

Course Syllabus

Department	:	English & Foreign Languages
Course Title	:	Composition I
Section Name	:	ENGL 1301.3 1301.13
Start Date	:	08/27/2012
End Date	:	12/14/2012
Modality	:	FACE-TO-FACE
Credits	:	Three credit hours

Instructor Information:

Name, Office : Dr. Donna Smith, Wilkerson Hall #208

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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. 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: No text required.

Description of Coursework

- Five multi-paragraph essays: 60%
- Miscellaneous (reading quizzes, short writings, attendance, participation)—20%
- Final exam: 20%

Course Objectives (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.

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
 - Provide 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.

Instructor's Course Policies

Attendance and Late Work:

- If you are tardy, it is your responsibility to make sure that the absence is changed to a tardy. After class is over, the absence will remain on my roll sheet.
- I will deduct five points per class day for major essays turned in late.
- Minor grades that depend on timeliness cannot be made up, meaning that if you're absent or late and miss a graded assignment, you must take a zero for that assignment. Other minor activities that are turned in and graded later can be turned in late, but will lose the same five points per class day as major essays and exams.
- At the end of the semester, I will drop the three lowest daily grades. **NONE OF THE ESSAY GRADES WILL BE DROPPED.**

Plagiarism: Plagiarism is defined as using someone else's words or ideas without attributing your source. It's academic dishonesty, and if you plagiarize, you will receive a zero on the assignment, without the option of re-doing it.

General Issues of Classroom Good Sense and Courtesy:

- Please arrive on time, and plan to stay for the whole class period. Do not schedule appointments during class time.
- Please do not walk out in the middle of a class unless it's an emergency.
- No social use of technology. If you have a legitimate need to keep your cell phone accessible, tell me before class begins.
- Bring your work to class and make sure that you've read the material assigned for that day. You can transport your works in progress either by saving them to a thumb drive or by emailing them to yourself using your campus email account. Save all work in Rich Text Format (RTF) so that it's readable no matter what word processing software you're using.
- If you're absent, it's your responsibility to find out what you've missed and come to the next class prepared.
- Once you have been absent for a week, I will contact you either by email or telephone to check on you, unless you contact me first.

Grading Policy:

89.5-100 = A

79.5-89 = B
69.5-79 = C
59.5-69 = D
Below 59 = F

Summary of Assignments & Activities

Note: Essay assignment topics may change! These topics are those used last semester.

Essay One ~ 3 weeks	Focus: learning the basic organizational and developmental structure. We'll work on all essays in preliminary pieces and drafts. Also, on an as-needed basis, we'll work on grammar concepts.
Essay Two ~ 3 weeks	Same writing concepts as essay one, with similar preliminary assignments. We'll work with secondary source material, and write a descriptive outline.
Essay Three ~ 1 week	Timed, in-class essay
Essay Four ~ 4 weeks	Research paper
Essay Five ~ 3 weeks	1302 bridge essay assignment.
FINAL	The final is an essay similar to the kind you wrote in essay three, though typically in response to a reading.

Student Evaluation of Instruction:

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

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 (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.

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 online assignments or correspondence will be submitted using your Odessa College email.

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.

Important School Policies:

Information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or students' and instructors' rights to academic freedom can be found in the Odessa College Student Handbook.