

Course: Composition 1 – ENGL 1301

Instructor: Melissa Wells, MA

Meeting Times: Online

Meeting Place: Online

Email: mwells@odessa.edu

Phone: 432-335-6843

Office: Wilkerson Hall 211

**Office Hours: MW 9AM-10AM
1PM-3PM**

TTh 10AM-12PM

Course Description

(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. [3 credit hours]

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.

Encouragement

I very much want you to succeed in this class, and I know that you can do it. I have high expectations for my students and set high standards. I want to help you develop analytical reading skills, your critical thinking skills, and to continue to develop your ability to clearly articulate your ideas. This will serve you not only in this and other classes but in your personal and professional development as well. If you have any questions, I encourage you to contact me during my office hours. If you cannot meet during that time, I will be happy to arrange a more convenient time. I look forward to a fun, interesting, and productive semester.

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.

Computer Access

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

Internet - You need to have dependable access to the internet.

JAVA– You must have the latest version of JA VA in order for Collaborate to work. You can download it free here: <http://www.java.com/en/download/index.jsp>

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 [GoogleDocs](http://www.google.com/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.

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/>

Even if you do not own a computer, you do have access to computers and printers in the Student Success Center on campus. Not having computer or printer access is not a valid excuse for failing to complete assignments on time.

Classroom Behavior

“I hate rude behavior in a man. I won't tolerate it.” –Captain Woodrow Call, *Lonesome Dove*

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 you violate 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 Dean of Arts and Science 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.

Attendance

Regular attendance is critical for your success in this class. Attendance in an online class means that you need to log into Blackboard several times a week and participate in class activities. If you are ill or have an emergency that causes you to miss class, please let me know the nature of your problem.

It is YOUR responsibility to get class material you have missed when you were absent. You may ask me or a classmate for the information.

Withdrawing from Class

April 16 is the last day you will be able to withdraw from a class with an automatic W. After that, you will receive the grade you currently have in the class. **Please e-mail me if you are considering withdrawing or dropping this class. More often than not we can find a resolution for your concerns.**

Required Readings/Materials

- Readings as assigned (Posted on Blackboard or distributed in class)
- Access to a computer - Internet, word processor, Blackboard, Odessa College email, Powerpoint
- A computer file storage device (preferably a USB drive)
- Thesaurus and dictionary (recommended)

Course Assignments

Each week you will have readings along with various activities, and you will generally have a paper due each week, so make sure to plan carefully.

Narrative Essay	15%
Process Essay	15%
Compare/Contrast Essay	20%
Expository Essay	20%
Final Exam (Definition Essay)	20%
Daily and Reading Activities and Journal	10%

Assignments

Assignments due dates are outlined on your class schedule. You will need to submit a hard copy of the assignment and turn it in on Blackboard on this date. Your final grade will be determined by the average of 5 essays, daily activities, writing journals and a final exam.

If you are unable to submit an assignment on the due date and you have legitimate, serious documentation, please include this when you turn in your assignment. Otherwise, you will lose 10 points for every day your assignment is late. Please contact me as soon as possible if you have any questions or cannot turn in an assignment on time. It is important to stay caught up in a summer course.

Plagiarism

I have zero tolerance for plagiarism. Plagiarism is turning in work that you claim to be your own that is actually from another source. Give credit where credit is due and document your sources correctly. If you are caught plagiarizing, you will receive a zero on the assignment. If you are caught plagiarizing a second time, you will receive an F in the course. Additionally, this incident will be reported to the appropriate administrators. Plagiarism is simply not worth it. If you need help documenting a source, let me know. I am more than happy to help you.

Grading Policy

Percentage %	Grade
90-100	A
89-80	B
79-70	C
69-60	D
59-below	F

Special Needs

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 335-6861 to request assistance and accommodations.

Academic Support

You can always come to my office hours or arrange a meeting with me if you need help on an assignment.

Free tutoring services are available in the Student Success Center, which is located in the LRC building. Tutoring services are available free of charge to OC students, and use of the Student Success Center is encouraged. The Center is located on the first floor of the LRC (Library Bldg). They can also help you if you are having difficulty with Blackboard.

Phone Number: 432-335-6878

Director Phone Number: 432-335-6714

Please refer to their website for more information about the Center. <http://www.odessa.edu/dept/ssc/index.htm>. Both walk-in and pre-arranged sessions are available. When you go see the English tutor, please take a copy of the

assignment so that the tutor will know what you are working on. Also, try to go with some form of draft and/or specific questions - the tutor can give you more effective assistance if you have specific material to work with.

Helpful Links

Here are some web dictionaries which may also be helpful:

<http://www.onelook.com/>

<http://www.m-w.com/netdict.htm>

As a substitute for a grammar text, some of the following websites are very helpful:

<http://owl.english.purdue.edu/handouts/grammar/index.html>

<http://www.dianahacker.com/resdoc/>

<http://www.wsu.edu/~brians/errors/errors.html>

<http://webnz.com/checkers/GramSentences.html>

<http://www.chompchomp.com/menu.htm>

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.

Summary of Assignments & Activities

See Course Calendar for specific dates.

Item(Name)	Type	Description
Assignment Instructions	Lecture/ Discussion	Presentation of the instructions for each essay assignment as it is assigned.
Reading Discussions & Quizzes	Lecture/ Discussion	Discuss readings and their relevance to the class assignments and lessons
Essay Strategies	Lecture/ Discussion	Review/discuss various strategies for effectively conveying ideas in an essay
Writing Process	Lecture/ Discussion	Discuss the steps involved in writing an essay effectively
Library Overview	Lecture/ Discussion	Introduce the resources available to Odessa College students through the Odessa College Learning Resource Center
MLA Documentation	Lecture/ Discussion	Review/discuss the rules for properly and effectively using the Modern Language Association documentation system for research essays

Source Credibility	Lecture/ Discussion	Present some criteria to apply to source material to evaluate each source's level of credibility
Evaluating Source Material	Lecture/ Discussion	Present some criteria to apply to source material to evaluate each source's relevance and usefulness for a writer's particular discussion
Incorporating Source Material	Lecture/ Discussion	Discuss some methods for effectively incorporating source material into a research essay
Argument Strategies	Lecture/ Discussion	Discuss some strategies for persuading an audience to take an interest in one's subject and one's perspective on that subject