

Department: English & Foreign Languages

Course Title: English 1301 Composition 1

Section Name: English 1301 C3 & C6

Start Date: 8-27-12

End Date: 12-14-12

Modality: Face-to-face

Credits: 3 hours

Instructor Information:

Raymond Ifera

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Course description: English 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 analysis of class readings. In English 1301, students will gain a basic understanding of research and documentation techniques. Requirements include multiple essays, a final exam, collateral readings, and other assignments determined by the instructor.

Prerequisite; Passing the THEA test.

ICOS: 1,2,6,9

Required readings, materials: These will be supplied in class.

Course Objectives:

1. Learn to write thesis driven essays, with clear internal organization governed by a series of controlled paragraph topic sentences.
2. Learn to move logically in a body paragraph from the generalization of the topic sentence to more specific clarifications
3. Learn to understand and appropriately apply modes of expression in written communication
4. Learn to maintain a logical movement through an essay with control of transitions, clarifications, and reasonable conclusions of ideas
5. Learn to analyze an audience to determine the best strategies for effectively communicating with that audience
6. Demonstrate understanding of some basic research techniques and how to use library resources
7. Demonstrate knowledge of research documentation, including quotation integration, proper citation, and some knowledge of bibliographic form
8. Demonstrate competence in using conventional English
9. Articulate ideas in clearly-written, 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:

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 I will be unavailable and provide them with alternative contact information (for me and 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 two weeks of the due date or at least three days before the next major assignment is due, whichever comes first.

Reasonable expectations 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 assignment; 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 assignment; 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 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.

Student Evaluations of Instruction: The SEI process for face-to-face and online courses is scheduled for the week of November 26.

Course requirements: Students will be required to produce written essays and other assignments using correct English form. They will be expected to listen and contribute to class discussions and improve their oral and written communication skills through presentations and written assignments. A broader goal will be for them to improve their critical thinking skills through individual and group analysis of a variety of topics and issues presented in a variety of formats. They will also be required to keep a journal for personal reflective writing on variety of topics.

Summary of Assignments and Assessments:

The overall semester grade will be based on a number of written compositions and reports, three book reports, a research essay and a final. Each assignment will be graded based on a rubric, which awards or deducts points based on spelling, grammar, style, structure, citation of sources, creativity, etc. Each assignment will be a percentage of the final grade. The following is an example:

1. Three essays on various topics, worth 10% each.
2. Three written book reports (local Crane High School requirement), worth 10% each.
3. Research essay, requiring citation of sources and bibliography, worth 20%.
4. Final exam, compiled from journal entries and information learned from assignments during the semester, worth 20%.

Grading policy:

All essays requiring outside sources must be properly cited with credit given to the source. Failing to do so, or presenting the source as your

own, is plagiarism, and can result in the loss of credit for that paper. Late papers will be docked at the rate of one letter grade, or ten points, for each day. Papers beyond five class periods late will receive no credit.

Since this is a dual credit class, the final grade will be both numerical, for the high school record, and letter, for the college record.

90-100= A

80-89= B

70-79= C

60-69= D (For the high school grade, anything below a 70 is considered failing. Failing a dual credit course in any one semester disqualifies the student from taking any further dual credit classes in high school.

Below 60= F

It is possible for a student to fail one semester and still get high school credit for the course, if his overall average for both semesters is a 70. He loses college credit, however, and may not take another dual credit course while in high school.

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 correspondence for this class will be conducted using your Odessa College email.**

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/>. **All correspondence for this class will be conducted 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

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