What does a student detective do to solve a case?

- According to Merriam-Webster’s Dictionary, a “detective” is “one engaged in getting information that is not readily or publicly accessible.”

- Students in this college composition course will search for clues and use the uncovered data to develop effective writing and research strategies to interpret, discuss, and write about college text.

Tools for a student detective?

- Good Questioning
- Searching for clues in every situation and assignment
- Reviewing books, articles, videos, Internet sources for additional perspective
- Taking notes to keep track of and organize clues for success
- Analyzing and reporting the facts in a logical, clear manner
- Giving credit to others for their ideas, images, and other information
- Relentlessly committing to unveil the truth and expose falsehood
Students in the Freshman Composition I (ENGL 1113) course come together with the purpose of solving the case for what makes for a successful college writer-researcher. Each student is a detective of his or her own collection of student success clues to lead to a solved case.

The students will work together in various groups over the upcoming weeks to identify common characteristics for all successful college students. Additionally, each student will work to identify the specific strategies to apply to his or her writing and research in order to attain lifelong writing and researching success.

The clues to solving the case have eluded many detective students. Each detective needs to identify his or her clues with specific examples over the time frame of the course. Careful attention to clues and details will lead to success; careless observation of the clues and details will lead to an unsolved mystery, a sure formula for failure.

Your Chief Inspector/Instructor: Dr. Dewayne Dickens, Associate Professor
Work: (918) 595-7046 Dewayne.Dickens@tulsacc.edu
Google phone number: 918-641-4362

Day(s) and Time(s): ONLINE Course
Course Number: 17292
Blackboard Site: https://bb.tulsacc.edu

Start and End Date for Course: 8/22/16 – 10/22/16
Section Number: 193
TCC Website: www.tulsacc.edu

[Please do not submit assignments by e-mail, unless approved or requested by the instructor. Submit your assignments through instructor-designated BlackBoard links.]

Office Hours:

General availability (appointments preferred)
  Online: Sundays 8:00-10:00 pm; Mondays 8:00-10:00 pm; Wednesday 8:00 – 10:00 am
  On Campus:
    Tuesdays 9:00 – 10:00 am and 1:00 – 2:00 pm
    Thursdays 9:00 – 10:00 am and 1:00 – 2:00 pm

Additional hours by appointment: I encourage you to arrange in-person, online, or phone visits.
*No scheduled office hours: Fridays or Saturdays

To Contact the Division Office
  School of Liberal Arts and Communications
  Metro Campus
  Office: MC-423 Phone: 918-595-7064

Course Prerequisites: ENGL 0933 with a grade of “C” or better, or appropriate placement score.
Next Course(s) in Sequence: ENGL 1213, Composition II

The Goal: To identify the strategies college writing and research and apply them to achieve an A.
Solving the mystery of Being a Successful College writer-researcher requires that the detective students put in consistent time and effort investigating the clues for the case. Assignments must be completed on time, with clear communication of the details of the case. Several challenges (e.g., personal and time conflicts, focused attitude, organization, collaboration techniques, predicting of outcomes, and documentation of details) must be addressed.

**The Reward:** For those who solve the case for themselves, it’s the realization that they have practiced good detective skills and have adapted all of the clues to their personal writing and research needs for college success.

*The chief inspector also has a collection of A-labeled detective badges for the best detectives, those that practice what they discover in the course clues.*

**Course Description**

The first in a sequence of two courses. Introduces students to academic writing, basic research, and documentation. Prerequisite: ENGL 0933 with a grade of “C” or better, or appropriate placement score.

**Clue Book:**

- Fowler, H. Ramsey, and Jane Aaron. *The Little, Brown Handbook.* (TCC Customized Version of the 12th ed.) New York: Pearson-Longman, 2012. [costs approximately $78.00—must be purchased new to have the MyWritingLab software with it] *[only sold through TCC bookstore]*

  [The MyWritingLab grammar and writing software should accompany this book, or you will have to purchase the software separately. The software is free with a new purchase but costs approximately $50 if bought separately online.]*


**Website Writing Resource:** [http://www.livebinders.com/play/play?id=811084](http://www.livebinders.com/play/play?id=811084)

**How it Works:**

Course work will involve a number of Beginning- and End-of-Shift Meetings (typically first thing every Monday—the beginning of a unit), along with several informal peer and instructor data discussion meetings (group work and instructor conferences). During these meetings, the detective students will be briefed on the types of clues to look for, along with some of the dangers that could be ahead that would cost clue points. The meetings will also include a variety of activities, discussions, and presentations on a number of topics relevant to college reading.
The Case of the **Successful College Writer-Researcher**

**Supplemental Material:**
1. For reading, writing, revising, and editing: a standard college dictionary, such as *American Heritage*, *Merriam Webster’s Collegiate*, *Webster’s New World*, or *Random House*. For looking up word origins, you should refer to the hardback editions of the dictionaries. For basic in-class work, the pocket dictionaries will suffice. I would suggest a hard cover dictionary for more thorough work from home.
2. For all out-of-class writings (other than what is written in the textbook), use a computer, word processor, or as a last resort, a typewriter. Always use spell-check, and, if possible, some form of grammar-check. Double space your documents, and print in dark, easily readable type, using a font no smaller than twelve-point size. [This is 12 pt. Times New Roman].
3. Earphones for on-campus listening to audio and video Internet files.

**Course Goals/Objectives for ENGL 1113— Freshman Composition I**

**Goal 1**—Apply writing skills to college-level academic writing situations.
*Student will be able to*
- Respond critically to writing assignments using a formal writing process.
- Understand, analyze, and evaluate introductory college readings.
- Employ clear, accurate, concise, grammatical, and varied sentence structure.
- Adjust tone, diction and style appropriately for academic and non-academic audiences.
- Conform to discipline standards for documentation, citation, and academic integrity; recognize and avoid plagiarism.

**Goal 2**—Compose a well-developed essay.
*Student will be able to*
- Make a strong, clear, succinct claim in the form of a thesis statement.
- Support a claim and arrange a critical written response according to one (or more) of the rhetorical modes/strategies/patterns.

**Goal 3**—Write a documented essay.
*Student will be able to*
- Integrate evidence from primary and secondary sources through use of summary, paraphrase, and quotation.
- Conform to discipline standards for MLA documentation.

**Teaching Methods:**
This course is primarily a discussion (whole and small group), direct teaching, collaboration, and a reading class. Students are expected to read and review materials, along with taking notes consistently in order to coherently participate in class discussions and reading/writing activities.
Participation is MANDATORY: Your involvement is key in making this course beneficial for everyone.

Course Theme: “Hope as a Life Pursuit”

General Course Point Structure

<table>
<thead>
<tr>
<th>Item</th>
<th>Brief Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolios</td>
<td>Mini-Portfolio (initial class portfolio that includes revisions from feedback and reflections, along with polished final draft of a paper, initial service learning plan, and initial grammar-vocabulary results with related course study plan) [See instructor-provided detailed instructions and grading RUBRIC after week one of course]</td>
<td>100 pts</td>
</tr>
<tr>
<td></td>
<td>Selected student works that represent best writing for the semester (to be annotated for portfolio grade). Students show their revision drafts, writing strategies, and audience awareness. The portfolio also includes final semester Service Learning and Grammar + Vocabulary reports. [See instructor-provided instructions and grading RUBRIC.]</td>
<td>320 pts</td>
</tr>
<tr>
<td>Weekly Activities</td>
<td>In-class and related homework to support the skills for course goals and learning outcomes.</td>
<td>450 pts</td>
</tr>
<tr>
<td>Course Introduction</td>
<td>60 pts</td>
<td></td>
</tr>
<tr>
<td>Class Participation</td>
<td>(Units 1, 2, and 3) = 80 pts</td>
<td></td>
</tr>
<tr>
<td>Peer Reviews (Units 1, 2,</td>
<td>60 pts</td>
<td></td>
</tr>
<tr>
<td>and 3)</td>
<td>General Homework = (Units 1, 2, and 3) = 80 pts</td>
<td></td>
</tr>
<tr>
<td>Craft Lessons (Units 1, 2,</td>
<td>90 pts</td>
<td></td>
</tr>
<tr>
<td>and 3)</td>
<td>Weekly Progress Report = 80 pts</td>
<td></td>
</tr>
<tr>
<td>Instructor Connection</td>
<td>This is a check-in reflection for the student at the end of each unit. Students may have connected with the instructor (as needed) through focused activities, specifically Virtual Chat, In-Office Meetings, and Phone Conferencing. At the end of a unit, students submit a reflection for how they are progressing in the course. Unit 1 = 10 pts; Unit 2 = 10 pts; Unit 3 = 10 pts;</td>
<td>30 pts</td>
</tr>
<tr>
<td>Exams</td>
<td>Final Exam: self-reflection of course work (35 pts) with letter to upcoming students (65 pts)</td>
<td>100 pts</td>
</tr>
</tbody>
</table>

Grading Scale

A= 900-1000 Points
B= 800-899 Points
C= 700-799 Points
D= 600-699 Points
F= 0-599 Points

TOTAL 1000 pts

Teaching Philosophy:

Three concepts guide the assignments and activities for this class: (1) learning community, (2) reflective learning, and (3) social responsibility.

Learning Community: For purposes of this class, our learning community is defined as it is in McGraw Hill’s Human Diversity in Education: an Integrative Approach (4th ed.): An approach to classroom organization and instruction, based on democratic ideals, which is characterized by active teaching and learning, collaboration, belonging, shared decision making, and a strong sense of democratic participation. With this in mind, all students are expected to contribute to our learning process for the course through active participation, attendance, and cooperation. Students who fail to contribute positively to the community are subject to removal from the class by the instructor.
Reflective Learning: For this class, self-reflection is a critical factor in the learning process. Students are expected to critically assess their class work to analyze their performance as members within the learning community, along with assessing their personal growth as individual learners. The continuous cycle of reflective self-analysis should provide students with an effective tool to predict their grades in this and other classes.

Social Responsibility: For higher education to become complete, students need to find some connection to the community to which they belong. In any course, but particularly for this one, students need to focus on finding ways to connect learned knowledge to some aspect of their personal lives (e.g., work, church, volunteer services, family functions, and everyday life experiences). As a result, students are expected to find and produce written evidence that they have found personal connections with the course material. Additionally, students will use the course as the lens (the mirror) for helping others within their communities and provide a written reflection of shared experiences with those they have helped over the time of the course—with a focus on their analysis of how the course material gives you a way of providing some level of responsibility to society.

Institutional Statement

Each student is responsible for being aware of the information contained within the TCC Catalog, TCC Student Handbook, TCC Student Code of Conduct Policy Handbook, and semester information listed in Class Schedule:
- TCC First Stop Help Desk:
- TCC Catalog: http://www.tulsacc.edu/programs-courses/degrees-certificates/catalog
- Final Exam Schedule: http://www.tulsacc.edu/programs-courses/degrees-certificates/catalog/final-exam-schedule
- TCC Student Services: http://www.tulsacc.edu/search/site/students%20policy%20and%20resources
- Student Organizations: http://www.tulsacc.edu/campus-life/clubs-and-organizations
- Student Activities—College Wide: http://www.tulsacc.edu/campus-life/events-and-activities
- TCC Online Survival Guide:
  http://www.youtube.com/watch?v=WkkHSQxXgNg&feature=share&list=FL7wT4122UizLmbTaa98Z1cw

Classroom Etiquette

Open and mutually respectful communication of varied opinions, beliefs, and perspectives during discussion encourages the free exchange of ideas that is essential to higher learning and to the ability to learn from each other. Use of any electronic device (e.g., cell phones, lap tops, and recorders) is at the discretion of the instructor.

Computer Services Acceptable Use

Access to computing resources is a privilege granted to all TCC faculty, staff, and students. Use of TCC computing resources is limited to purposes related to the College’s mission of education, research, and community service. Student use of technology is governed by the Computer Services Acceptable Use Statements/ Standards found in the TCC Student Code of Conduct Policy Handbook. These handbooks may be obtained by contacting any Student Activities or Dean of Student Services office.
Suggested Course Resources:

- **Computer access with speakers (or ear phones):** You do not have to own a computer in order to take this class, but you do need to have access to a computer in order to access the blackboard site, email, and research materials. By the end of the first week, each person should have established where they will access the computer so that they can keep up with class communications. If you do not have home access to the computer, other options for accessing a computer are the TCC computer labs (at all four campuses), the Tulsa Public Library, OSU-Tulsa, a relative’s computer, a neighbor or friend’s computer, etc.

- **TCC Outlook Email:** All TCC students receive a designated, official TCC email address (such as jane.doe@tulsacc.edu). All communications to you about TCC and course assignments will be sent to your TCC email address; and you must use TCC email to send email to and receive email from the instructor regarding this course. Please refer to the following sites for instructions for accessing your TCC email: [http://www.tulsacc.edu/about-us/administration/offices/information-technology-services/it-how-instructions](http://www.tulsacc.edu/about-us/administration/offices/information-technology-services/it-how-instructions)

- **WORD 2010, 2007, & 2003 Word Processing Software:** TCC has licensing agreements with Microsoft that allow TCC students to download and use Microsoft Office software for free during their tenure as TCC students. You access the software download area through Blackboard. Go to the Organization tab. Search for: software. Enroll in the organization. Follow the on-screen instructions. Additionally, the following site provides tips for the usage of WORD 2010: [https://drive.google.com/open?id=0B3QWBKqFFzr2NmthVnhqX1ZsZXc](https://drive.google.com/open?id=0B3QWBKqFFzr2NmthVnhqX1ZsZXc)

- **Writing Center:** Visit the Writing Center (at any TCC Campus) for handouts, videos, books, writing and grammar modules, along with tutoring services from writing specialists ([https://tulsacc.mywconline.com/](https://tulsacc.mywconline.com/)). Use the Writing Center resources to help you overcome writing, logic, organization, and grammar deficiencies. Since you are enrolled in an online class, feel free to schedule an appointment with one of our on-campus specialists to help you improve your writing skills in any of the classes you are taking.

  - [an additional “free” resource for your writing] In Blackboard, when you first log on, you will see a link on the left-hand side of the student resources that is labeled Smarter Thinking Online Tutoring. You can submit papers there. In general, you should allow at minimum 24 hours to receive feedback for your work (perhaps more for weekend submissions).

  - [an additional “paid for with your MyLabsPlus” resource for your writing] [Online MyLabsPlus from Pearson:](https://www.mythinksolution.com/) In addition to taking a general diagnostic exam to determine your strengths and weaknesses, use the Pearson MyLabsPlus resources to help you explore grammar, punctuation, research, and writing skills. You will find substantial background and self-paced quizzes that reinforce videos, Internet sites, and explanations of common grammar, punctuation, research, and writing errors. You can access this resource through the Blackboard menu of the course and using the access code that accompanies your course textbook.

  - [an additional “free” resource for your writing] [Tulsa City-County Library Writing Help:](https://www.tulsacc.edu/library/writing-help) You may use your Tulsa City-County Library (TCCL) card to attain online feedback for your papers. The feedback includes expert tutor response to your online submissions. Of course, you should submit your draft to the tutors so that you have time to meet your course
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deadline. In general, you should allow at minimum 24 hours to receive feedback for your work (perhaps more for weekend submissions). The link for the TCCL homework tutors is as follows: [http://www.tulsalibrary.org/homeworkhelp](http://www.tulsalibrary.org/homeworkhelp).

- Two additional resources that are helpful in the revision process (intended for your use before you share a draft with others; you should always revise before handing a paper to peers, tutors, or a teacher): [www.paperrater.com](http://www.paperrater.com) and [www.hemingwayapp.com](http://www.hemingwayapp.com)

**Special Note: You should submit your papers to multiple sources for extra professional feedback.**

- **Reading Lab**: Visit the Reading Lab (at any TCC Campus) if you are having difficulties with reading for details that point to the main idea of the assigned texts. The specialists in these labs will assist you in diagnosing your areas of weakness and selecting a plan to overcome your deficiencies.

- **Math Lab**: Visit the Mathematics Lab (at any TCC Campus) if you have difficulties in a math or science type class. The specialists in these labs will assist you in diagnosing your areas of weakness and selecting a plan to overcome your deficiencies.

**METRO Instruction Labs**: [refer to other campuses for lab locations when you visit]

- Writing Center and Microcomputer Lab—MP-200
- Academic Mathematics Lab—MC-529
- Communications/Reading Lab—MC-538
- Foreign Language Lab—MC-430A
- Also, the TCC library has computers for student use—MC-2000

**Syllabus Changes:**

The instructor may change the syllabus through announced or published changes. The weekly schedule provides a detailed weekly schedule and is posted in the Assignment section of the BlackBoard site. Any changes are to address identified learning needs of class participants.

**Attendance/Participation and Administrative Withdrawal Policy***:

You are responsible for all class work and homework (including any published changes). In order to be successful in this class, you must participate in class assignments regularly. Missing more than the equivalent of a week of posting work is considered excessive absenteeism/non-participation for this class, indicating that you are not likely to do well in the class.

***Students with excessive absenteeism/non-participation will have to meet with the instructor on a weekly basis for re-establishing a success plan to maintain enrollment in the class. The purpose of the meeting is to establish a study plan for success in the course. Please understand that this weekly instructor meeting is designed to help you return to full participation in the course so that you will be working independently in the class. The weekly meeting can be by phone, in person, or in a Blackboard chat room.

The instructor may choose to administratively withdraw (AW) or fail (F) a student after a unit of non-completion of work, provided no agreement has been arranged by the student. An AW is an option; the other option is for the instructor to assign a failing grade for the course—the options are assigned based on the instructor’s discretion of what is best for the student and the class.
Bad Weather or Emergency Cancellation Policy
Tulsa Community College rarely closes—especially for online courses. Classes may be cancelled if extreme weather conditions or emergency situations arise. TCC always gives cancellation notices to radio and television stations. This information is also available on the TCC website. If this happens, please refer to the Blackboard site (https://bb.tulsacc.edu) for the course website. Any changes related to the class will be posted on this site.

Late Work/Make-up Exam Policy
Assignments and tests are due at the specified deadlines. The grade is subject to a one-letter grade reduction if submitted after the assigned date (or as designated for a specific assignment).

Exception: If you have legitimate reasons for not turning in an assignment or being able to take a test, to avoid penalty you must in advance make arrangements with me for a later due date or, in case of emergency, leave a message on my voice mail. [In all cases, it is important to communicate with your instructor for missed assignments or difficulties you are experiencing in the course. Communication is the first step in providing the instructor with an opportunity to provide assistance for you with your particular situation.]

Should you find that you are having trouble during the semester, should you think that you will miss a due date for our course, you must contact me and let me know you need an extension before the due date. If you do miss a due date, and if you decide to continue with the course rather than drop the class, you must do all of the late work to the standard of college-level work even though you may receive no credit for the late work.

I maintain this policy for one reason: it seems unfair to me that some students do all the work for the whole semester while others try to do just enough to get by — and still hope to pass the course. To the latter, I say, "Abandon hope." To earn a chance of receiving any credit for this course, you will do all the work.

I do not consider computer or printer issues emergencies!

Please save your work and back it up! To avoid losing your work and possibly receiving a lower or failing grade, do at least 3 of the following for each typed assignment you have to turn in:

- Save on the hard drive.
- Save on a disk or flash drive.
- Set up at least two e-mail accounts (such as a Google Gmail, a Hotmail or a Yahoo account to supplement your MyTCC account), so that you can e-mail your work to yourself and can print it if/when needed. Also, you can e-mail yourself when you only have one email account.
- Print/Save 2 copies.

Computer Access Problems
If access to class materials is unavailable due to a computer problems situation, continue to do the course work as indicated on the syllabus (or as last updated on the course website).
In the event you continue to experience problems, contact the TCC Internet Help Desk area at 918-595-2000 (or Call2000@tulsacc.edu) to see if they can assist you with the problem.

The main hours of operation for the Help Desk are Monday-Thursday, 7:30 AM-8:30 PM; however, the help desk service is available 24 hours to handle your emergency needs. If the problem persists you may send me an e-mail or leave a message on my Google number with your call back number. I encourage you to do any computer work around these timeframes so that you have technology assistance. I will not be able to resolve IT-related problems, so late submissions due to technology are not sufficient reasons to not meet the course deadlines.

Withdrawal/Audit Policy
The deadline to withdraw from a course shall not exceed 3/4 the duration of any class. [The last day to “withdraw” or to change from “credit to audit” this semester is Friday, September 30, 2016.] Not attending or participating in class does not constitute withdrawal.

Begin the process with a discussion with the faculty member assigned to the course. Contact the Advisement Office at any TCC campus to initiate withdrawal from a course (W grade) or to change from Credit to Audit. Withdrawal and/or change to an audit from a course after the drop/add period can alter the financial aid award for the current and future semesters. Students may receive an outstanding bill from TCC if the recalculation leaves a balance due to TCC. Students who stop participating in the course and fail to withdraw may receive a course grade of “F,” which may have financial aid consequences for the student.

Before you withdraw from a course, be sure to complete the following steps:
1. Talk with me. There may be alternatives to withdrawal that you have not considered. Withdrawing from a course is a decision that you and I should make together.
2. If we decide that withdrawal from the course is best, you should go to the Counseling Office in MC 1014 and request the “Withdrawal” form. [or you may go to a campus that is close to you.]
3. Staff in the Counseling Office will help you fill out the paperwork and process the withdrawal.
4. You should keep a copy of the withdrawal form as a permanent record of the transaction.

Note: Students who stop participating in the course and fail to withdraw may receive a course grade of “F,” which may have financial aid consequences for the student.

ADA Policy
It is the policy and practice of Tulsa Community College to create inclusive learning environments. Accommodations for qualifying students in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act are available. To request accommodations, contact the Education Access Center (EAC) at eac@tulsacc.edu or call (918) 595-7115 (Voice). Deaf and hard of hearing students may text (918) 809-1864.

Note: If any student is in need of academic accommodations from either office, it is the student’s responsibility to advise the instructor so an appropriate referral can be made no later than the first week of class. Students may also contact the EAC offices directly at the applicable telephone
numbers indicated. Academic accommodations will not be provided unless appropriate documentation is provided to the appropriate offices to support the need.

TOBACCO-FREE COLLEGE
Tulsa Community College is a Tobacco Free college in accordance with the Governor’s Executive Order 2012-01 and Title 63 of the Oklahoma Statutes, Section 1-1523 which prohibits smoking or the use of any tobacco products in all public places, in any indoor workplace, and all vehicles owned by the State of Oklahoma and all of its agencies and instrumentalities. This Order includes property leased, rented, or owned by TCC including, but not limited to, all grounds, buildings, facilities, and parking lots. Tulsa Community College’s policy includes a tobacco free environment on all campus and off-campus locations conducting TCC credit or non-credit classes. The TCC Campus Police is responsible for ensuring compliance with the Tobacco-Free Environment Policy. Violations of the policy may be addressed through issuance of campus or state citations.

Extra Credit Policy:
I do not accept extra credit since it is nonsensical in nature; most students who desire extra credit have not completed the assigned work.

Question to consider: “Who wants a brain surgeon or a pilot who graduated on extra credit?”

Academic Dishonesty
Academic dishonesty (cheating) is defined as the deception of others about one’s own work or about the work of another. Academic dishonesty or misconduct is not condoned or tolerated at campuses within the Tulsa Community College system. Tulsa Community College adopts a policy delegating certain forms of authority for disciplinary action to the faculty. Such disciplinary actions delegated to the faculty include, but are not limited to, the dismissal of disrespectful or disorderly students from classes. In the case of academic dishonesty a faculty member may:

- Require the student to redo an assignment or test, or require the student to complete a substitute assignment or test;
- Record a "zero" for the assignment or test in question;
- Recommend to the student that the student withdraw from the class, or administratively withdraw the student from the class;
- Record a grade of "F" for the student at the end of the semester. Faculty may request that disciplinary action be taken against a student at the administrative level by submitting such a request to the Dean of Students.
### The Case of the Successful College Writer-Researcher

#### Classroom Success Habits

<table>
<thead>
<tr>
<th>Unsuccessful Students’ Habits</th>
<th>Successful Students’ Habits</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Meets the minimum requirements in class participation.</td>
<td>(1) Listens to and participates in class discussions.</td>
</tr>
<tr>
<td>(2) Waits to the last minute to complete assignments and believes the instructor must grant an extension for incomplete assignments.</td>
<td>(2) Has a crisis plan for emergencies and communicates with instructors.</td>
</tr>
<tr>
<td>(3) Does not take notes in classes in preparation for exams or future assignments.</td>
<td>(3) Takes notes and actively participates in class.</td>
</tr>
<tr>
<td>(4) Misses many classes.</td>
<td>(4) Plans to attend all scheduled classes from the start time to the end of class; any exceptions are dealt with in advance by communicating with instructor.</td>
</tr>
<tr>
<td>(5) Habitually returns from a break after the allotted time given to the class.</td>
<td>(5) Responsibly adheres to instructor’s directions.</td>
</tr>
<tr>
<td>(6) Completes homework in an environment that has numerous distractions.</td>
<td>(6) Searches for and uses a learning environment to complete homework.</td>
</tr>
<tr>
<td>(7) Does not exchange telephone numbers with two or three students to swap notes, get missed work, or discuss assignments.</td>
<td>(7) Exchanges numbers with students in order to create partners in learning within the class.</td>
</tr>
</tbody>
</table>
The Case of the **Successful College Writer-Researcher**

**General RUBRIC for Submitted Assignments**

**The A Assignment:**
- Meets all the course objectives (Note: it may contain a few minor deficiencies)
- Fulfills the requirements of the assignments
- Shows *originality* of thought
- Contains no serious errors in grammar or mechanics

**The B Assignment:**
- Meets all the course objectives (Note: it may contain a few minor deficiencies)
- Fulfills the requirements of the assignments
- Contains no serious errors in grammar or mechanics

**The C Assignment:**
- Attempts to meet all the course objectives, but falls short in certain areas
- Fulfills the requirements of the assignments
- May contain *very few* serious errors in grammar or mechanics

**The D Assignment:**
- Attempts to meet all the course objectives, but *falls short in many areas*
- Fulfills the requirements of the assignments
- May contain serious errors in grammar or mechanics

**The F Assignment:**
- Attempts to meet all the course objectives, but *falls short in most areas*
- May contain serious errors in grammar or mechanics

**Serious Errors in Grammar and Mechanics:**
- Unjustified Sentence Fragments
- Confused Pronoun Reference
- Comma Splice
- Wrong Pronoun Reference
- Fused Sentences (Run-on Sentences)
- Misplaced Modifiers
- Failure in subject and verb agreement
- Dangling Modifiers
- Semicolon Separating an Independent and a Dependent Clause
- Excessive Errors in Spelling and Punctuation

**Mission Statement**

*The mission of Tulsa Community College as defined by the Oklahoma State Regents for Higher Education is to:*

Tulsa Community College betters its community through the intellectual achievement, creative energy, and responsible citizenship of its students, faculty, and staff by their engagement in teaching, learning, and service opportunities that transform and enrich lives. Tulsa Community College commits to innovative, flexible, and affordable public higher education that responds to a dynamic global environment.

**TCC Core Values**

**Student Success** is the reason TCC exists. We strive for all students to be successful in their educations and we strive for the education to effectively prepare students for their lives. Learning is the focus because it is the essence of an institution of learning. **Excellence** drives us. We strive to provide excellent education to our students, excellent resources to our community, and excellent administration and management for our employees.
The Case of the **Successful College Writer-Researcher**

**Stewardship** guides our daily decision-making. We investigate community needs and expectation and then respond by providing quality education that is responsive, convenient and affordable.

**Innovation** sparks our creativity and ensures that the hearts and minds of our students, faculty, staff and administration are actively engaged in acquiring learning, increasing our knowledge, and leading the community forward.

**Diversity** is our common bond. Sincere appreciation for and cultivation of differences enriches our lives, the community and the education we offer. It is a source of our pride and integral to our success.

**TCC General Education Goals**

Tulsa Community College graduates value cultural diversity, ethical behavior, and the unique role of public education in sustaining a free society. The following general education goals function independently and in concert. TCC graduates demonstrate:

- **Communication Skills** – effective written, oral, visual, technological, and interpersonal interactions
- **Critical Thinking** – aesthetic and qualitative reasoning for creative inquiry, analysis, synthesis, and evaluation of information, both abstract and concrete
- **Empirical Skills** – problem solving and quantitative reasoning in support of scientific and mathematical concepts
- **Teamwork** – the ability to collaborate in support of shared purposes and goals
- **Personal Responsibility** – choices and actions that recognize consequences and exhibit ethical decision-making
- **Social Responsibility** – the ability to evaluate one's own ethics and traditions in relation to others and to embrace the diversity of human experience while engaging local, regional, and global communities.

**STUDENT WEB SYSTEM**

The Student Web System is a convenient way to obtain important information regarding your TCC enrollment without having to stand in line at an office. Through this system, you may review your grades, obtain schedule information, check your financial aid status, and more. The web address is:

[www.tulsacc.edu](http://www.tulsacc.edu)

To enter some portions of the site you will need to use your Student ID and PIN (six digit birth date = mmddyy).

This system is available daily from 7:00 am to 10:00 pm.

**TOUCH-TONE SYSTEM**

(918) 595-7373

You can, alternatively, use the telephone to access much of this same information. The “Touch-Tone System” is available at the above telephone number.

Have your Student ID and PIN (birthday=mmddyy) ready. Listen and respond to the menu options. Available daily from 7:00 am to 10:00 pm.
The Case of the **Successful College Writer-Researcher**

### Tentative Course Agenda

[The instructor may need to change the assignment schedule AT ANY TIME by verbal or written notification in class. Any changes will be to your benefit, not creating more work, but likely modifying assignments or due dates to help in your overall learning.]

**Anticipated Weekly homework: 6-9 hours (varies depending on reading and writing skills)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Major Items Due and General Course Pacing</th>
</tr>
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<tbody>
<tr>
<td></td>
<td><strong>Unit 1</strong></td>
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<tr>
<td>Week 1</td>
<td>“Funds of Knowledge” Introductions</td>
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<td></td>
<td>MLA Formatting</td>
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<td></td>
<td>Distance Learning Orientation</td>
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<tr>
<td>Due Sunday, 8/28</td>
<td>Funds of Knowledge Peer Sharing</td>
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<td>Netiquette for College work</td>
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<tr>
<td>By Midnight</td>
<td>Discussions/Participation</td>
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<td></td>
<td>Peer Review</td>
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<td>Craft Lesson</td>
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<td></td>
<td>Weekly Reflection</td>
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<tr>
<td>Week 2</td>
<td>Service Learning Portfolio Introduction</td>
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<td></td>
<td>Grammar Plan</td>
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<tr>
<td>Due Sunday, 9/4</td>
<td>Revision Strategies from textbook suggestions</td>
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<td>Professional Feedback</td>
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<tr>
<td>By Midnight</td>
<td>Discussions/Participation</td>
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<td>Peer Review</td>
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<td></td>
<td>Weekly Reflection</td>
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<tr>
<td>Week 3</td>
<td>Progress Report Check In (Portfolios, Grammar, Vocabulary)</td>
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<tr>
<td></td>
<td>Instructor Connection</td>
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<tr>
<td>Due Sunday, 9/11</td>
<td>Revision Strategies from textbook suggestions</td>
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<td>Readability Levels</td>
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<td>Audience Recognition</td>
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<tr>
<td>By Midnight</td>
<td>Discussions/Participation</td>
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<td>Weekly Reflection</td>
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**Unit 2**

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<thead>
<tr>
<th>Date</th>
<th>Major Items Due and General Course Pacing</th>
</tr>
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</table>
| Week 4       | Writing Center Orientation  
              | Effective Integration of Sources in Writing  
              | Selection of sources to add credibility for paper  
              | Service Learning Experience Snippet  
              | Discussions/Participation  
              | Peer Review  
              | Craft Lesson  
              | Weekly Reflection |
| Due Sunday, 9/18 | By Midnight                                                                                                                                 |
| Week 5       | My Grammar Plan Progress Report  
              | Discussion of textbooks for style: Art of Styling and Powerful Paragraphs  
              | Progress Report Check In (Portfolios, Grammar, Vocabulary)  
              | Instructor Connection  
              | Discussions/Participation  
              | Peer Review  
              | Craft Lesson  
              | Weekly Reflection |
| Due Sunday, 9/25 | By Midnight                                                                                                                                 |
| Week 6       | Portfolio Plan for Final Draft  
              | Transfer of Writing Skills to other courses and personal  
              | Polishing Portfolio through Feedback Response  
              | Discussions/Participation  
              | Peer Review  
              | Craft Lesson  
              | Weekly Reflection |
| Due Sunday, 10/2 | By Midnight                                                                                                                                 |
| Week 7       | Polishing Portfolio through Effective Annotation  
              | Finalizing Grammar and Vocabulary Plans  
              | Final Draft Portfolio Due  
              | Discussions/Participation  
              | Peer Review  
              | Craft Lesson  
              | Weekly Reflection |
| Due Sunday, 10/9 | By Midnight                                                                                                                                 |
| Week 8       | Instructor Connection  
              | Final Exam  
              | By Midnight                                                                                                                                 |
| Due Friday, 10/14 |                                                                                                                                               |
| (T) 10/18    | Final Grades Due to College Registrar  
              |                                                                                                                                               |
## Frequently Asked Questions

<table>
<thead>
<tr>
<th>Q</th>
<th>What should I expect in this class?</th>
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<tbody>
<tr>
<td>A</td>
<td>You can expect this class to focus on the habits of thinking and writing required for college success. I will use reading, writing, and discussion to help you develop your ideas in an articulate, deliberate, and reflective manner. A central approach in my class is the repetition of the writer’s process of drafting, revising, editing, and proofreading. You should make a habit of retaining copies of each draft of your work. Specifically, keep electronic copies of your writings by saving versions of papers. I suggest that you use a system that allows you to keep track of your drafts, such as saving work with a clear assignment name and a draft number. For example, “Career_Paper_Draft5” would help you distinguish between a “Draft 1” that may have undeveloped ideas but initial thoughts and “Draft 3” that has your attempt to focus on integrating documented sources into the writing to build your credibility as an authority on the topic of the paper. Each draft should have a focus that elevates your paper’s coverage of a topic. So your drafts will become evidence of your growth in the course. Back up your drafts on a thumb drive and an online server such as OneDrive, DropBox, or Google Drive. You should use a double backup system for your work—especially if you are using a thumb drive. A double backup system is where you save your work weekly or biweekly in a different location other than your primary one so that lost thumb drives, crashed computers, or other mishaps do not leave you with no copies of your work during the semester.</td>
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<tr>
<th>Q</th>
<th>How much writing or other homework should I expect in this class?</th>
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<tbody>
<tr>
<td>A</td>
<td>For a writing, class, you should expect to write 5-6 essays, generally a minimum of four pages in length, producing a minimum of 20-25 typed pages of final draft writing. College Writing teaches writing practices such as paraphrase, citation and quotation, and may include a short research assignment. I generally teach Writing II, Composition I, and Composition II, but I also teach Academic Strategies, Reading I, Reading II, and Minority Literature. All of these courses are intense in reading, writing, and critical thinking, so students will find their days and nights consumed by the homework in these courses while enrolled. In general, consider the class an immersion into the specific class objectives. For example, for my writing courses, consider the class to be an immersion experience in writing. The idea is for you to be immersed in writing during the time of the course with the intention of helping you appreciate the power of writing. This immersion should be the same for any class you take. For example, if you are taking a math, writing, sociology, and science class at the same time, you are immersed in all of those classes simultaneously, and the demands may be challenging often because immersion requires ongoing practice—and a subsequent large amount of time. My suggestion is that you make a study schedule for the courses I teach because of the nature of the content—one of immersion. My goal is to help you learn the course objectives, and I need your help with the scheduling. You should look at your calendar to determine good times for you to write, read, prepare for class, and complete assignments.</td>
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<tr>
<th>Q</th>
<th>Do I have to complete the Service Learning Portion of the Course Work?</th>
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<tbody>
<tr>
<td>A</td>
<td>Yes, the Service Learning experience defines all of your writing in the course. If you do not complete the Service Learning work, you will miss the experience required for your writing. I encourage you to complete your Service Experience by the midway point of the course. You can begin writing about the Experience prior to completing it since the initial writings are overviews of why you are interested in the Experience you have selected.</td>
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<tr>
<th>Q</th>
<th>How is your teaching approach different from other educators?</th>
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<tbody>
<tr>
<td>A</td>
<td>Most educators I have encountered tend to focus on students’ mastery of the course content for a specific exam that you will take to demonstrate the knowledge you have attained. While I will develop student mastery of the course content, my focus is more on how students apply course content to personal life, careers, or other courses. This approach emphasizes transfer of skills more than learning in the vacuum of the classroom materials. Some students struggle with this approach because it allows for multiple pathways for mastering the course content. Rather than identifying a specific set of papers to produce, the “transfer of learning” approach requires that students choose topics that connect the course work to their personal lives or other course work. The alternative approach is that the teacher chooses specific papers with exact expectations that do not change from semester. I can think of many benefits to both the teacher and the student—the main one being that everything is predictable. Unfortunately, our society is far from predictable, and the skills students need to have after the class and upon attaining a degree demand that successful people have an established habit of taming the unexpected and applying their critical reading, writing, and thinking skills to new situations. For my courses, the emphasis is not merely to learn the content of the course, but more importantly the goal is on practicing the types of skills essential to participating in our society and communicating effectively with others. So students should look at my approach as one that encourages making personal connections. If your goal is to simply pass a test or write a simple paper, my teaching expectations will stretch your learning boundaries—for the good I hope.</td>
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