

**ENGL 1302 H31C – Fall 2014
Composition II**

Faculty Information

Name: Dr. Mark W. Jordan, Ph.D

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Phone: 432-335-6549

Office: Composite Technology #134A

Office Hours

**Campus
Office
Hours:**

My physical office hours this eight-week term are as follows:

- MWF 9:00 a.m. to 11:00 a.m.
- Tuesday and Thursday mornings 10:00 a.m. to 11:00 a.m.
- Monday evenings 5:00 p.m. to 6:00 p.m.
- Wednesday evenings 5:00 p.m. to 6:00 p.m.

**Online
Office
Hours:**

I check email frequently all weekdays and evenings. Additionally, I will be available for several hours each week via Blackboard Collaborate, which allows a student to ask me questions in real time, as opposed to having to wait for an email response. These too will change each eight-week term. My Blackboard Collaborate office hours this term will be as follows:

- Monday evenings from 5:00 p.m. to 6:00 p.m.

About Your Instructor

I was born and raised in Odessa, and was a student at OC in the early 1970s; I've taught here since 1987, the year my older daughter was born. I earned an Associate's Degree at OC, 1974; a BA in American Studies from UT-Austin, 1977; an MA in American Literature from UH-Clear Lake, 1987; and a Ph.D in Composition & Rhetoric from TTU, 1999. My wife is Professor Donna Smith. We have two daughters, both of whom currently live in the Austin area. I spent twelve years as a machinist, six years as the owner/operator of a commercial printing business, have waited tables, run heavy equipment, and worked in the oil field. I enjoy riding my 1982 Harley-Davidson shovelhead when I get the chance, and when I'm not repairing or customizing it.

I admire students who are serious about being students, who work hard to finish what they start, and who communicate with me. I try to do the same.

NOTE: I invite everyone to visit the following link to my instructional website (which predates Blackboard)

and read more about me on the Index Page link, including personal information and even a Powerpoint slideshow of my doctoral dissertation, dated though that now may be. You will be able to tell from the older dates you will see (2012) that this page is not one I still routinely use, but it will tell you more about me. Click on this link:

<http://www.odessa.edu/dept/english/mjordan/>

Preferred Method of Communication:

I strongly prefer email communication when face-to-face talk is not possible. I do return calls to my office phone, but I find that in most cases, email works better, particularly for evening or weekend communication. I check email frequently during the day, and I will respond to your messages, usually that very same day, frequently within the hour.

Expectations for Engagement for Instructor:

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 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 during the time I am 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

- 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.

Textbook Information and Required Hardware/Software

Textbook(s):

HIGHLY RECOMMENDED: *Quick Access Reference for Writers*, Troyka & Hesse. *This textbook provides help with all typical grammatical issues such as comma splices, sentence fragments, verb errors, etc. It also contains reference material on the MLA research citation format, and so may be used*

in both 1301, 1302, and other courses. My 1301 website, independent of Blackboard, will serve as the textbook for the course in regards to the three-part writing format students will use to write essays.

Hardware:

This is a hybrid course, which means that we meet only once a week, for half the time as a normal face-to-face course. All other instruction, plus most of your actual work on assignments, must be done outside of class. All assignment instructions are provided within Blackboard, and almost all assignments will also be submitted electronically within Blackboard and returned there as well. Students will have access to computers in the classroom, but will also benefit greatly if they have daily access to another computer capable of accessing the Internet and of sending and receiving email. There will simply not be ample time, in class, to do all needed work. In the event of a service outage or for other computer access problems, the Student Success Center in the LRC has computers for student access.

Software:

*Students must have access to word processing software in order to create files and type essays, and **all work must be submitted saved as either some version of Microsoft Word, or Rich Text.** However, it is probably not necessary to buy expensive software. Wordpad (standard on most computers) is probably adequate. Students using Apple computers (Macs) may need to buy software that enables them to submit files in either MS Word or Rich Text.*

Websites:

This Blackboard shell will be used constantly for course announcements, posting of assignment instructions, submission of most assignments, etc. Students may be asked to access certain websites housing required readings, and most will need to access websites of their own choosing as part of their research.

Information About the Course

Course Description

Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

Course Student Learning Outcomes

In this course, the student will

- 1. Demonstrate knowledge of individual and collaborative research processes;*
- 2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays;*
- 3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence;*
- 4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action; and*
- 5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.).*

Course Prerequisites:

Students must have taken and passed ENGL 1301 or its equivalent. ENGL 1301 may not be taken at the same time as this course.

Course Topics:

This course, although one taught for many years, has recently been reconfigured, with new learning outcomes as directed by the State of Texas. Thus it is essentially a new course offering, and will evolve as I teach it. Course modules and their respective assignments will be announced in class with complete instructions provided in Blackboard. There will be great emphasis placed on research methods and citation of sources. Roughly, four modules must be completed, those dealing respectively with learning the rudiments of academic research and citation methods; learning to engage with published articles and other types of source materials; learning how to usefully evaluate sources found during research; and culminating in a formal research paper. Each of these modules (units) will be capped by some major piece of writing, though not all may be essays in the traditional sense. Research topics may vary from semester to semester; topics may focus on social issues, popular culture, or other areas.

Grading

Type of Assignment	Percentage/Points	Learning Outcome
Module One Capstone: Research Proposal	10% of course grade	#1, #4, #5
Module Two Capstone: Reader-response Essay	15% of course grade	#1, #2, #3, #4, #5
Module Three Capstone: Annotated Bibliography	15% of course grade	#1, #2, #3, #4, #5
Module Four Capstone: Formal Research Paper	20% of course grade	#1, #2, #3, #4, #5
Participation/Daily Work	20% of course grade	#1, #2, #3, #4
Final Exam	20% of course grade	#1, #2, #3, #4
	100%	TOTAL

Grading Scale:

“A” = 90-100

“B” = 80-89

“C” = 70-79

“D” = 60-69

“F” = 0-59

Grading Policy:

Please understand that this is a required course for most academic degree programs in order to prepare you to make workplace decisions based on a broader cultural and historical perspective, and to be a better critical thinker. Quality work and active participation are expected and not to be negotiated. Any written assignments or tests will be graded outside of class. You can expect feedback on assignments within a week's time.

Student Course Participation

As a student, I understand that I am responsible for keeping up with the course. To help with this, I will

- identify alternative computer and internet access in case my primary computer crashes or my internet service 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.

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.

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.

As a student, I understand that I will have the opportunity to provide feedback on my experience in this course through an end-of-course Student Evaluation of Instruction (SEI).

Course Policies

Disclaimer

This syllabus is tentative and subject to change in any part at the discretion of the instructor. Any changes will be in accordance with Odessa College policies. Students will be notified of changes, if any, in timely manner.

Original Effort

The work submitted for this course must be original work prepared by the student enrolled in this course. *Penalties for plagiarism will vary according to the severity of the offense, but may extend to an F for the course in cases of flagrant, intentional plagiarism.*

Digital Protocol

This is a hybrid course which requires most assignments to be submitted in Blackboard, meaning a student must work both within a classroom environment and elsewhere, online. In class, cell phones must be placed on either *vibrate* or *silent* mode and are not to be abused. Abuse includes (a) disruption of class; (b) distraction of the person using the phone; (c) breach of security during tests or quizzes. Phones should only be rarely used for non-course related matters, not routinely (this includes texting), and under no circumstances may a call be taken during class; emergency calls may be taken in the hallway. Phones must be put away entirely during tests. The use of laptops or any other digital device is permitted in order to facilitate note-taking and other tasks relative to instruction, but not for other uses. Back-up and/or additional copies of all assignments submitted is encouraged. **Computers/printers are available to OC students in the LRC; therefore, not having access to a computer due to technical issues (crash; corrupted files; Internet service outage) will not be considered as an acceptable reason for not completing assignments.**

Attendance Policy

1. Students are expected to attend class regularly; attendance will be recorded daily. Absences will affect a student's grade, and are never an excuse for coming unprepared to the next class. **You should contact me or a classmate to learn what was missed and what may have been assigned.**
2. Any assignment done during class time (example: graded group work) usually cannot be made up, and absent students earn zeroes on such grades.
3. Extreme late arrival, leaving early without permission, or extended and/or frequent comings and goings may count as absences.
4. Regarding decorum, **each student is expected to conduct him- or herself civilly in all interactions with classmates and with the instructor, whether face-to-face, via email, telephone, or in any other medium.** This does not mean students are forbidden from disagreeing with others, including with the instructor, but it does mean that any such disagreements may not take the form of shouting, combative behavior, overly emotional rants via email, or any such overly aggressive, uncivil behavior.
5. Lastly, chronic class disruption which interferes with the learning environment may result in a student being dropped from my course. This is a last resort and would occur only after repeated warnings, the last warning being delivered in writing.

Grade Inquiry Policy

It is the responsibility of the individual taking this course to maintain accurate track of assignment submissions and grades. There will be opportunities during the semester to meet with the instructor to discuss your academic progress. Contact the instructor to schedule an appointment. Class time will not be used for grade inquiries. All decisions by the instructor regarding grades are final.

Late Work/Missed Work

1. **All assignments must be submitted in the required file format (normally Rich Text or MS Word) via Blackboard**, unless the instructions say otherwise. Unopenable, empty, corrupted, or wrongly-formatted files do not count as submissions. Students will be informed of the problem via OC email as soon as the problem is discovered, but it is not the instructor's responsibility to check any file before it is time to grade it. Students are responsible for the status of their own files, and must regularly check their OC email accounts to be made aware of any problem.
2. **Absence does not extend due dates!** Assignments turned in one calendar day late lose five points; after one day, there is a ten point late penalty.
3. **Each student may use two "grace days."** These may be used on either daily work or major work, but not on the Final Exam. If you submit a day late, I will count that as one grace day used, unless you tell me otherwise (for example, if you are late on a daily assignment and want to save your grace day in case you need it for a major assignment). If you are an additional day late on that assignment, the late penalty begins. *Note that using a grace day DOES NOT extend the due date on the next assignment! You will have one day less to work on that next assignment.*
4. **Medical and/or family circumstances that warrant an extension on assignments beyond the grace day need to be explained to the instructor, before the due date whenever possible.** Extensions will be allowed at the instructor's discretion only.
5. **Major essays/papers may still be submitted after one week, but will normally receive no higher than an F** (or lower, if incomplete).
6. **Daily work which is assigned to be completed outside of class will not be accepted after the due date of the major assignment connected to that daily work, or at latest, one week after the due date of the daily assignment**, and in any case is subject to the ten-point late penalty after one extra day.
7. **Any student missing the final exam normally receives a zero for the exam grade.** Because of the weight of that grade, this usually causes the student to fail the entire course.
8. **No work of any sort is accepted after the end of the semester, except in the case of formal Incompletes.**

Incomplete Policy

An 'Incomplete' grade may be given only if:

1. The student has passed all completed work
2. If he/she has completed a minimum of 75% of the required coursework. A grade of an "I" will only be assigned when the conditions for completions have been discussed and agreed upon by the instructor and the student.

Course Schedule

(Tentative and Subject to Change)

Time Frame	Unit/Module Name	Description	Related Major Assignments
Approximately the first five weeks of the course	Overview of the Research Process; choice of research topic	Unit One first asks students to begin the search for a suitable research topic, ideally one on which the student will focus throughout the course. At the same time, the student will learn the fundamentals of how to do college-level research and the MLA citation format. Various daily grades are included in this module; overall, daily work will count 20% of the course, which means about 5% per module.	The major assignment capping Unit One is a formal research proposal, counting 10% of the course.
Approximately weeks six through nine	Basic Application of the Research Process	Unit Two will teach students how to effectively include direct quotes in an essay. At the same time, students will begin their research in earnest, and will write a reader-response essay on one particular source found via that research.	This unit is capped by an essay exploring one useful source found during the student's research, counting 15% of the course.
Approximately weeks ten through 13	Evaluation of Research	Unit Three carries the student most if not all the way through the research itself, and students are asked to begin sorting possible sources for the most useful and reliable ones.	This unit is capped by an annotated bibliography in which students will evaluate their various sources found during their research. This annotated bibliography also counts 15% of the course.
Approximately the last three weeks of the course	Culmination of Research Process	Unit Four ends the course by allowing time for students to write a five-to-seven page essay based on their research findings. This paper will include a finalized Works Cited page listing all research sources actually used in the paper.	The last unit is capped by a major formal research paper worth 20% of the course.
During Final Exam week	Final Exam	The Final Exam will consist of an objective section plus a five-paragraph essay which will reflect on the student's experience in the course.	Worth 20% of the course.

General Education - Core Objectives (COs)

Description of Core Objectives (CO's)

Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Therefore, with the assistance of the Undergraduate Education Advisory Committee, the Coordinating Board has approved guidelines for a core curriculum for all undergraduate students in Texas.

Through the application and assessment of objectives within the institution's core curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world; develop principles of personal and social responsibility for living in a diverse world; and advance intellectual and practical skills that are essential for all learning. Appropriate Odessa College faculty periodically evaluates all of the courses listed in the descriptions on the following pages of this catalog and keys them to Odessa College's Institutional Core Objectives (COs), as defined by the Texas Higher Education Coordinating Board (THECB). (Source: *Odessa College Catalog of Courses 2012-2013, page 73*)

Odessa College's Core Objectives (COs):

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

Discipline Core Statement

English and Foreign Languages

ENGL 1301, ENGL 1302, and ENGL 2311 meet the Communication Foundation component area because they focus on using writing to develop ideas and express them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. These three courses primarily focus on writing as a tool for communication, but include oral, aural and visual literacy skills as well.

● = Required Core Objectives

Foundational Component Area	SCH	CT	COM	EQS	TW	SR	PR
Communication	6	●	●		●		●

Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

Student Learning Outcomes (SLOs)

Student Learning Outcome(s)	Core Objectives (CO's)
Satisfied by Course SLOs #2 & #3	<i>Critical Thinking Skills</i> - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Satisfied by Course SLOs #2, #4 & #5	<i>Communication Skills</i> - to include effective development, interpretation and expression of ideas through written, oral and visual communication
Not applicable to this course	<i>Empirical and Quantitative Skills</i> - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Satisfied by Course SLO #1	<i>Teamwork</i> - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Satisfied by Course SLOs #1, #3, & #4	<i>Personal Responsibility</i> - to include the ability to connect choices, actions and consequences to ethical decision-making
Not applicable to this course	<i>Social Responsibility</i> - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional,

Odessa College Policies

Tuition Discounts

The **“First Course is Free”** discount waives standard tuition and fees for the first 3 credit hours taken at Odessa College. The discount applies to high school graduates taking their first class at Odessa College as well as transfer students taking their first class at Odessa College.

The **“Academic Progress Discount”** provides a 10% tuition discount upon completion of 30 credit hours until reaching 45 credit hours. It provides a 20% discount upon completion of 45 credit hours until reaching 60 credit hours. Student must maintain a 2.0 GPA to remain eligible for the discount.

Academic Policies

Note that the OC Student Handbook states (page 32) that “[i]n cases of academic dishonesty, the instructor has the authority to impose appropriate scholastic penalties. Complaints or appeals of disciplinary sanctions may be filed in accordance with the college due process procedure. Copies of the college due process procedure are available in the office of The Director of Student Life (CC104).”

For more information on your rights and responsibilities as a student at Odessa College, please refer to the following: *The 411 of OC: Student Handbook 2012-2013; Student Rights & Responsibilities*
<http://www.odessa.edu/dept/studenthandbook/handbook.pdf>

Scholastic Dishonesty

Scholastic dishonesty shall constitute a violation of these rules and regulations and is punishable as prescribed by board policies. Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism and collusion.

"Cheating on a test" shall include:

- Copying from another student's test paper
- Using test materials not authorized by the person administering the test.
- Collaborating with or seeking aid from another student during a test without permission from the test administrator.
- Knowingly using, buying, selling, stealing or soliciting, in whole or in part, the contents of an unadministered test.
- The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test.
- Substituting for another student, or permitting another student to substitute for one's self, to take a test.
- Bribing another person to obtain an unadministered test or information about an unadministered test.
- "Plagiarism" shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work.
- "Collusion" shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. (Source: *Odessa College Student Handbook 2012-2013, page 29-30*)

Special Populations/Disability Services/Learning Assistance

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.

Odessa College affirms that it will provide access to programs, services and activities to qualified individuals with known disabilities as required by **Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (ADA)**, unless doing so poses an undue hardship or fundamentally alters the nature of the program or activity. Disabilities may include hearing, mobility or visual impairments as well as hidden disabilities such as chronic medical conditions (arthritis, cancer, diabetes, heart disease, kidney disorders, lupus, seizure disorders, etc.), learning disabilities or psychiatric or emotional disabilities. A student who comes to Odessa College with diagnosed disabilities which may interfere with learning may receive accommodations when the student requests them and submits proper documentation of the diagnosis. A Request for Accommodations form and guidelines for beginning the request process are available in the OC Help Center or on the Odessa College web site at <http://www.odessa.edu/dept/counseling/disabilities/index.htm>. The college strives to provide a complete and appropriate range of services for students with disabilities such as assistance with testing, registration, information on adaptive and assistive equipment, tutoring, assistance with access and accommodations for the classroom where appropriate. For information regarding services, students with disabilities should contact the Office of Disability Services in the OC Help Center located in Room 204 of the Student Union Building or call 432-335-6433. (Source: *Odessa College Catalog of Courses 2012-2013, page 52*)

Dropping a Course or Withdrawing from College

Students wishing to drop a non-developmental course may do so online using WebAdvisor, at the Wrangler Express, or Registrar's Office. A student wishing to drop a developmental course or withdraw from college should obtain a drop or withdrawal form from the Wrangler Express or the Registrar's Office. Students are encouraged to consult with instructors prior to dropping a class. Students may not completely withdraw from the college by use of the Web. Students must drop a class or withdraw from college before the official withdrawal date stated in the class schedule. Students who are part of the Armed Forces Reserves may withdraw with a full refund if the withdrawal is due to their being ordered into active duty. A copy of the student's orders must be presented to the Registrar's Office at the time of the withdrawal. For details, please contact the Office of the Registrar. **No longer attending class does not automatically constitute withdrawal from that class, nor does a student's notification to an instructor that the student wishes to be dropped. Failure of a student to complete the drop/withdrawal process will result in a grade of "F."** (Source: *Odessa College Catalog of Courses 2012-2013, page 36*)

Student Support Services and Technical Support

Blackboard Support

I can't log into my Blackboard Course, who do I contact?

Contact the Student Success Center: 432-335-6673 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm. The SSC can provide you with your Blackboard login name. If you are not sure what your password is, they can reset your password.

I'm having a problem in my Blackboard Course, who do I contact?

For any problem that you have in your online course, always contact your Instructor first. Refer to the

Instructor's Contact Information area of the Syllabus for their preferred method of contact and the expected response time.

Additional Blackboard Help Resources:

Service	Assistance Provided	Available
Blackboard Help for Students	Website with a searchable list of topics on how to navigate and use Blackboard for online courses.	Online Click here.
Blackboard On Demand Learning Center for Students	This website provides an extensive list of short tutorial videos for student activities performed in Blackboard.	Online Click here.
Blackboard Collaborate: First Time Users	If you have never used Blackboard Collaborate before, this website provides a system requirements check, configuration instructions, and training and resources area.	Online Click here.
Blackboard Collaborate: Essentials for Participants	This website provides essential information for Participants of Collaborate sessions. Any Collaborate user, whether	Online Click here.

	<p>first-time or experienced, would benefit from reviewing the information here.</p>	
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Student E-mail Support

How do I set up, access, or update my Odessa College Student E-mail account?

Go to this website and follow the directions on the page: <http://www.odessa.edu/gmail/>.

I can't access my student email! I forgot my password!

Contact the Student Success Center: 432-335-6673 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm. They can provide you with assistance in accessing your student email (created by OC) and can also assist with resetting your student email password. Make sure to have your student ID number available!

Your Blackboard login name is associated with your OC created student email account. All Correspondence for this course will be submitted using your Odessa College student email address.

Support for Students with Disabilities

How do I contact the Office of Special Populations?

Main Number	432-335-6861
Campus Location	SUB 204N in the Student Union Building
Email	Becky Rivera-Weiss - brivera@odessa.edu
Website	To find out more about services provided by the Special Populations office, please visit: http://www.odessa.edu/dept/counseling/disabilities/index.htm

Learning Resources Center (LRC; Library)

How do I contact the Learning Resource Center?

Main Number	432-335-6640
FAQ Service	LibAnswers: http://libanswers.odessa.edu

**Contact a Specific
OC Librarian**

Pat Quintero at 432/335-6350 or pquintero@odessa.edu
Donna Clark at 432/335-6645 or dclark@odessa.edu
Carolyn Petersen at 432/335-6641 or cpetersen@odessa.edu

**LRC Services and
Guidelines Website**

<https://www.odessa.edu/dept/library/services/index.htm>

Equipment and Services Provided:

The Murry H. Fly Learning Resources Center (LRC) supports the college's curriculum resulting in a primary emphasis on each student's individual study and research needs. The faculty and staff work with the LRC's Technical Services and Public Services Departments in choosing materials to support all college programs. More than 59,000 books, 50,000 electronic books, 350 current periodicals, 6,700 media holdings, eight newspapers, and 60 databases are available to enhance the educational process.

Equipment/Services Available	Used For	Available
Books, videos, CDs	Research	On Campus and Online
Specialized databases not available online for free	Research	On Campus and Online
Magazines, newspapers, & scholarly journals	Research	On Campus and Online
Computers	Research & word processing	On Campus
Selected textbooks for short-term use	Course work	On Campus
Trained staff	Answer "where do I find?"	On Campus and Online
Tutorials	Tips for research strategies	On Campus and Online
Photocopiers, VHS/DVD players, FAX service	For course work	On Campus
Quiet study areas	For course work	On Campus

Student Success Center (SSC) / AVID Center**How do I contact the Student Success Center?**

Appointments are preferred, but walk-ins will be served as soon as possible.

Main Number	432-335-6673
Campus Location	1st floor of the Library
Website with Additional Help and Information	http://www.odessa.edu/dept/ssc/
Live Online Assistance / Chat	Click Here (If no one is currently available, please put your email and question(s) in the appropriate areas of the form and hit 'send.' Your question(s) will be addressed as soon as an SSC staff member becomes available.)

Equipment and Services Provided:

The purpose of the Odessa College Student Success Center is to provide assistance to students in meeting their academic and career goals. The SSC strives to continually provide new and updated resources that will empower all Odessa College students to succeed at OC and beyond.

Equipment/Services Available	Used For	Available
Tutoring by CRLA & Avid trained tutors	Understanding course work and motivation	On Campus and Online Click here for more information.
Student Information Seminars (SIS)	Demo email, Blackboard and SSC resources	On Campus and Online Click here for more information.
Study Skills	Tools needed to succeed	On Campus and Online Click here for more information.
Basic Technology	To navigate classes, email, etc.	On Campus and Online
Plato Web	Practice for TEAS test and basic math, science, etc.	On Campus and Online Click here for more information.
Project T.I.E.	Practice for GED/COMPASS	On Campus and Online

		Click here for more information.
Student Orientation/Tour	Show individual students where their classes will be. SIS presentation	On Campus
M.O.R.E. Mentoring Program	Networking, tips to navigate college life successfully	On Campus Click here for more information.
Smart thinking	Online tutoring service. Connect with an e-structor and interact with a live tutor.	Online Click here for more information.

Veterans Support

How do I contact the office for Veteran's Outreach?

Main Number	432-335-6833
Campus Location	204M (Help Center) in the Student Union Building
Email	Gloria Rangel - grangel@odessa.edu
Website	To find out more about services provided by the Veteran's Outreach office, please visit: http://www.odessa.edu/dept/counseling/veterans/index.htm