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Communicate in Blackboard:
Message Center / Discussion Board

Need Help with Blackboard?

Blackboard/OC Email:

Ph: (432)335-6878

Ph: (432)335-6673

Tutoring Center:

Ph: (432)335-6878

Updated: 1/17/2013

"Teachers open the door, but you must enter by yourself."

-- Chinese Proverb

English 2323:

Survey of British Literature II

Syllabus

This syllabus is tentative and may be changed at the instructor's discretion.

Course Description:

English 2322: Survey of British Literature I consists of reading and analyzing significant works of British literature from the Romantic period to the present day. Prerequisite: English 1302: Composition II. 3 hours.

Required Textbook(s): You may purchase the text from the OC Bookstore listed on the OC website: www.odessa.edu. The student is required to have this text on the first day of class. Failure to purchase the required textbook could result in lower test scores.

The Norton Anthology of English Literature, Vol. B: The Romantic Period through the Twentieth Century and After, 8th ed. Stephen Greenblatt, et al. W.W. Norton & Company. 2006. ISBN: 0-393-92831-4.

Mary Shelley's *Frankenstein* (You may use any copy as long as it is the Mary Shelley version.)

To purchase less than the required components of a course is your sole responsibility, and such an action may mean that you do not always have full access to the same information in test preparation, postings, and papers. As such, your grade may be negatively impacted.

* If you are enrolled in a traditional or hybrid class, purchase the physical textbook -- not an ebook. I strongly recommend a physical textbook regardless of the medium. You will be required to bring the textbook to class. The textbook can be purchased at the OC Bookstore.

Learning Outcomes (August 2012):

Upon successful completion of this course, students will:

- Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in British literature from the Romantic period to the present;
- Analyze literary works from the Romantic period and the present as expressions of individual or communal values within the social, political, cultural, or religious contexts;
- Demonstrate knowledge of the development of characteristic forms or styles of expression in British literature from the Romantic period to the present;
- Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities during these periods of British literature;
- Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

* Physical attendance in a face-to-face class is mandatory (e.g. Internet Enhanced, hybrid).

Unit	Period	Requirements	Expectations
Unit #1:	Romantic Period : 1785-1830	Research/analysis, supplemental course material, videos, class interaction facilitated in Blackboard, exam	Check Blackboard for deadline(s). Students are required to check BB and OC student email daily.
Unit #2:	Romantic Period <i>Mary Shelley's Frankenstein</i>	Research/analysis, supplemental course material, videos, class interaction facilitated in Blackboard, exam	Check Blackboard for deadline(s). Students are required to check BB and OC student email daily.
Unit #3:	Victorian Age: 1830-1901	Research/analysis, supplemental course material, videos, class interaction facilitated in Blackboard, exams	Check Blackboard for deadline(s). Students are required to check BB and OC student email daily.
Unit #4:	Victorian Age	Research/analysis, supplemental course material, videos, class interaction facilitated in Blackboard, exam	Check Blackboard for deadline(s). Students are required to check BB and OC student email daily.
Unit #5:	20th Century	Research/analysis, supplemental course material, videos, class interaction facilitated in Blackboard, exam	Check Blackboard for deadline(s). Students are required to check BB and OC student email daily.
Survey Exam: Comprehensive	The survey exam is comprehensive and covers all units.	Review assigned readings, supplemental material, videos, recorded lectures	Check Blackboard for exam date.
Wiki Collaborative Team Paper			

* This syllabus is tentative. Readings, assignments and due dates may be changed at the instructor's discretion.

* Failure to take the Final Exam results in automatic course failure.

Institutional Core Objectives (ICOs):

1. Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual communication
3. Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4. Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
5. Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making
6. Social Responsibility - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Important: Students are assessed on the Institutional Core Objectives (ICOs) as mandated by the Texas Higher Education Coordinating Board. THECB requires students to produce a collaborative team product (e.g. paper, Wiki, blog). As a result, a portion of the student's grade will depend on the team product. For the collaborative product, the student will not be graded on individual merit but on the collaborative team product. The student must fulfill the minimum requirement to earn the team grade assigned to the project. The team project will be graded. On the collaborative team project, students are not assigned individual grades. Each student on the team receives the same grade. Failure to participate in the collaborative project could significantly impact the student's grade. Failure to participate in the collaborative project could result in course failure. Different instructors approach this assignment in different ways.

Please DO NOT email prior to a class to tell me that you are enrolled in the class. These emails get lost. Blackboard will open on the first day of class. Login to Blackboard, where you will introduce yourself to the class.

BB tracks your attendance and participation. Once you are in BB, familiarize yourself with the Unit #1, Announcements, Message Center, and Discussion Board.

Once you are in BB, all communication takes place in the Message Center (private) and Discussion Board (open to the class). Do NOT email the instructor. I will simply tell you to communicate via Blackboard.

If you are officially enrolled in this course but cannot access Blackboard, contact Wrangler Express immediately. You will need to provide the following: full name, Student ID #, name of instructor, course.section, OC email, and phone number.

All of my courses utilize Blackboard (BB). Unless a course is designated as a full Internet course, a student must meet at the scheduled class time as determined by the

College. Only a full Internet class is conducted entirely via the Internet. A full Internet class has mandatory attendance in the virtual environment. An Internet-Enhanced or hybrid class has mandatory classroom attendance on campus.

Students enrolling in this course will be expected to have a good command of standard written English. Students with severe grammar problems should expect to be assigned time outside class in the Tutoring Center.

The course is divided into units, and I direct the coursework for each unit as we progress through the semester. The course is not self-paced. The student will have frequent assignments with due dates. The student will complete course units on the schedule that I provide through regular announcements.

I present the same material in a course regardless if it is traditional (face-to-face) or non-traditional (e.g. hybrid, Internet-Enhanced, Internet). The same material is presented in the course regardless of the semester length (mid-winter [10 days], four weeks, eight weeks, or sixteen weeks). Although the medium does impact presentation, students will be required to read the same material and take the same exams. Since the course material and for the most part, course expectations are the same, I do not have a different syllabus for a different medium.

This syllabus is tentative and may be changed to accommodate student needs.

It is mandatory that you check Blackboard and your OC student email daily.

Technology Requirements for Internet/Hybrid/Internet Blended Courses:

In an online or hybrid course, you will be required to use a variety of multimedia tools in order complete your assignments. At a minimum, you will need the following:

- Computer with speakers and a microphone
- Internet access
- Ability to send/receive email
- Ability to browse the Internet
- Skype
- Adobe Reader/Preview
- Media Player (iTunes, QuickTime, Windows Media Player)

- Recording Software (Audacity, GarageBand, QuickTime, Myna)

Students must have daily access to the Internet and be proficient in word processing . This is not a class that you can take by occasionally checking in. Mandatory: You must check Blackboard and your OC email daily.

Do you have access to a backup computer? If a computer crashes, the student is still responsible for accessing Blackboard and doing the assignments in a timely manner. Blackboard is accessible anywhere there is Internet access. Travel is NOT an excuse for missing a deadline. You need a backup plan if your computer goes down. What computer will you use?

The Student Success Center (Tutoring Center) has numerous computers available to students, free of charge, during the week and on the weekend. The Student Success Center (Tutoring Center) is located on the first floor of the Learning Resource Center.

Required Materials:

Storage device such as thumb drive
Yellow Highlighter

Office Hours:

The instructor's office hours, which are updated each semester, are posted on the OC website: www.odessa.edu. Office hours vary each semester.

All communication should take place in Blackboard's *Message Center* (if personal/private message) or *Discussion Board* if a course/class question. Once you are enrolled in the class, do not email. Communicate in Blackboard. If you email, I will direct you to post your question in BB.

If you are having a problem with Blackboard, you need to contact the Tutoring Center.

If there is a question about your enrollment in the class, then send an email to the instructor. Response time to an email is 24-48 hours. If you email over the weekend, holiday, or anytime the campus is normally closed, I will respond to your email when the campus reopens. If you do not receive a response from me, please assume that I did not receive your email and resend it

You must send an email from your OC student email account—not a personal account. (Go to the OC website to establish your OC student email account). The OC email account needs to be established before the first day of class. The Student Success Center (Tutoring Center) will be glad to assist you in activating your OC student email account.

Voice Mail:

My office phone has voice mail. I check my phone when I am in my office; however, I check Blackboard several times in a day. If you lose contact with me completely (i.e. you cannot contact me via Blackboard or email), you need to call my office. Explain the reason you cannot contact me and leave a phone number so I can return your call. Leave your full name. Identify the course in which you are enrolled. **Repeat the phone number twice.** Speak clearly. The most common reason I do not return a call: I'm clueless as to what the student tried to say. If you were in BB but you have suddenly lost access, there is a possibility that you have been expunged from the course (e.g. non-payment). You need to contact the OC Registrar's Office to verify that you are still enrolled in the course.

Important: I cannot return out of area or long distance phone calls from my office phone. You can reach me during my office hours, which are posted on the OC website. Write out a brief description of the issue and leave it for me in BB's Message Center. The communication in the Message Center is private.

Preparation for Computer Emergencies:

Each time you work on a document save it on the computer's hard drive as well as a thumb drive for backup.

Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time.

The Student Success Center (Tutoring Center) has numerous computers and printers available to students free of charge. All you need is a thumb drive to save and/or access the information.

If a computer crashes, the student is still responsible for accessing Blackboard and doing the assignments in a timely manner. Blackboard is accessible anywhere there is Internet access. If you choose to travel during a test or assignment due date, it is your responsibility to meet all course deadlines. Go to the public library, the LRC/computer center, an Internet Cafe, or a friend's house. Travel is NOT an excuse for missing a deadline. Internet access is also available in most hotels. If the student does not have a functional computer or access to a computer, that student is in jeopardy of failing the course.

Lost/Corrupted Files:

You must keep/save a copy of every project/assignment on a thumb drive as well as your hard drive.

In the event of any kind of failure (e.g. Blackboard server crash or virus infection, student's own computer crashes, loss of files in cyberspace, etc...) or any contradictions/problems, I may/will request you to resubmit the files. In other words, if you submit a document to me, and I either do not receive it (lost in cyberspace) or it is corrupted when I open it, it is incumbent upon you to resend it to me, corrected, with little or no downtime in regard to the timeline for submission.

Grading Rubric for Written Work:

(This includes research papers and essays required as part of the unit tests)

A Paper: Excellent / outstanding / fluent / thought-provoking / original

This paper is a superior and carefully organized response to the assigned topic, each paragraph having a controlling idea and excellent supporting detail, the style fluent and the content thought-provoking. There are few if any mechanical errors. The presentation shows thought and original insights on the part of the writer, independent of the teacher and/or text.

B Paper: Good / above average / clear / well-organized.

This paper is a good response to the assigned topic, in which each paragraph has a controlling idea adequately supported by detail. The sentences are clear and show some variety. Mechanical errors are not distracting to the reader. The writer has mastered the material presented by the text and teacher.

C Paper: Average / adequate / competent / fair / unoriginal

This paper is an adequate, routine response to the assigned topic. A central idea is stated, perhaps too generally, but it is more or less held to and supported in token fashion. The style is moderately clear and the mechanics reasonably competent. Errors in grammar, punctuation, usage, and organization do not seriously interfere with a reader's understanding of the paper.

D Paper: Below average / inadequate / ineffective / unclear / under-developed.

This paper is an inadequate response to the assigned topic, by reason of significant mechanical errors that make the communication ineffective, weaknesses of word choice, or insufficient support/understanding of the topic. There may be a stated controlling idea, but the relation of details to it is unclear.

F Paper: Failure / blocked communication / plagiarism-cheating / major errors / illiteracy / directions not followed / badly under-developed.

This paper is an altogether unacceptable response to the assigned topic, whether by failure of the writing, the thought, or both. The voice of the writer fails to appear because someone else's language has been appropriated or because gross errors have blocked communication. A controlling idea is not stated or, if stated, is incoherent or underdeveloped. Errors in diction may suggest illiteracy.

Method of Evaluation:

The learner's grade will be determined by weighted activities. I do not curve a course grade. The first time a student earns a grade below a 70, s/he needs to immediately assess his/her learning methods. The student is strongly encouraged to contact the Tutoring Center for assistance.

90-100 = A

80-89.9 = B

70-79.9 = C

60-69.9 = D

59.9 or below = F

Note: A **D** in this course qualifies you to take the next level English courses at Odessa College. However, it most likely will not transfer to another institution or satisfy the requirements of specific programs (i.e. nursing program).

Important: I do not ordinarily accept late work. It is never required of me to accept late work. Late work or testing will receive a zero. Emergencies, however, do arise. To qualify, you must submit documented paperwork immediately and do the assignment/paper/test within one week. For whatever reason, late work or late testing will receive at the very highest a 70 even with documented paperwork. Daily work cannot be made-up. If you fail an exam/paper and/or I allow you to retest or rewrite a paper, the highest possible grade that you can earn on the assignment is a 70. The student will be required to come to the campus Testing Center or a designated location to take the exam. Additional criteria must be met before the instructor will accept late work or allow a missed exam. **That student must have an agreement with the instructor, a late deadline, and a commitment to work with the OC Tutoring Center. The student must submit documentation from the Tutoring Center when submitting the late/revised assignment.**

IF the student qualifies, this opportunity must be utilized within a week or the student forfeits the opportunity to raise the failing grade. The work will receive a zero.

Learning Resources Center (OC Library):

OC's Learning Resources Center (LRC) has a large media holding as well as numerous electronic databases.

You may use the LRC Internet while on campus. You can access the databases on-campus or off-campus. All OC facilities are available free of charge to currently enrolled OC students.

If you are off-campus and want to access the databases, you must use a login code. Detailed instructions can be found on the Learning Resources Center web page. There is a help button on the web page for login assistance.

You must have your LRC access codes to view *Films on Demand* in Blackboard. The LRC staff will be glad to assist you in accessing these databases from off-campus.

You paid for this service. It is yours to use.

Computer Labs:

If you do not have a computer for word processing or you do not have Internet access, you may use the Student Success Center (Tutoring Center) which is located on the first floor of the Learning Resources Center (LRC). Lab assistances are on duty at all times to assist students. These services are free to OC students.

Tutoring Center:

For students who need extra help, tutoring is available *on-campus* and *online* at the Student Success Center (SSC). If you need tutorial assistance with your paper(s) and/or grammar skills, the tutors will work with you on an individual basis. The service is free to OC students. Students can sign up for tutoring help on the OC web page. If you visit the SSC, be sure to take your OC student ID card.

Students will often tell me that s/he could not get an appointment. What happens is that the student waited until the last minute. That student failed to plan ahead.

Student Success Center
Learning Resource Center
First Floor
Ph: 432-335-6878
Walk-ins Welcomed
Appointments Encouraged

URL: www.odessa.edu/dept/ssc

The Student Success Center offers some of the following services, all free to students:

- * Personal academic tutors
- * Lab assistance on-duty at all times
- * Online tutoring (Smarthinking). The tutors and/or lab assistances will show you Smarthinking.

- * Individual and small group study room
- * Access to computers and printers (Remember, to take a thumb drive.)
- * Rosetta Stone Language Software
- * Resources for Learning Styles Assessment
- * PLATO Web (practice exercises, grammar exercise)
- * Study Skills Workshops and Assistance
- * Project Transition in Education (TIE)
- * Mentoring Program (M.O.R.E.) Would you like a faculty mentor? Mentoring Others Results in Excellence (M.O.R.E.) can match you up to a faculty member.

Smarthinking is free online tutoring for OC students: Anywhere, Anytime.

The SSC offers Smarthinking Online Tutoring. Smarthinking uses tutors who are experts in their subject area and often hold a master's degree or a Ph.D. in their area of specialization. Contact the Student Success Center (Tutoring Center) for details.

The Student Success Center (Tutoring Center) can also show you how to navigate Blackboard or activate your OC student email account. If a student needs to know how to save a document in Rich Text or submit an attachment to Blackboard, the tutors in the Student Success Center can show you.

You need to give the Tutoring Center enough time to work with you. If you wait until the last minute, then you are the one at fault. Contact the Student Success Center for additional information or to schedule a tutoring appointment.

* The Student Success Center (Tutoring Center) does not guarantee a grade. The Tutoring Center can show a student how to correct many common errors, but it is up to the student to absorb and implement the information. A tutor assists with a paper; the tutors does not write the paper for you. If you don't work well with one tutor, perhaps another one is available. However, all responsibility falls upon the student to follow the instructor's criteria. Each paper should reflect the student's increased research and composition skills.

I have handouts and web links for each assignment in Blackboard. It is up to the student to consult the appropriate handout and link. It is up to the student to learn the grammar rules. If you don't know the rule, look it up and/or seek assistance with the Student Success Center (Tutoring Center).

Student Participation Expectations

Attendance Policy:

At each class meeting, you will be studying materials important to your performance on

exams and/or essays; therefore, your attendance and participation are vital to your grade in the course.

- * Attendance is mandatory for all OC classes. I will track and report attendance.
- * Only a full Internet class is conducted entirely via the Internet. A full Internet class has mandatory attendance in the virtual environment. Attendance will be taken in an Internet class.
- * An Internet-Enhanced or hybrid class have mandatory classroom attendance on campus.

Under NO circumstances does it ever become my responsibility to catch a student up. All assignments are posted in Blackboard.

Important: Poor attendance usually results in class failure.

Student Technical Skills Expectations

Blackboard Technology Problem:

If you have a Blackboard technology problem, the Student Success Center (Tutoring Center) also offers free help with Blackboard and your OC student email. The instructor cannot help with a BB or email problem.

Blackboard Posting for Internet Course:

Posting in a timely manner is integral to this course. Posting is a record of your attendance and participation in this course. Failure to post is equivalent to an absence (or several days of absence). If you do not post, I count you absent. If you accrue enough absences, you are in jeopardy of receiving a substantially lower grade or failing the course.

OC Student Email Address:

Each student must maintain a correct current mailing address and/or phone number with the instructor and the Registrar's Office. If there is any change in address, the student needs to contact the registrar regarding the new information.

If you have two different names as in a woman who recently married, you need to contact the Registrar and the course instructor immediately.

A student enrolled in Odessa College is required to use his/her OC student email address. The student must activate his/her OC student email address immediately upon registering for the course. To activate your OC student email account, go to the OC website. The Student Success Center also provides student assistance in activating their

Make it easy for me to find you if one or more communication approach fails. Also make it known if you are with a specific program or school. Most students are with Odessa College, but I do have some students who grades I have to report to other academic institutions. Example: the Virtual College of Texas (VCT)

Example: Jane Doe (OC Student ID #)
VCT -- Identify Your College

It is the student's responsibility to stay in communication with the instructor at all times.

Check Blackboard Daily:

It is mandatory that a student daily check BB and his/her OC student email account for announcements, assignments, updates, and deadlines. It is the student's responsibility to keep current on all BB information. Failure to do so could result in a failing grade.

All communication should take place in Blackboard. Do not email a question. If you email, I will direct you to post your question in BB.

You should specifically check BB's Announcements, Message Center, and Discussion Board daily. I often add new documents and/or links. It is the student's responsibility to check for added/updated material.

Things to remember:

Attendance is mandatory. I call roll at the beginning of class. Do not interrupt class to ask if I counted you. You may visit with me after class.

Daily work cannot be made-up. Daily work is also tied into attendance.

Pet Peeve: Do not tell the instructor that you have to pass this course or that you must make a certain grade or that you must pass because you are going to graduate. Please don't share those details with me. It is best to funnel that energy into your work -- not into a conversation. You show what you are capable of by the work you produce and the deadlines you keep. I want to know what you are doing to help yourself succeed. I will want to know if you are working with the Tutoring Center. I want to know if you read a story for the second time. I want to know if you reviewed the supplemental material to study. Did you take the practice exercises? If you scored low, how many times did you take those practice exercises? Did you listen to the Tegrity class lecture? How many times?

Mute your cell phone immediately upon entering class.

Do not text during class. This is distracting to the instructor/students.

If your phone number is outside the 432 area code, I cannot return a call from my phone office. Check my office hours on the OC website and call during my office hours if you need to speak to me directly.

Tardiness is rude. Everyone is late occasionally. Persistent tardiness is distracting and disrespectful.

I only deal with the student or in the case of a concurrent student, a high school counselor/facilitator. Do not have a parent contact me to say that you do not understand an assignment. If there is a question, the student needs to call.

It is NOT incumbent on the instructor to accept late work. Late work will receive a zero.

If a student does need to visit with me in my office, I expect the student to come fully prepared with the graded work with comments. I want you to come fully prepared to discuss your paper.

If late work is accepted, the work will be heavily penalized. The student must contact the instructor immediately and must demonstrate his/her commitment to learning. This section is discussed in greater detail later in the syllabus. The student must contact the instructor within seven days. Unless arrangements have been made, any assignment over a week late receives a 0. An excused school activity does not excuse you from the due date of an assignment. If you know you will be gone when an assignment is due, then you need to make arrangements to submit the work in a timely manner.

Any behavior that distracts or disrupts the learning environment can be a cause for the student's removal. In a traditional classroom, this could be talking, perpetual tardiness, a cell phone ringing, texting, etc.... In an BB environment, this could be flaming (all caps that is the equivalent of shouting) at another student.

Abusive language and/or hostility will result in a student's removal.

Any threats regardless of the medium will be taken seriously and immediately reported to the College.

If you share information of any activity that is illegal or threatening in any manner, I will report the incident.

Any activity that is deemed a threat and/or danger to another will be immediately reported to the College.

Education is often offensive. Why? The student is learning material that is often outside his/her comfort zone.

Education is a privilege.

Education is a responsibility.

When you visit/contact OC personnel, address individuals by *Mr.*, *Ms.* or *Dr.* Only use *Mrs.* if a woman has expressed a desired to be addressed so. If that person has a Ph.D., then address the individual as *Dr.* Learning how to properly address someone is part of the student's learning curve. Over familiarity or an inappropriate address screams beginner, amateur, unprofessional.

I do not offer extra homework so a student can pass. I expect the student to do the assigned work and earn a passing grade within the designated time frame. If you can't do that, then I view a repeat of the course as developing an essential knowledge base.

If a student tells me that s/he has too many responsibilities and/or personal problems to complete assignments in a timely manner, I will believe that student. My suggestion is that education should be pursued when the mind is relatively free of major distractions.

Students who are taking extra-curricular activities must meet all deadlines. If a student is required to travel, the student must still meet the deadline. An approved activity does not mean the instructor must accept the assignment late. It means the student must decide how s/he wants to fulfill her/his academic responsibilities.

Do not ask for money. Do not ask donations for a charity or requests to sponsor you in a charity event.

Do not ask me to proof a paper for you for another class. You are welcome to visit the Tutoring Center for assistance in your revisions.

I do not "friend" students on Facebook.

Plagiarism:

Plagiarism is academic dishonesty, which is a euphemism for cheating. The student is expected to do his/her own work. The student may receive help in revising and editing a paper, but anything written work should be substantially his/her own work.

When you submit a piece of writing that bears your name as author, you are claiming that all the words and ideas in that work are yours unless otherwise noted. Failure to identify and document other sources of information that reside within that piece of writing

constitutes academic dishonesty in this course.

In academe, all facts and/or ideas are documented. English uses MLA (Modern Language Association). That means, *each fact in each sentence* must be (parenthetical) documented. Each quotation must be properly cited. If you do not document each fact and/or quotation, this is considered plagiarism.

Plagiarism will be reported to the College.

Plagiarism will result in a failing grade for the course.

A reliable website for information on plagiarism is <http://plagiarism.org/>.

OC employs SafeAssign, a plagiarism software system that matches the student's work against Internet sources. SafeAssign flags a student's paper who has exceeded an acceptable level. A student who has exceeded 15 percent is treading on dangerous grounds.

MLA Documentation:

You are required to use the Modern Language Association (MLA) documentation for all postings and/or papers. There are many excellent sites regarding MLA documentation that reside free of charge on the Internet.

Late Work Policy:

Tests are usually handled through Blackboard. The dates are fixed and the exams are timed, and this is non-negotiable. I do not allow late testing. When there is an exception, a late test penalty is imposed. The highest possible grade for a late test is a 70. You may be required to come to the OC campus or an approved test site.

At any point I suspect that the enrolled student is NOT taking the course exam(s) or that the student is cheating, I will require the enrolled student take exams under the supervision of his/her school's testing center. That student must produce valid ID as proof of identification. **IMPORTANT:** I reserve the right to require a student to come to the OC campus for proctored testing if this should occur. All I need is to suspect cheating to require this of you.

To print/copy a test or attempt to print/copy a test from Blackboard is considered cheating. The student will receive a zero for a test that has been printed/copied. If allowed to continue in the course, the student will be required to come to the OC campus or an approved proctored test site for all future testing.

Written Work/Papers Policy::

Research paper(s) will follow standard MLA guidelines for documentation. Each fact in each sentences must be documented. Each quotation must be documented. Failure to properly document a fact or idea constitutes academic plagiarism. A student who plagiarizes will receive a zero in the course.

Writing components should illustrate an appropriate level of critical thinking, which incorporates independent thought, self-awareness, relevance, and academic integrity.

All essays must be submitted in Rich Text (RTF) format. A paper not submitted in Rich Text will receive a zero. The Student Success Center (Tutoring Center) can show a student how to submit a paper in the required Rich Text Format.

All work must be submitted to the correct location in Blackboard. Failure to submit to the correct location will result in a zero for that coursework. Emailing a paper to the instructor will result in a zero. If you do not know how to submit a file in Blackboard, you need to visit the Student Success Center (Tutoring Center) well in advance of the deadline.

Once the instructor has graded a student's paper, that paper is saved to Blackboard. If you do not know how to access the graded paper with comments, the OC Tutoring Center can show you how to access your graded paper with comments.

Never send a file (e.g. paper assignment/posting entry) to the professor's email. That paper will receive an automatic zero.

All work must be submitted in the correct format (e.g. paper heading, essay format, 12 font, etc...). Failure to submit in the correct format will result in a zero for that coursework.

All assignments must be typed.

Late Submission Policy:

Late work will receive a zero. I am under no obligation to accept late work. A paper needs to be submitted on or before the deadline. If I do accept late work, late work is heavily penalized. The highest possible score will be the grade of 70.

If you fail an exam/paper and/or I allow you to retest or rewrite a paper, the highest possible grade that you can earn on the assignment is a 70. The student will be required to come to the campus Testing Center to retake the exam.

On occasion, I allow a student to submit a late paper or to revise a paper. At the instructor's sole discretion, circumstances may arise where the instructor accepts a late paper and/or revised paper This offer DOES NOT apply to a student who misses

numerous assignments. If you miss numerous assignments, this is a pattern. A late/revised paper exception comes with a major commitment from the student.

It is required that student has a personal conference with the instructor before this privilege is even a consideration. A late/revised paper must be submitted within one week of the original deadline.

This opportunity must be utilized within a week or the student forfeits the opportunity to raise the failing grade.

The student must agree to the following: 1. The student must commit to working with the OC Tutoring Center (Student Success Center) on that paper. 2. That visit must be documented by the Tutoring Center. 3. The student must provide that documentation to the instructor. 4. The student must submit by the specified date. 5. The Tutoring Center does not guarantee a grade. 6. The highest grade a student can earn on a late and/or revised paper is a 70. If the student does not fulfill this agreement, I will not accept the late and/or revised paper. The paper will earn a 0. Since papers are usually a major percentage of a course grade, a zero on a paper often sends the student on a downward spiral with no chance of recovery.

Student Participation Expectations:

In addition to your textual reading assignments during the semester, the student may have multiple on-line lectures, interactive discussions, analytical writing component, exams, and audio/video presentations/lectures. Periodically, you will post to Blackboard's *Discussion Board* for interaction with other learners to address assigned topics. These postings are required class participation. Failure to post before the deadline will result in a zero for the assignment and count as an absence (or several absences).

Interactive Discussion Components:

Learners are required to participate in all posting. A posting always counts as attendance. If a student fails to post, that student, in effect, missed class and will be counted "absent" for one to several days depending on the type of posting and the duration of the posting. A posting serves several purposes:

1. Topics are set up to assist you in better understanding the works so that you are better-prepared for exams;
2. They provide an arena for collegiality among learners;
3. They alert me if you do not understand material or struggling with concepts;
4. Postings count for attendance, so if you miss a posting then you are "absent" from class that week. For this course, if you miss the assigned postings, you are in academic jeopardy due to your absences in addition to the loss of grade points; and
5. Postings have a deadline. Each posting may carry a weighted grade percentage. If a learner misses a posting, a 0 will be entered for that posting. A posting cannot be made-

up.

Etiquette /Netiquette Guidelines:

Anything a learner types in the Discussion Board is visible, which means that every student in this class (including your professor) will see what is written. Pay attention to the language used and adhere to the following:

1. Do not post information of a sensitive nature;
2. Do not use language that is inappropriate for an academic setting (curse words, slang, vulgar, etc...);
3. Do not use language that is inflammatory or prejudicial in regard to gender, race, ethnicity, religion or sexual orientation;
4. Do not post in all caps;
5. Do not use "text messaging" language/abbreviations (u, r, c.). Remember your audience, which is an English professor. So, use language that is appropriate.
6. Adhere to basic grammar and punctuation rules and write in complete sentences.
7. Any threat, explicit or implied, to an individual and/or group will be immediately report to the College and campus security.
8. This is not a class where the student gets in touch with one's creativity. This class expects you to adhere to scholarly rules. You are judged by what you produce.

If you do not adhere to the guidelines, you will lose the points that would have been granted, and I reserve the right to remove your posting and to deny you any further posting privileges.

If a student makes an inappropriate posting, that student will be blocked from additional postings; the student will be required to visit with the instructor during office hours. If a student refuses to comply, the student will be prohibited from participating in posting activities which could sufficiently lower the course grade. The student may also be removed from the course.

Expectations for Engagement: Online Learning

*** Issued by Vice-President of Instruction 8-20-2012**

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

*** Issued by Vice-President of Instruction 8-20-2012**

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.

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.

Course Evaluation(s):

Students may be required to participate in an end-of-semester course evaluation survey.

Withdrawal Policy:

See the current schedule for withdrawal policy criteria. Students who cannot complete the course must take the responsibility upon themselves to drop. The instructor will not drop a student. Failure to drop before the deadline (see Catalog or schedule of classes for

the deadline) will result in a grade of F.

Check/Print Grades in BB's Grade Center:

Individual assignment grades for the course are visible in Blackboard's Grade Center. The student has full access to his/her grades. Blackboard keeps a record of all assignments and when that assignment was submitted. **Immediately upon testing, the student is required to check BB's Grade Center to verify the test attempt successfully recorded.** The student is required to print all his/her BB grades and graded coursework with the instructor's comments as documentation should a technical irregularity occur. **The student is required to print all BB grades after each test or paper grade.**

Concurrent Grade Reports / Ineligibility:

Several times during the semester, a high school will request from the College the grade status of a concurrent student (a student who is simultaneously enrolled in high school and college). The high school requests the grade from the College. The College requests the grade from the instructor. When this happens, I report directly to the College (not the high school). A concurrent student who is failing at that particular time in the course semester is often deemed ineligible to participate in high school extracurricular activities (sport, cheerleading, band, choir, debate, etc...). That means the high school will not allow the student to participate in the school event.

A student has access to his/her grades in Blackboard's Grade Center at all times. A student can learn his/her score at any point. In fact, I require students to print out the BB's grade at the end of the testing period as a record should an irregularity occur. (The last score, not the highest score, is the official score.) Blackboard documents when a student tested, the length of the test, and the number of attempts. If you do not print out the grade, you are not in compliance with the course requirements. Blackboard documents the time a paper was submitted. You are required to print the graded version with instructor's comments. If you do not print the graded version with comments, you are not in compliance with the course requirements. Daily work cannot be made-up. Blackboard documents a posting/blog/journal. The BB component will close at the designated deadline. If a student decides not to check in for (a) week(s) or skip the instructions, that is his/her decision. Review the syllabus section regarding the Tutoring Center (Student Success Center). If a student is too busy to get help on an assignment (if needed), that student is probably too busy to do well in a college course.

I will not change a grade report once I have submitted the report. If a student meets the late/revised paper criteria, the regarded assignment is reflected on the next grade report.

It is crucial that a concurrent student keep all grades 70 or above to avoid a negative grade report that could adversely impact extracurricular eligibility.

If you are struggling in this course, perhaps your schedule is simply too hectic to

accommodate a college class at this time. A student must request to be moved back to a high school classroom. Carefully read the syllabus regarding late and/or revised work.

If you think you are the exception to the rule, please let me assure you that you are not. The exceptional will follow the rules.

If a student and/or parent comes to my office to request a grade change, I will direct them to their high school and the appropriate chain of command.

Final Exam:

All learners are required to take a final exam for the class on the date that coincides with a scheduled time. Failure to take the final exam will result in a failing grade for the course. If there is an emergency, the student must contact me *before* the deadline. If the student is taking a full Internet course, the student may be required to take the final exam at an approved proctored site. If proctored, the student will need ID before s/he is allowed to take the exam. I submit course grades within hours of the deadline. Once that grade is submitted, that becomes the official grade.

End-of-Semester Course Grade:

All OC students must access their end-of-the-semester course grades through Web Advisor. Go to www.odessa.edu and peruse the OC webpage for *WebAdvisor* for grade access instructions. If you cannot access *WebAdvisor*, you need to contact the OC Registrar's office to see if there is a hold on your grade.

Campus Police:

The Odessa College Campus Police Department may be contacted on a 24-hour basis for emergencies on campus. The Department is available to help students with a variety of issues including the following:

- * Retrieve keys locked in vehicles
- * Jump start vehicles
- * Escorts to and from vehicles
- * Maintain a lost and found
- * Deliver emergency messages

Ph: 432-335-6666 (Regular hours)

Ph: 432-238-6334 (After-Hours EMERGENCY Cell)

- * Always report suspicious activity.