

INRW.0375.F1C Syllabus Summer Session I 2014

Faculty Information



Name: Dr. Kathy Jones
E-Mail: ksjones@odessa.edu
Phone: 432-335-6529 (cell 432-230-0130)
Office: LRC 315

Office Hours

Campus Office Hours:	(8:30 to 9:20 MTWTh)
Online Office Hours:	by appointment

About Your Instructor

Dr. Kathy Jones grew up in Odessa, Texas. For 13 years, she lived with her husband and four children on the Pacific island of Pohnpei in the Federated States of Micronesia. She has a Masters of Arts in Reading and an Ed.D. with a concentration in Administrator Leadership for Teaching and Learning . Her Texas teaching certificates include Master Reading Teacher, English as a Second Language, Special Education, and Elementary Education. Having been in education for over 17 years, she has experience teaching at the elementary, secondary, and collegiate levels. In addition, she has served as a Reading Coordinator and 504/Dyslexia Coordinator at the district level.

Preferred Method of Communication:

Students can feel free to call or Dr. Kathy Jones on her cell phone (432-230-0130) or email her at ksjones@odessa.edu. She generally responds within 24 hours. If she does not respond within 24 hours, please use an alternative method. For example, if you emailed then try to call or text.

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):

Students will be required to purchase In Concert: Reading and Writing by Kathleen T. McWhorter. Purchase of this book includes an access code for MySkillsLab.

Hardware:

Students will need to have access to a computer to view recorded lectures and to work in MySkillsLab. Computers are available in the Student Success Center for students to use.

Software:

Computers students use will need to have Internet Explorer 9 or higher and Java 7 or higher.

Websites:

Students will be completing assignments on www.myskillslab.com.

Students will be Completing Assignments Information About the Course

Course Description

Integration of critical reading and academic writing skills. The course fulfills TSI requirements for reading and/or writing.

Course Student Learning Outcomes

1. Locate explicit textual information, draw complex inferences and describe, analyze, and evaluate the information within and across multiple texts of varying lengths
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
3. Identify and analyze the audience, purpose, and message across a variety of texts.
4. Describe, analyze, and evaluate information within and across a range of texts.
5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas and use of appropriate language that advance the writer's purpose.
6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
7. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers using established strategies.
8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
9. Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.
10. Recognize and apply the conventions of standard English in reading and writing.

Course Prerequisites:

TSIA

Reading score between 342 and 350

Writing score grammar score 0 0 362 and essay (WritePlacer) score of 4

THEA

READING

200 or below READ 0371 and 0372, 6 hours required

201-229 READ 0372, 3 hours required

220-229 May enroll concurrently in READ 0372 and a course identified as reading

intensive

230 or above College Ready

WRITING: Below 220

COMPASS

READING:

0-64 READ 0371 and 0372, 6 hours required

65-80 READ 0372, 3 hours required

78-80 May enroll concurrently in READ 0372 and a course identified as reading

intensive

81 or above College Ready

WRITING: Essay 4 or below

ACCUPLACER

READING:

0-61 READ 0371 and 0372, 6 hours required

62-77 READ 0372, 3 hours required

78 or above College Reading

WRITING: Below 79

ASSET

WRITING: Below 39

Course Topics:

Module 1: Introduction to Reading and Writing

SLO 1. Locate explicit textual information within and across multiple texts of varying lengths

SLO 2. Comprehend and use vocabulary effectively in oral communication, reading and writing

SLO 3. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.

SLO 4. Generate ideas and gather information relevant to the topic and purpose

SLO 5. Recognize and apply the conventions of standard English in reading and writing.

Module 2: Reading, Writing, and Organizing Paragraphs

SLO 1. Locate explicit textual information, describe, analyze the information within and across various texts of varying lengths.

SLO 2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.

SLO 3. Identify and analyze the audience, purpose, and message across a variety of texts.

SLO 4. Describe, analyze, and evaluate information within and across a range of texts.

SLO 5. Compose a variety a text that demonstrate reading comprehension, clear focus, logical development of ideas and use of appropriate language that advance the writer's purpose.

SLO 6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.

SLO 7. Generate ideas and gather information relevant to the topic and purpose

SLO 8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.

SLO 9. Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.

SLO 10. Recognize and apply the conventions of standard English in reading and writing.

Module 3: Reading & Writing Essays

SLO 1. Locate explicit textual information, draw complex inferences and describe, analyze, and evaluate the information within and across multiple texts of varying lengths

SLO 2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.

SLO 3. Identify and analyze the audience, purpose, and message across a variety of texts.

SLO 4. Describe, analyze, and evaluate information within and across a range of texts.

SLO 5. Compose a text that demonstrates reading comprehension, clear focus, logical development of ideas and use of appropriate language that advance the writer's purpose.

SLO 6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.

- SLO 7. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers using established strategies.
- SLO 8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
- SLO 9. Develop and use effective reading and revision strategies to strengthen the writer’s ability to compose college-level writing assignments.
- SLO 10. Recognize and apply the conventions of standard English in reading and writing.

Module 4: Critical Thinking, Reading and Writing

- SLO 1. Locate explicit textual information, draw complex inferences and describe, analyze, and evaluate the information within and across multiple texts of varying lengths
- SLO 2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
- SLO 3. Identify and analyze the audience, purpose, and message across a variety of texts.
- SLO 4. Describe, analyze, and evaluate information within and across a range of texts.
- SLO 5. Compose a variety texts that demonstrate reading comprehension, clear focus, logical development of ideas and use of appropriate language that advance the writer’s purpose.
- SLO 6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
- SLO 7. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers using established strategies.
- SLO 8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
- SLO 9. Develop and use effective reading and revision strategies to strengthen the writer’s ability to compose college-level writing assignments.
- SLO 10. Recognize and apply the conventions of standard English in reading and writing. on www.myskillslab.com.

Grading

<i>Type of Assignment</i>	<i>Percentage/Points</i>	<i>Learning Objective</i>
Reading Comprehension	35%	Describe, analyze, and evaluate information within and across a range of texts.
Writing Essays	35%	Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas and use of appropriate language that advances

		the writer's purpose
Participation	10%	Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
Final Exam	20%	Demonstration of learning objectives of the course. Half of the exam will be reading and half of the exam will be writing.
	100%	TOTAL

Grading Scale:

- “A” = 90-100
- “B” = 80-89
- “C” = 70-79
- “D” = 60-69
- “F” = 0-59

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 a timely manner.

Original Effort

The work submitted for this course must be original work prepared by the student enrolled in this course.

Digital Protocol

Cell phones must be placed on either *vibrate* or *silent* mode and are to be accessed in emergency cases only. The use of laptops or any other digital device is permitted in order to facilitate learning.

For online submissions, the electronic recording of the time on Blackboard will be considered the time of assignment submission. Take necessary steps to ensure that your assignments are submitted on “Blackboard” time. 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.** If there is a loss of server connection with Odessa College due to maintenance, then an email will be sent to students with pertinent information and status reports. Assignments submitted electronically need to follow the file-type requirements provided by the instructor.

Attendance Policy

Students are expected to attend class regularly.

AVID

This course has been identified as a course by Arts and Sciences as one in which teaching and learning strategies adopted by AVID will be implemented. As a student, you will be expected to develop an understanding of the strategies, to model the strategies, to maintain fidelity of implementation, and to examine how these strategies may impact your effectiveness as a professional in your chosen area of occupation, either through coursework or practicum experience as outlined by the course instructor.

Grade Inquiry

It is the responsibility of the student to keep track of assignment submissions and grades. At any point, you are welcome to meet with the instructor to discuss your academic progress. Contact the instructor to schedule an appointment.

General Course Requirements

1. Attend class and participate.
2. Contribute and cooperate with civility.
3. Submit assignments on time.

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.
3. An Incomplete form is submitted

Course Schedule

(Tentative and Subject to Change)

Integrated Reading and Writing
2014Summer Session I
Daily List of Assignments

Date	Teaching	www.myskillslab.c	Grammar	Writing	Essay
------	----------	-------------------	---------	---------	-------

	Component	om	exercises	Assignment	
Mon 6-9 Mod 1	Introductions	Register Take Pathbuilder Initial Lexile Locator Skills Check		Discussion area: Introduce yourself to the class	Begin Autobiographi cal essay
Tues 6-10 Mod 1	Chapter 1: An Overview of Active Reading		Exercise 1 Identifying Nouns and Pronouns (p 515) Exercise 2 Changing Tenses (p 520)	Complete paragraphs on active and passive readers.	Work on autobiographi cal essay
Wed 6-11 Mod 1	Chapter 2: An Overview of the Writing Process	Complete 1.2 Vocabulary Development	Exercise 3 (page 523) Exercise 4 Using Adverbs Page 525	Set a timer for 5 minutes. Write everything you can think about how to organize an essay before you begin writing.	Work on autobiographi cal essay
Thurs 6- 12 Mod 1	Chapter 3: Reading and Learning from Textbooks Chapter 4: Reading and Evaluating Visuals	Complete 1.6 Outlining and Mapping	Exercise 5 Expanding Sentences Using Prepositiona l Phrases (p. 528) Exercise 6 Identifying Simple Subjects and Simple and Compound Predicates (p. 533)	Describe how to outline or map something that you have read.	Work on autobiographi cal essay (It is due tomorrow.)
Fri	Model writing an essay	1.7 Summarizing and Paraphrasing	Exercise 7 Adding	What is the difference	Autobiographi cal essay due

6-13			Complements (p. 536) Exercise 8 Expanding with Adjectives Adverbs, and Phrases	between summarizing and paraphrasing?	
Mon 6-15	Chapter 5 Topics, Main Ideas and Topic Sentences	2.2 Topics and Main Ideas	Exercise 9 Combining Sentences (p. 545) Exercise 10 Correcting Fragments (p. 551)	Describe the process for finding a main idea in a paragraph.	Begin Scholarship Essay Brainstorm what you will write about. Show to Dr. Jones tomorrow.
Tues 6-16	Chapter 6 Details, Transitions, and Implied Main Ideas	2.4 Identifying Supporting Details	Exercise 11 Identifying run-on Sentences and Comma Splices (p. 555) Exercise 12 Correcting Verb Form and Tense Errors (p. 559)	What are the different types of supporting details. Describe each and give an example.	Scholarship Essay Write first draft. Show to Dr. Jones
Wed 6-17	Chapter 7 Organization: Basic Patterns Chapter 8 Organization: Additional Patterns	2.6 Determining Implied Main Ideas	Exercise 13 Changing Verbs from Passive to Active Voice (p. 561) Exercise 14 Identifying the Correct Verbs (p. 565)	Write a paragraph for each pattern of organization. Include pattern name, a description, how you can recognize it when you read and write an example.	Scholarship Essay Revise and Edit Final draft is due tomorrow.
Thur 6-18	Chapter 9: Strategies for		Exercise 15 Correcting Pronoun-	What have you learned so far in the	Scholarship Essay due

	Revising Paragraphs		Antecedent Agreement Errors (p. 567) Exercise 16 Correcting Pronoun Reference Errors (p. 569)	course? Has it been helpful?	
Mon 6-23	Chapter 10: Reading, Planning, and Organizing Essays	3.1 Understand Structure of an Essay	Exercise 17 Using Adjectives and Adverbs Correctly (p. 575) Exercise 18 Correcting Misplaced and Dangling Modifiers (p. 577)	Choose a side relating to rationing medical care and brainstorm suggestions for dealing with limited resources and expensive treatments.	Begin 3 rd Essay Read “Who Should Live, and Who Should Die? The Dilemma of Rationing Medical Care” p. 302
Tues 6-24	Chapter 11: Drafting and Revising Essays	3.2 Organize an Essay	Exercise 19 Correcting Shifts in Person, Number, and Tense (p. 579) Exercise 20 Practicing Coordination (p. 581)		3 rd Essay Organize your ideas for essay #1
Wed 6-25	Chapter 12: Reading and Writing Essays with Multiple Patterns		Exercise 21 Combining Sentences Using Coordinating Conjunctions and Relative Pronouns		3 rd Essay Write the first draft

			(p. 583) Exercise 22 Revising Sentences to Achieve Parallelism (p. 587)		
Thur 6-26			Exercise 23 Practicing Sentence Constructio n Techniques (p. 588) Exercise 24 Eliminating Redundancy and Wordiness (p. 591)	When you revise an essay, what do you do?	3 rd Essay Revise
Mon 6-30	Chapter 13 Critical Thinking: Maki ng Inferences and Analyzing the Author's Message	4.2 Inference	Exercise 25 Practicing Correct Diction (p 592) Exercise 26 Adding Commas (p. 595)	When you edit an essay, what do you do?	3 rd Essay Edit
Tue 7-1	Chapter 14 Critical Thinking: Evaluating the Author's Techniques	4.3 Purpose and Tone	Exercise 27 Correcting Sentences Using Semicolons (p. 598) Exercise 28 Adding Appropriate Punctuation Marks (p. 602)		3 rd Essay Complete the final draft
Wed 7-2	Chapter 15 Critical Thinking: Readi ng and Writing		Exercise 29 Practicing Capitalizati on (p. 605)		3 rd Essay Final Draft due

	Arguments		Exercise 30 Correcting Inappropriate Use of Abbreviations (p. 606)		
Mon 7-7	Read “The Most Hateful Words (p. 202) Answer reading comprehension questions				Begin 4 th essay (one of the options for an essay on p. 205)
Tue 7-8					Complete essay
Wed 7-9	Begin Final				
Thur 7-10	Complete Final				

Student Learning Outcomes (SLOs)

The following table details how this course’s STUDENT LEARNING OUTCOMES (SLOs) align with COs.

Directions for Instructor:

1. *In the left-hand column, list specific SLOs that indicate what students will be able to do at the end of the course. You may reference the number from the Learning Outcomes listed in the Course Learning Outcomes list under the Course Description.*
2. *Determine, as appropriate, how your SLOs align with the CO’s that are listed in the right-hand column. NOTE: A course may not incorporate all 6 COs. Every course should include an SLO that aligns with “critical thinking” and “communication” skills. Every Core course has assigned CO’s indicated in the chart above that should correlate to SLO’s here.*

Student Learning Outcome(s)	Core Objectives (CO's)
-----------------------------	------------------------

	<i>Critical Thinking Skills</i> - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
	<i>Communication Skills</i> - to include effective development, interpretation and expression of ideas through written, oral and visual communication
	<i>Empirical and Quantitative Skills</i> - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	<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
	<i>Personal Responsibility</i> - to include the ability to connect choices, actions and consequences to ethical decision-making
	<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. 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	Online

	<p>never used Blackboard Collaborate before, this website provides a system requirements check, configuration instructions, and training and resources area.</p>	<p>Click here.</p>
<p>Blackboard Collaborate: Essentials for Participants</p>	<p>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.</p>	<p>Online Click here.</p>

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	Pat Quintero at 432/335-6350 or pquintero@odessa.edu

Librarian	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.

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

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