

Course: Composition I ENGL 1301.NTO, NT9, NT8
Instructor: Dr. Dean Bowers Fall 2012
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Classroom: Hybrid/Dual Credit Email: dbowers@odessa.edu
Office Hours: M 1-3, T 2-3, W 9:30-12:30, TH 9:30-11:30

Course Description

ENGL 1301: Composition I (23.1301.5112) (3-0) 3 hours

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. A lab fee is required for ENGL 1301 (Word Processing). (ICOs 1, 2, 3, 5) Prerequisite: ENGL 0370 passed with a "C" or better or a satisfactory placement score.

Learning Outcomes

Upon successful completion of this course, students will:

- 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.

Required Materials

- There is no required textbook. Required readings will be available on Blackboard.

- ‡ Access to a computer (see **Computer Access** section)
- ‡ A computer file storage device (preferably a USB drive)
- ‡ Folder or notebook (recommended)
- ‡ Thesaurus and dictionary (recommended)

Encouragement

My overall philosophy is that you can succeed in this class, and that you can get and will get the grade that you are willing to work for. I will maintain rigorous standards, but I will help you in any way that I can to be successful because I do want all of you to do well. My goal is to help you develop your analytical reading skills, your critical thinking skills, and to continue to develop your ability to clearly articulate your ideas. These are skills that will serve you well in other classes, in job situations, and in your own personal development. I also hope that you enjoy the reading and find some authors and works that you like. I encourage you to talk to me if you have questions, concerns, or problems in the class. If you cannot come to my scheduled office hours, other meeting times can be arranged. I can also assist you in arranging the use of other helpful resources. I hope we can have an interesting, productive, and fun semester together!

Computer Access

You need to have regular access to a computer for this class:

- **Internet** – You need to have dependable access to the internet.
- **Word Processor** – All assignments should be typed, saved to your computer, and then submitted to Blackboard. If you don't have Word, most computers come with Works already loaded. Make sure to save documents in **Rich Text Format**. Some alternative word processors are the one on Google Docs or the free word processor available at www.openoffice.org.
- **Blackboard** - You are responsible for any materials that can be found in our Blackboard course: documents, assignments, Powerpoints, linked resources.
- **Odessa College email** – When I send messages and reminders, they will go to this email. You are responsible for any information sent to your OC email.
- **Powerpoint** – You can open Powerpoints in Blackboard. Here is a link for a free Powerpoint Viewer: <http://www.microsoft.com/downloads/details.aspx?familyid=048dc840-14e1-467d-8dca-19d2a8fd7485&displaylang=en>.
- **Adobe Reader** – If you don't have this already, you can download the reader for free at <http://www.adobe.com/>.

I am assuming that all students have dependable access to computers (since this is a hybrid class). In any case, not having computer or printer access is not a valid excuse for failing to complete assignments on time.

Class Behavior

I expect you to be respectful towards other students and myself during class and in any online interactions such as discussion forums or on email. When a person, whether it is me

or another student, is speaking, please do not interrupt them or hold conversations about topics that are not relevant to this class. I do want you to make comments, to ask questions, and to raise class concerns, and I will give you opportunities to do so. Also, if I have given you an individual or group assignment in class, I expect you to work on it for the allotted time. We will have periodic group and class discussions, and I expect you to be respectful toward your classmates at all times.

If behavior occurs that violates this policy, I will ask the student(s) to correct the behavior. If I have to do this more than a couple times during the semester, or if the student refuses to correct the behavior at the time I ask, I will give the student an official warning, ask him or her to leave the class, and he or she will be counted absent and receive a zero for any activities done that day, even if those activities have already been concluded. This warning will be made in class, and I will also send a copy to the student and appropriate administrators.

- If a student interrupts me or another student who is contributing to class discussion
- If students are holding conversations about material that is not relevant to class
- If a student is rude, belligerent, or otherwise disruptive
- If a student has out non-course materials after I have announced the beginning of class
- If a student submits any disruptive, inappropriate, or offensive posts in the online class forums

If a student violates any aspect of the classroom behavior policy again after the warning, or if there is any case of very disruptive or disrespectful behavior, the same penalties will be given (counted absent, grades for the day forfeited), and I will consult the Chair of the English and Foreign Languages Department and possibly the Dean of Arts and Sciences about further disciplinary action.

If you have questions or concerns regarding an issue that concerns the whole class, such as a question about assignment instructions, please ask. If you have questions or concerns regarding an issue that pertains only to you, such as a question about a grade on one of your papers, please discuss that with me during office hours or some other arranged time.

Non-Course Materials

I ask that you only have course materials out during class time, even if you have completed class work early. Non-course materials include other books (unless we are working with research materials for this class), work/materials for other classes, other publications, planners, puzzles, etc. Electronic devices (computers, phones, games, ipods, etc) should be turned off and put away when class begins. If I have given you time to work on the computers, either writing or doing research, only programs immediately relevant to the assignment should be open on your computer. If you need a device because of a disability, please bring me the proper documentation (see ADA Policy below). You will be subject to the Class Behavior policy (see above) if you have out non-course

materials during class time.

Attendance

Regular attendance in class is vital to your success, and when you miss class, you will miss getting important information as well as the benefit of participating in-class activities.

- In-class activities cannot be made up.
- Since assignments will be turned in online, being absent is not a valid reason for turning in an assignment late.

The only exceptions to these rules are if you have a serious illness/hospital stay that prevents you from coming to class or a death in the family. In these cases, you must provide official documentation no later than the day that you come back to class.

When you are absent, it is YOUR responsibility to get the information that you missed. Please feel free to contact me directly to ask for information. You can also check Blackboard.

Instances of arriving late to class or leaving early as well as instances of violating the behavior policy will also affect your grade. Each two instances will result in a deduction of one point from your final grade. My philosophy is that if you are going to be in class, you need to be present for the whole class and need to be involved in class activities.

Instructors at Odessa College are required to take attendance, even in online classes. **You need to access Blackboard at least twice each week.** At the end of each week (Sat.), I will check to make sure that people have been present. Considering the resources that you need to access on Blackboard, most weeks you will probably need to log in more than this.

Online Class Behavior

Even though most of our interactions will be on Blackboard and via email, I will expect for you to be courteous and respectful in our communications.

- ω In Discussion Boards, I expect students to only post material appropriate for a classroom environment and to be respectful and courteous toward their fellow students.
- ω The Discussion Boards are an opportunity to share different points of view, and this will make the interactions more interesting for all of us. If you have a different point of view on a topic than someone else, I encourage you to share your ideas – just do so politely. Offer your ideas up as another possible way of looking at the topic.
- ω If a student submits inappropriate or belligerent posts, replies, or other materials to Blackboard, or if a student interacts with me or another student in an inappropriate or belligerent way, I will contact the Chair of the English and Foreign

Languages Department, and we will explain to the student why the behavior was inappropriate and discuss how to avoid it in the future. If there is another incident, I will ask that the Chair contact the Dean of Arts and Sciences to discuss further disciplinary measures. In cases where inappropriate material has been submitted for an assignment, students will receive reduced credit or even no credit (depending on the situation) for the posts in question.

Assignments

- ω **Assignments need to be posted on Blackboard by 11:59 PM on the designated due date in order to be counted on time.**
- ω **If you have trouble posting the assignment to Blackboard for any reason, contact me immediately and send the assignment to me via email by the deadline so that I can count it on time. You will need to post assignments on Blackboard for them to be graded once the submission problem is resolved.**
- ω Make sure to follow specific assignment instructions carefully.
- ω Assignments are due by the end of the day (11:59PM) on the designated date
- ω I would like all assignments submitted in Rich Text Format.
- ω Late assignments will lose 10 points. I will accept late assignments for 48 hours after the due date/time. After that, I will not accept them.
- ω If an assignment does not meet the word minimum, it will lose 10 points (or be subject to the penalty described on the assignment instructions).
- ω If you have a legitimate, documented reason why you need more time on an assignment, please contact me. The documentation must be included with the assignment.

Assistance with Assignments/Tutoring

You are always welcome to call me or email me with questions about your assignments. I can help you brainstorm for topics and ideas, help you organize your essay, help you with using quotations, help you edit your essay and/or discuss any other questions. I will also answer these kinds of questions and look at drafts of assignments to provide comments via email. Just please make sure to send me the draft with enough time before it is due to send you feedback.

In addition to my help, any registered Odessa College student can go to the Student Success Center for tutoring and for assistance with different subjects. If you are in Odessa, or nearby, the SSC can be a valuable resource. The Odessa College Student Success Center is located on the first floor of the Learning Resources Center (library). You are welcome to go to the SSC for assistance in this class. The English tutors can help you with the same aspects of the paper as I have listed above. The point to emphasize here is that they will **help** you; **they will not do the assignment for you**. Make sure to take a copy of the assignment instructions with you so that the tutor will understand the assignment. To get more information about the SSC, call 432-335-6673 or go to <http://www.odessa.edu/dept/ssc/index.htm>. There will also be a link to the SSC from Blackboard.

Odessa College also offers access to Smarthinking, an online student assistance service.

You can submit a paper for comments (I think the turnaround time is 24 hours) and you can schedule online meetings with Smarthinking tutors. You can access Smarthinking directly from Blackboard. There is a link in the main menu (on the left side of the page).

Plagiarism

Simply put, plagiarism is turning in work that you claim to be your own, but that is not yours; in other words, parts of it or all of it comes from another source.

Plagiarism occurs if you do any of the following without giving proper credit to the real author of the material: directly quote from another author's material, paraphrase from another author's material, or even borrow an idea from another author's material.

- ♣ **If you are caught plagiarizing material on any assignment (tests, essays, discussion board posts and replies), you will receive a zero on the assignment in question.**
- ♣ **If you are caught plagiarizing material a second time, you will receive an F for the course. I will also contact the Vice President of Student Services.**

When we are doing research assignments, errors on your citations will not be considered plagiarism unless you have not cited any of your sources. However, since using and citing sources are major components of the research assignments, correct citation counts for a significant portion of the grade.

You can do the work; plagiarism is not worth it. If you have questions, please contact me.

Ineligible Materials for Assignments

Please abstain from using material (quoted, paraphrased, or otherwise borrowed) from interpretational resources (such as Spark Notes, Cliffs Notes, etc.) or from essay sites (such as 123HelpMe, etc.) as the basis of your discussions in your essays and other assignments. While proving plagiarism can be difficult, it is not so difficult to tell when a student has relied on a supplemental website for assistance instead of on the actual assigned text. While this kind of laziness may not always qualify as plagiarism, it does demonstrate that you are not meeting the class requirements and your grade will reflect that.

- ω **If your discussion relies on these kinds of websites, the highest grade you will be able to get on that assignment will be a 65 (D).**
- ω **If your discussion uses materials other than those designated for the assignment, the highest possible grade you can get on that particular assignment will be a 75 (C).**
- ω **As the policy above states, if it can be proven that you have plagiarized from any source, you will incur the stated failing grades.**

Student Evaluations of Instruction

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

Student Success

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.

ADA Policy

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.

Withdrawing from Class

November 14 (Wed.) is the last day you will be automatically be given a 'W' when you withdraw from a class. In this class, after that deadline, you will receive a grade for the class.

Schedule Adjustments

I reserve the right to adjust the schedule and policies if necessary. You will be notified of any changes and will be responsible for information that has been emailed and/or posted.

Learning Resource Center (Library)

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. There is a direct link to the LRC in your Blackboard class.

Student E-mail

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 for the course will be conducted using your Odessa College email.**

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. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Face-to-Face Engagement for Instructors

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.

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.

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 Face-to-Face Engagement for Students

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.

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.

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 – Online Learning

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. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Online Engagement for Instructors

As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will

- provide 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.

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.

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 Online Engagement for Students

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.

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.

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.