

ENG 1301.1: Composition and Rhetoric

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CREDIT HOURS: 3 lecture hours

PREREQUISITE: English 0370 passed with a "C" or better or a satisfactory placement score.

CATALOG DESCRIPTION:

Consists of essentials of correctness and effectiveness in writing skills. Emphasizes reading and writing expository prose along with some research techniques. Requires expository essays and collateral readings. (Scans 1,2,9). Lab fee required for English 1301 (Word Processing).

LEARNING OUTCOMES:

After successfully completing this course, the student should be able to:

- Demonstrate knowledge of individual and collaborative writing processes;
- Read a variety of texts and reflect upon the 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 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 literary resources;
- Demonstrate a knowledge of research documentation, including quotation integration, proper citation and some knowledge of bibliographic form;
- Demonstrate competence in using Standard Edited American English when articulating ideas in well-organized, lucid prose that exhibits the application of the aforementioned skills.

COURSE REQUIREMENTS:

The student will write at least 6 major pieces of writing, spaced evenly over the course of the semester, in addition to a separate final exam essay.

Several pieces of writing, including the special forms discussed below, should stress analytical rather than expressive forms to prepare the student for college writing projects beyond English 1301.

At the instructor's discretion, one of those pieces of writing may be a project involving multimedia elements, such as image scanning, desktop publishing, web page construction, or a PowerPoint presentation.

Texts: Buscemi and Smith, *75 Readings*, latest ed.
Troyka and Hesse, *Quick Access*, latest ed.

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

During the semester we will discuss various methods of expository development, as well as other elements of composition, which you will employ in a series of in-class essays demonstrating your mastery of the material. If you write all of the compositions, by the semester's end you will have written between 9 and 12 essays of which I will take your best 6 grades. In addition, you will complete an essay analysis and write a final essay.

I will evaluate your compositions holistically, examining such characteristics as organization and development, mechanics, coherence and grammar. The work that you do in the second half of the semester will be weighed more heavily than your initial writing.

The Odessa College Student Success Coaches will help you stay on track to complete your educational goals. If an instructor sees that you might need additional help or success coaching, he or she may submit a Retention Alert or a Starfish Alert. A Student Success Coach will contact you to work toward a solution.

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 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.

Learning Resources Center (Library)

The LRC provides research assistance via the LRC's catalog (print books, videos, ebooks) and databases (journal and magazine articles). Research guides covering specific subject areas, tutorials and the “Ask a Librarian” service provide additional help. The LRC has one of the largest collections of photographic resource materials in West Texas, including periodicals, video and slide/audio tapes and photographic books.

Student Email

Please access your Odessa College Student email by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>.