

# Department of English & Foreign Languages

## English 1301.28 (Comp I)

### **I. Course and Instructor Information**

**Instructor:** Claudia Philpott

**Office Location:** WH 230 (Wilkerson Hall-second floor)

**Office Phone:** 432-335-6554

**Office Hours:** Monday: 8-8:50am; 3:30pm-5:30pm (I am usually in my office every Monday from 10 until 3:30 –but please call or email first); Tuesday/Thursday: 9:30am-11am; 12:30pm-2pm; Wednesday: 8-9am; 10am-noon; Friday: 8-10am Other times by prior appointment only

**Email:** [cphilpott@odessa.edu](mailto:cphilpott@odessa.edu)

**\*NOTE:** Students in all of my courses are provided my home phone number with instructions that they should feel free to call me any evening of the week until 10pm. See **Faculty Info** in Blackboard.

#### **Teaching Schedule:**

Monday: 9-9:50 am; 5:30-7 pm

Tuesday: 8-9:20 am; 11-12:20 pm

Wednesday: 9-9:50 am

Thursday: 8-9:20 am; 11-12:20 pm

### **II. Course Credits**

Three (3) semester hours

### **III. Course Description**

ENGL 1301 focuses on applying the essential principles and techniques needed to produce college-level writing. The course emphasizes using critical thinking to write organized and grammatically correct expository and persuasive essays using various modes and strategies; students will learn modes and strategies through class instruction and through the analysis of class readings. In ENGL 1301, students will gain a basic understanding of research and documentation techniques. Requirements include multiple essays, a final exam, collateral readings, and other assignments as determined by the instructor.

### **IV. Course Prerequisites**

ENGL 0370 passed with a “C ”or better or a satisfactory placement score.

## **V. ICOS**

1,2,3,5

## **VI. Required/Optional Course Materials**

**Textbook:** None. A good grammar book is suggested although instructor will provide links in Blackboard to some good grammar websites. All assignments plus reading materials will be in Blackboard.

## **VII. Course Objectives**

- Demonstrate knowledge of individual and collaborative writing processes;
- Read a variety of texts and reflect upon and respond critically to those texts;
- Learn to write thesis driven essays, with clear internal organization governed by a series of controlled paragraph topic sentences;
- Learn to develop ideas by moving logically in a body paragraph from the generalization of the topic sentence to more specific clarifications;
- Learn to understand and appropriately apply modes of expression in written communication;
- Learn to maintain a logical movement through an essay with control of transitions, clarifications, and reasonable conclusions to ideas;
- Learn to analyze an audience to determine the best strategies for effectively communicating with that audience;
- Demonstrate an understanding of some basic research techniques and how to use library resources;
- Demonstrate a knowledge of research documentation including quotation integration, proper citation, and some knowledge of bibliographic form;
- Demonstrate competence in using Edited American English when articulating ideas in well-organized, lucid prose that exhibits the application of the aforementioned skills.

## **VIII. Grading Policy**

Please remember that I do not teach a self-paced class, either online or in the traditional classroom setting.

1. **Due Dates:** Essay assignments, grammar quizzes, etc., have assigned due dates. Daily work (journals, etc.) assignments may not be made up, and daily work not submitted by the assigned times and dates will receive a grade of 0. Late essay assignments will be penalized 5 points per day. If you're absent, it is your responsibility to find out what you've missed and come to the next class prepared. It is also your responsibility to log into Blackboard and complete any assignments, quizzes, etc., that were assigned in class.
2. **Cheating/Academic Dishonesty:** Cheating on tests, assignments, etc., will result in a 0 for the first instance; subsequent behavior may result in an F in the course.

3. **Disruptive/Abusive Behavior:** Disruptive or abusive behavior will not be tolerated; the first instance will result in a grade of 0 on any assignment due at that time, and the student will be counted absent from class for that particular day, which will also result in a loss of course grade points. Please refer to **Classroom/Online Behavior** for more information.
4. **Plagiarism:** The first instance of plagiarism will be assigned a grade of zero (0). The second instance will result in an F in the course. If you do not understand the term or have any questions, first refer to the information which follows in this syllabus. If you still have questions, contact me immediately.

**Attendance and Grades:** Please refer to the **Classroom Attendance Policy** and **Blackboard Attendance Policy** for more information.

## **IX. General Course Policies: Attendance, Expectations, etc.**

**OC G-Mail Account:** *You must activate your OC email account! This applies to every one of my students.* Every OC student has a free G-Mail account. During the first week of classes, we will log in together to make sure your account is available and operating correctly. If your account is not working, you will be directed to someone who can fix the problem. Here is the URL to activate your G-Mail account: <http://www.odessa.edu/gmail/>

**“Why do I need this OC account? I already have a personal email account. Can’t I just use that one?”**

No. First, you need to activate the OC email account to receive email notifications about various campus activities you may want to attend. Secondly, when I add an announcement to Blackboard (and all of my students ARE enrolled in a Blackboard class), the system is set to automatically email the announcement to your OC email account. Thirdly, when I need to contact you quickly, I will be emailing your OC account.

**“How often do I need to check my OC email?”** DAILY. Why? Because email is our primary form of communication in an online class. Make it a habit to log into your OC email account every day at the same time. As a student, you wouldn’t appreciate it much if I waited 4-6 days before I responded to your email messages. Obviously, if I send you an emergency email, and you wait a week to respond, then it is too late to save that assignment grade. Also, if you do not receive a prompt response from me within 24 hours on a weekday or 48 hours on a weekend, please assume that I did not receive it and resend your email. The campus has a very aggressive spam filter which sometimes “devours” student email.

**Add the course name and number in your subject line:** I have no easy way of identifying you from your OC username, which is a string of numbers with a few letters attached. I don’t like wasting your time—and mine—emailing you back to determine which class you’re in before I can respond to you. You deserve an answer the first time!

**Cell Phones/Texting:** Use of cell phone or texting during class is strictly prohibited. Please turn off your cell phone and put it out of sight while you are in the classroom. If you have some kind of family emergency, and your cell phone MUST remain on, let me know before class begins. In that case, set the phone to vibrate and please do not disrupt the class as you leave to answer it.

**Attendance:** Please plan to attend every class to gain the knowledge you will need to complete your homework and writing assignments. Attendance is never *optional* in any of my classes. Additionally, some in-class work, participation in discussions, grammar quizzes, etc., must be completed by you “in person and in class.”

However, if absent, it is your responsibility to find out what you’ve missed and come to the next class prepared. It is also your responsibility to log into Blackboard and complete any assignments, quizzes, etc., that were assigned in class. See grading policy above.

#### **A. Classroom Attendance Policy: For students in web-enhanced or hybrid courses**

Classroom attendance is a key element in any college course, and my English classes are no exception. If you miss class, you are missing vital information and classroom participation which may directly impact your ability to pass the course with the grade you want to achieve. My goal is for every student to complete my courses with an A, but that does require a lot of effort on your part.

However, you do have one absence with no questions asked. Think of it as “Ferris Bueller’s Day Off”—but get the assigned work done!

Please plan to arrive on time for class and be prepared to stay for the entire class period. Students who are consistently more than 20 minutes late for class will be verbally warned; if the behavior persists, the student will be counted absent and will receive a 0 for any activities due that day.

**Please be aware that unexcused absences will mean points off your final course grade.**

Why? If you’re not in class, you can’t participate in classroom discussions, quizzes, journaling assignments, etc. I know that most students would rather be tied to two yaks running full-speed in opposite directions than attend a college writing class, and I know that all your friends told you that college students don’t HAVE to attend class unless they want to. They’ve also told you that instructors don’t care whether you come or not.

NOTE: If you are a student in a classroom-based course with an online component in Blackboard, and, even if you complete the online assignments on time, you will be penalized points for not being present in class on that particular day because you were not in class to participate.

Exceptions to this rule are a serious illness/hospital stay, a death in the family, or an immediate emergency, such as being involved in a car wreck on the way to class. The final exception is for athletes who must miss class to participate in an athletic event. However, athletes must plan to submit their work early since they know ahead of time what classes they will miss.

In any of these cases, you are responsible for notifying me and providing official documentation no later than the second class day after your return to prevent such absences from impacting your final course grade.

BE PREPARED TO ACTIVELY PARTICIPATE IN ALL CLASSROOM ACTIVITIES!! I am a firm believer in group participation, and, at various times during the semester, you will be divided into small groups to work on various writing/grammar issues. Obviously, if you are not in class, you are not participating in these learning opportunities.

Save a copy of all of your work in more than just one location. I suggest you buy a very inexpensive thumb drive or some other storage device. If all else fails, email your work to yourself. The last thing you want to have to do is recreate an assignment which has somehow been jumbled in transmission or if your computer crashes unexpectedly.

### **B. Blackboard Attendance Policy: For students with online Blackboard component**

Each week, you will be responsible for completing assigned grammar or writing topics in Blackboard. Failure to complete those exercises by the assigned due dates will result in a 0.

Keep your Blackboard username and password in a safe place and keep them private. NEVER give anyone else access to your Blackboard login information.

If you miss the in-person portion of a class, you are still responsible for logging into Blackboard and completing any online assignments due that week. However, you will still lose points for being absent from the classroom (see **Classroom Attendance Policy**).

### **Expectations for Engagement – Face to Face Learning**

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment.

#### **Reasonable Expectations of Engagement for Instructors**

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
  - provided my contact information at the beginning of the syllabus;
  - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
  - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
  - provide clear information about grading policies and assignment requirements in the course syllabus, and
  - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
  - return classroom activities and homework within one week of the due date and
  - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

## **Reasonable Expectations of Engagement for Students**

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
  - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
  - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
  - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
  - missing class when a major test is planned or a major assignment is due;
  - having trouble submitting assignments;
  - dealing with a traumatic personal event; and,
  - having my work or childcare schedule changed so that my classroom attendance is affected.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
  - seek out help from my instructor and/or from tutors;
  - ask questions if I don't understand; and,attend class regularly to keep up with assignments and announcements.

## **Expectations for Engagement – Hybrid Learning Environment**

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the online learning environment.

## **Reasonable Expectations of Engagement for Instructors**

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
  - provided my contact information at the beginning of the syllabus;
  - respond to all messages within 24 hours if received Monday through Thursday and within 48 hours if received Friday through Sunday; and,
  - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to

fulfill the course requirements. In order to help them in this area, I will

- provide clear information about grading policies and assignment requirements in the course syllabus, and
  - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
- post grades for discussion postings within one week of the discussion thread closing.
  - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

### **Reasonable Expectations of Engagement for Students**

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
- line up alternative computer and internet access in case my primary computer crashes or my internet services is unavailable;
  - recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with accessing my course; and,
  - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to
- getting “kicked off” of the system during tests or quizzes;
  - having trouble submitting assignments; and
  - dealing with a traumatic personal event.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
- seek out help from my instructor and/or from tutors;
  - ask questions if I don’t understand; and,
  - access my course several times during the week to keep up with assignments and announcements.

### **To successfully complete this course, students will need:**

1. **Regular access to a computer.** You should have access to an alternate computer in case the primary computer crashes. A computer crash is NOT an excuse for late assignments. The Student Success Center has open access computers which are available for student use when the campus is

open. Check their website for the hours: [www.odessa.edu/dept/ssc/](http://www.odessa.edu/dept/ssc/)

2. **Regular access to the Internet.** Also in the Student Success Center—if necessary!

3. **Blackboard User Name and Password.** If you are new to Blackboard, begin at this URL: <http://www.odessa.edu/dept/it/web/blackboard.htm>

3. **A working OC student email account.** For activation instructions, click on this URL: <http://www.odessa.edu/dept/it/web/blackboard.htm> <http://www.odessa.edu/gmail/>

4. **A word processing program of some type.** (Word, WordPerfect, Works, etc.)

**\*Please note that .pages (iPad format word processor) is not an acceptable format.** If you use your iPad, save your document as .rtf (rich text) only.

5. **Some type of storage device to save your work.** Always save a copy of your essays, etc. on your computer hard drive, but it is also a good idea to put everything on a thumb drive as a backup. If you have a computer crash, you don't want to lose all your work. However, another way to save your work is to email to yourself at your OC Gmail account.

### **Helpful Hints:**

1. Become familiar with the course at the very beginning of the semester. Spend some time clicking all the buttons to see how everything works in the Blackboard component. You will not break anything. If you don't understand how something works, let me know. I will be happy to answer all your questions. If necessary, you and I can arrange to work together over the phone or in person.

2. Keep up with the assignments by budgeting your time wisely. Set aside some distraction-free time to devote your full attention to the material.

3. Interact with the course materials; don't just read handouts, assignments, etc. on the computer screen. If a handout is in Blackboard, I suggest you make a copy of it to use as a reference as you write.

4. **Remember: There are NO stupid questions! If you don't understand something, please ask. Because we are not always working together in a classroom environment and I cannot see the puzzled look flash across your face, I rely on you to let me know when you need help.** However, don't wait until the end of the semester to let me know you need help. By then, it may be much too late to salvage that "A."

5. **Stay in contact with me and don't just disappear from the course without a word of explanation.** There may be some way that you and I can work through the problem, whatever it



is. However, if you make the decision to stop attending class, please remember that it is your responsibility to drop the course to avoid an F at the end of the semester.

6. Keep track of all due dates. These will be clearly posted on assignments as well as in the course calendar in Blackboard.

Blackboard Tests: I always include a flexible testing schedule (tests remain open several days) to allow you to fit the assignments/quizzes into your busy home, school and work schedules without creating unnecessary stress.

HINT: I suggest that you create a master semester calendar for all your college classes. On it, mark all the due dates for all tests, projects, speeches, essays, etc., for each class. I suggest using a different color ink for each class. After you finish recording all the information on the master calendar, you can tell at a glance where the "hot spots" are going to be in the semester and begin to budget your time appropriately.

7. Keep a copy of the essays which you submit to be graded either on the hard drive of your computer or on a movable device of some type: disk, CD, thumb drive, etc.

HINT: Plan to attach your thumb drive to something, such as your keychain or a necklace of some type, to avoid losing it. I speak from experience because I've misplaced them myself.

**Online Behavior:** You will be participating in computer-based class discussions this semester. Please remember that you are always free to express your opinion on any subject, but you are not free to:

1. Be disrespectful of another person's opinion or attack someone else on personal grounds, even as a joke.
2. Be disrespectful of any religion, race, gender, age group, sexual orientation, or political position, even as a joke.
3. Use language which may be classified as obscene or profane.
4. Do NOT use texting "language" in anything you write for this class.
5. Treat others in the class as you would like to be treated yourself.

## **X. Essay Grading Rubric**

**A** = Excellent / outstanding / fluent / thought-provoking/original

Follows all instructions, addresses question(s) asked, carefully organized, contains an effective thesis, fluent style, clear and concise writing, few—if any—mechanical errors, shows thought and analysis, presents original insights independent of the teacher/text, in-depth and detailed, goes well beyond what was expected

**B** = Good / above average / clear well-organized

Follows all instructions, addresses question asked, contains a thesis, mechanical errors are not distracting to the reader, contains some detail, shows little thought or analysis independent of information supplied by teacher/text

**C** = Average / adequate / competent / fair /unoriginal

Follows most of the instructions, addresses most of the questions asked, weak thesis, lacks clarity, mechanical errors are obvious but do not interfere with reader's understanding of the work; little if no detail, thought or analysis; **THIS IS AVERAGE WORK FOR ALL COLLEGE STUDENTS**

**D** = Below average / inadequate / ineffective / unclear / under-developed

Follows only the most basic assignment requirements, addresses questions on a very general level, shows insufficient understanding of the material, significant mechanical errors make communication of ideas ineffective, no thesis, lacks organization, gross spelling errors

**F** = Failure / blocked communication / plagiarism or cheating / major errors / illiteracy / directions not followed / badly underdeveloped

Instructions were not followed, question was not addressed, no thesis, no organization, mechanical errors make work unreadable and/or incapable of being understood, some or all of the content was plagiarized, fails to address the given topic, minimal detail, thought, or analysis

### **Plagiarism**

Plagiarism is the intentional or unintentional use of another person's work or ideas as your own without citing the source. Mistakenly, many students believe that by shuffling word order, changing or omitting a few words, or rewriting using their own words, they have not committed plagiarism, which is not the case. Any source you quote (words, numbers, charts, etc.) directly (book, journal article, Internet, etc.) **MUST** be enclosed within quotation marks. Additionally, if you borrow thoughts or ideas, you must still give credit to the original source.

Use ellipsis marks (...) to indicate where you have omitted something from the original; use square brackets ([ ]) to indicate changes or additions you have made in a quotation.

Take pains to identify the author of any quotation, paraphrase, or summary. Credit by name the originator of any fact or quotation you use no matter where it comes from. Please refer to **Plagiarism and the Internet** below.

Make sure you indicate where another writer's ideas stop and where yours begin using transition words: According to Jim Knox, author of Blowing Your Own Horn, "-----." However, in my own view, ----- . (Notice that Knox's words are in quotations while your words are not.

If, at any place, your written version looks close to the exact words of the original, carefully rewrite it in your own words.

The key to avoiding plagiarism is to give proper credit whenever the following are used:

- Another person's ideas, opinions, or theories
- Facts, statistics, graphs or other drawings or pieces of information that are not common knowledge
- Quotations of another's actual spoken or written words
- Paraphrases of another's spoken or written words

**Plagiarism and the Internet:** Many sources of information on the Internet appear to have no stated or obvious authors. However, this does not mean that the information belongs to the public domain or is general knowledge and not subject to documentation. **If the material you use in your writing is not your own words, thoughts or ideas, the source must be documented.** Since much of the information available on the Internet carries no specific author credit, authorship must be assigned to the organization or individual responsible for constructing and/or maintaining the Internet site on which the information appears.

Please also remember that ignorance does not excuse plagiarism. If you plagiarize an essay once, that assignment will receive a 0; if you plagiarize a second time, then you will be assigned an automatic F in the course.

**If you have any questions about plagiarism, do not hesitate to contact me. .**

## **XI. Course Requirements & Course Overview**

The course consists of five major pieces of writing, two rough drafts

- Five written essays: 7-17.5% each
- Two rough drafts in some form: 2-3% each
- Grammar, preliminary writing activities, group work, journaling and miscellaneous work: 10%
- Journaling activities: 5%
- Final exam: 15% \*

\*Failure to complete the final may result in an F in the course.

NOTE: most grammar in this class is linked to student writing, with larger units of study suggested by deficiencies in student writing as diagnosed by the teacher. Thus, the topics of grammar study are tentative and subject to change, depending on the needs of the particular class.

### **Unit One: Descriptive/Narrative Essay Assignment (Draft = 3%; Essay = 7%)**

Assigned readings. Focus on basic essay structure, including introductions, body paragraphs, and conclusions. Students will participate in preliminary writing activities, including class discussion of assigned readings, various grammar topics and online interaction through Blackboard.

### **Unit Two: Classification (Learning Style Indicator) Essay Assignment**

**(Draft = 2%; Essay = 8%)**

Assigned readings. Focus on essay structure and various grammar topics with assigned readings and discussion. Students will complete a learning styles indicator inventory and construct an essay which analyzes their particular style, outlines the implications of that style, and provides strategies for using that knowledge to enhance their college education.

### **Unit Three: Commercial Essay Assignment (15%)**

Assigned readings. Focus on essay structure and various grammar topics with assigned readings and discussion. Compare/contrast essay strategies will be discussed as well as constructing a basic outline.

### **Unit Four: Literary Analysis Essay Assignment (17.5%)**

Assigned readings. Students will begin to prepare for Comp II by learning to incorporate critical thinking skills to read, journal, discuss, analyze and finally construct a focused essay about an assigned piece of literature. Focus on essay structure and various grammar topics with assigned readings and discussion as well as the introduction of MLA Style. Students will construct an essay which will include incorporating parenthetical documentation.

### **Unit Five: Argumentative Essay Research Assignment (17.5%)**

Assigned readings. Focus on essay structure and various grammar topics with assignment readings and discussion as well as continued use of MLA Style and works cited entries. Students will construct an argumentative essay which incorporates parenthetical documentation as well as a works cited page with multiple citations.

### **Final Exam:**

The final requires that students implement the various analytical, revising, editing, and documentation skills that they have learned during the course of the semester.

## **XII. Special Needs**

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

## **XIII. Learning Resource Center**

The Library, known as the [Learning Resources Center](#), provides research assistance via the [LRC's catalog \(print books, videos, e-books\)](#) and [databases \(journal and magazine articles\)](#). [Research guides](#) covering specific subject areas, [tutorials](#), and the ["Ask a Librarian"](#) service provide additional help.

## **XIV. Student Email**

Please access your [Odessa College Student E-mail](#), by following the link to either set up or update

your account: <http://www.odessa.edu/gmail/>. **All correspondence should be through your Odessa College email account.**

## **XV. Technical Support**

For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at [https://www.odessa.edu/dept/ssc/helpdesk\\_form.htm](https://www.odessa.edu/dept/ssc/helpdesk_form.htm).

## **XVI. Important School Policies**

Information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, etc., can be found in the [Odessa College Student Handbook](#).

## **XVII. Evaluation of Instruction**

The SEI process for face-to-face and online courses is scheduled for the week of November 26<sup>th</sup>.

## **XVIII. Student Success Initiative**

The Odessa College Student Success Coaches will help you stay focused and on track to complete your educational goals. If an instructor sees that you might need additional help or success coaching, he or she may submit a Retention Alert or a Starfish Alert. A Student Success Coach will contact you to work toward a solution.