



Welcome! I'm contacting all students on the roster list, enrolled in my Spring 2018, college class for **Psychology C101 - General Psychology**, CRN# **32799 -PSYC 101**. **Early access is available by NOON, Friday, January 12, 2018 and through the weekend.** I encourage all my students to login early during this time.

Otherwise, **the official first day of class is Tuesday, January 16, 2018. Enrolled students MUST LOGIN by 8PM or I'm obligated to DROP those who don't login by the 8PM deadline**, per college policy. If this happens and you're dropped because your login was late, say, 8:05PM, you'll need to get on the waitlist for the automated process which is a first-come, first-served basis.

Login using the college portal: <https://inside.cerrocoso.edu/> Once you enter your college email and password, then select this course. You will see my picture on the class site and **"Welcome! You've had a successful login!"** Once you login, take time to explore our online environment, as this will make it easier for you to understand and submit your assignments.

In Week 1, there is an Introduction Discussion and Site Quiz for you to complete. This allows me a quick check, to see if you're ready to handle an online college course. There is also a tutorial on how to use the college online program, too.

TEXTS: The REQUIRED books for this class are: ***What Is Psychology?: Foundations, Applications and Integration (2016)* by Ellen Pastorino and Susann Doyle-Portillo ISBN: 9781305719125** There is a range of scientific topics we'll cover. The other REQUIRED book for this class is: ***A Pocket Style Manual, APA Version, (2015), 7th Edition, by Diana Hacker & Nancy Sommers ISBN: 9781319011130*** You will learn to write in APA style (American Psychological Association written format).

The syllabus is attached and also available on the class site. If you have any questions please **contact me, with your assigned college email** at: dlessany@cerrocoso.edu and use the Course Reference Number (CRN): **32799 - PSYC 101** in the subject line.

I look forward to a great, Spring term with you!

Instructor Lessany-Abdi
Deborah Lessany-Abdi, M.S.
Adjunct Faculty of the Year 2016-2017
Instructor of Psychology, Social Science Department
Cerro Coso Community College, California
January 11, 2018



COURSE SYLLABUS - SPRING 2018
PSYC 101 - General Psychology (CRN# 32799)
D. Lessany-Abdi, M.S., Adjunct Faculty, Psychology
Cerro Coso Community College – Kern Community College District
3 Units – A/CSU/UC

Contact Information for: Instructor Lessany-Abdi E-mail: dlessany@cerrocoso.edu

Use this information in the subject box or first line: CRN# **32799-PSYC 101**

Online/Class Office Hours: Flexible per online. It is important you check your college e-mail regularly for updates. I typically, answer emails/messages within 24-48 hours.

First official day of class: January 16, 2018 **Last official day of class: May 11, 2018**

You can login beginning on January 12th yet, you **MUST login** to class **no later than 8PM Tuesday, January 16, 2017 or I am obligated to DROP YOU.** Login to class through the college website using your assigned college email and password: <https://inside.cerrocoso.edu/>

COURSE DESCRIPTION for Psychology 101 - General Psychology

This course offers the student an introduction to the scientific study of behavior and mental processes focusing on exploration of major psychological theories and concepts, methods, and research findings in psychology. Topics include the biological bases of behavior and mental processes, perceptions, consciousness, memory, cognition, learning, motivation, emotion, development, intelligence, personality, social psychology, psychological disorders and therapeutic approaches, and applied psychology. The American Psychological Association (APA) format is taught and applied to written assignments and papers.

TEXTS. The REQUIRED book for this class is: **Pastorino, E. and Doyle-Portillo, S. (2016) *What Is Psychology? Foundations, Applications and Integration*, 3rd Edition, Wadsworth, Belmont, CA/Cengage Learning (ISBN: 9781305719125).** Numerous scientific research topics of human behavior, some of which continue to be controversial will be covered in this General Psychology course.

The other REQUIRED book for this class is: **Hacker, D. & Sommers, N. (2016) *A Pocket Style Manual, APA Version, 7th Edition, Bedford/St.Martin's (ISBN: 9781319011130).*** This provides proper format for written papers in our class, which is different from MLA format.

Prerequisite is Advisory:

ENGL 70 (Writing - 2 Level). PSYC 101 text book and assigned readings are at a transfer level, in addition to a 6 to 8 page term paper in which students must compare and contrast psychological concepts. With the completion of ENGL 70 students can read at a transfer level and write 5-10 page papers appropriate for first year courses with fully developed citation skills referencing university-level sources.

Additional Resources:

- **Cerro Coso Library** online access: follow the directions through the link for **Electronic Library Resources Login** (this will allow you access to many assigned videos)
<https://ezproxy.cerrocoso.edu/login?url=https://fod.infobase.com/PortalPlayLists.aspx?wid=15400>
- **Perrla for APA** (suggested site)
<http://www.perrla.com/APADetails.aspx?gclid=CNK5nL6o5rECFQfCKgodFyAAXw>
This web site will assist you in formatting your term paper properly
- **CREATE** account at turnitin.com (TBA: Must use assigned class ID and PW in the class site)
You **MUST** use your **college assigned email ONLY** for your turnitin.com account.

**General Psychology Student Learning Outcomes
for PSYC 101 - General Psychology**

Upon completion of the course, the student will be able to:

1. Demonstrate familiarity with the major concepts, theoretical perspectives, research methods, core empirical findings and historic trends in psychology.
2. Explain (including advantages and disadvantages) and compare major theoretical perspectives of psychology (e.g. behavioral, cognitive, evolutionary, humanistic, psychodynamic and socio-cultural).
3. Demonstrate knowledge and understanding of the following nine general domains: (1) biological basis of behavior and mental processes, (2) sensation and perception, (3) learning and memory, (4) cognition and consciousness, (5) individual differences, psychometrics, personality, (6) social processes (including those related to socio-cultural and international dimensions), (7) developmental changes in behavior and mental processes that occur across the lifespan, (8) psychological disorders, and (9) emotion and motivation.
4. Describe and demonstrate an understanding of applied areas of psychology(e.g. clinical, counseling, forensic, community, organizational, and school health).
5. Demonstrate critical thinking, research skills, and information competence to psychological topics. Draw the distinction between scientific and non-scientific methods of understanding and analysis.
6. Articulate the impact of diversity on psychological research, theory and application, including (but not limited to) age, race, ethnicity, culture, gender, socio-economic status, disability, and sexual orientation.
7. Understand and apply psychological principles to personal experiences, social settings, and organizational environments.

GRADING SCALE

Grades	A	90-100%
	B	89-80%
	C	79-70%
	D	69-60%
	F	59% and below

<u>Assignments & Exam</u>	<u>Grade Book Category</u>	<u>% of Grading Scale</u>
1. Weekly Quiz 14 Study Quiz and SiteQuiz, Quizzes APA1 & APA2	Quizzes	32%
2. Discussion Participation	Discussions	28%
3. Plagiarism Essay and Term Paper Proposal (TPP) and Term Paper	Papers	25%
4. Final Exam is PROCTORED	FINAL	15%
		100%

QUICK DUE DATE CHART

Assignment	Points	Due Date
Create turnitin.com account	N/A	Jan. 28, 2018 Use ONLY your college email
Plagiarism Essay	30	Jan. 28, 2018 Submit to turnitin.com
Proctor for FINAL	N/A	Feb. 23, 2018 Afterwards, risk to forfeit FINAL
Term Paper Proposal (TPP)	70	March 9, 2018 Submit to turnitin.com
Spring Recess		March 26-30, 2018
Term Paper	150	April 6, 2018 Submit to turnitin.com
LATE Term Paper submission	10 pts. off for EACH DAY late	April 8, 2018 Submit to turnitin.com LATE Term Paper deadline.
FINAL (proctored only)	150	May 7-11, 2018 Confirm exam date, time, place

My teaching practice and expectations. College is an exciting, arduous endeavor. Some of your most powerful, life experiences will occur right here. I expect my college students to be serious in their studies with college assignments, thoughtful of fellow classmates and open to the diverse world of learning.

College class Schedule in my classes - New week begins on Saturday and ends the following Friday

1. I will respond to your student questions, emails and other communications within 24-48 hours, minus non-instructional and leave days. Be assured, I will contact you through my college assigned email either through the class Inbox or college email process, only.
2. I will initiate contact with you and/or the class as a whole in the online classroom regularly (at least 2x week), i.e., Discussions, assignments, grade book feedback;
3. I will provide personal feedback to you in a timely manner through several venues, i.e., in-class assignment completion, grade book feedback, written papers;

4. I will monitor student-to-student classroom activities requiring interaction, i.e., supervision of weekly Discussions & feedback, provision of guidance and supplemental material to each topic and/or relevant incorporation of current events and,
5. I will select and incorporate a combination of strategies to verify student identity and authenticate the originality of student work, i.e., use of college assigned student email, use of turnitin.com for written papers.

This class requires a PROCTORED EXAM. You need to secure an approved proctor by the end of the 4th week of class through the Cerro Coso Community College Learning Assistance Center (LAC) or you will forfeit the opportunity to take the cumulative FINAL EXAM (and receive a zero for the FINAL in your grade book). Some proctors may charge a fee. All proctors MUST be approved by the college LAC. You are responsible for contacting and submitting the proper online forms through the Cerro Coso Community College LAC: <https://www.cerrocoso.edu/lac/exam-proctoring>

ASSIGNMENTS, PAPERS & OPTIONAL EXTRA CREDIT

1. Quizzes: Each chapter Quiz is to help you learn the assigned material for the week. **You will have 3 attempts that are timed for 1 hour. Your highest score is automatically recorded** in the grade book. NOTE: In the grade book, there is a **category titled, "Quizzes" that include a total of 17 quizzes worth up to 32% of your grade.** This includes the SiteQuiz, chapter quizzes and Quizzes APA 1 & APA 2. Each quiz has a weekly deadline. The directions are embedded in each Quiz on the class site.

2. Discussion Participation: There are a total of **14 Discussions that cover all chapters of the assigned text book. In the grade book, there is a category titled, "Discussions" that include the 14 discussions worth up to 28% of your grade.** Each Discussion is due that specific week for maximum points. LATE or make-up discussions can only earn a maximum of 15 points. Each Discussion will have a prompt for the topic. To earn points you must post your **initial Reply between Saturday and Wednesday** of each week. See **Discussion Directions & RUBRIC** document on the class site.

3. There are three PAPERS assigned for this class that are worth up to 25% of your grade:

a) **Plagiarism Essay is worth up to 30 points (3%) and due January 28, 2018 to turnitin.com.** See **Plagiarism Essay** document on the class site;

b) **Term Paper Proposal (TPP) is worth up to 70 points (7%) and due March 9, 2018 to turnitin.com.** The TPP will be your proposal for your Term Paper and needs to include the Title page, Body Pages, and Reference page written in APA format. **TPP** documents will be posted on the class site; and,

c) **The formal Term Paper is worth up to 150 points (15%) of your grade, and due April 6, 2018 to turnitin.com.** It is to be a full 7-8 pages based on your research of psychological academic, peer reviewed research journals, written in APA format. This assignment requires good to excellent writing skills. I advise all students to utilize the college Learning Assistance Center and Library for assistance. Get started early. Online help is available from the college LAC plus, an online Librarian, to assist you to develop, organize and proof read your Term Paper. *I will accept a late Term Paper until 2 days after the original due date, however, there is a 10 point deduction for each day late.* I will not accept a Term Paper after the late deadline. **Term Paper documents** will be posted on class site.

5. The FINAL is worth up to 15% of your grade. It is a PROCTORED FINAL scheduled during the last week of class. Your proctor MUST be approved through the Cerro Coso Community College Learning Assistance Center (LAC). It is your responsibility to find a proctor according to college guidelines. See the

Proctor Directions document on the class site. The FINAL is cumulative and is a 2-hour online exam. Accommodations will be provided for students eligible with *Disabled Student Programs & Services (DSPS)*.

IMPORTANT: You are responsible to successfully upload all written PAPERS to www.turnitin.com. I will not accept written assignments emailed to me, as official submission. If you have trouble uploading an assignment to turnitin.com, let me know asap (do not wait until the last minute to contact me) and/or contact the college Learning Assistance Center (LAC) for help.

OPTIONAL EXTRA CREDIT

EXTRA CREDIT assignments will be available and are worth up to 2% additional value (TBA). Extra Credit is open for all students and especially encouraged for missed assignments or to boost your cumulative grade.

COLLEGE RESOURCES

ADVICE: Set aside pride, be truthful to yourself and when needed, get help early on! You are in college and it's important to learn to use your resources and network!

Learning Resource Center/Library. We have LRC's at our Ridgecrest, Bishop, Mammoth, and Lake Isabella sites, as well as an LRC page on our website available to students through the portal. This extended library offers a host of print and electronic sources, including hundreds of eBooks covering all areas of study; subscriptions to a dozen or so electronic databases, which are a wonderful resource for research. Visit the LRC homepage at: <https://www.cerrocoso.edu/library>

Tutoring. Together with the LRC's, each campus and online courses also have FREE tutoring available through the Cerro Coso Learning Assistance Center (LAC). Visit the tutoring homepage at: <https://www.cerrocoso.edu/lac/tutoring> for more information about the wide-range of learning support services the college offers to students.

Proctoring. Proctoring services are coordinated through the Learning Assistance Centers. This service is available to any instructor of any online course, with information for the student to secure a proctor. . Check out the options and protocols at the proctoring page: <https://www.cerrocoso.edu/lac/exam-proctoring>

ACCESS PROGRAMS

<https://www.cerrocoso.edu/studentervices/access-programs>

Access Programs offered by Cerro Coso include three state-funded programs dedicated to helping and assisting community college students who are faced with special challenges in obtaining their education. These include: The Disability Student Program & Services (DSPS); Extended Opportunity Program & Services (EOPS); and Cooperative Agencies for Resources in Education (CARE).

DSPS eligibility: <https://www.cerrocoso.edu/studentervices/access-programs/dsps>

EOPS eligibility: <https://www.cerrocoso.edu/studentervices/access-programs/eops>

CARE eligibility: <https://www.cerrocoso.edu/studentervices/access-programs/care>

IMPORTANT COLLEGE DATES for SPRING 2018

<https://www.cerrocoso.edu/student-services/registration/important-dates>

Jan 16	LOGIN to class by 8PM First official day of class or be DROPPED
Jan 26	Last day to drop with a refund
Jan 28	Last day to drop without a "W" on transcript
March 23	Last Day to drop with a "W" on transcript
March 26-30	Spring Break - no classes
May 7-11	Final Exams

Jan. 28, 2018: Last Day to Withdraw Without a "W" on the Permanent Record (also known as the "20% date"). A student whose pattern of participation shows him or her to be inactive shall be dropped by the instructor prior to or by the Last Day to Withdraw **no later than 14 days** of non-participation.

March 23, 2018: Last Day to Withdraw With a "W" on the Permanent Record (60% date). A student shall be dropped by the instructor anytime up to the 60% date when he or she has not been actively participating **no later than 14 days** of non-participation.

ACTIVE PARTICIPATION and ATTENDANCE PRACTICES

Regular active participation is expected of all students enrolled in the college. Students not actively participating in a course may be dropped from the course. The active participation practice for each course is established by the instructor and communicated in the course syllabus. Instructors are responsible for maintaining accurate records of active participation.

Last Day to Withdraw Without a W on the Permanent Record (20% date) A student whose pattern of participation shows him or her to be inactive shall be dropped by the instructor prior to the Last Day to Withdraw without a W on the Permanent Record.

Last Day to Withdraw With a W on the Permanent Record (60% date) A student also shall be dropped by the instructor anytime up to the 60% date when he or she has been absent from or not actively participating in class for a total of two consecutive weeks.

Students MAY be dropped when non-consecutive absences amount to no less than two weeks of the course, or the equivalent time for a short-term class, recorded from the first day of instruction. Any drop practice of this kind for non-consecutive absences is established by the instructor and communicated on the course syllabus.

While it is the responsibility of instructors to communicate attendance and participation practices and to apply them uniformly to all students, it is the responsibility of the student to be aware of his or her current attendance/participation status.

Students who know they will be absent or not actively participating in a course should notify the instructor of the reason. Notification in no way requires the faculty member to excuse

the absence and in no way relieves the student of responsibility for completing and submitting missed work.

Faculty members are asked to give consideration to students who participate in excused, college sponsored activities to make up course work or work of equal value for the day(s) the event is scheduled and/or to take a scheduled exam at an alternate time. **Faculty members shall determine reasonable and appropriate due dates for missed course work.** Examples of college-sponsored activities are athletic competitions (but not practices), student academic competitions and conferences, musical and drama performances, and class field trips. Students involved in such activities are expected to communicate with faculty members, preferably by written notice, about anticipated absences. link (scroll to page 30 of Cerro Coso 2017-2018 Student Catalog): https://www.cerrocoso.edu/sites/cerrocoso.edu/files/2017-2018%20Catalog_0.pdf

Regular active participation is expected of all students enrolled in the college. Students not actively participating in a course may be dropped from the course. As noted in the college catalog, the active participation practice for each course is established by the instructor and communicated in the course syllabus. Instructors are responsible for maintaining accurate records of active participation.

INACTIVE PARTICIPATION. A student will be dropped by this instructor up to the 60% date for INACTIVE CLASS PARTICIPATION **no later than up to 14 days of non-participation**; non-completion of assignments by deadlines, and not communicating with me or responding to me in a timely manner about absences. This includes none to very poor and sporadic, attempts of weekly assignments: This places students at risk to be DROPPED and/or FAIL the college course. For example, if a student does not login to class and does not complete in-class weekly assignments, it is my discretion to DROP YOU. fyi: A simple login to class multiple times a day, browsing through the class site and/or clicking on various activities or documents yet, NOT completing assignments is NOT active-participation. If this kind of online pattern happens, I will contact you through your college assigned email, to let you know you're at risk to be dropped. I expect to hear from you within 48 hours or less, with an explanation and your readiness to complete assignments. If I don't receive communication from you within that 48 hours, it is my discretion to drop you from class.

ACTIVE CLASS PARTICIPATION. I expect weekly, active participation and completion of assignments, by the due date(s). It is my discretion to accept or deny, any and all absences including planned college sponsored events, plus it is my discretion to make any and all allowances for make-up assignments or alternative assignments. For example, I would expect a request between 7-14 days, before the event plus probable confirmation, from a fellow faculty member or college Counselor, for specific student competitions, conferences or performances.

You help create part of the interactive atmosphere of the online college course, especially, in the weekly discussions. Timely weekly discussions are expected. In order for you to earn points for each week's assigned text Readings, Articles & Videos, you must apply yourself to the weekly Discussions & Quizzes by the set due date and deadline. ACTIVE PARTICIPATION also includes completion of written assignments to turnitin.com.

The online college environment can be convenient, exciting and challenging. It is important to let me know how you're handling the pace and what's going on, especially with missed assignments. **There are strategies and resources for you to apply that can be very, successful. This includes serious protected time for your college studies.** College can feel like a full-time job. **I want you to succeed!**

POOR GRADES. I will contact you when there is inconsistent or poor class participation and/or your cumulative **course total in your grade book is at least at, or below the grade level of 69% = D.** I recommend all students, especially students who require a minimum letter grade of C for transfer purposes and financial aid, i.e., to a CSU or UC campus; to maintain good to excellent points on assignments. If you receive a message from me in regards to poor grades, you need to respond to me, asap.

CRISIS & EMERGENCY ABSENCES including MAKE-UP ASSIGNMENTS (or Options for MAKE-UP ASSIGNMENTS). It is important you **communicate with me as soon as possible and in a timely manner** regarding **absences due to a crisis or an emergency. Make-up options will be at my discretion** including deductions in assignments and/or required proof of absence or emergency. If you find you're having chronic issues during the term, please let me know as it may be best, you drop the class and return in a different term when you are able to fulfill the requirements of the course. A college Counselor or Educational Advisor, may be an excellent person for college guidance.

Disability Accommodation. *The college will make reasonable accommodations and/or academic adjustments to ensure that students with disabilities have an equal opportunity to participate in the college's courses. Students with disabilities, who are requesting academic accommodations, auxiliary aides or services, should contact Student Services, Disability Student Programs & Services (DSPS) at Access Programs: 760-384-6250. DSPS link: <https://www.cerrocoso.edu/student-services/access-programs/dsps>*

If you are a student who has is eligible with DSPS and require specific online accommodations, you must contact a Cerro Coso Community College Counselor, who will forward a current accommodation letter to me.

Online Class Conduct: You are in college. You will be treated with respect and mature behavior is expected. It is imperative for students to engage in common courtesy and appropriate online social behavior. Offensive and vulgar responses or posts on the Discussion board; online bullying or harassment will cause you to be dropped from this class and reported to the Vice President of Student Affairs. If someone in the class engages in inappropriate online behavior with you, please contact me immediately or the Department Chair of Social Sciences or the Vice President of Student Affairs. Refer to the *Student Handbook* LINK: https://www.cerrocoso.edu/sites/cerrocoso.edu/files/Student%20Handbook%202014_0.pdf

ACADEMIC INTEGRITY POLICY

https://www.cerrocoso.edu/sites/cerrocoso.edu/files/Student%20Handbook%202014_0.pdf

"Plagiarism is defined as the act of using the ideas or work of another person or person as if they were one's own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge.

Acknowledgement of an original author or source must be made through appropriate reference, i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but

SPECIAL NOTE: The instructor reserves the right to change this syllabus except for grading scale. You will be notified of all changes online. Instructor Lessany-Abdi January 11, 2018

are not limited to, the following: the submission of a work, whether in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another's writing or programming. A student who is in doubt about the extent of acceptable paraphrasing should consult the instructor.

Students are cautioned that, in conducting their research, they should prepare their notes by (a) either quoting material exactly (using quotation marks) at the time they take notes from a source; or (b) departing completely from the language used in the source, putting the material into their own words. In this way, when the material is used in the paper or project, the student can avoid plagiarism resulting from verbatim use of notes. Both quoted and paraphrased materials must be given proper citations.

As allowed by District Policy 4F8G, "Every instructor has the responsibility and authority for dealing with such instances of cheating and plagiarism as may occur in class. An instructor who determines that a student has cheated or plagiarized has a range of options, which may be as severe as giving a failing grade for the course. Furthermore, the student may face other penalties as stated in the college's Student Conduct Policy. Finally, it must be understood that "a student who knowingly aids in another student's cheating, e.g., permitting the other student to copy a paper or examination question, is as guilty as the other of the offense." Penalties for plagiarism will include failure on the particular assignment and may include a failing grade in the course, an official report of academic dishonesty, suspension, or expulsion."

PROPOSED WEEKLY ITINERARY FOR PSYC 101 - General Psychology

NOTE: The cumulative weekly value of Discussions and Quizzes are worth up to **60% of your Total grade**. Arrange sufficient, quality study time for weekly assignments. The main textbook for class is: *What Is Psychology?: Foundations, Applications and Integration* (2016) by Ellen Pastorino and Susann Doyle-Portillo ISBN: 9781305719125

Week of *Text Chapter & Topic(s) CHAPTER READING and complete Disc & Quiz

1. Jan 13 You MUST login in before or by 8pm, Jan. 16th or you will be DROPPED

2. Jan 20 Ch. 1 The Science of Psychology pp. 2-39

Part 1: Foundations in Biological Psychology pp. 40-43

3. Jan 27 Ch. 2 Neuroscience pp. 44-83

4. Feb 3 Ch. 3 Sensation and Perception pp. 84-127

5. Feb 10 Ch. 4 Consciousness pp. 128-171

6. Feb 17 Ch. 5 Motivation and Emotion pp. 172-219

Part 2: Foundations in Cognitive Psychology pp. 220-223

7. Feb 24 Ch. 6 Learning pp.224-267

8. March 3 Ch. 7 Memory pp. 268-305

9. March 10 Ch. 8 Cognition, Language & Intelligence pp. 306-349

Part 3: Foundations in Developmental & Social Psychology pp. 350-353

10. March 17 Ch. 9 Human Development pp. 354-409

11. March 24 Ch. 10 Social Psychology pp. 410-461

12. Apr 7 Ch. 11 Personality pp. 462-497

March 26-30th SPRING Recess

Part 4: Foundations in Physical and Mental Health pp.498-501

13. Apr 14 Ch. 13 Mental Health Disorders pp. 544-589

14. Apr 21 Ch. 14 Mental Health Therapies pp. 590-631

15. Apr 28-May 5 Ch. 12 Health, Stress and Coping pp. 501-543

16. May 7-11 Final Exams Week - Confirm with your proctor your exam date, time & place

Be aware some Test Centers fill up quickly and may not be able to accommodate you nor reschedule a missed exam date due to high student use and demand, i.e., Bakersfield College, CSU Bakersfield.

It is my discretion to make changes, such as combine chapters as I see fit. Correct chapter assignments will be noted in each weekly block or Module on the class site. Contact me as needed throughout the semester. We're in this together for the next 16 weeks and I look forward to presenting scientific based research plus, thought provoking videos.

Welcome again to: PSYC 101 - General Psychology.

~ Sincerely, Instructor Lessany-Abdi, M.S.

Cerro Coso Community College

Spring 2018 Course Syllabus

CSCI 142 – Information & Communication Technology Essentials CRN 32514

Valerie Karnes

Office Hours: LRC 721

Tuesday: 11:00 am – 1:00 pm (Online)

Wednesday: 1:00 pm – 2:00 pm (IWV campus)

Or by appointment

Contact Information: E-mail: vkarnes@cerrocoso.edu

Phone: 760 – 384 – 6261

Prerequisites: None

Advisories: CSCI C101, ENGL 070

Course Description

This course provides an introduction to the computer hardware and software skills needed to help meet the growing demand for entry-level Information and Communications Technology (ICT) professionals. The fundamentals of computer hardware and software as well as advanced concepts such as security, networking, and the responsibilities of an ICT professional are introduced. This course prepares students for the CompTIA's A+ certification exam. *(54 hours lecture/54 hours laboratory)*

Student Learning Outcomes

Upon completion of the course, the student will be able to

1. Design personal computer systems based on different levels of computing requirements.
2. Demonstrate how to install, configure and maintain personal computers, peripherals, and software.
3. Analyze the basics of networking and security/forensics.
4. Explain how to properly and safely diagnose, resolve, and document common hardware and software issues and apply troubleshooting skills.
5. Describe how to provide appropriate customer support for different types of support requests.
6. Compare and contrast the differences between virtualization, desktop imaging, and deployment.

Required Text & Technology

Primary Course Materials:

Required Texts and Materials

- ✓ Internet Access (Broadband recommended)
- ✓ The ability to install plug-ins and/or software on a local internet-connected computer
- ✓ TestOut PC Pro (ISBN: 978-1-935080-42-8)

Where to buy:

- ✓ Cerro Coso Book Store
- ✓ www.testout.com - enter 14-232TA in the promo code box to receive academic pricing!

Optional Course Materials:

Complete CompTIA A+ Guide to IT Hardware and Software by Cheryl A. Schmidt
Pearson Publishing, Seventh Edition
ISBN 978-0-7897-5645-9

Course Materials

You must have the LabSim-TestOut simulation product in order to continue in the class. The printed textbook is an optional. You can purchase the simulation software either from www.testout.com or through our bookstore. Make sure to enter 14-232TA in the promo code box to receive academic pricing!

You can purchase the software from the Cerro Coso BookNook by calling 760-384-6352 or going to <http://bookstore.cerrocoso.edu/home.aspx>.

Course Software

This class utilizes the following software programs:

- Windows 10 (Windows 7 or 8 can be used but some commands may be different)
- LabSim-TestOut

Microsoft Office 2016 & Office 365 –Cerro Coso Community College Students for FREE:

As part of our Cerro Coso Community College's Microsoft Volume License Agreement students are able to download and install Microsoft Office 365 on their personal computers for free. Office 365 has all of the features and functionality of Office 2016. Students may sign up at the link provided below using their school email address, you must use your Cerro Coso Community College school email address and not a personal one. In addition, while the software is provided as part of our Microsoft agreement, support for downloading and installing the software is not provided by Cerro Coso IT or the helpdesk. Any issues with the software need to be resolved by at the link that you download. Go to <http://office.com/getoffice365> and use your Cerro Coso student email address to sign-up. You can use either a Windows or Apple based computer (Mac).

Contacting Me and How This Course Works:

You can contact me in a variety of ways including the telephone, your College email account, and the Canvas email system. It is best if you send me emails through the Inbox in Canvas. Please refer to these guidelines when communicating with me electronically.

An expected outcome of your college education is that you know how to communicate effectively. Among other things, this pertains to communicating with your instructor and fellow students electronically. As such, please refer to following for all forms of academic electronic communications (such as, discussion posts, emails, and instant messaging):

- ✓ Use complete sentences
- ✓ Use sentence case structure and proper punctuation (don't use "i" instead of "I")
- ✓ Use fonts and formatting that are appropriate and legible
- ✓ Use appropriate and professional tone
- ✓ Proofread and use a spell check program
- ✓ Do not use texting language or "leetspeak"
- ✓ Avoid the overuse of acronyms

In addition to the above, email communication should:

- ✓ Include a proper salutation/greeting
- ✓ Include a clear, informative subject
- ✓ Include your name
- ✓ Include your course name and CRN
- ✓ Be sent via your college email account

If you send me an email or an email through Canvas, you should expect to receive a response within 24-48 hours. If you have not received a response within that timeframe, please do not hesitate to resend it as something probably happened to it. Please make sure that you check your College email account first though.

This course uses the Canvas course management system classroom for all links to all course material including graded discussions, assignments, quizzes, and exams. Students are required to login to the class site on a regular basis to complete the weekly course requirements. Ideally you should login each of the 7 days of the week -- I do. But, you may be able to get by logging in 4-5 times a week. You are not required to login at any particular times during the week but course tasks will have specific due dates and times.

In general, the class is presented in a weekly manner. The instructions for the week will be available on Mondays (by noon). Each week there will be lecture in Canvas, PowerPoint presentation(s) for the chapter, LabSim-TestOut transcripts and an assignment that has your LabSim-TestOut assignment list for the week. Every other week you will have a discussion and/or a journal assignment. There are also several projects through the semester. In LabSim-TestOut there are written lessons, videos, simulations and exams. As this is a 4-unit class, there is a significant amount of work, so plan accordingly. This is not a class you can start the work on Saturday and finish by Sunday!

Grades for course requirements are updated on a weekly basis (within seven days of the due date) and a notice will be placed on the class site regarding the last completed update. You can access your grades and feedback by clicking on the "Grades" link in the Student Menu of the class Canvas site. Please note that, if you turn an assignment in late, I may not grade it until the end of the course.

Attendance Policy

Active Participation and Attendance Policies

Regular active participation is expected of all students enrolled in the college. Students not actively participating may be dropped from the course: specifically, a student *shall* be dropped by the instructor for lack of active participation prior to the census (20%) date and any time up to the 60% date when the student is not actively participating.

A student also *shall* be dropped by the instructor anytime up to the 60% date when he or she has been absent from or not actively participating in class for the total of two consecutive weeks. Students also MAY be dropped when non-consecutive absences number the equivalent of two weeks of the course during a 16-week semester.

In general, it is the responsibility of the student to be aware of his or her current attendance/participation status. Students who have been absent or not actively participating in a course should notify the instructor of the reason. *Students are responsible for officially withdrawing from any course in which they no longer wish to be enrolled.* Non-attendance/non-participation does not release the student from this responsibility.

Course Policy

This course is a very interactive course and you need to login and attend to get the most out of it. The class assignments are critical to pass this class. If you aren't present online, you cannot learn.

For Your Information: If you are inactive (not logging in and regularly posting/submitting assignments, etc.) for four class periods (2 weeks of an online class) before the 60% date, you will be dropped as per college and policy. Students will be considered inactive prior to the Last Day to Withdraw Without a W and dropped from the course if any two of the following four assignments are not completed by the end of the second week: 1) self-introduction in the discussion forum, 2) Getting Started quiz, 3) discussion response to other students, 4) Chapter 1 LabSim/TestOut simulations and exams. You are responsible for actively engaging in the class and I will do everything I can to help you. If you have an issue, please email me ASAP.

Enrollment and Drop Dates

1. Last day to add class: **January 19, 2018**
2. It is the student's responsibility to withdraw from courses prior to the **10%** date of their enrolled classes to qualify for a refund. It is further their responsibility to apply to receive their refund; otherwise the credit will stay on their account.
Date: January 26, 2018
3. It is the student's responsibility to withdraw from courses prior to the **20%** date of the enrolled course in order to not have 'W' on their permanent record. A student whose pattern of participation shows him or her to be inactive shall be dropped by the instructor prior to the Last Day to Withdraw without a W on the Permanent Record.
Date: January 28, 2018
4. It is the student's responsibility to withdraw from courses prior to the **60%** date to receive a 'W' and not receive a substandard grade on their permanent record. A student also shall be dropped by the instructor anytime up to the 60% date when he or she has not been actively participating in class for a total of two consecutive weeks.
Date: March 23, 2018

Cerro Coso Academic Integrity Policy

According to the Cerro Coso Student Conduct Policy:

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge.

Acknowledgement of an original author or source must be made through the appropriate reference, i.e. quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to, the following: the submission of a work, whether in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another's writing or programming. A student who is in doubt about the extent of acceptable paraphrasing should consult the instructor.

Students are cautioned that, in conducting their research, they should prepare their notes by (a) either quoting material exactly (using quotation marks) at the time they take notes from a source; or (b) departing completely from the language used in the source, putting the material into their own words. In this way, when the material is used in the paper or project, the student can avoid plagiarism resulting from verbatim use of notes. Both quoted and paraphrased materials must be given proper citation.

As allowed by District Policy 4F8G, “Every instructor has the responsibility and authority for dealing with such instances of cheating and plagiarism as it may occur in class. An instructor who determines that a student has cheated or plagiarized has a range of options, which may be as severe as giving a failing grade for the course. Furthermore, the student may face other penalties as stated in the college’s Student Conduct Policy. *Finally*, it must be understood that “a student who knowingly aids in another student’s cheating, e.g., permitting the other student to copy a paper or examination question, is as guilty as the other of the offense.” Penalties for plagiarism will include failure on the particular assignment and may include a failing grade in the course, an official report of academic dishonesty, suspension or expulsion.

Course Policy

In this course, you are required to cite anything you get somewhere else including the textbook. If you do not cite the location, you will earn a 0 on that assignment.

All work must be your own work. You may discuss concepts and ideas but you cannot share your work.

Accommodation

Students who have verified learning disabilities and need assistive services or who, due to a sensory or processing disability, require alternative media formats of class materials should contact the Access Office at (760) 384-6250.

Resources

Instructor

Please feel free to drop by my office at any time and/or email me with any questions you may have, but it is sometimes better to make an appointment to ensure that we don’t miss each other. You can email me directly through the Canvas course management system in the class. I check my phone messages through the semester, but e-mail or Canvas messenger is the best way to contact me. E-mail is checked throughout the day and responses should be quick. An answer for a relatively simple question will be returned as soon as possible with more complicated responses within 24-48 hours. I am happy to help you work through any issues you may be having.

Cerro Coso Community College requires all class email communications be accomplished using the Cerro Coso email system. Every student enrolled in a Cerro Coso class has an official Cerro Coso email address. Please communicate with me using that address. I am not allowed to respond to any other addresses.

When you e-mail me (vkarnes@cerrocoso.edu), you must include the course name and CRN number at the beginning of the subject line. For this section, your subject line should be: **CSCI 142-32514: Help on Assignment 7** (or whatever you are needing help with in the email). I have two sections of this class this term, so it is imperative that you include the CRN if you want a quick response.

Tutoring

The LAC (2nd floor of the Learning Resource Center) offers free tutoring. There are some wonderful tutors up there that want to help you. I will sign or submit any tutoring request that I receive. Please take advantage of this resource. The only thing I ask of you is that you show up to your tutoring sessions.

Library Resources

There are multiple books that may help you in the Library, which you may check out. The textbook is also on reserve at many of the physical sites (IWV, KRV, ESCC) and may be used in the Library. You will still need to have the TestOut software in order to do the required assignments. There are multiple resources in their online catalogs, which can provide additional reference and learning opportunities for you. The Librarian will be conducting an online session to provide guidance on researching and appropriately citing sources.

Writing Standards

You will be held to our department writing standards, which can be found at the top of the class Canvas. Ultimately, you are expected to use complete sentences and paragraphs that include appropriate capitalization and punctuation in ALL course communication. All course communication includes all e-mails, discussion posts, and assignments turned in.

Changes to this Syllabus

The instructor holds the right to change the syllabus when necessary and appropriate. If there is a revision it will be clearly communicated to you in writing.

Class Format

This is a university-level survey course of Computer Information Systems. There will be some section that will be “easier” and some that will be “harder” for you based on your own personal experiences. There will also be some sections that are more interesting to you.

“Lecture courses require outside-of-class work that is equal to 2 hours per each hour of lecture. (Cerro Coso Community College Catalog 2016)” This course is a 4-unit class with 54 hours of lecture and 54 hours of lab (54+54 = 108). This course meets over 16 weeks so each week where you will spend normally spend 5 hours of work ($90/16=6.75$) in the classroom. Even though you won't be attending “in person” to a physical classroom, you should be spending that 5 hours of work on tasks that may have normally been done in the classroom. You should also plan on spending 6.8 hours ($(54*2)/16=4.5$) on this course for outside-of-class work (assignments, reading). This is a total of 13.5 hours ($6.75+6.8 = 13.5$) for class each week either online or on the ground. This is an average and it may take more or less depending on the topic, your experience, and the grade that you want.

Grading

Assignment	Points	Total	Maps with Course Student Learning Outcome
Week 1 Forum Introduction Discussion	10	10	
Course Introduction Quiz	10	10	
100 LabSim/TestOut Lab Assignments (100 Graded)	3	300	
100 LabSim/TestOut Topical Exams (100 graded)	3	300	
5 Bi-weekly Discussion Participation (10 points each)	10	50	
3 Journal Assignments @ 25 points	25	75	
Writing Assignments: ✓ Technical Presentation ✓ (1) Research Assignments	40 50	90	
220-901 Certification Practice Exam in LabSim/TestOut	40	40	
220-902 Certification Practice Exam in LabSim/TestOut	40	40	
Final Exam	70	70	
TOTAL		910	

Grades are based on percentage of total points earned.

90% and above – A
80% - 89.99% -- B
70% - 79.99% -- C
60% - 69.99% -- D
below 60% -- F

CompTIA Certification

Any student who provides proof of passing the CompTIA 220-901 or 220-902 Certification exam before finals week (the last week of class) will automatically receive 250 points of credit for each passed certification exam. Please notify the instructor if you pass the certification and would like credit and can provide a copy of the pass certificate that you receive at the testing center. It is NOT recommended that students skip all of their assignments with the intention of simply getting credit for the certification as failure to complete the certification would result in an 'F'. In addition, note that 500 points is not enough to successfully pass the class with a 'C' so participation in other assignments is still required. Again, please notify the instructor ASAP if you intend to complete the certification for credit. The exams must be taken during the course of this class.

Class Participation

Reading

You will be responsible for the information in the lectures, supplemental reading and LabSim-TestOut lessons. I recommend follow the sequence of topics in LabSim-TestOut including the written lessons, videos, simulations and exams. Since this is a university-level course, you are expected to do active, close reading and not just quick reading. This class is aligned with the CompTIA 901 and 902 certification exams (A+). There is a lot to read and do in this class, so you should focus on the objectives identified

If you have questions on the reading, you should post the class help forum located at the top of the course Canvas. I will check this forum and respond as quickly as possible. Your classmates may choose to respond to your post and provide you with the answers as well.

Lectures posted will not be a regurgitation of the reading but will be used to enhance your reading and clarify sections for you. They are intended to provide supplemental information as well as listing weekly requirements.

Participation/Assignments/Videos, Lab Work/ Exams

Even though this is an online class, participation is required for this course and you need to be regularly engaged in the learning process. The college policy Participation activities may be forum postings, quizzes, exams, journals, or other activities. You are expected to be an active participant.

Discussions/Forums: You are expected to be an active participant. Discussions are designed to spur conversation on a given topic. Participation with others is required to receive full credit. You need to post by Saturday in order to give everyone time to read your post and interact with you. They are graded on a Good, Satisfactory, Unsatisfactory, and Did Not Complete Scale.

- ✓ A 'Good' posting will be worth 9/10 points.
- ✓ A 'Satisfactory' will be worth 7/10 points.
- ✓ An 'Unsatisfactory' will be worth 5/10 points.
- ✓ 1 Point is reserved for participating with (replying to) other student's posts.

Note that many students may have differing opinions on the topic being discussed. This is a good thing as some topics may not have a single 'right' answer. You **must** address who you are responding to in order for others to track the conversation. You will lose points if you do not address your classmate by name. You must post before you will see others replies.

Quizzes: There is one quiz during the first week in Canvas. All other topical exams are in LabSim-TestOut.

Late Work: You can submit assignments late with my permission, but you can only receive up to 50% of the points.

Make-up Exams: Make-up exams are only possible by special prior arrangement or because of an emergency (an emergency is NOT “I forgot to do the assignment or do the quiz”) and must be completed within one week of the originally scheduled date. Final Exams must be complete by one day after the final OR before the end of the semester whichever comes first. You will be responsible for scheduling the exam with a proctor (the LRC).

How to Succeed

As with any other college course, if you don't really take the class, you shouldn't really expect to pass. As with any other course, it is expected that students will prepare for, attend and participate in all activities and complete all assignments. The best way is to stay on top of the assignments and turn everything in by the due date even if it isn't complete. You should also ask questions as soon as you have them. If you have read everything and still have a question, please ask. You should post questions in the comments for this week's reading. Chances are you are not the only person with the question or are struggling with a concept. If you still don't understand contact me ASAP.

LabSim/TestOut is required for this class. The videos, fact sheets, simulations and practice quizzes are wonderful resources. You cannot pass this class without LabSim/TestOut product.

Course Topics and Schedule

This schedule is for your reference all course activity instructions, due dates, etc. are on the course Canvas site. Please refer to the Canvas site for instructions, updates, changes and clarifications

Week	Date	Chapter	Chapter Name
1	1/15-1/21	1	Orientation/LabSim-TestOut/Chapter 1: Computing Overview
2	1/22-1/28	2	PC Technician
3	1/29-2/4	3	System Components – Part I
4	2/5-2/11	3	System Components – Part II
5	2/12-2/18	4	Peripheral Devices
6	2/19-2/25	5	Storage
7	2/26-3/4	6	Networking - Part I
8	3/5-3/11	6	Networking - Part II
9	3/12-3/18	7	Printing
10	3/19-3/25	8	Mobile Devices
	3/26-4/1		SPRING BREAK
11	4/2-4/8	9	System Management – Part I
12	4/9-4/15	9	System Management – Part II
13	4/16-4/22	10	System Implementation
14	4/23-4/29	11	File Management
15	4/30-5/6	12	Security & Final Exam Review
16	5/7-5/11		Final Exam Week

**Cerro Coso Community College
History of Mexico (HIST C209)
Spring 2018**

Instructor's Name: Mr. Carlos Mutis

Days & Times of Class: (C Yard) Mondays & Wednesdays 3:30 – 4:55 pm

Student Contact (Office) Hours: No Office Hours Available

Contact Information (email & phone): No Contact Information Available

Prerequisite (if any): No Prerequisites

Advisory:

Students are expected to read and comprehend a college-level text book explaining sophisticated historical concepts and social science theories. In addition, they must critically analyze scholarly or professional arguments for research assignments.

Students in this course are usually required to write at least one research and/or analytical essay, as well as respond to essay questions on exams. This requires that they write in a clear and organized manner free from major errors.

Course Description:

The course covers Mexican history from Pre-Columbian period to the present. It includes an analysis of the geographic, social, cultural, political, and economic aspects of the Mexican past.

Textbooks

Coe, Michael D. and Koontz, Rex. (2013). *Mexico: From the Olmecs to the Aztecs*. (7th ed.). New York: Norton Publishing.

Krauze, Enrique. (1998). *Mexico: Biography of Power: A History of Modern Mexico, 1810-1996*. New York: Harper Collins.

Prescott, William H. (2016). *History of the Conquest of Mexico*. New York: Penguin Random House.

Materials

Notebook or Writing Journal
Pen or Pencil

Student Learning Outcomes (SLOs)

Upon successful completion of this course, the student will be able to . . .

- I. Identify the role of geography in Mexican history.
- II. Describe the historical and cultural evolution of Pre-Columbian Mexico.
- III. Describe the Spanish conquest of Mexico and its aftermath.
- IV. Describe the Spanish colonial system and analyze how it impacted different peoples and institutions.
- V. Identify and discuss the causes of the Mexican Independence movement against Spanish rule including major participants and events.
- VI. Identify the social, cultural, and political factors that have influenced Mexican development since independence.
- VII. Analyze the influence of the United States on the development of Mexico from independence to the present.
- VIII. Analyze the economic, political, and social characteristics of the age of Porfirio Diaz.
- IX. Analyze the causes, effects, and aftermath of the Mexican Revolution of 1910.
- X. Identify and evaluate the major political issues of modern Mexico from 1910 to the present.

Detailed Topical Outline

Lecture:

- I. Weeks 1-2. Jan 15-27: Class Introduction, Geography of Mexico, & Pre-Columbian Mexico (SLOs 1 & 2)
 - A. Class Introduction
 - B. Geography of Mexico
 - i. Where is Mexico?
 - ii. Unique Geographic Features
 - iii. Borders
 - iv. Regions & States
 - C. The First Mexicans
 - i. Mayans
 - ii. Aztecs
- II. Weeks 3-4. Jan 29-Feb. 10: Spain & the Conquest of Mexico (SLO 3)
 - A. Spain on the Eve of the Conquest
 - i. Roman Period
 - ii. Muslim Period
 - iii. Myth of the Reconquista
 - iv. Ferdinand & Isabella
 - v. Succeeded by Charles V in 1516
 - B. Defeat of the Aztecs
 - i. Four Key Factors
 - ii. La Malinche & the Beginnings of Mexican Identity
 - iii. Modern Views
 - C. The Birth of New Spain

- i. Establishing Spanish Authority
 - ii. The City as a Symbol & Tool of Power
 - iii. Labor
 - iv. Land
 - v. Royal Authority
 - D. The Spiritual Conquest of Mexico
 - i. Early Missionaries
 - ii. Conversion
 - iii. Settler-Missionary Conflict
 - iv. The Case of the Yucatan-1562
- III. Weeks 5-6. Feb 12-24: Colonial Mexico & Independence (SLOs 3 & 4)
 - A. Mines & Haciendas in Early New Spain
 - i. The Hacienda System
 - ii. Mining
 - iii. Trade
 - B. Race & Caste in Colonial Mexico
 - i. La Republica de Indios
 - ii. Spaniards
 - iii. Amerindians
 - iv. Mestizos
 - v. Africans & Mulattos
 - C. Mexico's Several Independences
 - i. Bourbon Reforms
 - ii. Napoleonic Invasion
 - iii. Revolt of Hidalgo
 - iv. Revolt of Jose Maria Morelos
 - v. Restoration
 - vi. Reaction
 - vii. What is the Independence?
- IV. Weeks 7-9: Feb 26-Mar 10: 19th Century Mexico & the Porfiriato (SLOs 5 & 7)
 - A. Impact of Independence & 19th Century Periodization
 - i. Periodization
 - ii. Economic Impact of Independence
 - iii. New Political Ideas-Philosophical Distortions
 - iv. Early Politics of Independent Mexico
 - v. Rise of the Caudillos
 - B. Mexican Liberalism After Santa Anna
 - i. Revolution of Ayutla – 1855
 - ii. Economic Basis of 19th Century Mexican Liberalism
 - iii. Modernization
 - iv. Attacks on Communal & Corporate Property
 - v. Liberal Vision
 - vi. Urban Reforms
 - vii. Revolts Against Liberalism
 - C. Mexican Positivism
 - i. What is Mexican Positivism?

- ii. Origins
 - iii. Early Development
 - iv. Spread of Positivism
 - v. Relation to Religion
 - vi. Positivism & Class
- D. Legacy & Enemies of Porfiriato
 - i. The Era of Porfirio Diaz (1876-1911)
 - ii. Achievements
 - iii. Nature of Growth
 - iv. Land
 - v. Race
- V. Weeks 10-11: Mar 12-24: The Mexican Revolution(s) (SLO 8)
 - A. Madero & the Wars of the Mexican Revolution
 - i. Revolution – What is it?
 - ii. The Beginning of the End
 - iii. Run-up to Francisco Madero’s Rebellion
 - iv. Madero’s Revolution: The Collapse of the Old Order (1910-1913)
 - v. Madero in Power
 - vi. Huerta in Power – The Revolt of the Masses
 - vii. Three Main Armies Involved in Anti-Huerta War
 - viii. Characteristics of Leaders
 - ix. Defeat of the Masses
 - x. Consolidation of the New Order (1920+)
 - B. The Sonoran Dynasty – Aftermath of the Wars of Revolution
 - i. 1920 – What to do?
 - ii. Alvaro Obregon & the Founding of the Sonoran Dynasty
 - iii. Jose Vasconcelos & Culture Under the Revolution
 - iv. Other Reforms Under Obregon
 - v. Plutarco Elias Calles (1924-1928) & the Later Sonoran Dynasty
- VI. Weeks 12-13: Apr 2-14: The Twentieth Century (SLOs 8, 9, & 10)
 - A. The Era of Lazaro Cardenas
 - i. As President (1934-1940; Dominant to 1946)
 - ii. Agrarian Reform
 - iii. Education
 - B. The Frozen Revolution: Mexico from Mid-Century to the Present
 - i. Cardenas & the “PRI”
 - ii. The Boom Years
 - iii. The Crash
 - C. Zapatista Rebellion
 - i. Arise in Chiapas, Mexico (1994)
 - ii. Worldview of the Zapatistas
 - iii. Who are the rebels?
 - iv. Who are the oppressors?
 - v. Objectives
 - vi. Government Response
 - vii. Response of the Public, at Home & Abroad

- VII. Weeks 14-16: Apr 16-May 5: Border Issues, Immigration, & the Drug Trade (SLOs 6, 9, & 10)
- A. Border Issues
 - i. Maquiladoras
 - ii. Development in Cross-Border Culture
 - iii. Bi-Lingual Border Culture
 - B. Immigration
 - i. Statistics
 - ii. History
 - iii. Contemporary Issues
 - C. The Drug Trade
 - i. Early History
 - ii. Mid-Century Drug Trade
 - iii. Operation Condor
 - iv. The Enrique Camarena Case
 - v. Contemporary Issues

Active Participation & Attendance Policies:

The 2017-2018 Cerro Coso Community College Catalog now includes the following statement about participation and attendance. Please read the following insert very carefully, noticing my emphases:

Regular active participation is expected of all students enrolled in the college. Students not actively participating may be dropped from the course: specifically, a student *shall* be dropped by the instructor for lack of active participation prior to the census (20%) date and any time up to the 60% date when the student is not actively participating.

A student *shall* also be dropped by the instructor anytime up to the 60% date when the student has been absent from, or not actively participating in, class for the total of two consecutive weeks. Students *may* also be dropped when non-consecutive absences number the equivalent of two weeks of the course.

In general, it is the responsibility of the student to be aware of his current attendance/participation status. Students who have been absent or not actively participating in a course should notify the instructor of the reason. Notification in no way relieves the students of responsibility for work missed. *Students are responsible for officially withdrawing from any course in which they no longer wish to be enrolled.* Non-attendance/non-participation does not release the student from this responsibility.

Drop dates for this semester are found in the “Important Dates” section below.

Remember that it is not enough for students merely to attend class. They must actively participate in the class, i.e., engage in the course’s designed learning activities: participate in discussions, submit homework and papers, ask for feedback, etc.

Important Dates:

Tuesday, January 16, 2018 Start of Spring Semester
Sunday, January 28, 2018 Last Day to Drop without a “W”
Friday, February 16, 2018 Lincoln Day Holiday-No Class
Monday, February 19, 2018 Washington Day Holiday-No Class
Friday, March 23, 2018 Last Day to Drop with a “W”
Week of March 26-31, 2018 Spring Break
Saturday, May 12, 2018 End of Spring Semester

Academic Integrity:

According to the Cerro Coso Student Conduct Policy, *Plagiarism* is defined as the act of using the ideas or work of another person or person’s as if they were one’s own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge.

Acknowledgement of an original author or source *must* be made through appropriate reference, i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to, the following: the submission of a work, whether in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another’s writing or programming. A student who is in doubt about the extent of acceptable paraphrasing should consult the instructor.

Students are cautioned that, in conducting their research, they should prepare their notes by (a) either quoting material exactly (using quotation marks) at the time they take notes from a source; or (b) departing completely from the language used in the source, putting the material into their own words. In this way, when the material is used in the paper or project, the student can avoid plagiarism resulting from verbatim use of notes. Both quoted and paraphrased materials must be given proper citations.

As allowed by District Policy 4F8G, “Every instructor has the responsibility and authority for dealing with such instances of cheating and plagiarism as may occur in class. An instructor who determines that a student has cheated or plagiarized has a range of options, which may be as severe as giving a failing grade for the course. Furthermore, the student may face other penalties as stated in the college’s Student Conduct Policy. *Finally*, it must be understood that “a student who knowingly aids in another student’s cheating, e.g., permitting the other student to copy a paper or examination question, is as guilty as the other of the offense.” Penalties for plagiarism will include failure on the assignment and may include a failing grade in the course, an official report of academic dishonesty, suspension, or expulsion.

Student Conduct

To preserve our learning environment, proper conduct is mandatory. Do not interrupt others, be respectful of the instructor and students, and help create an exciting yet safe learning environment. Continued disregard for these policies will result in consequences, possibly including removal from the course and disciplinary action. According to the Cerro Coso catalog:

. . . Student conduct must reflect the standards of good behavior expected by society. Since public education is furnished by the people of the district, it becomes a privilege for students to have this opportunity to further their education. Students shall respect constituted authority . . . and are expected to observe high personal standards of decency, morality, honesty, and social relationships. Student conduct should reflect consideration for the rights of others, and students are expected to cooperate with all members of the Cerro Coso Community College community. Failure to respect the standards as set forth by Cerro Coso Community College may be cause for disciplinary action.

Methods of Instruction

Course instructional methods may include but are not limited to...

- I. Discussion
- II. In-class writing
- III. Lecture
- IV. Outside reading
- V. Written work

Methods of Evaluation

Assessment of student performance may include but are not limited to...

- I. Mid-term Exam – Combination of objective and essay questions demonstrating a student’s mastery of key trends in Mexican history from the Pre-Columbian era to independence and ability to analyze the key influences of Mexican development.
- II. Final Exam – Combination of objective and essay questions demonstrating a student’s mastery of key trends in Mexican history from independence to the present and ability to analyze the key influences of Mexican development.
- III. Research Paper – A 2-3-page paper on a political figure, an event, or primary document of Mexican history. For example, a student could write a paper on Santa Anna and analyze differing historical perspectives on his role in Mexican history.
- IV. Essay Examination – Writing an effective college level in-class essay examination requires that students have knowledge of the subject matter and that those students can organize the knowledge into a coherent set of arguments. An effective essay has a clear introduction, a solid body of evidence and argumentation and a firm conclusion based on what was written. Unlike take-home essay examinations, an in-class essay examination must also contend with time. To ensure that you are exposed to a wide range of assessment measures, students enrolled in this course will complete three essay exams where major social, economic, political, and cultural patterns will be reconstructed through the analysis and evaluation of historical sources.
- V. Participation – Creating a community of learners through academic and social involvement in the classroom encourages students to be active participants in the learning process and promotes their persistence in the pursuit of their educational goals.
- VI. Research Methodology – Students will be introduced to research methodology by constructing a resource page that will cite scholarly monographs, articles, and books for a selected topic within the scope of this course. Through the completion of this assignment, students will gain knowledge of library resources and research methods.

No Make-up Exams/Activities

Under no circumstances will make-up exams/activities be administered.

Reading Assignments

Specific reading assignments will be announced in class. All assigned readings should be completed before class. Since this is a university-level course, I expect active, close reading rather than quick, unengaged reading. This is best demonstrated through your thoughtful participation, reading responses, and exercises.

Writing Assignments & Policies

In this course you will have three writing assignments to complete. Your sources for these papers will be the three required textbooks for this course. However, please feel free to use any resources you find in the libraries or those you may have in your possession. Just remember to properly cite all sources, both in text and on the works cited page.

Writing Assignment #1: Due Monday, February 12th, 2018 (Two to Three pages): You will write a research paper on a topic of your choosing. The only requirement is that the topic be related to the History of Mexico. Your topic can also be very broad or very narrow in its focus.

Writing Assignment #2: Due Monday, March 19th, 2018 (Two to Three pages): You will write a book review. Choose one of the three required textbooks for this course and write a review of it. You will write about the books primary arguments, and assess it strengths and weaknesses.

Writing Assignment #3: Due Monday, April 23rd, 2018 (Two to Three pages): You will write a historiographic paper on the History of Mexico. You will use the provided textbooks as your references. In a historiographic paper you will examine how historians treat Mexican history. You must also explain the different schools of thought.

Weekly Reflection Paper: Every Wednesday you will turn in a reflection paper on what you have learned in class, the readings, and/or any assignments for the week. I am looking for thoughtful, insightful writing that demonstrates learning, growth, and reflection. Therefore, there are no minimum page or word requirements.

Format:

- APA: All papers must conform to APA guidelines for format and documenting sources. Accurately use both in-text parenthetical citations and a References page according to APA style. Be careful with these details and check your paper before turning it in. Refer to the APA handout for guidance.
- If papers are typed, they must be double spaced, 1" margins all around, and stapled.
- Font: Please use either Calibri or Times New Roman in a 12-size font.
- If papers are hand written, use 8½ x 11 paper, stay within the margins, clearly space between words, write legibly, and stapled.
- Title: Include a Title Page with all papers. When choosing a title, be more descriptive than "*Beowulf* Paper." A good title gives readers a clue to the key point of the paper.

Writing Assignments Submission: All writing assignments must be turned in to me at the start of class on the due date. A paper that is submitted after the start of class will be considered late. Papers submitted late will be penalized one full grade per missed class. (i.e., from A to B)

Grading

As with any other college course, it is expected that students will prepare for, attend, and participate in all classes and complete all assignments. In other words, if you don't really take the class, you shouldn't really expect to pass. And while the grade is not based on attendance alone, if you do not attend, you cannot expect to improve your writing or your grade. The semester grade will be calculated as follows:

Class Participation & Attendance	50 points
Writing Assignments	150 points (50 points each)
Midterm	100 points
Final	<u>200 points</u> (100 points each) 500 points

Grading Deductions

In addition to the above standards, 5% will be deducted from your writing assignments for *each* of the following:

- Every two major grammar errors, such as apostrophe errors, comma splices, run-on sentences, fragments, etc.
- Incorrect margins (not 1-inch margins on all sides or not staying within the margins)
- Incorrect spacing between words (not double-spaced throughout)
- Incorrect heading information on the Title Page
- Incorrect or missing running header
- Incorrect References page formatting
- Incorrect in-text citations
- Incorrect punctuation around quotations
- Incorrect placement or missing page number(s)

Attendance Deductions

A 5-point deduction will occur for every class missed. If you are in my Saturday class on B yard you will have a 10-point deduction for every class missed.

Grading Standards

Final semester grades, all assignments, and all assessments will be graded on the following scale:

- A = 90% to 100%
- B = 80% to 89%
- C = 70% to 79%
- D = 60% to 69%
- F = ≤ 59%

- A. Superior:** A paper at this level demonstrates insightful development and a mature style. It presents a cogent response to the assignment elaborated with well-chosen examples and persuasive reasoning. The writer observes all conventions of standard written English; moreover, words are chosen aptly, and sophisticated sentences used effectively. Readers are never confused, and the style is pleasing. The citation system is thoroughly employed and precise in its details; outside sources are clearly signaled and integrated smoothly into the flow of the paper. Isolated minor grammar or proofreading mistakes may be present.
- B. Clearly Competent:** The paper presents a thoughtful response to the assignment developed with appropriate examples and sensible reasoning. Not only does the writer observe the conventions of standard written English but words are chosen accurately, and sentences varied for effective expression. Even with the rare proofreading error, the writing is smooth and clear. The citation system is thoroughly employed and precise in its details; all outside sources are clearly signaled and integrated smoothly into the flow of the paper.
- C. Satisfactory, but marginally so:** It presents a complete response with acceptable reasoning and examples that support the task. Its style shows its writer can choose words of sufficient precision and control sentences of reasonable variety. The writing is generally clear and readable, if not particularly strong and precise. The citation system is correctly employed; all outside sources are signaled and integrated into the paper using an assortment of strategies.
- D. Unsatisfactory in one or more of the following ways:** 1) it may lack coherent structure—that is, demonstrate no grasp of paragraph unity and coherency, go randomly from point to point without any logical plan; 2) it may be missing examples or evidence to back up claims; 3) it may reflect an incomplete understanding of the topic; 4) it may be seriously deficient in its use of the citation system; 5) its prose style might contain pervasive major and minor grammar and/or proofreading errors.
- F. Unacceptable:** The "F" paper may disregard the topic's demands or lack any appropriate structure, even at the paragraph level. It may be inappropriately brief. It may employ no elements of the citation system whatsoever. Also, all-encompassing grammatical and proofreading mistakes will result in an "F."

I reserve the right to revise and modify this syllabus as necessary.

Writing Assignments Grading Rubric

	Poor (4 pts)	Satisfactory (+4.25 pts)	Excellent (+4.25 pts)
Organization	The essay lacks one or more of the following: an effective introduction, a thesis, multiple body paragraphs, topic sentences, or a conclusion.	The essay is organized logically, with a clear introduction, multiple organized body paragraphs presenting key ideas that support the thesis, and a brief conclusion.	The essay is organized logically, with a clear and interesting introduction, multiple organized body paragraphs presenting key ideas that directly support the thesis, and a brief yet clear conclusion.
Thesis and Introduction	The introduction is inadequate in one or more of the following ways: it is missing or it lacks a thesis, it seems to jump from idea to idea, or it seems completely forced and merely a response to an assignment.	The introduction relates to the paper's purpose, and the thesis clearly presents the focus of the paper.	The introduction develops the reader's interest, ideas are presented smoothly, without seeming forced, and the thesis clearly presents the focus of the paper.
Paragraph Unity	Body paragraphs stray from their stated focus, addressing more than one idea per paragraph, or the quotations do not directly relate to the claims presented.	All sentences in each body paragraph support only one central idea, which is presented in a key word/phrase in the paragraph's topic sentence, and most quotations precisely illustrate the claims made.	All sentences in each body paragraph, including quotations, support only one central idea, which is presented in a key word/phrase in the paragraph's topic sentence.
Paragraph Development and Use of Evidence	Paragraphs lack evidence to support and illustrate claims, or the paragraphs are little more than a list or patchwork of examples, leaving little of the writer.	Examples are present and usually illustrate the claims made, and they are usually adequately introduced and placed into context.	Examples are chosen well, aptly support their claims, are sufficient without being overwhelming, and are consistently introduced and placed in context.

	Poor (4 pts)	Satisfactory (+4.25 pts)	Excellent (+4.25 pts)
Paragraph Coherence	There may be no grasp of paragraph coherence, going randomly from point to point without any evident logical plan.	Topic sentences present the central idea of each paragraph, though the connection to the paper's thesis may be not immediately apparent, and, for the most part, each sentence flows logically from the previous sentence so that readers are not confused by the shifts in ideas.	Topic sentences are effective and directly support the paper's thesis, key words are used well, each sentence flows logically from the previous sentence, and transitions are smooth and seemingly effortless.
Clarity and Style	Words are used inaccurately, or the overall style impedes rather than helps convey ideas.	Words are sufficiently precise, and sentences are reasonably varied and controlled.	Words are consistently precise, and sentences are strong, varied, and sophisticated.
Grammar	Pervasive major and minor grammar and/or proofreading errors. Major errors include comma splices, run-on sentences, fragments, and other similar large errors. More than a handful of these and a paper cannot pass.	The paper may have one or two major errors overall and/or a handful of minor grammar and proofreading mistakes per page, but the errors do not interfere with the reader's ability to understand ideas.	Only isolated minor or proofreading errors present.
APA	Seriously deficient in APA citation system, incorrect in-text citations, unattributed or untraceable evidence, inadequate paraphrase, or significant errors in work cited entries.	The APA citation system is correctly employed, all outside sources are signaled and integrated into the paper, and the APA format is correct.	The APA citation system is correctly employed, all outside sources are clear signaled and smoothly integrated into the paper using an assortment of strategies, and the APA format is correct.

Cerro Coso Community College
Department of Mathematics
Spring 2018
MATH C055 Intermediate Algebra
CRN # 32704 Class Color: RED
Online Course

Instructor: Jaclyn Kessler

E-mail Address: jaclyn.kessler@cerrocoso.edu

Phone: (760) 384-6181

Office Hours/Location:

Tues/Thurs 4:30-6:00pm in the Math Lab

Wed 4-5pm via Confer Now (Virtual Office Hours)

or By Appointment

Drop Dates:

Refund Date: Jan. 28

Last Day to Drop Without a W: Jan. 29

Final Drop Date: March 23

Note on Contacting Me: Outside of class time and office hours, the best way to contact me is via email or through Canvas Inbox. I am rarely in my office to answer the phone and I don't check my voicemail very often. On the other hand, I check my email regularly throughout the day and often respond within minutes of your original email.

Canvas Course Link: <https://kccd.instructure.com/courses/18361>

Contact Information:

- *Email:* Email might be the fastest and easiest way to contact me. I will respond within 48 hours (usually less) of your email, except on Weekends and Holidays.
- *Q & A Forum:* In Canvas, go to Discussions and post questions related to the material and procedures of the course in the Q & A Forum so that everyone can benefit.
- *Math Lab Office Hours:* I will be in the Math Lab inside the LAC on the IWV campus twice a week if you want to meet face-to-face for help. Other faculty members are also available at times to be determined to help you as well.
- *Virtual Office Hours:* I will host a weekly Confer Now virtual meeting. A link to the meeting will be sent out. Simply follow the link and join the meeting! I have access to screen share and a "white board" space, so it is almost like we are in the same place! This meeting is 100% optional. It is a good opportunity to ask questions in person.
- *Video Conference:* If none of the above are sufficient, I can set up a one-on-one video conference at a time convenient to both student and instructor.

Required Materials/Technology:

Textbook: It is required that you purchase an access code for MyMathLab. This code includes access to the e-book for the class. If you would prefer to have a physical copy of the book:

Intermediate Algebra by Lial

Course ID for MyMathLab: kessler04855

Calculator: You will not be allowed a calculator on quizzes or exams. However, a simple calculator may come in handy on homework and some in class examples.

Computer: You will also need access to a computer that has a webcam and a microphone. You also will need to use Google Chrome for quizzes.

Prerequisites: MATH C050

Content Review. In Math C055 students are expected to apply the fundamental concepts of signed arithmetic to algebraic computations and formulas; perform operations with polynomials, including factoring; graph equations and inequalities in one and two dimensions, including applying the concept of slope; work effectively with exponents and with square root operations; solve linear, quadratic, and systems of equations by multiple methods; and translate between English phrases and sentences and mathematical expressions and equations to solve applications. Students successfully demonstrating these Math C050 skills will be prepared for Math C055.

Course Description: Intermediate Algebra expands on the skills learned in Elementary Algebra and prepares the student for more advanced work in mathematics and science. The course focuses on exponents, factoring, solving linear and quadratic equations, systems of equations, algebraic fractions, graphs of linear and quadratic equations and inequalities, radicals, determinants, function notation, and the exponential and logarithmic functions. 72 hours lecture.

Student Learning Outcomes (SLO's): Upon successful completion of this course, the student will be able to:

1. Consistently perform signed number operations correctly.
2. Demonstrate proficiency with operations of algebraic fractions.
3. Use the rules of exponents and radicals to simplify expressions and solve equations.
4. Recognize the difference between functions and non-functions.
5. Graph a line and write the equation of a line.
6. Recognize and graph at least one quadratic – parabola, circle, ellipse, or hyperbola.
7. Solve a linear system of equations by at least two of the following methods: graphing, substitution, addition elimination, Cramer's rule.
8. Solve quadratic equations by at least two of the following methods: factoring, completing the square, quadratic formula, graphing calculator.
9. Graph exponential and logarithmic functions.
10. Use the properties of exponential and logarithmic functions to solve equations.
11. Set up and solve word problems related to the skills above.

Grading:

Discussions	5%	A =[90-100]
CAs	10%	B =[80-90)
HW	10%	C =[70-80)
Quizzes	10%	D =[60-70)
Exam 1	20%	F =[0-60)
Exam 2	20%	
Final Exam	25%	
Total	100%	

Regular and Effective Contact/Classroom Expectations: We will have regular and effective contact throughout the duration of the course. Any discussions, forums, wikis or other student-to-student interactions will occur exclusively inside Canvas. We will use MyMathLab to complete homework and quizzes and as an additional resource.

What you can expect from me:

- I will respond to email/Canvas messages within 48 hours, except on weekends, non-instructional days, and leave days.
- I will occasionally check-in with you individually to see how you are doing and encourage you in your efforts.
- I will provide feedback on assignments.
- I will monitor and supervise discussions and will interject if the discussion needs direction.
- I must be able to verify your identity and authenticate the originality of your work. I will ask for a copy of a picture ID as part of one of the first assignments. I may ask for verification on any assignment.

What I expect from you:

- You will respond to email/Canvas messages within 48 hours, except on weekends and holidays.
- You will participate in online discussions and follow through on recommendations from the instructor.
- You will treat interactions in class in a professional manner. This includes keeping language clean and avoiding bawdy jokes.
- You will not submit work that is a screen shot of a website or of problem-solving software. The work you submit will be your own.
- You will spend time working on this class outside of class hours. You should plan on spending a minimum of 2 hours of time outside of class for every 1 hour of instruction.
- It is your responsibility to get help early and often. I want to help you and I want you to be successful, but you have to choose to use the resources available to you.

Modules: The modules are organized into weekly chunks of material. I will typically have the current and following weeks available. There are some modules that require more time than others. So if you finish one module early, you can proceed to the following module (at least to a certain extent). You can view the modules as a check-list of things to accomplish for the week. I designed the course with the following basic flow in mind:

- Notes and Presentations
- Canvas Assignments
- Homework
- Quizzes
- Exams

with each successive level containing larger chunks of material and requiring more synthesis of knowledge.

Because this is a 4 hour course, the expectation is that you will spend 4 hours a week on the Notes and Presentations with Canvas Assignments and 8 hours a week on homework, quizzes, additional practice and studying, and exams. That is, you will likely spend a minimum 12 hours a week on this class.

Discussions: We will have a weekly discussion based on a topic of the instructor's choosing. You are required to create one *original* post and then comment on at least three other posts. Discussions may be directly related to what we are learning, they may be used to create a learning community, or they may be used to make connections to history, current events, etc.

Notes and Presentations: Each week, I will provide printable outlines of the material (the notes) and at least a partially filled in version of the notes for definitions and terminology.

I am in the process of creating video solutions to the examples in the notes. This is a time-consuming effort so availability may be sporadic. Please let me know if there are specific examples or problems that you would like to have a video of and I will put it at the top of my priority list. If you notice an error or have a question about anything I do, please let me know. I will clarify and/or correct it.

Canvas Assignments: Canvas assignments will be completed as follows:

- Download and print the PDF file.
- Complete the assignment using notes, presentations, help from me or other students, etc. The work should still be your own, not screen shots from math problem solving software/websites.
- Options for submitting Canvas Assignments:
 - Print off the assignment, complete by hand and scan as a PDF file. Upload to Canvas using the File Upload option.
 - Instead of scanning, you can also take a clear picture of your work and upload the file as a JPG using the File Upload option.
 - You may have the option to submit your assignment using a text box. I strongly recommend against using this particular form of submission as it is extremely difficult to do math in the box. Please submit scans or pictures of your work if at all possible.
- If your “work” looks like screen shots of math problem solving software/websites, you will not earn credit on the assignment. This includes questions that require you to graph. You must graph by hand unless otherwise indicated.

It is best to complete each Canvas Assignment after finishing the presentation(s) associated to the assignment. Canvas Assignments are the one real opportunity I have to “see your work.” You absolutely must show all reasoning on any paper-based assignment! (Canvas Assignments and Exams) Canvas Assignments are incredibly important to get you started on the right path to good math. You will have 2-4 Canvas Assignments each week. They are due by 11:59pm on Mondays. I will drop your 3 lowest Canvas Assignments. The rest of the assignments will be averaged to give your Canvas Assignment grade. It is to your advantage to submit Canvas Assignments early. I can review your work, provide feedback and give you the opportunity to correct and resubmit up to the due date. If you procrastinate submitting your Canvas Assignments until the weekend, I might not have the time available to be able to give you this guidance.

PRO-TIP: Turn in your first attempt at the Canvas Assignment by Thursday. Provided my schedule allows it, I will review your submission, give early feedback, and you can resubmit up to the final due date.

Homework: Homework will be completed using MyMathLab. The due dates can be seen in MyMathLab by clicking on Assignments. I will also provide this information in Canvas and on the Tentative Schedule at the end of this syllabus.

You can work ahead, but it will be best if you complete the homework after completing the Canvas Assignments.

Homework will be due weekly on Monday nights by 11:59pm.

Up until the due date, you can work each problem as many times as you like. After the due date, you can continue to work the problems, however, you will no longer receive any credit for the work.

You can use any resources you need to learn the material. See How to do Well for appropriate sources of assistance. I will drop your lowest 3 homework grades and average the remainder of the assignments to give your Homework grade. (Each section in the book will have a homework grade associated to it.)

Quizzes: Due by 11:59pm on the last day of availability (See MML, Canvas, or the Tentative Schedule at the end of this syllabus)

You will have a 1-week window to take your quiz. There will be one quiz each week. It will be best to take the quiz after completing the homework. You are encouraged to work out the problems on paper, but formula sheets, note cards, calculators, or any other resource are not allowed on quizzes. A timer will be displayed to let you know how much time is remaining. After the due date, you can review your quiz by going to MyMathLab → Gradebook → Select the desired assignment to review.

I will drop your lowest quiz grade at the end of the semester and average the remainder of the assignments to give your Quiz grade.

Quizzes will be timed. Quizzes should take you no more than 20-40 minutes to complete (depending on the material), but you will have 60 minutes from the time you start the exam to complete the exam. You will also have a 5 minute buffer between Canvas and MyMathLab. **If you find yourself consistently running out of time**, you may not be spending enough time on understanding the concept and too much time on repeating processes. The quiz questions might not be from the homework and will require you to be able to synthesize the information learned during the week.

There may be “unannounced” quizzes. Please make sure that you are checking in to the course several times a week to make sure you don’t miss an “unannounced” assignment.

Quiz Proctoring:

- Quizzes will be proctored using the online service Proctorio. The service is completely free to you and allows you to take quizzes (mostly) at your convenience. However, you will have to have access to a location with no distractions (including other people) and a computer with a webcam and a microphone. If you do not have access to the above, then you can take your quiz in the LAC at the IWV (Ridgecrest) campus. (At this time, an appointment is not required.) If you live outside of the IWV area and do not have a webcam, you will likely want to purchase one. (This will still be significantly more affordable than having to pay \$20-\$30/quiz to take the quiz with a live proctor.)
- You will be recorded (voice and visual). Proctorio also has some biometric programming, so suspicious behavior will be flagged. I will review your session. If there is evidence of cheating, you will receive a 0.
- You will have to start the quiz in Canvas. Here you will receive the instructions for the quiz as well as the password for the quiz which will then be completed in MyMathLab. If you close the Canvas window at any time during the quiz prematurely or submit the quiz on Canvas before finishing your quiz in MyMathLab, you will receive a 0 on the quiz.
- If you visit any website other than the Canvas Quiz Page or MyMathLab, you will receive a 0 on the quiz.
- If you leave the computer during the quiz for any reason, you will receive a 0. (So make sure you have gone to the bathroom, taken care of business, and are not expecting anyone before starting the quiz.)
- If something happens that prevents you from completing your quiz (internet fails, an emergency occurs in the middle), email me and I will review the situation and likely reset your attempt.

Exams: We will have 3 *paper-based* exams throughout the semester: two progress exams and a *comprehensive* (cumulative) final exam. Because they are paper-based (rather than web-based), you **MUST** have a live proctor in order to take the exam.

Each exam has a total of 100 points.

There is a four-day window for taking an exam. See the shaded dates in the Tentative Schedule for the dates the exams will be available. Any change in the exam days will be announced in Canvas. You can take your exam at any time during this window.

It will be best to complete the exam after finishing the quizzes for the chapters that the exam covers.

No exam will be dropped or discounted from your grade. Exams will be timed. Exams will take approximately 2 hours to complete.

You will need to register for proctoring services in order to take the exams. (See next policy.)

Exam Proctoring:

- You must register for exam proctoring by the end of the second week of school (January 26).
- To register for proctoring, visit <https://www.cerrocoso.edu/lac/exam-proctoring> and fill out the Proctor Submission Form.
- A week before each exam, return to the above link and follow the instructions given.
- If you have any questions, please contact Kelly Potten:
kelly.potten@cerrocoso.edu
760-384-6161

Exam Rules:

- You will have 2 hours and 15 minutes to complete the exam. Please pace yourself accordingly. Do not spend too much time on any one problem.
- No resources, including calculators, notes, formula sheets or other assistance, are allowed on exams.
- Unless otherwise noted, answers must be exact. (That is, unless you are asked to round, numerical answers cannot be decimal approximations.)
- **You may not use any electronic device during the exam, even if it is “just for music.”**
- No scratch paper is allowed. All work, including scratch work, must be done on the exam. There is room on the front page of the exam and the last sheet of the exam is left intentionally blank for you to do any scratch work or write down any information you want. If you have work you wish me to grade on this extra page or on the front of the exam, please write a note telling me where to look. (Also, please let the proctor know if you have work on back sides of pages you want me to see so that they will send me everything you want me to have.)
- You must show your work and carefully justify your answers. The correct answer without any work will receive little or no credit. Conversely, correct work will earn partial credit.
- All answers must be fully simplified unless otherwise indicated. Failure to fully simplify answers will result in loss of points.
- All graphs must indicate the scale being used and must be properly labeled.
- Complete solutions to applications (word problems) will include a definition of the variables being used and a statement answering the question posed. Applications will also be solved using the methods of the course and not “guess-and-check” or calculus methods.

- Please write neatly. Illegible answers will be assumed to be incorrect.
- This is your turn to demonstrate what you have learned.
- When you are finished with the exam, quietly turn it in. You are free to go after you have turned your exam in.

The Final Exam: The comprehensive final exam will be taken the week of **May 7-10 via your Registered Proctor**. See the Tentative Schedule for the Final Exam Window.

Extra Credit and Late Work: There will be *no* extra credit assignments for any reason, including as replacements for the required assignments in this course. I will not accept any work (Canvas Assignments, Homework, Quizzes or Exams) after the due date.

ONE MORE NOTE ON GRADES: The “grade” shown in Canvas is only an estimate of your grade in the class and a way for you to keep a record of your grades. I keep an official gradebook and that will be what I use to determine your grades at the end of the semester.

Participation Policy: Regular active participation is expected of all students enrolled in the college. Students not actively participating in a course may be dropped from the course. As noted in the college catalog, the active participation practice for each course is established by the instructor and communicated in the course syllabus. Instructors are responsible for maintaining accurate records of active participation.

Online students are required to login to the Canvas Course Page no later than 8pm on January 16. Failure to do so will result in being dropped from the class.

Last Day to Withdraw Without a W on the Permanent Record (20% Date): A student whose pattern of participation shows him or her to be inactive shall be dropped by the instructor prior to the Last Day to Withdraw without a W on the Permanent Record.

Jaclyn’s Definition of Inactive Pattern of Participation Up to the 20% Date: If a student logs in to the course, but does not submit at least one of the following assignments between January 16 and January 28 will be deemed to be inactive and will be dropped from the course.

Last Day to Withdraw With a W on the Permanent Record (60% Date): A student also shall be dropped by the instructor anytime up to the 60% date when he or she has not been actively participating in class for a total of two consecutive weeks.

Jaclyn’s Definition of Active Participation: The student has submitted at least one gradeable assignment each week.

A student also shall be dropped by this instructor up to the 60% date for missing a total of 16 assignments, consecutive or not. This includes discussions, Canvas Assignments, MyMathLab homework assignments, quizzes, and exams.

TL;DR: While you can have an off week, if you don’t turn any assignments in for a two-week period, or if your total number of missed assignments is 16, you will be dropped from the class.

In general, it is the responsibility of the student to be aware of his or her current attendance/participation status. Students who have been absent or not actively participating in a course should notify the instructor of the reason. Notification in no way relieves the students of responsibility for work missed. Students are responsible for officially withdrawing from any course in which they no longer wish to be enrolled. Non-attendance/non-participation does not release the student from this responsibility.

Markers for Participation: Just logging into the Canvas course or MyMathLab course is not sufficient to be actively participating in the course. You are actively participating when you submit Canvas Assignments, turn in homework, complete quizzes, engage in the online discussions, respond to

emails/messages, and contact me with you have questions. That is, you have to be completing graded work and being responsive to be actively participating.

Academic Integrity Policy: According to the Cerro Coso Student Conduct Policy:

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge.

Acknowledgement of an original author or source must be made through appropriate reference, i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to, the following: the submission of a work, whether in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another's writing or programming. A student who is in doubt about the extent of acceptable paraphrasing should consult the instructor.

Students are cautioned that, in conducting their research, they should prepare their notes by (a) either quoting material exactly (using quotation marks) at the time they take notes from a source; or (b) departing completely from the language used in the source, putting the material into their own words. In this way, when the material is used in the paper or project, the student can avoid plagiarism resulting from verbatim use of notes. Both quoted and paraphrased materials must be given proper citations.

As allowed by District Policy 4F8G, "Every instructor has the responsibility and authority for dealing with such instances of cheating and plagiarism as may occur in class. An instructor who determines that a student has cheated or plagiarized has a range of options, which may be as severe as giving a failing grade for the course. Furthermore, the student may face other penalties as stated in the college's Student Conduct Policy. Finally, it must be understood that 'a student who knowingly aids in another student's cheating, e.g., permitting the other student to copy a paper or examination question, is as guilty as the other of the offense'."

Accommodations: Students who have verified learning disabilities and need assistive services or who, due to a sensory or processing disability, require alternative media formats of class materials should contact the Access Office at (760) 384-6250.

How to Do Well in the Course: Even though this is an online course, by treating it as you would a face-to-face course, you will increase your likelihood of success.

- Create a weekly schedule where you block off "class time". Include time specifically for going over the notes, examples and Canvas Assignments; time for homework and quizzes; and time for reviewing material.
- Attend and participate in every class. This means asking and answering questions, working out problems when given the opportunity, engaging in activities, and participating in class discussions.
- Come to class prepared. Make sure you have the notes for the week printed out, a pencil, and any other materials I may ask you to bring. Review previous material - yes, even material from old exams.
- Attempt the homework assignment for sections the same day it is covered. Mark problems that you don't understand. To get the most out of your homework, you should attempt the problems related to the lecture the day it is covered in class. Have a notebook or binder that is dedicated to just your math homework. Work the problems neatly and in an organized way so that it is easy to go back to problems and follow your work, or find the problems where you have questions.
- Mark problems that you do not understand, and contact me through email, during office hours, or before or after class. I will ask you what you tried to do on the problem, so have your work

ready. After we discuss the problem and the concepts behind it, try the problem again.

- Because MyMathLab is a computer program, it can be sensitive to the way answers are submitted. Take care and make sure you are entering your answer with all appropriate notation and using the correct variables, if necessary. Even something as small as whether or not you capitalized a letter can be a reason you miss a problem. If you get frustrated with a problem (or with MyMathLab), take a break or skip the problem. Come back to it later. We will have hundreds of problems over the course of the semester. Missing one problem on one assignment will not make any noticeable impact on your grade. Missing several problems from lots of homework will.
- If you have completed your homework, followed up on questions you have about the material, and continually review course materials, you should be able to confidently complete any quiz. If you find you are continually struggling with quizzes, please talk to me during office hours, via email, or before or after class.
- Form study groups with your classmates. Challenge each other, encourage each other, and try to explain to each other the concepts being learned.
- Meet with me during my office hours. Email me. Ask quick questions before or after class. Do not wait to get help!
- Go to the Math Lab! Several mathematics faculty members hold drop-in tutoring hours in the LAC for any student taking any math course.
- Free tutoring is offered on campus and online to registered Cerro Coso Community College students. Students need a referral from their class instructor, a counselor, or Learning Assistance Center (LAC) faculty member. Just ask me and I will gladly fill out a referral for you. Drop-in math tutoring is also available. Take advantage of these resources.
- Start studying for the exams now. Mathematics is very sequential. What you learn today, you will use tomorrow, next week, and in the next class. Reviewing old material while learning new material is important so that you don't forget the previous concepts that are needed for the current concept.

“The instructor reserves the right to change the syllabus when necessary and appropriate.”

Intermediate Algebra (Online) Modules - Spring 2018

Module No.	Module Name	Sections in the Book
1	Linear Equations in One Variables	Sections 1.1-1.4
2	Inequalities in One Variable	Sections 1.5-1.7
3	Linear Equations in Two Variables	Sections 2.1-2.3
4	Inequalities and Functions	Sections 2.4-2.6
5	Systems of Linear Equations	Sections 3.1-3.3
6	Exponents and Polynomials	Sections 4.1-4.5
7	Factoring	Sections 5.1-5.3
8	Zero-Factor Property	Sections 5.4-5.5
9	Algebraic Fractions	Sections 6.1-6.3
10	Solving Rational Equations	Sections 6.4-6.6
11	Roots and Radical Expressions	Sections 7.1-7.3
12	Solving Radical Expressions	Sections 7.4-7.7
13	Quadratic Equations	Sections 8.1-8.4
14	Graphing Quadratic Equations	Sections 8.5-8.7
15	Introduction to Exponential and Logarithmic Equations	Sections 9.1-9.4

Tentative Schedule – Intermediate Algebra Online – Spring 2018

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	Jan. 1	15	16 Sign in by 8pm	17	18	19	20
2	21	22 Module 1 Due	23	24 Quiz over Module 1	25	26 Last Day to Drop and Get a Refund	27
3	28 Last Day to Drop w/o a W	29 Module 2 Due	30	31 Quiz over Module 2	Feb.1	2	3
4	4	5 Module 3 Due	6	7 Quiz over Module 3	8	9	10
5	11	12 Module 4 Due	13	14 Quiz over Module 4	15	16	17
6	18 Ex 1 Over Ch. 1-3 avail. this wk.	19 Module 5 Due	20	21	22	23	24
7	25	26 Module 6 Due	27	28 Quiz over Module 6	Mar.1	2	3
8	4	5 Module 7 Due	6	7 Quiz over Module 7	8	9	10
9	11	12 Module 8 Due	13	14 Quiz over Module 8	15	16	17
10	18	19 Module 9 Due	20	21 Quiz over Module 9	22	23 Last Day to Drop and Get a 'W'	24
11	25	Spring Break! No Class				30	31
12	Apr.1 Ex 2 Over Ch. 4-6 avail. this wk	2 Module 10 CAs and HW Due	3	4	5	6	7
13	8	9 Module 11 CAs and HW Due	10	11 Quiz over Module 11	12	13	14
14	15	16 Module 12 CAs and HW Due	17	18 Quiz over Module 12	19	20	21
15	22	23 Module 13 CAs and HW Due	24	25 Quiz over Module 13	26	27	28
16	29	30 Module 14 CAs and HW Due	1	2 Quiz over Module 14	3	4	5
17	6 Final Exam Over Ch 1-9 avail. this wk	7 Module 15 CAs and HW Due	8	9	10	11	12

SPCH 101—Elements of Speech
Spring 2018
CRN: 32841
Instructor: Joseph Martin

COURSE DESCRIPTION

In this speech course for transfer to four-year institutions, students learn to make effective oral presentations by gathering and selecting information, arranging materials, analyzing audience and occasion, and controlling expression and delivery.

COURSE OBJECTIVES

To successfully complete this course, students must be able to:

1. Develop skill analyzing audience and occasion.
2. Select and organize topics and supporting material and prepare a speech outline.
3. Explain the benefits of effective public speaking.
4. Create effective visual aids.
5. Present extemporaneous speeches, with or without audience participation.
6. Listen critically to analyze speeches.

REQUIRED TEXTS

Speak Up, Speak Out: The Practice and Ethics of Public Speaking. University of Minnesota Libraries Publishing, 2016. Ebook ISBN: 9781946135254

GRADING

Your final grade for this course will be based on a total of 100 points.

Home-/In-Class Work	5
Participation	10
Peer Critiques	5
Speech 1: Informative	15
Speech 2: Persuasive	20
Speech 3: Special Occasion	20
Speech 4: Group Speech	20
Exam: Final	5

HOMEWORK AND IN-CLASS ASSIGNMENTS may include, but is not limited to, oral/written responses to chapter readings, reading quizzes, responses to student and sample speeches. In most cases, in-class work will be due during the class in which it was assigned. Additionally, homework is due at the beginning of the class period in which it is due. If you come in late—after I have checked homework—it will be considered late and will receive a reduced grade. Additionally, no late work will be accepted more than one week after its original due date.

PARTICIPATION points will be assessed based on attendance and participation in class discussions and activities. As long as you come to class prepared and participate in class discussion and activities, you will get the full amount of points. Because attendance is a large portion of your participation grade, it is important to know that you are allowed up to three unexcused absences without any affect on your attendance grade. Also, *you cannot make up participation points.*

On speech days, you are responsible for writing **PEER CRITIQUES** of speeches given by your peers. This will require gauging the effectiveness of a speech on several levels. *You must witness a speech and turn in your form in class in order to receive credit. Critiques cannot be made up.*

SPEECHES

You will give a total of four speeches throughout the semester. You can see the four types listed in the “Grading” section above. Additionally, we will talk about the requirements for each type as it approaches. Your performance will be evaluated on numerous factors according to a standardized rubric. Each speech will have a unique rubric, but you can see a general grading rubric in this syllabus for a general idea of grade factors.

DROPPING

According to the *Cerro Coso Community College 2017-2018 Catalog*, “A student may drop a course and receive a ‘W’ up to and including the last day of the 10th week of instruction or 60% of the term, whichever is less. Courses dropped prior to the third week or first 20% of the term will not be included as part of the student’s permanent record. For courses dropped from the third week to the withdrawal deadline date, a ‘W’ will be recorded. After the withdrawal deadline, a grade symbol other than a ‘W’ will be recorded. It is not appropriate to use an ‘I’ (incomplete) as a withdrawal grade” (21). Additionally, students are responsible for officially withdrawing from any course or courses in which they no longer wish to be enrolled.

DROP FOR NON-PARTICIPATION

According to the *Cerro Coso Community College 2017-2018 Catalog*, “Regular active participation is expected of all students enrolled in the college. Students not actively participating in a course may be dropped from the course.” Additionally, “A student shall be dropped by the instructor for lack of participation prior to the census (20%) date and any time up to the 60% date when the student is not actively participating according to the practice established by the instructor and communicated in the syllabus” (19).

For this class, “active participation” will be defined as attending class meetings (this means showing up on time and staying for the entire class), turning in assigned homework, and participating in class discussions and activities.

The college catalog also explains that any student who “has been absent from or not actively participating in the class for a total of two consecutive weeks” **must** be dropped from the class (19). This means that if you are gone for two consecutive weeks (four straight class meetings) I have to drop you—I have no choice. However, the catalog also explains that if your non-consecutive absences or dates of non-participation total two weeks (again, four class meetings) I **may** drop you from the class. However, do not assume that I will drop you. It is still your responsibility to drop any course that you no longer wish to attend. Failure to do so may result in a failing grade.

IMPORTANT DATES

- First day of class: Tuesday, January 16
- Last day to drop without a “W”: Sunday, January 28
- Last day to drop with a “W”: Friday, March 23

DISABILITY ACCOMMODATION

The college will make reasonable accommodations and/or academic adjustments to ensure that students with disabilities have an equal opportunity to participate in the college’s courses. Students with disabilities, who are requesting academic accommodations, auxiliary aids, or services, should contact Special Services at (760) 384-6250.

READINGS POLICY OF THE CERRO COSO ENGLISH DEPARTMENT

All Associate and transfer-level English courses at Cerro Coso Community College require the reading of at least one novel or other work of imaginative literature. In these works students may encounter material that challenges their viewpoints and/or beliefs. The English department feels strongly that a student's ability to examine carefully and write seriously on ideas that he or she may not agree with is a crucially important critical thinking and interpersonal skill in our diverse community. For this reason, alternative materials will not be assigned. If a student feels that he or she simply cannot study the works assigned, then the student should consider dropping the class.

ACADEMIC INTEGRITY/PLAGIARISM

According to Appendix 4F8D of the Student Conduct Policy, “plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge.

Acknowledgement of an original author or source must be made through appropriate references, i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to, the following: the submission of a work, whether in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; in written work, failure to use quotations marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another's writing or programming. A student who is in doubt about the extent of acceptable paraphrasing should consult the instructor.”

The standard penalty for plagiarism in any form is an "F" on the assignment. However, as enforced by District Policy 4F8G, the CC Catalog additionally states that "Every instructor has the responsibility and authority for dealing with such instances of cheating and plagiarism as may occur in class. An instructor who determines that a student has cheated or plagiarized has a range of many options, which may be as severe as giving the student a failing grade for the course. Furthermore, the student may face other penalties as stated in the college’s Student Conduct Policy. Finally, it must be understood that a student who knowingly aids in another student’s cheating e.g., permitting the other student to copy a paper or examination question, is as guilty as the other of the offense.”

Important: Although, you technically cannot plagiarize yourself, part of academic integrity is completing the assigned work with new, appropriate ideas and thoughts. Therefore, the work assigned in

this course are intended to reflect original, current thoughts. You may not resubmit assignments from previous attempts at this course or use substantial amounts of work submitted to other courses.

TENTATIVE SCHEDULE

Tentative syllabus

(subject to change with notification)

Week one – January 16-18

T- Introduction, Syllabus, Chapter 1: Why Public Speaking Matters

R- Chapter 3: Speaking Confidently, Chapter 16: Informative Speaking, *Informative Speech Assigned*

Week two – January 23-25

T- Chapter 9: Introductions, Chapter 11: Concluding with Power, Chapter 12: Outlining

R- No Class

Week three – January 30- February 1

T- Chapter 14: Delivering the Speech, Workshop/Practice

R- Informative Speeches

Week four – February 6-8

T- Informative Speeches

R- Informative Speeches

Week five – February 13-15

T- Informative Speeches, *Persuasive Speech Assigned*

R- Chapter 17: Persuasive Speaking, Chapter 6: Finding a Purpose and Selecting a Topic

Week six – February 20-22

T- Chapter 7: Researching Your Speech, Chapter 8: Supporting Ideas and Building Arguments

R- Chapter 10: Creating the Body of a Speech, Critical Thinking and Reasoning (Handout)

Week seven – February 27-March 1

T- Workshop/Practice

R- Persuasive Speeches

Week eight – March 6-8

T- Persuasive Speeches

R- Persuasive Speeches

Week nine – March 13-15

T- Persuasive Speeches

R- Persuasive Speeches, *Special Occasion Speech Assigned*

Week ten – March 20-22

T- Chapter 18: Speaking to Entertain, Chapter 4: The Importance of Listening

R- Chapter 13: The Importance of Language, Chapter 5: Audience Analysis

Week eleven- March 26-30

SPRING BREAK

Week twelve – April 3-5

T- Workshop/Practice

R- **Special Occasion Speeches**

Week thirteen – April 10-12

T- **Special Occasion Speeches**

R- **Special Occasion Speeches, *Group Speech Assigned***

Week fourteen – April 17-19

T- Group Speeches (Handout)

R- Chapter 2: Ethics Matter, Chapter 15: Presentation Aids

Week fifteen – April 24-26

T- Drafting/Practicing Group Speeches

R- Drafting/Practicing Group Speeches

Week sixteen – May 1-3

T- **Group Speeches**

R- **Group Speeches**

Week seventeen – May 8-10

- **Final Exam**