



Syllabus: TS 87 Writing & Academic Plan - 25538

Course Information

Term: SPRING 2026

Meeting Time and Location: MTWTh Rainier Hall Room 0207

Credits: 5.00

Modality: In Person

Prerequisite(s): Students must have completed the TS orientation & assessment or taken a TS class within the last 6 months. Contact Transitional Studies at transitional@everettcc.edu or Rainier Hall Rm 227.

Instructor Information

Anastasia Deeble

Email: adeeble@everettcc.edu

Email to schedule an appointment on Zoom.

Office: Rainer 220

You are always welcome to email me to schedule an appointment online. If you email me, I usually answer within 24 hours during the work week (M-F).

Communication with Me: The best way to reach me is by email. During the weekdays,

I usually respond to emails within 36 hours at the latest. I do not always check emails on the weekends.

Announcements and Communication from Me: If I need to let the entire class know something, I will send out an announcement on Canvas. Please make sure your settings allow announcements to forward to your email. If I need to contact you individually, I will send a message to you on the Canvas inbox.

Course Description

Welcome to **Writing & Academic Plan!** I'm so glad you're here.

In this course, you will explore a variety of meaningful writing topics, including current events, careers and vocational pathways, Indigenous peoples, the American buffalo, immigration, and other issues connected to change in society. Through these topics, you will build **academic English vocabulary**, practice **grammar in context**, and strengthen your **sentence and paragraph writing skills**.

Class discussions and readings will encourage you to think critically and express your ideas clearly. You will ask questions and explore themes such as **responsibility, power, wealth, and change**, while connecting these ideas to your own experiences. This combination of background knowledge and personal reflection will help improve both your **reading comprehension** and your ability to **communicate complex ideas in writing**.

This course is designed for students who are continuing to develop their academic English, as well as for students returning to school and rebuilding writing confidence. It is a required course before advancing to higher-level

writing classes and will prepare you to write clear, well-organized multi-paragraph essays in future college courses.

Throughout the quarter, you will develop grammar, punctuation, and sentence-style skills, including the use of **compound and complex sentences**, while learning about academic and career pathways that support transitions to college or vocational programs.

Student Learning Objectives

These are the official objectives of our class.

TS 87 students will:

1. demonstrate command of the conventions of standard English.
2. use correct capitalization, punctuation, and spelling when writing.
3. demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
4. learn past perfect, gerunds, infinitives, verb tenses, passive/active voice, compound/complex sentences, and sentence structures.
5. identify and assess current abilities, learning characteristics, styles, and readiness to learn.
6. evaluate personal, educational, and employability interests to create academic and/or career goals.
7. utilize technology to identify and assess resources on and off-campus to support academic and career development.
8. engage students in goal setting that leads to transitioning to

vocational or academic college pathways.

9. engage effectively in a range of collaborative discussions with diverse partners, building on other's ideas and expressing their own clearly.
10. identify and explore funding options appropriate to student circumstances in order to plan.

EVCC Core Learning Outcomes

Effective Communication

By the end of this course, you will be able to clearly communicate and support a controlling idea in a single paragraph or in several paragraphs.

Books and Materials

There are no books required for this course; however, you must have a laptop, Chromebook or computer. You will use your computer to type your paragraphs, complete online assignments and tests, and to check Canvas to stay organized and informed of your work. If you do not have a computer, you can borrow one from the Library Media Center.

Access to Technology

The [Library Media Center](#) loans Chromebooks, netbooks, wifi hotspots, and calculators to currently enrolled students. Contact the Circulation desk for availability and check-out procedures: circulation@everettcc.edu. See the [Technology Resources](#) page for how to access free versions of Microsoft Office 365 and for discounts on other hardware and software.

How to be Successful in this Course

Be Ready

- Participate in class activities, discussions, and assignments.
 - Plan regular time each week to work on this online class.
 - Practice self-care (sleep, meals, movement, and rest) so you can manage stress and enjoy learning.
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Be Responsible

- Take notes. This essential college skill helps you stay active and engaged in your learning.
 - Follow the weekly modules to complete assignments on time.
 - Communicate with me if you need help or start to fall behind.
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Be Respectful

- Be polite and thoughtful in all online discussions and interactions.

Assignments

- **Practice & Skill-Building (30%)**

Weekly practice and drafts that help you learn grammar and writing skills; these are graded for completion and effort, not perfection.

- **Major Writing Assignments & Assessments (40%)**

Larger writing assignments that show your best independent work at key points in the course, and grammar tests.

- **Active Engagement (30%)**

Active participation in online activities such as discussions, check-ins, and regular use of course materials in Canvas.

Practice & Skill Building: Each week you can expect to have homework in grammar and sentence structures. This homework is designed to help you practice what we learned in class. These assignments are graded as complete or incomplete. I provide answers so you can correct your own work. Correcting your own work helps you learn from your mistakes. You are always welcome to ask questions if you don't understand something. Because many of you have lots of responsibilities like work and children, you have one week to complete your assignments. In this writing class, assignments are due every Monday. You are welcome to complete assignments as quickly as you like. However, on some assignments, you will not be able to move forward until I grade/ provide feedback on it. Please plan your study time.

Major Writing Assignments: You can expect to write several paragraphs this quarter. Like your assignments, you have one week to complete each formal paragraph. Final typed and submitted paragraphs are due on Mondays. It is very important to turn in your outlines and paragraphs on time. I do my best to give you very **specific feedback** (comments and corrections) on your paragraphs. However, I do not want you to depend on me to make your paragraph better. After a few paragraphs, I expect you to do this yourself, or with an online peer. You can do it! Paragraphs are worth 50% of your total class grade. More information is listed under "Late Work."

Assessments: You can also expect weekly quizzes on grammar, sentence structure, writing knowledge, writing process, and some knowledge of the topics we are studying. The test time will open for 30 minutes. You usually have a week to complete the quiz. Quizzes are due by Monday night. Sometimes you have to wait for part of your score because some answers I need to grade. I will **finish grading all the quizzes within 5 business days of the due date**, but I usually finish them almost as soon as you turn them in. Tests are worth 25% of your grade.

Final Exam: The final exam is cumulative (that means it is a little bit of everything we studied) and is a combination of grammar, sentence structure, and writing knowledge.

Modifications of Assignments, Tests, and Paragraphs: I will always modify assignments, tests, and paragraphs for students who have a legitimate need. Sometimes this need is personal, or you might have an official accommodation from the CDS office. If you need official accommodations, please visit the CDS office. Regardless, please let me know what you need and I will work with you to help you be successful.

Class Schedule

This course builds academic grammar and paragraph-writing skills through a consistent weekly flow: **Vocabulary** → **Reading** → **Sentence Writing** → **Paragraph Development**. Skills build over time and prepare you for major writing assessments.

TS 87/IEP 95 – Writing & Academic Plan Landscapes of Change

10 Week Schedule

Week 1 - Landscapes of Early America: The Plains & Kay Walkingstick

Schema: How does the land shape identity — and how does identity shape the way we see the land?

Vocabulary: landscape, community, learning, goal, environment, change, sentence, fragment

Grammar: Subject-Verb, Adjectives, Adverbs

Structure: What is a Sentence? Fragments, Run-ons, Comma Splices

Critical Thinking: Because, But, So

Writing: What is a Paragraph? Topic Sentences, General vs. Specific

Assignments: Canvas Exercises & Paragraph #1: Descriptive Paragraph

Week 2 – Indigenous Landscapes: The Ojibwe

Schema: What does it mean to live in relationship with a place instead of just using it?

Vocabulary: indigenous, treaty, sovereignty, ancestral, territory, heritage, stewardship, relocation, Resilience

Grammar: Subject-Verb Agreement

Structure: 4 Sentence Structures (video), Compound: FANBOYS, Complex: Time Clauses

Critical Thinking: before, after, (when, while), time clauses

Writing: Writing Process & Single Paragraph Outline (SPO), Universal Paragraph Frame

Assignments: Canvas Exercises & Paragraph #2: Time Paragraph

Week 3 – Settler Landscapes: Westward Expansion & Manifest Destiny

Schema: Who benefits when a landscape changes — and who pays the cost?

Vocabulary:

migration, settlement, displacement, belief, motivation, opportunity, transformation, impact, consequence

Grammar: because, but, so**Structure:** 4 Sentence Types**Critical Thinking:** reason vs. cause**Writing:** transitions**Assignments:** Grammar Quiz #1 & Vocabulary Spelling Test #1

Week 4 – Industrial Landscapes: Land & Sea

Schema: How does technology change both opportunity and responsibility?**Vocabulary:** TBA**Grammar:** appositives**Structure:** errors & editing**Critical Thinking:** -----**Writing:** appositives in Topic Sentences**Assignments:** Canvas Exercises & Paragraph #3: Reasons & Effects of Westward Expansion

Week 5 – Animal Landscapes: The Bison & Horses

Schema: What happens when humans reshape the landscape of a place?**Vocabulary:** TBA**Grammar:** past perfect**Structure:** sentence combining, sentence expansion**Critical Thinking:** compare and contrast ladder**Writing:** cohesion**Assignments:** P4: In-Class Cause-Effect Paragraph, Grammar Quiz #2, Vocabulary Spelling Test #2

Week 6 – Western Landscapes: The Cowboy – Myth & Labor

Schema: How does popular myth shape the way we understand history?**Vocabulary:** TBA**Grammar:** passive voice**Structure:** punctuation**Critical Thinking:** compare and contrast ladder**Writing:** Unelaborated Paragraph**Assignments:** P5: Compare & Contrast

Week 7 – Landscapes of Mobility: New Horizons & Opportunity

Schema: When does movement create opportunity—and when does it create instability?

Critical Thinking: What is a credible source?

Writing: Using facts, statistics, and quotes to support main [idea](#).

CASAS Testing

Assignments: P6: In-Class Compare-Contrast, Grammar Quiz #3, Vocabulary Spelling Test #3

Week 8 – Immigrant Landscapes

Grammar: gerunds & infinitives

Registration/Advising

Assignments: Writing Studio: Revisions & Resubmissions

Week 9 – Agency in Your Learning Landscape & Digital Landscapes

Schema: How much control do you have over your learning — and what can you influence?

Assignments: P7: My Learning Landscape Multi-Paragraph

Week 10 – Writing Studio

Assignments: Writing Studio: Revisions & Resubmissions

Grades

GRADING SCALE

A	93 - 100%	
A-	90 - 92%	
B+	87 - 89%	
B	83 - 86%	
B-	80 - 82%	
C+	78 - 79%	

C	76 - 77%	You must earn 76% or higher to pass the class.
C-	70 - 75%	
D	60 - 69%	
F	0 - 59%	

Late Work

Late Work & Test Policy: All work is due on the posted due date. Students have a one-week grace period after the due date to submit assignments or tests with no penalty; after the grace period, the assignment or test closes and late submissions are not accepted. This policy applies through Week 9 of the quarter; beginning in Week 9, no late work or late tests are accepted for any reason. **If you are struggling or falling behind, please talk to me as early as possible so I can support you.**

[Everett Community College Students Rights and Responsibilities Handbook](#)

Academic Integrity

As part of an academic community, EvCC students are expected to submit only their own work and avoid occurrences of plagiarism. This includes submitting answers that are not your own on quizzes and exams. [The Writing Center](#) offers support to help students improve their writing skills and provides resources on understanding plagiarism.

Accidental or intentional use of someone else's work, ideas, research, or writing without attribution of the source may result in a failing grade on the assignment or a failing grade in the course. This decision will be dependent

on the nature and extent of the use. Any incidents of this type will be reported as a violation of the Student Conduct Code, which is described in the Student Rights and Responsibilities handbook.

Generative AI Statement

Generative AI, such as Chat GPT, Dall-e, Gemini, Claude, etc., may be used as tools to generate ideas and organize thoughts but it should not be used to replace student work for this class. AI is often biased, inaccurate, and is not reflective of you as a learner. You are responsible for analyzing and fact-checking AI-generated results before using them in your work. If AI is used in your work it should be used minimally and cited. Using AI as a replacement for your work, for the majority of your work, and/or not citing the use of AI will be treated as a violation of the Student Conduct Code and reported to the Dean of Student Development (See above).

Flexibility Statement

I have attempted to make this syllabus as comprehensive and accurate as possible and I may occasionally need to make small adjustments during the quarter. I will announce any changes in class or notify you in writing and in Canvas.

[Everett Community College Students Rights and Responsibilities Handbook](#)

[Everett Community College Prohibited Student Conduct Policy](#)

[Everett Community College Academic Grievance Procedure](#)

Student Concerns and Support

The CARE Team at Everett Community College is here to support students

who may be struggling or going through a difficult time that is impacting their academics. If you or another student you know is experiencing academic, emotional, or personal challenges, the CARE Team can help connect you with resources and support. To share a concern or request help, you can [submit a CARE report online](#) or email care@everettcc.edu.

Students are encouraged to read the Student Conduct Policy and Student Rights and Responsibilities Handbook to be aware of their full scope of rights.

[Everett Community College Disability Accommodation Policy](#)

[Everett Community College Disability Accommodation Procedures](#)

Basic Needs

It can be challenging to do your best in class if you have trouble meeting basic needs like safe shelter, sleep, or nutrition. [EvCC's food pantry](#) is available for walk-ins and by appointment. [Student Emergency Assistance Grants](#) are also available for unexpected emergencies.

Academic Grievance Procedure

If a student has evidence that they have been: Unfairly treated in matters related to grading, course policies or expectations; falsely accused of cheating; or inappropriately penalized for alleged cheating; they may be said to have an academic grievance.

Students can approach any member of the campus community whom they trust for guidance on following the formal and informal academic grievance procedures.

[Everett Community College Civility Statement](#)

[Everett Community College Students Rights and Responsibilities Handbook](#)

[Everett Community College Prohibited Student Conduct Policy](#)

[Everett Community College Disciplinary Sanctions Policy](#)

Counseling

Everett Community College Counseling & Student Success (CSS) offers appointments for currently enrolled students with professional counselors for Academic/Educational Counseling, Career Counseling, and free short-term Personal Counseling, as well as referral to community resources to help students adjust to, cope with, and succeed in college. To make an appointment, visit Parks Student Union, 3rd Floor, call 425-388-9263, or email counseling@everettcc.edu.

Accessibility

In accordance with the Americans with Disabilities Act Policy, EvCC is committed to ensuring that classes are accessible to all students, including those with visible and invisible disabilities. If at any point a student is not able to access the space, content, or experience of a course they should contact the [Center for Disability Services](#) (425-388-9272, or cds@everettcc.edu).

[Everett Community College Faith and Conscience Leave Policy](#)

[Student Medical Leave of Absence Policy](#)

[Student Medical Leave of Absence Procedure](#)

Help with Technology

For help with Canvas, Panopto, or Zoom, contact eLearning at elearning@everettcc.edu or visit the [eLearning website](#). For help with logins, passwords, and email, contact IT at helpdesk@everettcc.edu or visit the [IT help desk website](#).

Civility

As outlined in the campus civility statement, Everett Community College is committed to providing a safe learning and working environment. The expectation is that all students will conduct themselves in a civil, respectable and appropriate manner as a responsible member of the college community. The Student Rights and Responsibilities Handbook identifies and describes college expectations, students' rights, and outlines the process for resolving disciplinary matters, including Student Code of Conduct violations. The provisions of the Student Code of Conduct apply to all students whenever they are on the college campus, in college housing, or engaged in college-sponsored activities and functions.

[Notice of Nondiscrimination](#)

[Everett Community College Protected Class Nondiscrimination Policy](#)

[Everett Community College Immigration Rights and Non-Discrimination Policy](#)

Pathway Success Coaches

Pathways coaches are available to help you navigate your college experience, including helping you navigate academic resources and services and build out a success plan.

They are available to meet in person or over Zoom. See the [EvCC Pathways Coaches page](#) for contact information for your Pathways coach.

Land and Labor Acknowledgements

We are taking this opportunity to acknowledge that the land Everett Community College campuses reside on are the traditional and ancestral lands of the Tulalip (ta-lay-lup) Tribes, the Sauk-Suiattle (sock swa-ttle) Indian Tribe and the Stillaguamish (still-agwamish) Tribe of Indians. The main campus is built upon the ancestral territory of the Hibulb (hee-bulb) Village, which once stood as a rich cultural, economic, and political center for the Snohomish (sna-hoe-mish) Tribe. After European American arrival, the Snohomish (sna-hoe-mish) people, along with several other tribal nations, negotiated the Treaty of Point Elliott and relocated to what is now the Tulalip (ta-lay-lup) Reservation. It is our goal that by remembering the nations who have been here since time immemorial, we acknowledge the truth of our past and join together in building bridges of understanding and collaboration for the empowerment of indigenous students and their communities.

We acknowledge that so much about our country—its culture, its economic growth, and its development—has been made possible by the labor of enslaved Africans and both their ascendants who suffered the horror of the transatlantic trafficking and chattel slavery, and their descendants who suffered the long shadow of Jim Crow. We acknowledge the transgenerational legacy of the violence they endured and its impact that continues to burden lives today. We likewise acknowledge our nation's historical and continuing exploitation of and reliance upon immigrant and migrant labor, workers who to this day toil in difficult, dirty, and dangerous working conditions, making the American way of life more accessible and affordable for the majority while socioeconomically able to enjoy but few of the fruits of their own labor. Let us embrace the responsibilities for transformative action—both individual and collective—implicit in these acknowledgements.

Faith and Conscience Leave

Per Everett Community College's Faith and Conscience Leave Policy, Everett Community College students are entitled to two days of excused absences per academic year (summer quarter through the end of spring quarter) for reasons of faith or conscience or for organized activities conducted under the auspices of a religious denomination, church, or religious organization. Such absences must be requested in writing within the first two weeks of the class or the first week for a late start class and may not incur additional fees for students.

Student Medical Leave of Absence Policy

When a health or medical emergency or condition renders a student's continued participation in college academics, programs, or services impossible, impractical or unsafe to the student or any member of the college community, the rules and procedures around a medical leave of absence shall apply.

A student who decides to withdraw from the college for health/medical reasons shall follow the college registrar's general procedures for withdrawal or petition for exception to registration, as appropriate. A student who chooses to exercise this option may return to college as early as the next scheduled quarter.

Non-Discrimination Statement

Everett Community College does not discriminate based on, but not limited to, race, color, national origin, citizenship, ethnicity, language, culture, age, sex, gender identity or expression, sexual orientation, pregnancy or parental

status, marital status, actual or perceived disability, use of service animal, economic status, military or veteran status, spirituality or religion, or genetic information in its programs, activities, or employment.

Equal Opportunity and Title IX Policy and Procedure

Everett Community College is committed to providing a safe and inclusive environment for learning and working at the college. The Director of Equal Opportunity and Title IX Programs is the person designated by the college to receive concerns or complaints of protected class discrimination or harassment, including sex-based harassment. Protected class characteristics include race, sex, gender identity, disability, and pregnancy, among many others. Faculty are required to submit a report to the college when made aware of conduct or experiences that meet discrimination and harassment definitions, so that the college can provide support to an impacted person. Review the policies and procedures on the [Equal Opportunity and Title IX webpage](#) for more information about protected classes, prohibited conduct definitions, support resources on and off campus, and contact information for the Director of Equal Opportunity and Title IX Programs. Additionally, all employees have [mandatory reporting responsibilities](#) regarding disclosures of child abuse or neglect and vulnerable adult abuse.

