

## Syllabus for INRW.W31C

Name: Mary L. Hanson

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Phone: 432-335-6483

Office: Rm 120 in Sedate Hall located in the Children's Center, the day care here on campus.

Office Hours	
Campus Office Hours:	Monday 9-12 Tuesday 9-11 Wednesday 9-12 Thursday 9-11 Friday Available by appointment
Online Office Hours:	Same as campus office hours. I check my email twice a day M-F and once a day on Sat and Sun.

### About Your Instructor

I have been a teacher for over 20 years. As it does age me, it has also provided me with knowledge that a textbook alone could never do. My background includes teaching kindergarten, preschool and as you'd guess, college. The age gap from teaching the very young to the adult may seem odd. However, I enjoy working with persons who want to learn; to improve themselves. It keeps me positive and energized. As an academic language therapist, I've also tutored individuals of all ages who have dyslexia or some other form of learning disability. It is my mother's legacy to me as she was the best teacher ever:). I have adopted her theory that all persons can learn. If they are having difficulty mastering a concept, it is the teacher's responsibility to provide the information in such a way that the students will be successful. The following is a list of my educational background: Bachelor's of Science degree in Elementary Education with a minor in Special Education; Kindergarten/Early Childhood Endorsement Certification; Master's of Arts in Educational Administration from UTPB; certification in Mid-Management; Academic Language Therapist from the Southwest Multisensory Training Center in Dallas, TX; Dyslexia Therapist; Qualified Instructor for dyslexia.

Preferred Method of Communication:

Please call or email me when you have questions/concerns. The quickest way to get in touch with me is through email: mhanson@odessa.edu. I check my email twice a day M-F and once on Sat and Sun. My work number is 432-335-6483. I will call you back that weekday if you have called before 1pm. If it is after 1pm, then I'll call you the following day. Call my home, please, with emergencies only, and never after 8pm: 432-272-3436. Most importantly, do not hesitate to communicate with me. I'm here to help. I'm excited about your future.

Because I teach several courses, please state your first and last name when calling and/or emailing me. Each time you communicate with me, state or write which class you are referring to via EDUC 1301 or Intr to teaching. This one step will make both of our lives easier not to mention that I'll be able to get back to you quicker:).

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](http://www.myskillslab.com).

Lectures have been recorded using TechSmith. Students will need to register for a free account in order to view the videos. The instructions are included here. [TechSmithRelay\\_Student.pdf](#)



## ↑ 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

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

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

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

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

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.

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

Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers using established strategies.

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

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

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 intensiv

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.



↕ Grading



Type of Assignment	Percentage/Points	Learning Objective
Reading Comprehension	40%	Describe, analyze, and evaluate information within and across a range of texts.
Writing Essays	40%	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	10%	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

Attend class and participate.

Contribute and cooperate with civility.

Submit assignments on time.

Incomplete Policy

An 'Incomplete' grade may be given only if:

The student has passed all completed work

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.

An Incomplete form is submitted



 Course Schedule



(Tentative and Subject to Change)

Integrated Reading and Writing

Daily List of Assignments

Date	Teaching Component	www.myskillslab.com	Grammar exercises	Writing Assignment	Essay
Fri 3/20 Mod 1	Introductions	Register Take Pathbuilder Initial Lexile Locator Skills Check		Discussion area: Introduce yourself to the class	Begin Autobiographical essay

Fri 3/20  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 autobiographical essay
Fri 3/27  Mod 1	Chapter 2: An Overview of the Writing Process  Chapter 3: Reading and Learning from Textbooks  Chapter 4: Reading and Evaluating Visuals	Complete 1.2 Vocabulary Development  Complete 1.6 Outling and Mapping	Exercise 3 (page 523)  Exercise 4 Using Adverbs Page 525  Excercise 5  Expanding Sentences Using Prepositional Phrases (p. 528)  Exercise 6  Identifying Simple Subjects and Simple and Compound Predicates  (p.533)	Set a timer for 5 minutes.  Write everything you can think about how to organize an essay before you begin writing.  Describe how to outline or map something that you have read.	Work on autobiographical essay  Work on autobiographical essay  (It is due tomorrow.)
Fri 3/27	Model writing an essay  Chapter 5 Topic, Main Ideas and Topic	1.7 Summarizing and Paraphrasing  2.2 Topics and Main	Exercise 7 Adding Complements  (p. 536)	What is the difference between summarizing and	Autobiographical essay due  Begin Scholarship Essay

	Sentences	Ideas	<p>Exercise 8</p> <p>Expanding with Adjectives, Adverbs, and Phrases</p> <p>Exercise 9</p> <p>Combining Sentences</p> <p>(p. 545)</p> <p>Exercise 10</p> <p>Correcting Fragments</p> <p>(p. 551)</p>	<p>paraphrasing?</p> <p>Describe the process for finding a main idea in a paragraph.</p>	<p>Brainstorm what you will write about.</p> <p>Show to Ms. M. Hanson tomorrow.</p>
Fri 4/3	<p>Chapter 6</p> <p>Details, Transitions, and Implied Main Ideas</p>	<p>2.4</p> <p>Identifying Supporting Details</p>	<p>Exercise 11</p> <p>Identifying run-on Sentences and Comma Splices</p> <p>(p. 555)</p> <p>Exercise 12</p> <p>Correcting Verb Form and Tense Errors</p> <p>(p. 559)</p>	<p>What are the different types of supporting details. Describe each and give an example.</p>	<p>Scholarship Essay</p> <p>Write first draft.</p> <p>Show to Dr. Jones</p>
Fri 4/3	<p>Chapter 7</p> <p>Organization: Basic Patterns</p> <p>Chapter 8</p> <p>Organization:</p>	<p>2.6</p> <p>Determining Implied Main Ideas</p>	<p>Exercise 13</p> <p>Changing Verbs from Passive to Active Voice</p> <p>(p. 561)</p>	<p>Write a paragraph for each pattern of organization.</p> <p>Include pattern name, a description, how</p>	<p>Scholarship Essay</p> <p>Revise and Edit</p>

	Additional Patterns		Exercise 14 Identifying the Correct Verbs (p. 565)	you can recognize it when you read and write an example.	Final draft is due tomorrow.
Fri 4/10	Chapter 9: Strategies for Revising Paragraphs  Chapter 10: Reading, Planning, and Organizing Essays	3.1  Understand Structure of an Essay	Exercise 15 Correcting Pronoun-Antecedent Agreement Errors (p. 567)  Exercise 16 Correcting Pronoun Reference Errors (p. 569)  Exercise 17 Using Adjective and Adverbs Correctly (p.575)  Exercise 18 Correcting Misplaced and Dangling Modifiers (p.577)	What have you learned so far in the course? Has it been helpful?  Choose a side relating to rationing medical care and brainstorm suggestions for dealing with limited resources and expensive treatments.	Scholarship Essay due  Begin 3rd Essay  Read "Who Should Live and Who Should Die? The Delimma of Rationing Medical Care." p. 302

Fri 4/10	Chapter 11: Drafting and Revising Essays  Chapter 12:  Reading and Writing Essays with Multiple Patterns	3.2  Organize an Essay	Exercise 19  Correcting Shifts in Person, Number, and Tense  (p. 579)  Exercise 20  Practicing Coordination  (p. 581)  Exercise 21  Combining Sentences Using Coordinating Conjunctions and Relative Pronouns  (p. 583)  Exercise 22  Revising Sentences to Achieve Parallelism  (p. 587)		3rd Essay  Organize your ideas for essay #1  Write the first draft.
Fri 2/17	Chapter 13  Critical Thinking: Making Inferences and Analyzing the Author's Message	4.2  Inference	Exercise 23  Practicing Sentence Construction Techniques  (p. 588)	When you revise an essay, what do you do?  When you edit an essay, what do you do?	3rd Essay  Revise and Edit

			<p>Exercise 24</p> <p>Eliminating Redundancy and Wordiness</p> <p>(p. 591)</p> <p>Exercise 25</p> <p>Practicing Correct Diction</p> <p>(p 592)</p> <p>Exercise 26</p> <p>Adding Commas</p> <p>(p. 595)</p>		
Fri 4/17	<p>Chapter 14</p> <p>Critical Thinking: Evaluating the Author's Techniques</p>	<p>4.3</p> <p>Purpose and Tone</p>	<p>Exercise 27</p> <p>Correcting Sentences Using Semicolons</p> <p>(p. 598)</p> <p>Exercise 28</p> <p>Adding Appropriate Punctuation Marks</p> <p>(p. 602)</p>		<p>3rd Essay</p> <p>Complete the final draft</p>
Fri 4/24	<p>Chapter 15</p> <p>Critical Thinking: Reading and Writing Arguments</p> <p>Read "The Most Hateful Words (p.</p>		<p>Exercise 29</p> <p>Practicing Capitalization</p> <p>(p. 605)</p> <p>Exercise 30</p> <p>Correcting</p>		<p>3rd Essay</p> <p>Final Draft due</p> <p>Begin 4th Essay</p> <p>(one of the options for an</p>

	202) Answer reading comprehension questions		Inappropriate Use of Abbreviations  (p. 606)		essay on p.205)
Fri 5/1	Final				Complete essay



↓ Student Learning Outcomes (SLOs)



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

Directions for Instructor:

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.

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)
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	Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
	Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual communication
	Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making
	Social Responsibility - 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
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	Online

	<p>information for Participants of Collaborate sessions. Any Collaborate user, whether first-time or experienced, would benefit from reviewing the information here.</p>	<p>Click 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](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 - <a href="mailto:brivera@odessa.edu">brivera@odessa.edu</a>

Website	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>
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### Learning Resources Center (LRC; Library)

How do I contact the Learning Resource Center?

Main Number	432-335-6640
FAQ Service	LibAnswers: <a href="http://libanswers.odessa.edu">http://libanswers.odessa.edu</a>
Contact a Specific OC Librarian	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>
LRC Services and Guidelines Website	<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.

Main Number	432-335-6673
Campus Location	1st floor of the Library
Website with Additional Help and Information	<a href="http://www.odessa.edu/dept/ssc/">http://www.odessa.edu/dept/ssc/</a>
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	Demo email, Blackboard and SSC resources	On Campus and Online Click here for more

(SIS)		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>