hesitate to request a conference to go over absolutely anything related to this class. I am not available to meet on campus, after 6 p.m., or on weekends."* - Jacqui C**

**Classroom Disputes**

***"If you have questions or concerns about this class or me, please send me an e-mail. I am not available for face-to-face appointments, but we can arrange a live chat session, with audio, in Angel or on Skype. If I am unable to resolve your concerns, you may talk next with the Department Chair, Dr. Lynn Lewellyn"* - Jacqui Cain**

**Disclaimer**

**This syllabus and schedule are subject to change in the event of extenuating circumstances. Changes will be announced in class and sent via internal Angel email.**

**College Support Services**

**Library**

**You may email questions to the library, librarysupport@tacomacc.edu**

**24-hour online chat with a librarian: <http://www.tacomacc.edu/library>**

**Writing and Tutoring Center**

**The Writing & Tutoring Center is located on the 2nd floor of the Learning Resource Center, Building 7, Room 221.**

**The Writing & Tutoring Center offers the following services:**

* **Individual appointments**
* **Group tutoring (by request of students or instructors)**
* **Handouts and other resources**
* **A Drop-in Grammar Corner (open session)**

**Information about hours is available at the website:<http://www.tacomacc.edu/academics/studentlearningcenters/writingtutoringcenter/>**

**Counseling and Advising**

**Tacoma Community College offers drop-in appointments for academic counseling and advising. The hours are listed on their website:**

**<http://www.tacomacc.edu/resourcesforstudents/counselingandadvisingcenter/advising/>**

**Academic Outcomes**

**College Wide Learning Outcomes**

**Tacoma Community College has identified six college-wide learning outcomes that form the foundation of our educational emphasis: 1) communication (COM), 2) critical thinking (CRT), 3) responsibility (RSP), 4) information & information technology (IIT), 5) living and working cooperatively (LWC), and 6) core of knowledge (COK).**

**Course Learning Objectives**

**The objectives that follow must be met in every English 95 class. It is each instructor's prerogative to meet each objective as he or she sees fit. The objectives are in random order. Upon successful completion of English 95 the student should be able to:**

1. **Demonstrate sound principles of reading critically: (CRT)**
   1. **Recognize main and secondary points making somewhat fine distinctions.**
   2. **Make simple deductions from a series of facts.**
   3. **Recognize organizing principles, including the relationship between sentences.**
2. **Write analytical paragraphs in response to readings. (COM, CRT)**
3. **Outline the relationships between main ideas and subordinate ideas within assigned readings. (CRT)**
4. **Craft short essays employing a variety of organizational patterns and (COM, CRT)**
   1. **Narrow a topic, write a clear and focused thesis Narrow a topic, write a clear and focused thesis statement, and create an outline with main and subordinate ideas.**
   2. **Support the thesis statement with sufficient appropriate primary and secondary points and details.**
   3. **Craft appropriate introductions and conclusions.**
   4. **Use transitional words and expressions and employ a variety of sentence patterns to improve coherence.**
   5. **Revise drafts that have been critiqued (to improve style and content).**
   6. **Proofread to eliminate spelling and usage errors.**
   7. **Use punctuation correctly, for example: (COM)**

* **Comma: independent clauses; introductory elements; items in a series; coordinate adjectives; nonrestrictive elements; transition, parenthetical expressions, absolute phrases, contrasts; direct address, yes and no, interrogative tags, interjections; He said, etc.; dates, addresses, titles, numbers; to prevent confusion**
* **Semicolon: independent clauses with no conjunction; transitional expressions**
* **Colon: before a list, an appositive, or a quotation**
* **Apostrophe: possessive nouns; contractions; plurals of numbers, letters, etc.**
* **Quotation marks: direct quotations; titles; with other punctuation**
* **Other marks: period; question mark; exclamation point; dash**

**ourse Information**

English 95 Online Writing III: College Composition Strategies

Section #4104

Winter 2011

**Catalog Description**

A course designed to improve the student's writing ability for entrance into ENGL 101. Coursework focuses on critical reading and analytic writing in response to readings, with emphasis on organization, unity, coherence, and adequate development; an introduction to the expository essays; and a review of the rules and conventions of standard written English. This course may not be taken "S/U."

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**Instructor Information**

Jacqui Cain, MA

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### CRITICAL READING

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g. Use a college dictionary to ensure precise use of vocabulary.

### ORGANIZATION

3. Organize paragraphs and themes by order of time, space, importance, comparison, and contrast.

### PARAGRAPHING

4. Write well-developed paragraphs.

a. Recognize and write topic sentences that are as broad as paragraph details can support and no broader.

b. Include sufficient detail to support a paragraph's topic sentence.

c. Connect sentences within paragraphs through the use of pronouns, repetition of words, and transitional terms.

### COMPLETE SENTENCES

5. Recognize and correct fragments and run‑on sentences in your own writing.

a. Know and apply the rules of basic sentence punctuation--those dealing with the period and those dealing with the semicolon and the comma between independent clauses.

b. Know the definition of and recognize the sentence unit (independent clause).

c. Distinguish between dependent and independent clauses.

d. Recognize dependent clauses (those used as nouns, adjectives, and adverbs).

e. Distinguish between clauses and phrases.

f. Recognize the uses of phrases (noun, adjective, and adverb) and the forms of phrases (prepositional, verbal, and appositive).

g. Know the definition of *modification* and recognize modifiers and the words that they modify.

h. Distinguish the different functions of words (noun, pronoun, verb, adjective, adverb, preposition, and conjunction).

### WORD ORDER

6. Use all necessary connecting words within sentences and place sentence parts (words, phrases, and clauses) in their correct places.

a. Write and evaluate different arrangements of words within a sentence.

b. Recognize and use basic sentence patterns (including subjects, verbs, direct objects, indirect objects, subject complements, and modifiers).

c. Know the definition of *modification* and recognize modifiers and the words that they modify.

d. Recognize the uses of dependent clauses (as nouns, adjectives, and adverbs).

e. Distinguish between clauses and phrases.

f. Recognize the uses of phrases (as nouns, adjective, and adverb).

g. Distinguish the different functions of words (noun, pronoun, verb, adjective, adverb, preposition, and conjunction).

### WORD FORMS

7. Avoid common errors in the use and form of pronouns and verbs (errors in agreement, tense).

a. Recognize and correct errors in agreement between subject and verb.

b. Recognize and correct vague, ambiguous, or incorrect reference of pronouns.

c. Know the meaning of *subject-verb agreement* and *pronoun-antecedent agreement*.

d. Recognize and correct errors in verb tense.

e. Recognize the time indications of verb tense.

f. Distinguish the different functions of words (noun, pronoun, verb, adjective, adverb, preposition, and conjunction).

### SPELLING

8. Write a paper that is free of spelling errors.

a. Know and apply standard spelling rules included in the text.

b. Distinguish between commonly confused words listed in the text.

c. Find words in a college dictionary without knowing the correct spelling.

### PUNCTUATION

9. Correctly punctuate your sentences.

a. Know and apply rules of punctuation stated in the text.

b. Distinguish between dependent and independent clauses.

c. Recognize the uses of clauses (as nouns, adjectives, and adverbs).

d. Distinguish between clauses and phrases.

e. Recognize the uses of phrases (noun, adjective, and adverb) and the forms of phrases (prepositional, verbal, and appositive).

f. Know the definition of *restrictive* and *nonrestrictive modifiers* and distinguish between the two in exercise sentences and in your own.

g. Know the definition of *modification* and identify modifiers and the words they modify.

h. Distinguish between the functions of words (noun, pronoun, verb, adjective, adverb, preposition, and conjunction).

### USAGE

10. Use words at appropriate levels of usage and in correct grammatical contexts.

a. Know levels of usage and choose words appropriate the level of your paper.

b. Recognize and correct words used in incorrect grammatical contexts.

c. Use words according to common English idiom.

d. Use a college dictionary to determine level of usage, correct grammatical contexts, and common English idioms.

### 

### VOCABULARY

11. Use words in accordance with standard dictionary definitions.

a. Use a college dictionary to choose words that have suitable meaning.

### EFFECTIVE SENTENCES

12. Construct effective sentences.

a. Know definitions of *subordination* and *coordination* and choose the more effective method of combining ideas in exercise sentences and in your own.

b. Know the definition of *parallelism* and correct faulty parallelism in exercise sentences and in your own.

c. Recognize wordiness and remedy it in exercise sentences and in your own.

d. Recognize the uses of clauses (as nouns, adjective, and adverbs).

e. Distinguish between clauses and phrases.

f. Recognize the uses of phrases (noun, adjective, and adverb) and the forms of phrases (preposition, verbal, appositive).

g. Know the definition of *modification* and recognize modifiers and the words that they modify.

h. Distinguish the different functions of words (noun, pronoun, verb, adjective, adverb, preposition, and conjunction.

**Technology**

**Requirements**

The technology requirements, as well as free downloads, may be found at the eLearning Department's website,[here](http://www.tacomacc.edu/onlineclasses/computerrequirements/):

The course requires regular access to the class's online web site. The instructor uses Angel's internal email, but students will also need to maintain an email address that works with the Angel classroom and the college's email server. If your home computer dies, you are still required to complete the assignments. It may not be convenient, but there are plenty of computers on campus, in libraries and e-cafes, that you may access.

The two themes (longer writing assignments) must be submitted electronically in .rtf, .doc or .docx format. Other formats will not be accepted, and work typed directly into Angel will not be assessed. If you don't know how to do this you can call for technical support, or stop by Building 28 on campus and have a staff person in the eLearning Department show you how.

**Support**

*"While I am reasonably proficient with computers, I can't offer tech-support or help you troubleshoot your system; however, you do have access to other resources at TCC. If you have having a problem with your computer or connectivity you should try the IT department first. If you aren't sure what the problem is, contact the eLearning office on campus."* - Jacqui Cain

The online help desk is located in the lobby on the main floor of Building 28. Hours are listed on their website:<http://www.tacomacc.edu/onlineclasses/>

Christopher Soran

Support Specialist, eLearning

csoran@tacomacc.edu

**24/7 Technical Support for Angel**

Call **1.866.862.4987** for live phone support or visit <http://d2.parature.com/ics/support/default.asp?deptID=4439> for instant message and email support, an extensive knowledge base and support ticketing system.

[Washington Online Help Desk](http://d2.parature.com/ics/support/default.asp?deptID=8161)

Tech Support by Phone: 1-866-425-8412 (Toll free)

Be advised, maintenance of the Angel Learning Environment occurs: Every Friday, 2am - 5am PST. There may be brief use disruptions during this window.

*"The one sure thing about technology is that you can count on it to hiccup every now and then. I am notified if Angel "goes down" and for how long. If the system goes dark for a substantial amount of time when an assignment is due I will extend the deadline. However, if you wait until 11:48 p.m., and either Angel goes down just then, your house loses power, or your modem goes on the fritz, then I will not extend the deadline.*

*"About once a quarter I have a student whose computer picks up a virus and they lose their work. Please back-up often, and to an external source (server, CD or thumb drive)."* - Jacqui C

# Student Responsibilities

## Skills

To succeed in an online or hybrid class, you should have the ability to:

* Navigate web sites, including downloading and reading files from web sites
* Download and install software or plug-ins such as Adobe Reader or Flash
* Use email, including attaching and downloading documents/files from emails
* Save files in commonly used word processing formats (.doc, .docx, .rtf)
* Copy and paste text and other items on a computer
* Save and retrieve documents and files on your computer
* Locate information on the Internet using search engines

## Time Committment

English 95 is a 5-credit-hour course, meeting approximately 5 hours per week. The college's instructors expect each student to commit at least two hours to class work for every hour spent in class. That amounts to 15 hours per week for this course.

Students should log into the course at least every other day to check for instructor emails or announcements, and to participate in classroom discussions; students are expected to respond to emails from the instructor and other students within 48-hours.

## Online Behavior: "Netiquette"

*"In online environments there are no verbal or visual clues that let us know when someone is trying to be funny or is getting upset. I ask that everyone try to not infer a "tone" to a comment or email, and to give others the benefit of the doubt that they are trying to be respectful and helpful rather than "negative" or rude. If there is a problem I ask that you contact me and bring it to my attention so I can look into and resolve the situation.*

*"Though it is rarely a problem, if disruptive class behavior occurs, it will be dealt with quickly and completely. This type of behavior often manifests itself in unacceptable language, rude messages, or inappropriate responses to classmates or me. I expect all communication to be polite, considerate, and sensitive to those sharing the space. All judgment regarding this issue rests solely with me. Anyone found to be in violation of this policy will be referred to the college's disciplinary officer. At the same time, please notify me of any problems that may exist.*

*"As this is a writing class we are going to practice good writing skills, which are not the same as how many of us write when we are texting or typing in other online environments like Facebook or Myspace. Please limit the use of "emoticons," such as :D or :-( and write the words out rather than using shortcuts such as IMHO or FYI. Finally, remember that using ALL CAPS is "shouting" online, and is considered rude behavior."*

- Jacqui Cain

**Assignments**

**Grades**

Paragraphs 1-3 (50 points each) = 150 points

Paragraphs 4-6 (60 points each) = 180 points

Theme 1 = 100 points

Theme 2 (Final) = 200 points

Discussions (10 x10 points each) = 100 points

Quizzes (4 x 10 points each) = 40 points

Homework (8 points per week) = 80 points

Grammar Final = 150 points

**Scale**

A 1000-930

A- 929-900

B+ 899-870

B 869-830

B- 829-800

C+ 799-770

C 769-730

C- 729-700

D+ 699-670

D 669-630

D- 629-600

D 599>

**Description of Assignments**

PARAGRAPHS/THEME 1: You will be assigned six paragraphs. The first three are worth 50 points each, and the second three are worth 60 points each. There are also two "Theme" assignments, which are longer writing pieces. The first theme is worth 100 points, and the second theme, which is also the Final for the course, is worth 200 points. These assignments can be found within the modules, and will occur in the following order:

Module 1/Week 1: Paragraph 1

Module 1/Week 2: Paragraph 2

Module 2/Week 3: Paragraph 3

Module 2/Week 4: Theme 1

Module 3/Week 5: Theme 1 continued

Module 3/Week 6: Paragraph 4

Module 4/Week 7: Paragraph 5

Module 4/Week 8: Paragraph 6

Module 5/Week 9: Theme 2 (Final)

Module 5/Week 10:Theme 2 (Final) continued

Each paragraph and theme will ask you to build upon previous writing while learning a new skill or concept. You will be supported with interactive practice, study questions, and opportunities to collaborate with other students. Each module will also be linked to an assessment tool, such as a grading rubric, that will help you meet the goals for the assignment and explain how your work will be scored. You will turn in your work by uploading them to the dropbox found within the module. The instructor will return the feedback and grades to the dropbox and will post an announcement letting the class know when they are available.

THEME 2/FINAL: After you have completed all of the other modules, you will demonstrate your mastery of the skills and concepts by writing a five-paragraph essay on a topic related to the previous readings for the class. This assignment is contained in Module 5. The theme is broken up into stages, so that you can get feedback from other students and from me during the writing process, and you will have several weeks to complete the assignment (dates are in the Course Calendar). As with the other writing assignment, you will turn in the final essay to the dropbox contained within the module, and that is also where the instructor will return the feedback and grades.

DISCUSSIONS: The discussion forum will give students a place to collaborate, communicate, and embark in shared learning. The graded discussion forum posts relate to the concepts you will be studying. There is at least one discussion forum for each week and they are clearly labeled "Discussion." To earn full credit you must give a thoughtful answer to the prompt, and then respond to two other classmates' posts. Each post should be around 100 words in length. There is a rubric in the Supplemental Documents folder (under the Lessons tab) that explains in detail how postings will be assessed. **NOTE:** late work is not graded. The instructor will read these at the end of each week and will post the grades and individual feedback in the gradebook.

HOMEWORK: In each module you will find readings, study guides, and practice opportunities. You can earn up to 80 points (8 points per week) for completing *all the tasks* on time. Studies have shown that students who complete less than 75% of the homework do not earn passing grades.

QUIZ: There are four grammar/writing quizzes in the course located in the Week 2, Week 4, Week 6 and Week 8 folders. The quizzes you will take at the end of the module are a final assessment of how well you mastered the skills or concepts of that module. The quizzes are open note, meaning you can use whatever notes or aides you have, but you are not to ask for help from other people. If you score less than 70% on the first attempt, you may retake the quiz. A score over 70% closes the quiz. Any student who does not score 70% or better after two attempts must meet with the instructor in an online office-hour to review the material, and then will be allowed one more chance to take the quiz. Each quiz is worth just 10 points; however, the GRAMMAR FINAL is worth 150 points, and students who cannot pass the earlier quizzes will not be ready to take the FINAL and will probably not pass the course.

**Notes from the Instructor**

*"I will grade each assignment one time only - please be careful to make sure you upload the files that you want to be graded.*

*"I will attempt to return all essays (graded drafts) before you submit the next week's assignment. Though there are many different approaches to grading in composition classes, I think the one that helps students to become better writers does not spend time on "correcting," but instead leads students to strategies and resources that can be used to strengthen the quality of writing."* - Jacqui Cain

**Grade Dispute**

*"Should you disagree with a particular grade, look over my comments first, and if you still disagree, explain your reasons in a polite, private message to me within a week of receiving the grade. I am always happy to offer clarification, additional feedback, and even make corrections if I missed something (it has been known to happen!). Please note that you must contact me within a week of receiving the grade, otherwise the grade stands as posted."* - Jacqui Cain

**W and I grades**

Incompletes are not an option for this course. Instructors cannot drop you or assign the grade of "W." You are responsible for following the withdrawal procedure as noted in the course catalog - the deadline is February 25th. In liu of a signature on the drop form, send an email to your instructor and ask for electronic permission to withdraw.

**Academic Honesty**

You expect your grade for the course to fairly represent what you have achieved. Therefore, you must submit only your own original work on written assignments and quizzes. Academic dishonesty (cheating) consists of behavior like the following: submitting someone else's writing as your own (plagiarism), using someone else's answers on a test, or attempting to gain or use unauthorized information about tests. Since cheating undermines the value of everyone's grade, cheating is considered a serious offense. It can be grounds for failing the course or even for being dismissed from the college.

It is the official policy of Tacoma Community College that cheating, plagiarism, fabrication, and other forms of academic misconduct are grounds for disciplinary action under the Code of Students Rights and Responsibilities. The student accused of academic dishonesty may be reported to the Associate Vice President of Student Services for initiation of disciplinary proceedings that could result in disciplinary sanctions ranging from a warning to expulsion from the College.

Definitions of academic dishonesty and descriptions of the hearing and appeal process are included in the Tacoma Community College Administrative Procedure for Academic Dishonesty, available in all administrative offices. Copies of the Code of Student Rights and Responsibilities are available in the office of the Associate Vice President of Student Services in Building 7. You may also download a copy by clicking [here.](http://docs.google.com/viewer?a=v&q=cache:kkuvEdkOspkJ:www.tacomacc.edu/upload/files/CODE%20OF%20CONDUCT.pdf+student+code+of+conduct&hl=en&gl=us&pid=bl&srcid=ADGEESg49Zqi1TA9Tr52wPxkLHyg72I0-Bg1VuIearvIENvzXIrCV4H8-UYhoxFazLeLMcY_xtsR_5NsHke8j5ardrdoFCvvRlwnq6nk4ohGoSa6ZzbC0c7zAFKIMVlibywoF5u-Mbty&sig=AHIEtbQV9y5Kv5ie5hBSnBWEWVPnVzeVqg)

**Classroom Policies**

**Late Work**

Students may turn in all of the assignments late **except** for the discussion posts, and the group work (peer feedback on the theme assignments). Late work accrues a 10% penalty for every 24-hour period past the deadline (*this includes weekends*), up to five days past the deadline. After five days the work will not earn credit, but will be assessed so that students can get instructor feedback on their work.

THEME 2/FINAL will be accepted only 72-hours past the deadline, and after that time it will not be accepted and will earn a grade of zero. The GRAMMAR FINAL must be completed by the last day of the class.

**For all work during the quarter, 11:59 p.m. is the cut-off time for due dates.** In other words, if an essay is due on February 10th, the time stamp on the submission must be no later than 11:59 p.m. February 10th A submission with a timestamp of 12:00 a.m. February 11th will be considered late.

**Unaccepted Work**

Sometimes files get corrupted, pick up a virus, or students just forget to use a file format that can be opened. Also, Angel doesn't allow file names that contain symbols (\*%$#). If a file cannot be opened, it will not be considered "submitted," and will necessarily be counted as late. It is the student's responsibility to make sure their work has been turned in correctly. It is strongly recommend that students log out of Angel, log back in, and then try and download the file to make sure that it can be opened.

*"Remember, if you have any problems there is 24/7 support available. If something like this does occur I will contact you via email letting you know of the issue, but your work at this point will be considered late. Again, it is* ***critical****that you log in often to check for messages from me."*

- Jacqui C

**Conferences**

*"I am available for individual conferences by appointment. Angel allows for "live chat" session, and if you have a headset with a microphone, or a Skype account, we can meet in real time and talk. Please don't hesitate to request a conference to go over absolutely anything related to this class. I am not available to meet on campus, after 6 p.m., or on weekends."* - Jacqui C

**Classroom Disputes**

*"If you have questions or concerns about this class or me, please send me an e-mail. I am not available for face-to-face appointments, but we can arrange a live chat session, with audio, in Angel or on Skype. If I am unable to resolve your concerns, you may talk next with the Department Chair, Dr. Lynn Lewellyn"* - Jacqui Cain

**Disclaimer**

This syllabus and schedule are subject to change in the event of extenuating circumstances. Changes will be announced in class and sent via internal Angel email.

**College Support Services**

**Library**

You may email questions to the library, librarysupport@tacomacc.edu

24-hour online chat with a librarian: <http://www.tacomacc.edu/library>

**Writing and Tutoring Center**

The Writing & Tutoring Center is located on the 2nd floor of the Learning Resource Center, Building 7, Room 221.

The Writing & Tutoring Center offers the following services:

* Individual appointments
* Group tutoring (by request of students or instructors)
* Handouts and other resources
* A Drop-in Grammar Corner (open session)

Information about hours is available at the website:<http://www.tacomacc.edu/academics/studentlearningcenters/writingtutoringcenter/>

**Counseling and Advising**

Tacoma Community College offers drop-in appointments for academic counseling and advising. The hours are listed on their website:

<http://www.tacomacc.edu/resourcesforstudents/counselingandadvisingcenter/advising/>

**Academic Outcomes**

**College Wide Learning Outcomes**

Tacoma Community College has identified six college-wide learning outcomes that form the foundation of our educational emphasis: 1) communication **(COM)**, 2) critical thinking **(CRT)**, 3) responsibility **(RSP)**, 4) information & information technology **(IIT)**, 5) living and working cooperatively **(LWC)**, and 6) core of knowledge **(COK)**.

**Course Learning Objectives**

The objectives that follow must be met in every English 95 class. It is each instructor's prerogative to meet each objective as he or she sees fit. The objectives are in random order. Upon successful completion of English 95 the student should be able to:

1. Demonstrate sound principles of reading critically: (CRT)
   1. Recognize main and secondary points making somewhat fine distinctions.
   2. Make simple deductions from a series of facts.
   3. Recognize organizing principles, including the relationship between sentences.
2. Write analytical paragraphs in response to readings. (COM, CRT)
3. Outline the relationships between main ideas and subordinate ideas within assigned readings. (CRT)
4. Craft short essays employing a variety of organizational patterns and (COM, CRT)
   1. Narrow a topic, write a clear and focused thesis Narrow a topic, write a clear and focused thesis statement, and create an outline with main and subordinate ideas.
   2. Support the thesis statement with sufficient appropriate primary and secondary points and details.
   3. Craft appropriate introductions and conclusions.
   4. Use transitional words and expressions and employ a variety of sentence patterns to improve coherence.
   5. Revise drafts that have been critiqued (to improve style and content).
   6. Proofread to eliminate spelling and usage errors.
   7. Use punctuation correctly, for example: (COM)

* Comma: independent clauses; introductory elements; items in a series; coordinate adjectives; nonrestrictive elements; transition, parenthetical expressions, absolute phrases, contrasts; direct address, yes and no, interrogative tags, interjections; He said, etc.; dates, addresses, titles, numbers; to prevent confusion
* Semicolon: independent clauses with no conjunction; transitional expressions
* Colon: before a list, an appositive, or a quotation
* Apostrophe: possessive nouns; contractions; plurals of numbers, letters, etc.
* Quotation marks: direct quotations; titles; with other punctuation
* Other marks: period; question mark; exclamation point; dash