

**ENGL 1301 F73C**  
**Composition I**

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<b>Office Hours</b>	
<b>Campus Office Hours:</b>	My office hours may be found on our home page, <a href="http://www.odessa.edu">www.odessa.edu</a> . Under Student Services, select Faculty Directory and Office Hours, and select my name.
<b>Online Office Hours:</b>	I check email frequently all weekdays and evenings.

**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.*

**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):**

***NO TEXTBOOK IS REQUIRED FOR THIS COURSE.*** My 1301 website, independent of Blackboard, will serve as the textbook for the course.

### **Hardware:**

*This is a face-to-face course. However, all major out-of-class papers must be typed. Students who do not own a computer may use units in the LRC.*

### **Software:**

Students must have access to word processing software in order to create files and type essays. However, it is probably not necessary to buy expensive software. Wordpad (standard on most computers) is probably adequate.

**Websites:**

As mentioned above, my 1301 website, independent of Blackboard but housed within the OC website, will serve as the course textbook. In some parts of the course, students may also be asked to visit other websites.

## Information About the Course

### Course Description

*Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.*

### Course Student Learning Outcomes

*In this course, the student will*

- 1. Demonstrate knowledge of individual and collaborative writing processes;*
- 2. Develop ideas with appropriate support and attribution;*
- 3. Write in a style appropriate to audience and purpose;*
- 4. Read, reflect, and respond critically to a variety of texts; and*
- 5. Use Edited American English in academic essays.*

**Course Prerequisites:**

*Prerequisite: ENGL 0370 passed with a "C" or better or a satisfactory placement score.*

**Course Topics:**

*This is an essay-writing course. Essay assignments will draw on the rhetorical purposes of informing, expressing, and persuading, and will fulfill these purposes through various writing modes such as argumentation, classification, comparison-contrast, cause/effect, etc. Essay topics will vary within both purpose and mode; in some assignments, the specific topic will be assigned or chosen from a small number of options; in other assignments, topic choice will be very broad within certain boundaries. In all essays, students will learn to use the classic appeals of logic, emotion, and ethos (the use of known authoritative sources) to engage readers. In general, students will write between four and six major essays of 1000 words or more. Course modules and*

their respective assignments will be housed in the Coursework section of the main course menu here in Blackboard.

## Grading

Type of Assignment	Percentage/Points	Learning Objective
Participation (Daily Work)	20% of course grade	#1, #2, #3, #5
Essay One (Argumentative)	10% of course grade	#1, #2, #3, #5
Essay Two (Classification)	15% of course grade	#1, #2, #3, #5
Essay Three (Evaluative)	15% of course grade	#1, #2, #3, #4, #5
Essay Four (Reader-Response)	20% of course grade	#1, #2, #3, #4, #5
Final Exam (an evaluative essay)	20% of course grade	#1, #2, #3, #4, #5
	<b>100%</b>	<b>TOTAL</b>

### Grading Scale:

“A” = 90-100

“B” = 80-89

“C” = 70-79

“D” = 60-69

“F” = 0-59

### Grading Policy:

Serious effort and active participation are expected and not to be negotiated, though I will try to work with students who encounter legitimate conflicts. 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

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 relative to instruction. Back-up and/or additional copies of all assignments submitted is encouraged. **Computers/printers are available to OC students in the LRC (301-303); therefore, not having access to a computer due to technical issues (crash; corrupted files) will not be considered as an acceptable reason for not completing assignments.**

## Attendance Policy

Students are expected to attend class regularly; attendance will be recorded daily. Absences will affect a student's participation 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.** Any assignment done during class time (example: graded group work) cannot be made up, and absent students earn zeroes on such grades. Extreme late arrival, leaving early without permission, or extended and/or frequent comings and goings may count as absences. Lastly, chronic class disruption 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. As noted under Attendance, **daily work which depends on timeliness to be effective (such as graded group work), but missed due to absence, earns a zero.**
2. **Absence does not extend due dates!** My policy is that assignments may be turned in one calendar day (not one class day) late with no penalty; after one day, there is a ten point late penalty.
3. **Medical and/or family circumstances that warrant an extension on assignments need to be explained to the instructor, before the due date whenever possible.** Extensions will be allowed at the instructor's discretion only.
4. **Major essays/papers may still be submitted after one week, but will normally receive no higher than an F (or lower, if incomplete).**
5. **Daily work which is assigned to be completed outside of class will not be accepted after one week** and in any case is subject to the ten-point late penalty after one extra day.
6. **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.
7. **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 four weeks of the course	Argumentation Essay	Unit One first introduces various rhetorical concepts, particularly the purposes and modes of writing, types of audiences, ways to appeal to a reader, and most importantly, the Three-Part Essay Format. Then these concepts are	The major assignment capping Unit One is the final draft of the argumentation essay, counting 10% of the course.

		applied to a persuasive essay written in the argumentation mode. There will be several quizzes and a partial draft, early in the unit.	
Approximately weeks five through seven	Classification Essay	Unit Two continues to reinforce the writing format and rhetorical concepts, but shifts to the classification mode and the informative purpose for the second essay. As before, a partial draft is due early in the unit.	This unit is capped by the final draft of the classification essay, counting 15% of the course.
Approximately weeks eight through ten	Evaluation Essay	Unit Three continues to reinforce the Three-Part Essay Format, now by asking for an evaluative essay on varying topics. Again, a partial draft will be due.	Unit Three is capped by the final draft of the evaluative essay, also counting 15% of the course.
Approximately weeks eleven through the end of the course	Reader-Response Essay	Unit Four directs the student to a reading on some particular issue. Each student then draws direct quotes from that reading in order to help the student evaluate the issue, and produces an essay taking a position. Students are taught how to include direct quotes effectively and cite them using the MLA citation format.	The last unit is capped by the reader-response essay final draft, 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, national, and global communities

# 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](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
<b>Blackboard Help for Students</b>	Website with a searchable list of topics on how to navigate and use Blackboard for online courses.	Online <a href="#">Click here.</a>
<b>Blackboard On Demand Learning Center for Students</b>	This website provides an extensive list of short tutorial videos for student activities performed in Blackboard.	Online <a href="#">Click here.</a>
<b>Blackboard Collaborate: First Time Users</b>	If you have never used Blackboard Collaborate before, this website provides a system requirements check, configuration instructions, and training and resources area.	Online <a href="#">Click here.</a>

<b>Blackboard Collaborate: Essentials for Participants</b>	This website provides essential information for Participants of Collaborate sessions. Any Collaborate user, whether first-time or experienced, would benefit from reviewing the information here.	Online <a href="#">Click here.</a>
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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](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?

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

## Learning Resources Center (LRC; Library)

### How do I contact the Learning Resource Center?

<b>Main Number</b>	432-335-6640
<b>FAQ Service</b>	LibAnswers: <a href="http://libanswers.odessa.edu">http://libanswers.odessa.edu</a>
<b>Contact a Specific OC Librarian</b>	Pat Quintero at 432/335-6350 or <a href="mailto:pquintero@odessa.edu">pquintero@odessa.edu</a> Donna Clark at 432/335-6645 or <a href="mailto:dclark@odessa.edu">dclark@odessa.edu</a> Carolyn Petersen at 432/335-6641 or <a href="mailto:cpetersen@odessa.edu">cpetersen@odessa.edu</a>
<b>LRC Services and Guidelines Website</b>	<a href="https://www.odessa.edu/dept/library/services/index.htm">https://www.odessa.edu/dept/library/services/index.htm</a>

### 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.*

<b>Main Number</b>	432-335-6673
<b>Campus Location</b>	1st floor of the Library
<b>Website with Additional Help and Information</b>	<a href="http://www.odessa.edu/dept/ssc/">http://www.odessa.edu/dept/ssc/</a>
<b>Live Online Assistance / Chat</b>	<a href="#">Click Here</a> <i>(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.)</i>

### 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 <a href="#">Click here for more information.</a>
Student Information Seminars (SIS)	Demo email, Blackboard and SSC resources	On Campus and Online <a href="#">Click here for more information.</a>
Study Skills	Tools needed to succeed	On Campus and Online <a href="#">Click here for more information.</a>
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 <a href="#">Click here for more information.</a>
Project T.I.E.	Practice for GED/COMPASS	On Campus and Online <a href="#">Click here for more information.</a>
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 <a href="#">Click here for more information.</a>
Smart thinking	Online tutoring service. Connect with an e-structor and interact with a live tutor.	Online <a href="#">Click here for more information.</a>

## Veterans Support

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

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