ENGLISH 099-Distance Education SYLLABUS

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Blackboard site: http://citruscollege.blackboard.com
Classroom: P1-104

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Office Location: 329 CFI
Office Hours: MTWTh 7:15-8:00AM

MANDATORY ORIENTATION: Monday, August 27th from 4:00 to 5:00PM CI 158.
Students are REQUIRED to attend an in-person orientation. Writing sample will be taken at that time as well. Students should have their Citrus ID and another form of identification. Failure to attend orientation will result in an automatic drop.

Organizing a study group is helpful for this course as is SI [supplemental instruction], tutoring, the Writing Café and instructor office hours.

Required: Placement based on multiple measure assessment that demonstrates placement at the ENGL 030: Writing Skills I OR ENGL 040: Writing Skills II OR ENGL 098: English Fundamentals OR READ 040: Basic Reading Skills with a C or better OR Placement at the ENGL 099 level as defined by the College

Please note THIS IS A 5 UNIT COURSE AND if you are dropped from any class after the drop date OR fail to participate, you will receive an FW. Failure to participate includes missing ANY 4 assignments, quizzes, tests, or other graded activity in class. Note that an FW affects your financial aid. Also, coverage on parent’s health insurance might be affected as well. Please be sure you are aware of the consequences of your actions should you decide to limit your participation.

If you have a chronic health problem (e.g., epilepsy), a learning disability, are pregnant, or may need special accommodations [as specified by the DSPS department] please all me or email me IMMEDIATELY so accommodations can be made for you BEFORE exams. Because this is an online class, preparations need to be made ahead of assigned activities.

Course Description:
English 099 is an introduction to fundamental techniques of reading and writing including sentence skills, paragraph and essay development, and use of literal and inferential comprehension for critical and analytical thinking, reading and writing at the college level. This traditional class uses the Blackboard environment. You can access Blackboard on any Citrus computer, your own computer, or limited mobile phone use. Materials for this ENG 099 course are located at the Blackboard site: http://citruscollege.blackboard.com
Student Outcomes
A. Communication (personal expression and information acquisition)
Write paragraphs with effective topic sentences, employ a variety of sentence constructions and rhetorical
techniques, and use appropriate grammar, spelling and punctuation in order to write well-structured (with
thesis statements and transitions) multi-paragraph essays as demonstrated in written assignments and tests.

B. Creative, Critical, and Analytical Thinking
Comprehend elements of topic, outline main ideas and supporting details, predict effects of propaganda and
bias, and connect acquired textual information to schema to determine the author's implied and stated
purposes in a text, to develop and organize support for a thesis, and to properly integrate primary sources as
demonstrated in essays, summaries, outlines, reactions and oral presentations.

C. Community/Global Consciousness and Responsibility
Critically read and respond to multi-cultural fiction and non-fiction texts that express and defend opinions
and that are sensitive to gender, ethnic, and racial issues in order to develop a position as demonstrated in
class discussions and essays.

Course Objectives
1. Read, discuss, and analyze model texts.
2. Generate ideas about which to write through the process of freewriting, brainstorming, and/or
   clustering/mapping and/or outlining.
3. Distinguish between fact and opinion in reading texts and in writing.
4. Use effective sentence structure.
5. Compose paragraphs and essays using the writing process, which considers audience and purpose and
   which displays different rhetorical skills.
6. Paraphrase, summarize, and quote source material appropriately for summaries and essays using patterns
   of organization with supportive evidence of thesis, major and minor supporting details.
7. Recognize slant, bias, various propaganda techniques, subjectivity and objectivity in author's point of
   view.
8. Analyze and evaluate divergent points of view on similar topics.
9. Recognize patterns of textual organization in reading and writing including: list, order-sequence-
   directions, comparison, contrast, cause and effect or problem/solution.
10. Articulate the elements present in one's own reading/writing/thinking processes.
11. Write thoughtful and reflective responses to text.
12. Navigate through various reading selections required of college students in introductory college courses
    by demonstrating abilities to think independently and logically.
13. Utilize rehearsal strategies by reflecting upon personal learning processes in order to practice successful
    retention of data evidenced in written or oral presentations.

Methods of Evaluation
1. objective tests and quizzes designed to assess knowledge, comprehension, application, and analysis
   skills
2. criterion-based rubrics
3. item and error analysis of written assignments
4. written compositions, paragraphs, and essays in the form of outlines, reviews, projects, summaries, and
   reactions designed to assess acquisition of specific data, skills, and strategies
5. matrix completions to assess detailed understandings at various cognitive levels
6. supervised discussions and inquiries
7. cumulative assessment of course skills in final examination

Required Materials [worth 240 possible homework points in 1 week, if you submit the materials later
than the due date, you receive only a portion of the points.]:
**1. Student contract-syllabus is due on Aug. 29, worth 50 points [last page of syllabus].
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**2.** Set up your online reading account for Townsend /Langan website before the first mastery chapter test is due. Follow the link/tab on BlackBoard under 'Reading Materials' and 'Advancing Reading Skills 5th edition.' **Due on Aug. 30th for 20 points.**

**5.**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due [at class time]</th>
<th>Points [240]</th>
<th>My Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend Mandatory Orientation</td>
<td>August 27, 2012</td>
<td>100</td>
<td></td>
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<tr>
<td>2. Student Contract and response due</td>
<td>August 29, 2012</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>3. Online Reading Account due on</td>
<td>August 30, 2012</td>
<td>20</td>
<td></td>
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<tr>
<td>4. Discussion Post 2—introduce yourself to the</td>
<td>September 5, 2012</td>
<td>30</td>
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<td>class—respond where the Discussion Post tab is</td>
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<td>listed. Tell about your major, career path,</td>
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<td>time at Citrus or any other college, work,</td>
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<td>family, etc. Should be reflective and</td>
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<tr>
<td>thorough. [2-3 paragraphs] Be sure you</td>
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<tr>
<td>respond to 2 other students’ posts before the</td>
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<td>board closes.</td>
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<td>for Reading textbook chapters 1 and 2</td>
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Expectations of Students:

1. You are expected to arrive to class on time. Being late to class disrupts your fellow students. **Your participation grade is based on being in class on time, bringing your materials to class, being prepared, and contributing to the class discussion.** Students who are absent will miss in-class assignments and discussions which **can not be made up.** Please enter quietly with your prepared materials. **Your lateness should NOT interrupt the other students who arrive on time.**

2. You are expected to complete homework and writing assignments on the assigned due date at the time the class begins. **No late work is accepted.** Please arrange your schedules when these due dates occur. I do not accept emailed papers ---since I use Turnitin through BlackBoard.

3. You are expected to attend class with no more absences than **3 hours [NOT 3 classes], Students missing more than 3 hours will be dropped from the course by the instructor. This course is very intense and attendance is necessary **BECAUSE IT IS A PREREQUISITE FOR EN101.** All exams and tests are announced, and listed on your calendar ahead of time. You are expected to be present for these exams. Absent students are expected to call a fellow student for assignments and notes for it is your responsibility to get assignments and notes covered in class from another student or use Blackboard to access the information. **Participation grades are calculated at the end of the semester in this manner with 100 points for class participation.** **Forgetting textbooks for class will negatively affect your grade.**

4. You are expected to spend **ten hours** or more per week OUTSIDE of class to read, write, and reflect on the materials discussed in class. If you experience difficulties in the course, you may need to spend more than the ten hours.

5. **Missing ANY 4 assignments, tests, quizzes, throughout the semester indicates nonparticipation in the class with a grade of FW.**

**Course Requirements:**

<table>
<thead>
<tr>
<th></th>
<th>Total Points [These are approximate]</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>100</td>
</tr>
<tr>
<td>Discussion Posts</td>
<td>300</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
</tr>
<tr>
<td>Exam on Henrietta Lacks book</td>
<td>200</td>
</tr>
<tr>
<td>Chapter Exams [2]</td>
<td>200</td>
</tr>
<tr>
<td>Assignments/essays/paragraphs</td>
<td>500</td>
</tr>
<tr>
<td></td>
<td><strong>1500</strong> [approximately]</td>
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</table>

PASSING: A=90%, B=80%, C=70%, NOT PASSING: D=60%, F= 59% or less , FW=nonparticipation
Assistance: There is free tutoring available in the Learning Center and there are experts at the Writing Café to help with this class. Some classes have SI [Supplementary Instruction] Leaders who work with the professor to provide extra learning experiences for students. Take advantage of these resources to ensure success in the class.

If you miss a class or are late, it is your responsibility to get the homework for the next class from a classmate. As you get to know other classmates, write their names down or use Blackboard /email. Do NOT email the professor for the homework assignments, instead ASK or email another student.

“DROP DATE” RESPONSIBILITY: Should you decide not to complete the class or participate in the class (for any reason), you must take responsibility for processing ‘drop’ documents (available in Admissions and Records office) PRIOR TO DROP DATE. Failure to drop the class formally will result in a grade of “F” or ‘FW’ for the class. The instructor has the right to drop students who have missed 3 hours by the drop date.

SCHEDULE OF READING ASSIGNMENTS AND READINGS  [Please see the course calendar]

The following is a general list of planned activities for English 099. This schedule is tentative and subject to change. The specifics including assignments are listed on the course calendar. BE SURE YOU FOLLOW THE WEEKLY MODULES.

Week 1
Introduction to Course, Textbooks, Syllabus, PowerPoint Presentations on schema, metacognition, levels of learning, memory, etc.
Writing: Focus on Writing—Chapter 1 and 2, Appendix pp. 712-724
Diagnostic Writing sample in class
The Immortal Life of Henrietta Lacks, [Life] read Prologue- chpts. 3 pp. 1-33 and use study guide

Week 2
Life: pp. 34-62, use study guide
TP- Langan: Complete Ch. 1 and 2
Complete TP Mastery Tests [see calendar]
Discussion Post
Paragraph 1

Week 3
Life: pp. 63-86 [End of Part 1]
Focus: Ch. 3,4, 5, 1, 21, 22
Descriptive Paragraph Due—Paragraph 2

Week 4
Life: pp. 89-109 and study guide
TP-Langan: ch. 3-4

Week 5
Life: pp. 110-143 with study guide
Focus: chapters 6, 7, 8, 9, 11, 12, 23, 24
Three paragraph essay due plus outline

Week 6
Life: catch up with all reading and writing in study guide
TP-Langan: 3-4
TP online mastery tests
EXAM on TP-Langan and Focus texts

Week 7
Life: pp. 144-176 [End of Part II]
Focus: 13, 14, 26, 28, 29, 35
ESSAY 1 due
**Week 8**  
*Life:* pp. 179-206  
*TP/Langan:* ch. 7-8  
Begin work on *Essay 2*

**Week 9**  
*Life:* pp. 207-258  
*Focus:* ch. 31, 32  
*Essay 2* due

**Week 10**  
*Life:* 259-285  
*TP/Langan:* ch. 7-8  
*TP online mastery tests*

**Week 11**  
*Life:* pp. 286-end  
*Focus:* ch. 33, 34

**Week 12**  
**ESSAY EXAM on The Immortal Life of Henrietta Lacks**  
*TP/Langan:* ch. 9-10

**Week 13**  
*Essay 3* due

**Week 14**  
*TP/Langan:* ch. 9-10  
*TP online mastery tests*

**Week 15**  
**Blue Books**—prepare for final essay exam and demonstrate outlining and essay skills  
**FINAL ESSAY Exam IN CLASS**

**Week 16**  
**FINAL Multiple Choice EXAM**—*TP/Langan and Focus chapters only*—bring ½ sheet Scantron. Check calendar for final exam dates
Your Participation In EN099 DE

Please note that I DO NOT provide technological assistance. If you have difficulty accessing a website, check your web provider first, then call the DE staff. I handle content NOT computers.

**Discussion Post Information:** A requirement for this DE EN099 class is that you must post one substantive and reflective comment in the BlackBoard Discussion Forum on the date due PLUS respond to 2 students who have posted comments.

**Meaning of Substantive and Reflective Comments** For this EN099 DE class, substantive and reflective comments mean that your message and what you say has substance and that you have reflected on the material read. Your comments help to further the discussion of course content. Substantive and reflective messages include contributions of additional ideas and sources, insights or questions about classmates’ comments, connections to the course readings, assigned readings, ways of applying the lessons from the course, etc. As a rule of thumb, your substantive and reflective comments on the Discussion Posts should be at least 5-7 sentences in length and should demonstrate thoughtful and careful analysis. You can receive a maximum of 30 points for your posting [2 points per sentence].

Short comments to other students, such as "Good idea" or "I agree," do not constitute substantive or reflective posts when posting to other students’ comments. You will need at least 5 sentences in your responses to students. You can receive a maximum of 10 points total for your postings to other students [or 5 points each]. Postings on the Discussion Board are due on Wednesdays by 9PM. Please check your calendar for exact days. ALSO CHECK THE DISCUSSION POST RUBRIC [located online and in this syllabus on page 8.]

**Writing Activities [WA]:** There are at least 6 writing activities for this course [not including the Discussion Board].

CHECK THE PARAGRAPH and ESSAY RUBRICS before you submit any work. Use an attachment when you submit your WA. We will also use “Turn It In” which checks for common submissions by other students and checks for citations/plagiarism.

**Tips for Creating Substantive and Reflective Participation**

- Explain why you agree or disagree, and add two to three examples to support your belief. [See the Langan textbook chapter on “Supporting Details” for more ideas on supporting and summarizing information.]
- Ask additional questions of your classmates in the discussion posts.
- Make connections between the topics at hand and the readings in the text.
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- Add ways you can apply the lessons from the class in your work and educational life.
- **As a rule of thumb, your thoughtful comments on the Discussion Posts should be at least 2-3 paragraphs unless specified otherwise in the assignment.**

*The discussion forum is a real forum that takes the place of the ‘in-class/face to face’ classroom. Actively collaborating in the distance education process will enhance your overall learning process! If you have any questions or comments about the distance ed discussion, please feel free to post them in the ‘Open Forum’, and we can discuss those questions or comments.

I recommend that you follow the calendar provided to keep yourself organized for this course. Sometimes it seems easy in a DE course to forget to do the work since you are NOT meeting face to face in a classroom. However, in a DE course, you have to **prove** that you covered the material. This is a 5 unit course so **you should be able to demonstrate 15 hours per week of active engagement in this DE course.**

**How will I be graded on posts, paragraphs and essays?** The rubrics that follow should help you!
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FALL 2012--DE
EN 099
August 27th -December 13th
Distance Education

**Rubric for the Discussion Posts –30 points**

<table>
<thead>
<tr>
<th>Section</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>0</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>20 point Section</strong> [required for every weekly post]</td>
<td>Thorough and thoughtful comments, complete with no errors.</td>
<td>1-3 errors with thoughtful and thorough comments.</td>
<td>Competent with some errors and average comments or 4-5 errors. Needs more connection with the assigned materials.</td>
<td>6 or more errors with average comments. Comprehension of the materials not demonstrated.</td>
<td>Many errors with limited comments. Or post was not submitted.</td>
<td>X4</td>
</tr>
<tr>
<td></td>
<td>Quotation with page numbers demonstrate an understanding of the materials covered.</td>
<td>5-7 sentences MINIMUM 2-3 paragraphs</td>
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</tr>
<tr>
<td></td>
<td>5-7 sentences MINIMUM 2-3 paragraphs</td>
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<tr>
<td><strong>10 point Section</strong> [required for every post]</td>
<td>Comments made to 2 other students— at least 5 sentences each. Constructive comments. Students names are used in a supportive manner.</td>
<td>1-3 errors with thoughtful and thorough comments. Students names are used in a supportive manner.</td>
<td>Needs to make more constructive comments to help peers. Students names are used.</td>
<td>Comments were limited or negative statements without being constructive</td>
<td>No comments made to 2 students</td>
<td>X2</td>
</tr>
</tbody>
</table>
Paragraph Grading Rubric

In an ‘A’ level paragraph – an excellent example:  
Score = 5

1. The topic sentence has a focused topic and thoughtful controlling idea.
2. Development: The paragraph contains thoughtful development and vivid, specific details.
3. Coherence: The ideas in the paragraph contain logical progression of thoughts and effective use of transitional words and phrases.
4. Unity: All sentences advance the point of the topic sentence.
5. Style: Sentences demonstrate clarity and a well-balanced variety of simple, compound, and complex sentences.

In a ‘B’ level paragraph – a very good example:  
Score = 4

1. The topic sentence is clear and has a strong controlling idea.
2. Development: The paragraph is well developed and contains specific details.
3. Coherence: The ideas in the paragraph proceed logically, and there is good use of transitional words and phrases.
4. Unity: All sentences support the topic sentence.
5. Style: Sentences are clear and exhibit a variety of simple, compound, and complex sentences.
6. Mechanics: Few major and/or minor grammar, usage, and spelling errors occur.

In a ‘C’ level paragraph – an adequate example:  
Score = 3

1. The topic sentence is present, but the topic and/or controlling idea is weak.
2. Development: The paragraph is developed but is sometimes vague or lacks detail.
3. Coherence: The ideas in the paragraph are loosely organized and connected by weak transitions.
4. Unity: Some sentences drift from main idea.
5. Style: Some sentences are less clear, demonstrate use of simple, compound, and complex sentences, but offer little variety.
6. Mechanics: Major and/or minor grammar, usage, and spelling errors weaken clarity.

In a ‘D’ level paragraph – a poor example:  
Score = 2

1. The topic sentence is a statement of fact and/or is too broad.
2. Development: The paragraph lacks sufficient development and relevant detail.
3. Coherence: The ideas in the paragraph are difficult to follow and have few or ineffective transitions.
4. Unity: Many sentences are off topic.
5. Style: Sentences are often confusing and offer little or no sentence variety.
6. Mechanics: Major and/or minor grammar, usage, and spelling errors disrupt communication.

In an ‘F’ level paragraph – an unacceptable example:  
Score = 1

1. The topic sentence is not identifiable.
2. Development: The paragraph lacks development.
3. Coherence: The ideas in the paragraph are not organized, and there are no transitions.
4. Unity: Ideas are not related to one main idea.
5. Style: Sentences are incoherent, and there is no attempt at sentence variety.
Essay Grading Rubric:

In an ‘A’ level essay – an excellent example: Score = 5
1. The thesis is a thoughtful assertion which responds to one or more ideas in the article.
2. The topic sentences have thoughtful, controlling ideas and advance the thesis.
3. Development: Uses quotations to advance argument in each body paragraph.
4. Coherence: Transitions are logical and smooth within and between paragraphs.
5. Style: Sentences demonstrate clarity and a well-balanced variety of simple, compound, and complex sentences.
6. Mechanics: The paragraphs are nearly flawless in mechanics and usage.

In a ‘B’ level essay – a very good example: Score = 4
1. The thesis is a sound, controlling idea.
2. The topic sentences are clear, have strong controlling ideas, and support the thesis.
3. Development: Uses quotation to support argument in each body paragraph.
4. Coherence: Transitions are logical but not as smooth within and between paragraphs.
5. Style: Sentences are clear but less varied than in the ‘A’ essay.
6. Mechanics: Few major and/or minor grammar, usage, and spelling errors occur but do not weaken clarity.

In a ‘C’ level essay – an adequate example: Score = 3
1. The thesis has an assertion.
2. The topic sentences are adequate because they venture a controlling idea and are related to the thesis.
3. Development: Uses quotation at least once in response to the article.
4. Coherence: Transitions are present but inconsistent within and between paragraphs; ideas are loosely organized.
5. Style: Sentences are less clear and/or demonstrate little variety.
6. Mechanics: Patterns of major and/or minor grammar, usage, and spelling errors weaken clarity.

In a ‘D’ level essay – a poor example: Score = 2
1. The thesis is a fact and/or summary.
2. The topic sentences may not be clear or are summary statements and stray from the thesis.
3. Development: Uses quotation in lieu of argument or for summary only.
4. Coherence: Lack of transitions within and between the paragraphs makes the ideas difficult to follow.
5. Style: Sentences are often confusing and offer little or no sentence variety.
6. Mechanics: Multiple patterns of major and/or minor grammar, usage, and spelling errors disrupt communication.

In an ‘F’ level essay – an unacceptable example: Score = 1
1. The thesis lacks a controlling idea or does not respond to the article.
2. The topic sentences are not identifiable and are unrelated to the thesis.
3. Development: Essay lacks discussion and does not quote the article.
4. Coherence: Absence of transitions within and between the paragraphs makes the ideas impossible to follow.
5. Style: Sentences are incoherent, and there is no attempt at sentence variety.
Critical thinking is one of the most important lessons to be learned in college. It thus makes sense that evidence of this in one form or another should be shown in every assignment turned in. A sure way to indicate that critical thinking takes place is to read and follow directions. Failure to read and follow directions carefully may impact critical thinking.

To put it simply, write only about the things that the assignments call for. If you fail to discuss in your papers what the assignment called for, do not expect to get a passing grade, no matter how well written or interesting what you wrote might be. Do not go off on tangents that have little or nothing to do with your assigned topic. Do not wait until the night an assignment is due to ask questions.

College is a learning environment NOT a teaching environment as your previous K-12 experience may have been. YOU are responsible for your learning. YOU and I will partner throughout the course and I will become your biggest supporter and cheerleader. However, your motivation and determination is necessary. Leave all excuses at the door, come ready to learn and I will meet you more than halfway!
Dear [Name],

I hope this message finds you well. I am writing to communicate regarding the progress of the [Course Name] course for the Fall 2022 semester. As of the last update, I have completed the following assignments and activities:

1. [Assignment/Activity Details]
2. [Assignment/Activity Details]
3. [Assignment/Activity Details]

I am planning to complete the following tasks in the upcoming weeks:

1. [Assignment/Activity Details]
2. [Assignment/Activity Details]
3. [Assignment/Activity Details]

Please let me know if you have any questions or concerns about the course or upcoming assignments. I am looking forward to a productive and successful semester.

Best regards,

[Your Name]