

## English 1301

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Office Hours: MW 9-10 and 12-1; Friday 9-10; TTH 9-11 and 12:30-1

### **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.

### **Course Text:**

- The Prentice Hall Reader 10<sup>th</sup> edition.

### **Required Materials:**

- Students will need access to a computer that is compatible with OC's Blackboard servers.
- Access to OC student email account

**Course Objectives:** Upon successful completion of the course students should be able to:

- 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.

### **Course Requirements:**

- |                                 |          |
|---------------------------------|----------|
| • Five essay assignments        | 10% each |
| • Quizzes                       | 10%      |
| • Discussion Boards/ Class Work | 10%      |
| • Journals                      | 10%      |
| • Final                         | 20%      |

#### **Unit one- Basic Essay Structure**

- Students will review the basic essay process. They will be given an outline to follow in their writing that depicts the traditional three-part essay. Students will overview thesis statements, the rhetorical situation, simile and metaphor, sensory language, *etc.* Students will participate in class activities showing how these concepts are put into action.

#### **Unit two- Description**

- Lecture will be over the mode of description. Essay one will be assigned. The students will have to write a personal description essay. Students will read essays that depict the specific mode. Essays will be discussed in class so that students are able to analyze texts. Parts of the assigned essay will be developed in class under instructor supervision so that the students remain on the right track in their writing.

#### **Unit three- Narration**

- Mode of writing will be discussed in class. Students will read essays that demonstrate this specific mode. Students will look at the implementation of different modes and how one specific mode stands out. Class activities.

#### **Unit four- Process Analysis**

- Lecture over the specific mode. In class activities that demonstrate this mode. Students will write the process of tying their shoes. Writing samples will be read in class.

#### **Unit five-Comparison and Contrast**

- Lecture on the specific mode. Students will have readings to demonstrate this mode and the essays will be discussed in class. Class activities will also be in place in order that the student utilizes the type of writing.

#### **Unit six-Definition**

- Students will be assigned their second essay. They will have to define a belief that they hold. Students will also have readings that will accompany this mode. Readings will be discussed in class.

#### **Unit seven-Cause and Effect**

- Third essay will be assigned. Students will choose a topic from a list of topics and write a paper showing causes, effects, or both. They will be specifically instructed not to use sources so they can utilize their own common knowledge.

#### **Unit eight- Argument/Research**

- Students will utilize research when drafting their fourth essay. They will be instructed in and ultimately have to utilize proper research and documentation skills.

#### Unit nine-Movie Review

- Students will watch a film and write an in class movie review for their fifth and final essay. They will have to analyze the film and compose a critique of it using guidelines for a film review essay that were learned in class

#### Final

- The final exam will be a drafted research essay. The student will have to pick out the mistakes in that essay by answering the provided questions. This will determine if they are able to recognize and correct basic grammar, modes of writing, format, and documentation.

### **GRADING STANDARDS FOR FORMAL WRITTEN WORK**

(Including Short Answer/Essay Responses on Tests and Any Stand-Alone Writing Assignments)

#### **“A” work: Excellent / outstanding / fluent / thought-provoking / original**

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

#### **“B” work: Good / above average / clear / well-organized**

Follows instructions / addressed question asked, contains a thesis, mechanical errors are not distracting to the reader, contains some detail, shows little thought or analysis, dependent upon information given by teacher / text

#### **“C” work: Average / adequate / competent / fair / unoriginal**

Follows most of the instructions / addresses most of the question 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” work: Below average / inadequate / ineffective / unclear / under-developed**

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

#### **“F” work: Failure / blocked communication / plagiarism-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 contents were plagiarized, fails to address the given topic, no detail, thought, or analysis

#### **Late Work:**

- You will be given ample time to complete your assignments. The assignment will be closed after midnight on the due date and you will not be able to submit your assignments. I will NOT accept assignments through my email. If there is a valid reason for turning your assignment in late, I will accept the late work up to 5 calendar days after the due date, but you will receive a deduction of 10 points per day.
- If there is a problem with Blackboard, I will address the issue and send out an email with instructions for what you need to do. Do not send me work via email or post it where you are not instructed to.
- **Any time you submit a file for this course, be sure it is saved as a Rich Text Format file (this is not the file name; it is the file type). This ensures I am able to open your work no matter what program you use to create it.**

#### **Classroom Behavior:**

- Arrive on time, and stay for the whole class period. Please do not schedule appointments during class time.
- No social use of technology. Silence your cell phone and please do not text during class. If you are asked once to stop, the second time you will be asked to leave.
- Bring your book, journal, and a means to take notes to class. Please make sure that you have read the material assigned for that day.
- If you are absent it is your responsibility to find out what you have missed and come to the next class prepared.

#### **Communication:**

Odessa College provides every student a free email account. This email system is the official communication method at the college. In addition, if you use the "Send Email" function in Blackboard to send an email, you are using your OC student email account to do so. This means that when your instructor hits Reply, the reply goes to your OC student email account. It is your responsibility to monitor the account given to you by OC, either directly or by forwarding email to an external account. Failure to monitor your OC email account is not an acceptable reason for missing due dates or important information. For help with your OC email account, go to <http://www.odessa.edu/gmail/>. If you still have issues with your OC student email account, let your instructor know, but requests for help must be addressed to the Student Success Center at 432-335-6673 or [pcannady@odessa.edu](mailto:pcannady@odessa.edu). The easiest way to get a hold of me is through your email account. All responses, whether to emails, notes, or phone messages, will be sent back to you via email to your OC email account. Give me at least 24 hours to respond before you make additional attempts. I may have to ask someone else for information or address a technical issue, either of which takes time.

#### **Plagiarism:**

**Simply put, plagiarism is turning in work that you claim to be your own, but that is not yours,**

that is, 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, 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. In cases of plagiarism, the relevant administrators will be contacted. In a case of improper documentation, you will lose a significant amount of credit. You can do the work; plagiarism is not worth it. If you are not sure how to correctly document a source, ask me and we will figure it out.

**My Policy:**

My philosophy is that you all can succeed in this class, and you can get the grade that you are willing to work for. I maintain rigorous standards, but I will help you in any way that I can. We can get together and work out any problem pertaining to this class that you may have, you just have to contact me. If your schedule does not allow you to visit during my office hours an appointment can be made for another time.

**Computer:**

You need to have access to at least two computers any time you take an online course or are going to be using a computer for work in a face-to-face course. If one computer breaks, gets a virus, or is incompatible with the course delivery system (OC uses Blackboard), you will still be held responsible for turning in any and all work by the given due dates and times.

Your instructor cannot arrange due dates/assignments around every student's computer, internet access, and/or work schedule. Do not expect to be given extensions on assignments or tests due to computer/internet access or work issues.

Be sure to verify your computer's compatibility with Blackboard prior to attempting to complete any work in any course. For help with Blackboard basics (logging in, what buttons mean/do, etc), go to <http://www.odessa.edu/blackboard.htm>.

**New Law Pertaining to College Freshmen:** Senate Bill 1231, passed by the 80<sup>th</sup> Texas Legislature, provides that, except for several specific instances of good cause, undergraduate students enrolling as first-time freshmen at a public institution of higher education in fall of 2007 or later will be limited to a total of six dropped courses during their entire undergraduate career.

**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.

**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.

### **Student Portal**

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/>.

### **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).

### **Important School Policies**

For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or students' and instructors' right to academic freedom can be found in the [Odessa College Student Handbook](#).

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

### **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 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.

## **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 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.