

## **Anth 111: Cultural Anthropology**

Instructor: **Dr. Sarah King**

[Sarah.King1@cerrocoso.edu](mailto:Sarah.King1@cerrocoso.edu)

I will be available through email Monday - Friday, but am unlikely to respond after 6pm (PST). I normally respond to emails within 48 hours (not counting weekends and holidays).

**Course Description:** Anthropology is the study of humankind everywhere throughout time (Haviland et al. 2011, 3). In the American school of theory Anthropology consists of four major branches (Archaeology, Physical, Linguistic and Cultural Anthropology). Archaeology is primarily concerned with past human cultures through the study of objects, human remains and structures left behind. Physical Anthropology focuses on the biological aspects of humans and primates, especially human evolution, skeletal structures, and primate behavior. Linguistic Anthropology is the study of languages and communication systems. Cultural Anthropology, which is the focus of this course, is the study of human behavior, thought and feelings.

This course analyzes social and cultural factors of human behavior in the recent past and present. You will compare and contrast cultural traditions, practices and beliefs, and discuss the associated environmental and social factors that shape human cultures. At the completion of this course, You will have the ability to:

- Explain anthropological concepts, methods, and terminology.
- Articulate an understanding and appreciation for diverse cultural traditions and beliefs.
- Critique selected aspects of human social and cultural life from the anthropological perspectives.
- Identify the environmental and social factors associated with cultural diversity and cultural change.

### **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 Special Services at 760-384-6250.

**Required Text:**

Haviland, W.A., Harald E.L. Prins, Bunny McBride, Dana Walrath. 2011. **Cultural Anthropology: The Human Challenge 13<sup>th</sup> edition**. Wadsworth. Belmont, CA.

Additional articles may be assigned throughout the course.

**Course Requirements:** The average workload for a 3.0 unit course is 6 hrs a week for a 16 week course. During the summer, this will be accelerated to complete the material in 8 weeks. You can expect to work an average of 12 hrs per week on this class. This course will consist of class discussions, two multiple choice/short answer exams, a 1500 word essay, and one critical review.

The grading break down will be as follows:

(100 pts) Discussion participation: There are two discussion forums each week. For **EACH** discussion forum, students are expected to post one original discussion thread by Wednesday, and two responses to classmates' posts by Sunday each week. This means a total of 2 original posts and 4 responses every week. The posts should contribute meaningfully to the discussions and total at least 1000 words a week. Guidelines on posting expectations will be available the first week of class. Grades for the discussions will be posted within a week of the final due dates.

(100 pts) Essay: The topic and guidelines for this essay will be handed out in week 1 and due **Sunday July 29th** by midnight. The paper will be 1500 words and must reference at least 6 outside sources. Papers must be submitted to turnitin.com. Late papers will drop half a grade each day (including weekends) until handed in. If you need an extension, you must contact me with a request no later than a week before the due date. Grades for the essays will be posted within two weeks of the due date.

(100 pts) Critical Review: The articles for the Critical Reviews will be assigned in week 1 and due **Wednesday June 27th** by midnight. Each review will consist of an original 1000 word essay evaluating an academic article and responses to classmates reviews. Grades for the critical reviews will be posted within a week from the due date.

(100 pts) Midterm Exam: This is a multiple choice and short answer exam covering the material from week 1-3. Midterm exam grades will be posted within a week of the exam close date.

(100 pts) Final Exam: This exam will be held during the finals period and will cover material from weeks 5-7. It is a multiple choice and short answer exam. Final exam grades will be posted within a week of the exam close date.

\* Extra credit (15 pts) an extra credit assignment will be posted during week 1. It can be handed in any time before the end of the course for an extra 15 pts (3%) toward the overall grade.

**Grading Rubric:** A passing grade for this course is a C.

A: 90 – 100% - Exceptional work that goes beyond basic requirements and demonstrates a thorough understanding of the ideas and topics covered in the course. Assignments are clearly articulated displaying originality, critical thinking skills and significant use of outside resources.

B: 80 – 89% - Good work that meets the basic requirements and demonstrates a thorough understanding of the ideas and topics covered in the course. Assignments are clearly articulated displaying some originality, critical thinking skills, and good use of outside resources.

C: 70 – 79% - Work meets basic requirements and demonstrates basic understanding of the ideas and topics covered in the course. Assignments show an adequate composition and critical thinking skills with some use of outside resources.

D: 60 – 69% - Work meets some of the requirements and demonstrates partial understanding of the ideas and topics covered in the course. Assignments must show critical thinking, but may not be articulated in a clear manner. There is little to no use of outside resources.

F: <60% - Work does not meet requirements or demonstrate an understanding of the ideas and topics covered in the course. There is no evidence of critical thinking or use of outside resources.

**Course Schedule:**

<b><u>Week #</u></b>	<b><u>Date</u></b>	<b><u>Subject</u></b>	<b><u>Reading</u></b>
Week 1	6/11 – 6/17	Anthropology in Practice	Pgs 3 – 71
Week 2	6/18 – 6/24	Social Identity and Grouping	Pgs 131 – 156  Pgs 261 - 280
<b>*Week 3*</b>  Critical Reviews due	6/25 – 7/1	Marriage and Kinship	Pgs 209 – 258
<b>*Week 4*</b>	7/2 – 7/8	Midterm	None
Week 5	7/9 – 7/15	Social Control and Ritual	Pgs 282 – 338

Week 6	7/16 – 7/22	Social Complexity and Economic Systems	Pgs 159 - 207
<b>*Week 7*</b>	7/23 – 7/29	Cultural Change	Pgs 363 – 415
Paper due			
<b>*Week 8*</b>	7/30 – 7/3	Final	None
<b>Finals</b>			

**Important dates:**

June 20th - Last day to drop with no mark on your record

July 4th – Independence Day (online classes continue as usual)

July 9th - Last day to drop with "W"

August 3rd - End of Summer Semester

**Exam Make up policy:** There will be **no** make up exams allowed for poor performance. However, make ups may be considered for students who were not able to take the exam due to extreme extenuating circumstances.

**Plagiarism policy:** Plagiarism (from the official definition approved by the board of trustees) 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.

Plagiarism is a violation of the Student Conduct Policy and will not be tolerated. Any plagiarized work will receive no credit and I shall notify Student Services. Plagiarism can easily be avoided by doing your own work and referencing sources properly. Guidelines for the proper method of citing sources shall be hand out in week 1 with the paper topics.

**Cheating policy:** Cheating (from the official definition approved by the board of trustees) is defined as the act of obtaining, or attempting to obtain, or aiding another to obtain academic credit for work by the use of any dishonest, deceptive or fraudulent means.

Cheating is a violation of the Student Conduct Policy and will not be tolerated. Any student caught cheating will receive no credit for the assignment and I shall notify Student Services.

\*This syllabus is subject to change at any time at the discretion of the instructor

**CERRO COSO COMMUNITY COLLEGE CLASS SYLLABUS**  
**AMERICAN SIGN LANGUAGE C101**  
**FALL 2007 - #70047**

**Instructors:** Lara “Rose” Wall, [jessero17@verizon.net](mailto:jessero17@verizon.net)  
Margaret “Magi” Mauldin, [mmauldin@cerrocoso.edu](mailto:mmauldin@cerrocoso.edu)

**Course Reference Site:** <http://home.cerrocoso.edu/mauldin/ASL%20C101.htm>

**Required Textbook:** *Learning American Sign Language 2<sup>nd</sup> Edition.*

This course will use Chapters 1 through 12.

**Required Reading:** *Inside Deaf Culture* will help you to better understand the Deaf Culture. A paper will be requested on this required reading.

Sager, N. G. (2000). *Programs for Deaf and Hard of Hearing Students, Guidelines for Quality Standards*. Sacramento, CA: California Department of Education.

*American Sign Language Dictionary* is highly recommended but not a requirement.

**Homework:** You will receive assignment material each week. This material will also be posted to the class website listed above. Please refer to this syllabus for dates and timelines. If you are unable to attend class, please refer to the class website for handouts and information. Always remember to reference the syllabus.

There will be a midterm exam and final exam, each worth 100 points.

**There will be *no* make-up exams.** If you are caught (I see all) cheating on any exam, the exam will be issued an **F grade**. If you need special accommodations, please have the Special Services Department contact the Instructors.

**Papers submitted** will need to have your first and last name in the upper left hand corner of the page, along with the date and title of the assignment. Please submit typed papers in Times Roman 14 point font.

**Quiz:** There will be several quizzes before the midterm exam and the final exam. The quizzes help you to prepare for the exams. All quizzes will be graded and count as your participation requirement in this class.

Attendance at **two** Deaf events is **required** during the semester. Each Deaf event is worth 20 points. There is a Deaf Event list in your student packet and a copy is also available on the class site. Forms are to be filled out and turned in after each event you attend. Any additional Deaf events will be announced as they come up during the semester: Plays, Ice Cream Socials, Pizza Nights, ASL Club Meetings, ASL workshops, etc.

**Policy: NO Voices in this classroom.** Extra 20 points for a whole semester

**REQUIREMENTS FOR STUDENT SUCCESS IN THIS COURSE:**

✚ Students are expected to allot sufficient time to practice their learned skills. It is a standard point of reference that college level courses require students to spend additional time per week to practice skills learned. This will allow the reinforcement of understanding so assignments can be completed correctly, and satisfactory grades on exams can be achieved.

✚ Participate in classroom. You will be graded on content of your submissions. Therefore simple replies such as “I agree” will not count.

✚ Students are expected to submit **ALL** completed assignments as directed. **Please** be sure to reference your name and course #70047 in the subject area of all e-mail. **Late work will not be accepted except in cases of PRIOR INSTRUCTOR APPROVAL. Failure to do work assigned may result in grade reduction.**

✚ All exams must be taken when scheduled.

✚ Students needing assistance, such as those with a physical or learning disability that will become difficult to complete course work, are responsible for ensuring that the College and faculty members are aware of conditions that require accommodations in the educational process. Students needing assistance should contact the Special Services Support (760) 384-6250.

✚ Students should refer to the current college catalog regarding other academic regulations such as student conduct, refund policy, etc., not listed in this course outline and be governed accordingly.

### **GRADING POLICY:**

#### **Evaluation:**

Quizzes: 10 Points Each Homework Assignments: 20 Points Each Deaf Events: 20 Points Each Required Reading Paper: 50 Points Each Mid-Term Exam: 100 Points Final Exam: 100 Points No Voice Challenge: 20 Points	<b><u>Scoring Range in Points:</u></b> 600-650 = A 550-599 = B 500-549 = C 450-499 = D 449 or less = F Extra Credit with prior approval
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**Withdrawal Policy:** It is the student's responsibility to withdraw from class if they no longer can complete the class for whatever reason. If a student stops attending class and does not withdraw from class before the official withdrawal period their grade will be assessed at the end of the semester according to the grading policy listed below.

### **Deadlines**

All work must be completed by the deadlines indicated. Reduction of credit will be given to assignments submitted after due dates.

**Students are required to inform the instructor immediately by calling or emailing the address listed, if an assignment due date will be missed.**

A student will risk having their grade lowered for missed assignments, quizzes, and the final.

**Academic Dishonesty:**

Any form of cheating is an automatic expulsion from the course with a grade of “F.” Giving help to others by answering simple questions on assignments is NOT cheating, participating in group activities is NOT cheating but copying someone’s assignments or tests is a definite violation.

**Posting of Grades:**

Scores and grades will be posted weekly to the class website and available each week in class. Final grades will be posted to your transcript file at the Admissions and Records Office within one week of this course completing. You may call or access the Coyote Connection for your final grade a week after this course ends.

**Course Objectives:**

- ☛ Finger Spelling Techniques, Alphabet, and Numbers
- ☛ Vocabulary (Unit 1 through 12)
- ☛ Grammar
- ☛ Culture Awareness

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Note: This syllabus is subject to corrections and changes

**SUGGESTED WEEKLY LESSON PLAN**

Week of	Topics	Assignments/Exams
1.	Monday, Aug 27 <sup>th</sup> : Information Evening: Review of Syllabus, Required Texts, & Assignments Wednesday, Aug. 29 <sup>th</sup> : Alphabet, classroom signing, & TV Assignment due.	
2.	Monday, Sept. 3 <sup>rd</sup> : <b>Labor Day Holiday – COLLEGE CLOSED</b> Wednesday, Sept. 5 <sup>th</sup> : Unit 1 Review & Practice	
	Friday, September 7, 2007 College 10% date: Last day to enroll into this course.	
3.	Monday, Sept. 10: Unit 1 Practice & Quiz Wednesday, Sept. 12: Unit 2 Review & Practice	
	Monday, September 10 2007 is Census Date: College enrollment counted	
4.	Monday, Sept. 17: Unit 2 Practice & Quiz 3 Review & Practice	Wednesday, Sept. 19: Unit
	September 24, 2007 30% Date: Last day to drop without W on Transcript.	
5.	Monday, Sept. 24: Unit 3 Practice & Quiz	

Wednesday, Sept. 26: Unit 4 Review & Practice	
6. Monday, Oct. 1: Unit 4 Practice & Quiz 5 Review & Practice	Wednesday, Oct. 3: Unit
7. Monday, Oct. 8: Unit 5 Practice & Quiz Review & Practice	Wednesday, Oct. 10: Unit 6
8. Monday, Oct. 15: Unit 6 Practice & Quiz & Mid-Term Exam Review <b>EXAM</b> Covering Units 1 through 6	Wednesday, October 17: <b>MID-TERM</b>
9. Monday, Oct. 22: Mid Term Results & Unit 7 Review & Practice	Wednesday, Oct. 24: Unit 7 Practice & Quiz
10. Monday, Oct. 29: Popcorn and Movie Night and Movie Night	Wednesday, Oct. 31: Popcorn
November 5, 2007 is the 60% Date: Last day to drop without issued grade.	
11. Monday, Nov. 5: Movie Paper Due; Unit 8 Review & Practice Quiz	Wednesday, Nov. 7: Unit 8 Practice &
12. Monday, Nov. 12: <b>Veterans' Day Holiday – COLLEGE CLOSED – NO CLASS</b> Practice	Wednesday, Nov. 15: Unit 9 Review &
13. Monday, Nov. 19: Unit 9 Practice & Quiz Wednesday, Nov. 21: Unit 10 Review & Practice	
14. Monday, Nov. 26: Unit 10 Practice & Quiz 11 Practice <b>Change in class location to be announced.</b>	Wednesday, Nov. 28: Unit
15. Monday, Dec. 3: Unit 12 Review & Practice 12 Practice & Quiz	Wednesday, Dec. 5: Unit
16. Monday, Dec. 10: Week. Wednesday, Dec. 12:	No Class. Finals <b>FINAL EXAM 5:00 P.M. TO 7:00 P.M.</b>

**Cerro Coso Community College**

3000 College Heights Boulevard

Ridgecrest, CA 93555

Phone: (760) 384-6100

TTD Only: (760) 384-6110

FAX: (760) 375-4776

17 August 2010

**Subject Discipline and Course Number:** Business Law BSAD: C131

CRN: 70051; 70052; 70053; 70054

<http://moodle.cerrocoso.edu/>

**Instructor's Name:** Anthony (Tony) Damiano

**Class Day/Time/Class Room:** Monday-Wednesday/5:10 PM to 6:35 PM/2 East Wing 205

CRN 70051: Ken River Plaza Room 2

CRN 70052: Indian Wells Valley LRC Room 722

CRN 70053: Bishop Eastern Sierra College Room 110

CRN 70054: Mammoth Easter Sierra College Room 202

**Contact:** [adamiano@cerrocoso.edu](mailto:adamiano@cerrocoso.edu) or (760) 371-0633 (AT&T Cellular Service)

**After Hours:** Tuesday-Thursday-Friday 5:30 PM to 9:30 PM (**All times are Pacific Standard**)

**General Course Information:** It is every student's responsibility to ensure proper **enrollment** or **withdrawal** from this class. You are responsible for your administrative issues. I am responsible for your education and participation in this class.

**Course Title:** Business Law I

**Course Description:** This course introduces students to the legal environment of business and the American legal system. Students will examine contracts in depth and agency law. The course will include a study of the governmental regulation of business and the relationship between administrative/legislative (state and federal) law, and business ethics.

**Text:** Business Law 3rd Ed Revised (2010): Morgan, Shedd & Corley ISBN: 978-1-60229-995-5

**COURSE GOALS & OBJECTIVES:** Provides an overview of relevant Business Law principles and practices as applied to contemporary organizations. The focus of this course will be the generally applicable laws affecting people and business organizations in the United States, any United States jurisdictions, and doing business with other countries.

**Student Learning outcomes:** Upon successful completion of the course, the student will be able to

- A. Understand the legal system, legal ethics, and the applicability in both State and Federal Courts.
- B. Discuss the impact of the American Legal System on business, employer, and employee relations (operating principles and activities); including leadership (CEO), management (line supervisors) functions, and employee functions.
- C. Recognize the importance of understanding Contract, Tort, Criminal and other statutory laws.
- D. Define the elements of contracts, a contractual agreement, and the guidelines for the interpretation of contracts, which includes the nature or real and personal property.
- E. Describe the common law and Uniform Commercial Code of Contracts.
- F. Recognize the regulatory issues that affect the business environment and components of agency law.

**Homework:**

**Note:** There are two types of papers submitted for this class; short answer and essay. All essay papers submitted must be 3 to 5 pages excluding the cover and bibliography pages. A short answer paper will be as long as necessary to answer the question. All papers must be complete in MLA writing format, double-spaced and proper bibliography page for the source of information provided. Web site locations have specific cite formats for bibliographies. Use the web format and MLA formatting criteria for your bibliography, which is at <http://owl.english.purdue.edu/owl/resource/557/01/>. Look at "Other Resources" in this web site or on the Internet at Cerro Coso Web page or other colleges Web sites.

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**Individual/Team Presentations:** Business Law sites available or use your own researched sites for information for individual and team presentations. Presentations are 3 to 5 minutes per student. Pick topic of your interest in Business law. Teams pick one topic and divide the subject for presentation

Business News Link: <http://news.findlaw.com/legalnews/business/>

Legal Site Links: [http://www.swlearning.com/blaw/cases/topic\\_index.html](http://www.swlearning.com/blaw/cases/topic_index.html)

Ethics Link: [http://www.swlearning.com/blaw/ethics\\_links.html](http://www.swlearning.com/blaw/ethics_links.html)

**Grading Criteria for testing:**

**Individual/Team Presentation** (20% of Class Participation)

Outstanding

Satisfactory

Unsatisfactory

Information provides sufficient background to address the assignment clearly. Incorporated readings from Business Law book, multiple (3-4) sources (other legal articles, books, web pages, etc.), and minor formatting or presentation errors would be 100% to 90% of available points.	Information provided is somewhat sketchy and has gaps in the background. Uses Business Law book, one other source (other legal articles, books, web pages, etc.) and minor format or presentation errors would be 89% to 75% of available points.	Information provided does not contain enough information to address the assignment. Sources are not adequate. The essay lacks clarity, formatting, references and/or is too brief would be 74% to 0 of available points.
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**Evaluation:**

Discussion/Presentations 30%

Quizzes 25%

Mid Term 30%

Final Exam 15%

A = 90.0 or higher

B = 80.0 to 89.9

C = 70.0 to 79.9

D = 60.0 to 69.9

F = 59.9 or less

**Please Note:** If students do not appear to be getting a concept, the instructor has the right to change this syllabus as needed for this course.

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17 August 2010

<u>August</u>	<u>Chap</u>		<u>Page</u>
23	1	Introduction to Law; Sources of Law ;	3 – 24
		Case Law; Law and Ethics	
	2	Operating the Court System	25 - 29
25	2	Court Systems; Law and Equity	29 - 40
	3	Litigation, Basic Principles;	41 - 60
		The Place of Litigation; Proceedings Prior to Trial;	
		The Trial; Proceedings after the Trial	
30	4	Alternatives for Resolving Controversies,	61 - 74
		Compromise; Arbitration	
	5	Constitutional Foundations for Business,	75 - 100
		The Federal Form of Government; Federalism;	
		Checks on the Power of Government; Privacy	
<u>September</u>	<u>Chap</u>		<u>Page</u>
1	6	Criminal Law and Business, Basic Concepts;	101 - 122
		Essential Elements; Constitutional	
6		<b>Labor Day</b>	
8	7	Torts: Introduction and Intentional Torts,	123 - 138
		Theories of Tort Liability; Intentional Torts	
	8	Torts: Negligence and Strict Liability	139 - 154
13	9	Property; Personal Property, Intellectual	155 - 180
		Property, and Wills, Classification; Fixtures;	
		Acquiring Title to Personal Property; Bailment;	
		Documents of Title; Lease of Personal Property;	
		Intellectual Property; Acquiring Title to Personal	
		and Real Property; Wills and Intestate Succession	
		<b>Quiz 1 Chapter 1 through 8</b>	
15	10	Property: Real Property, Leases, and Mortgages	181 - 202
		Real Property Ownership Interest; Acquiring Title	
		to Real Property; Leases of Real Property;	
		Real Property as Security	
20	11	Forms of Business Organizations, Introduction;	203 - 220
		Business Corporation; Limited Liability Companies	

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<u>September</u>	<u>Chap</u>		<u>Page</u>
20	12	Legal Aspects of International Business, Transactions and Regulations	221 - 244
22	13	Introduction to Contracts and Remedies	245 - 266
	14	The Agreement: offer and Acceptance, Basic Concepts; Offers; Duration of Offers; Irrevocable Offers; The Law of Acceptance	267 - 288
29	15	Bargained-For Consideration; Theory; Multiplicity of Obligation; Contracts Valid without Consideration	289 - 306
	16	Contractual Capacity and Genuine Assent, Incapacity to Contract; Mistake; Misrepresentation; Other Grounds for Rescission	307 - 324
<u>October</u>	<u>Chap</u>		<u>Page</u>
4	17	Illegality and Public Policy; Status of Illegal Contracts; Agreements in Violation of Statutes or Public Policy	325 - 342
	18	Form and Interpretation of Contracts, Statute of Frauds; Common Law and Code Exceptions to Statute of Frauds; Parol Evidence Rule; Construction and Interpretation of Contracts	343 - 360
6	19	Contract Performance, Nonperformance, and Discharge, Conditions; Performance of Conditions; Excuses for Performance; Discharge of Contracts	361 - 384
11	20	Contract Rights of Third Parties, Third Party Beneficiary Contracts; Assignments; Novation	385 - 404
	21	Sales Contracts: Formation and Performance, Article 2 of UCC; Sales Contract; Title; Risk of Loss	405 - 426
	<b>Mid-Term Chapter 9 through 19</b>		
13	22	Sales Contracts: Breach and Remedies, Code Remedies; Buyer's and Seller's Rights and Remedies	427 - 442
	23	Warranties, Types, Limitations, and Aspects	443 - 462

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<u>October</u>	<u>Chap</u>		<u>Page</u>
18	24	Basic Principles of Agency, Duties of Agent and Principals; Termination by Operation of Law or Parties	463 - 482
	25	Agency Liability Concepts, Contract's and Tort's Liability of Principals; Independent Contractors	483 - 502
20	26	Employment and Labor Law, Wrongful Discharge; Conditions of Employment; Labor Law	503 - 524
	27	Employment Discrimination, Title VII; Age and Disability; Harassment	525 - 546
<b>Special Assignment for October 25-27: To Be Announced</b>			
25	28	Partnerships, When does a Partnership Exist? Agreements; Rights of Partners; Duties and Powers Of Partners; Methods and Effect of Dissolution; Distribution on Termination	547 - 576
	29	Nature of Corporations, Procedures for Incorporation	577 - 584
27	29	Disregarding the Corporate Entity; Voluntary And Involuntary Dissolution; Consolidation, Mergers, and Acquisition	585 - 598
	30	Financial and Operational Features of Corporation Corporate Stock; Shareholders; Directors; Liability of Officers and Directors	599 - 624
<u>November</u>	<u>Chap</u>		<u>Page</u>
1	31	Limited Liability Companies and Related Forms	625 - 638
	32	Securities Act of 1933 and 1934 Regulations	639 - 664
		<b>Quiz 2 Chapters 19 through 30</b>	
3	33	Introduction to Negotiable Instruments, Concepts; Commercial Paper; Bank Deposits, Collections and Their Customers	665 - 684
	34	Creation and Negotiation of Commercial Paper	685 - 704
8	35	Holder in Due Course and Defenses	705 - 722
	36	Liabilities of Parties to Negotiable Instruments	723 - 744
10	37	Secured Transactions, Scope of Article 9; Creation and Perfection of Security Interest; Liens; Issues; Secured Party; Rights and Duties	745 - 776
	38	Creditors Rights, Responsibilities, and Remedies	777 - 804
11		<b>Veterans Day</b>	

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<u>November</u>	<u>Chap</u>		<u>Page</u>
15	39	Bankruptcy, Principles; Procedures; Trustee and Case Administration; Creditors	805 - 834
17	40	Administrative Law	835 - 856
22	41	Anti-Trust Law	857 - 882
24	42	Consumer Law	883 - 902
25-26		<b>Thanksgiving Holiday</b>	
29	43	Environmental Regulation	903 - 918
<b><u>December</u></b>			
1		Begin Final Examination Essay	
6		Final Examination Essay due by 6 December 2010.	
8		Class as needed.	

Final Examination Paper is on any topic studied in this course. Three to five pages long, double-spaced. The cover sheet and reference page do not count for the three to five page report. Be concise and thorough about one topic in an area of business law. You cannot cover a whole topic, but you can research and present an issue in a topic; the law, one or two court cases including the courts analysis and decision, and finally your ideas on the topic and concerns about the court decisions. This is due the 6 December of class or sooner.

[http://www.swlearning.com/blaw/cases/topic\\_index.html](http://www.swlearning.com/blaw/cases/topic_index.html) (Business topics and legal cases)

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**Class Participation:**

Prepare for every class session, answer questions, and participate in discussion assignments each week. Read the lectures, which contain cases not in either edition of the books.

**Make-up Work:**

Complete all assignments on dates identified. Excuses are considered on a case-by-case basis.

**Attendance:**

There are 16 weeks of class. Your participation in this class is necessary to receive the highest grade possible.

**Dropping Classes:** If you intend to withdraw from a class, these are the guidelines:

It is your responsibility to withdraw from courses prior to the 10% date, September 7, of the enrolled classes to qualify for a refund. It is further your responsibility to apply to receive your refund, otherwise the credit will stay on your account. For this class this semester that is Fall 2010, August 23 to 11 December 2010..

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It is your responsibility to withdraw from courses prior to the 30% date, September 20, of the enrolled course in order to not have a 'W' on the permanent record.\*

It is your responsibility to withdraw from courses prior to the 60% date, November 1, to receive a 'W' and not receive a substandard grade on your permanent record.\*

\*While it is the final responsibility of the student to drop a class that she/he is no longer attending, the instructors may at their discretion drop students without consultation with the student when unexcused absences number the equivalent of two weeks or exceed 10% of the total hours of class sessions. This is up to the 10th week of the semester or the 60% date of the enrolled course. No student may be dropped from any class after the 10th week. Students will be assigned the appropriate letter grade.

**Official withdrawal:**

A student withdrawal from a class is accomplished by completing and submitting a course withdrawal form to the Office of Admissions and Records, through the Coyote Connection telephone registration system located at <https://banweb.kccd.cc.ca.us>. Simply ceasing to attend a class does not constitute withdrawal.

Although a "W" is not used to calculate grade point average, excessive "W's" shall be used as factors in probation and disqualification.

Official withdrawal from a class is accomplished by completing and submitting a course withdrawal form to the Office of Admissions and Records, through the Coyote Connection telephone registration system, the web system, or appropriate site location. Simply ceasing to attend a class does not constitute withdrawal.

**Withdrawal from College:**

Any student leaving Cerro Coso Community College at any time after registration must be formally dismissed from the institution by completing a course drop slip secured from the Office of Admissions and Records. Students may also withdraw from the college by using the telephone registration system, Coyote Connection located at <https://banweb.kccd.cc.ca.us>. When this has been accomplished, the student will be eligible for honorable withdrawal in good standing." In good standing" means that student conduct has been satisfactory. It does not necessarily mean that academic progress is satisfactory.

The student who discontinues work without formal dismissal does so at the risk of having registration privileges curtailed and recommendations to another institution or employer denied.

A grade of "I" indicates the student has not completed the requirements of the course. A grade of "I" may be assigned for unforeseeable, emergency, and justifiable reasons at the end of the term. The instructor must submit a statement of the requirements for clearance of the incomplete and indicate the grade to be assigned if the requirements are not completed. An "I" must be made up no later than one year following the end of the term in which it was assigned. An "I" may not be assigned as a withdrawal grade. If the work stipulated is not completed within the time limitation agreed upon by the student and the instructor (not to exceed 1 year), the grade assigned in lieu of the work being completed will be entered on the permanent record.

IP - The "IP" indicates the course extends beyond the normal end of an academic term and work is in progress. It also means the student has applied for in-progress status in those courses listed as open-entry/open-exit courses. This is approved by the instructor to register and complete course requirements in a succeeding semester in order to receive credit and a course grade. In open-entry/open-exit courses, the instructor must submit an evaluative grade that is entered on the permanent record if the student does not re-enroll in that course during the subsequent attendance period. The "IP" cannot be given more than twice for any particular course.

**Changes: 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.**

**C101 Child Development CCCC**  
Spring, 2008  
Tues. Thurs. 3:00-4:25pm; 2MB 236  
Office Hours: T, R 4:30-5:30; W 2:30-4:30;  
and by appointment

Lisa Fuller  
Office LRC 735  
384-6169/793-5916  
lfuller@cerrocoso.edu

**Required Text:**

Santrock, J.W. (2003). *Children (10<sup>th</sup> Ed)*. Boston: McGraw Hill. ISBN 978-0-07-310730-1

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

- discuss the science of child development
- understand the basic theories of child development, including the major thoughts concerning physical, cognitive, and socio-emotional development
- apply these theories and demonstrate an understanding of the developing human at the stages of conception-birth, infancy, early childhood, middle/late childhood and adolescence
- observe, analyze and compare the development of children in relation to current theory
- recognize the cultural influences on a child's development

**Grading:** Student grades will be computed by accumulating points from exams, projects, group and class participation throughout the semester.

Critical Insights Scrapbook	200 pts	90% of total points = A (1350)
History Poster Presentation	200 pts	80% of total points = B (1200)
Reflection Journal (25/week)	400 pts	70% of total points = C (1050)
4 Assignments (100 each)	400 pts	60% of total points = D (900)
5 Exams (60 each)	300 pts	59% and below = F

**Exams:** There will be five take-home, essay exams. Exams are not cumulative. Exam due dates are noted on the tentative reading schedule. Late exams may be penalized. If you are absent on the day the exam is due you are still responsible for turning in the exam, absences do not excuse you from the responsibility of those assignments.

**Assignments:** Individual assignments will be handed out regularly. These will consist of articles, questionnaires, short essays, observations and vignettes. In-class assignments cannot be made up if missed. If you miss a session, *you are responsible for obtaining assignments, lecture and film notes, and handouts from other students.*

**Attendance:** Regular attendance is expected. Students will be dropped from the class if they miss the first two classes of the semester. It is the student's responsibility to officially drop a class if they decide not to attend any longer. *Failure to drop the course may result in a failing grade.*

**Notes:** If you are a student with a learning disability, physical disability, or other special needs that has been verified by the disability centers on campus, please let me know as soon as possible if you need special accommodations. You can expect confidentiality and cooperation.

If you have a disability which may require classroom or test accommodations, please contact Special Services - Disabled Student Program and Services (DSPS) in Room Main Bldg 312 or call 760-384-6250. You will need to provide written documentation of your disability. If you think you have a disability but currently have no documentation, DSPS may be able to help you. All information will be kept confidential.

Class lectures and discussions are coordinated with the reading assignments from the text. Subject material from the readings provides the basis for class discussions. It is important to note that class sessions will not be a repetition of the material in the text, but reinforcement.

**Tentative Reading Schedule:**

<u>WEEK</u>	<u>TOPIC</u>	<u>READ</u>
August 26	Introduction	Chapter 1
August 28	The Science of Child Development	Chapter 2
September 2	Biological Beginnings - Birth	Chapter 3
September 4	Prenatal Development	Chapter 4
September 9, 11	Birth	Chapter 5
	<b><u>Infancy</u></b>	
September 16, 18	Physical Development <b>Exam #1 Due 9/18</b>	Chapter 6
September 23, 25	Cognitive Development	Chapter 7
September 30	Socio-Emotional Development <b>Assignment #1 Due 9/30</b>	Chapter 8
October 2	<b>Cancelled</b> – I'm attending a conference in Sacramento	
	<b><u>Early Childhood</u></b>	
October 7, 9	Physical Development <b>Exam #2 Due 10/9</b>	Chapter 9
October 14, 16	Cognitive Development	Chapter 10
October 21, 23	Socio-Emotional Development <b>Assignment #2 Due 10/23</b>	Chapter 11
	<b><u>Middle and Late Childhood</u></b>	
October 28, 30	Physical Development <b>Exam #3 Due 10/30</b>	Chapter 12
November 4, 6	Cognitive Development	Chapter 13
November 11	<b>Veteran's Day – no class</b>	
November 13	Socio-Emotional Development <b>Assignment #3 Due 11/13</b>	Chapter 14
	<b><u>Adolescence</u></b>	
November 18, 20	Physical Development <b>Exam #4 Due 11/20</b>	Chapter 15
November 25	Cognitive Development	Chapter 16
November 27	<b>Thanksgiving – no class</b>	
December 2, 4	Socio-Emotional Development <b>Critical Insight Scrapbook Due 12/2</b> <b>Assignment #4 and Exam #5 Due 12/4</b>	Chapter 17
December 9	Final Class 3:00-5:00 pm <b>History Project Due 12/9</b>	

Chemistry, The Central Science  
Cerro Coso Community College  
Text: Brown, LeMay, and Bursten, any edition.

Instructor: Dr. John D. Stenger-Smith  
Phone/email: [760-384-6309/jstenger@cerrocoso.edu](mailto:760-384-6309/jstenger@cerrocoso.edu)  
Lecture: M 12:40 to 4:15 MB 330  
Lab W 12:40 to 4:15 MB 330  
Lab/Office Hours (In MB 330): F 9 am to 2 pm MB 330 and one Saturday from 9 am to 2 pm each month depending upon student input.

Grading: Course grades will be computed as follows:  
Homework: 15%; Laboratory: 25%, Exams: 60% with possible adjustments of 5% in either direction. Laboratory work will include experiments and participation.  
A preliminary scale for grading is as follows:  
90 - 100 'A'  
75 - 89 'B'  
60 - 74 'C'  
50 - 59 'D'  
Below 50 'F'  
**This is only a preliminary scale.** Minimum values and ranges for each grade may be adjusted as the course develops, however, the minimum values will never be raised. (i.e. if everyone gets 90% and higher, everyone will get an 'A')

Homework Will be assigned on a weekly basis assigned problems are at the bottom of the week's lecture notes. It will be assigned each Monday and graded and returned the following Monday. Once a week, someone may be called up to the chalkboard to present his/her solution to a particular homework problem. Homework turned in late will lose 10% per week. Late Homework is not recommended.  
**DO THE HOMEWORK!!!!!!**

Labs Your **participation** in lab counts towards your lab grade. I will consider canceling lab during the Thanksgiving Holiday week, depending upon participation in additional lab hours.

Exams There will be 3 exams (2 Mid Term and 1 Cumulative Final Exam). The exams will take place every 6 or 7 weeks (see schedule). Exams will take place on the appropriate Monday. **We will meet Monday December 5<sup>th</sup> to review. The final exam will take place on Wednesday December 7<sup>th</sup>.** The midterm exams are each worth 16% and the final is worth 23% of the overall grade. If a student performs poorly on one of the exams, consideration will be given to a higher grade if the student performs well on the final exam.

Requests      Keep breathing. Please ask questions during class if you don't understand. Do the Homework. Perfect Practice Makes Perfect. Wear eye protection. Do the labs. Lab experience is essential to the fate of humankind.

*If you have a disability which may require classroom or test accommodations, please contact Special Services - Disabled Student Program and Services (DSPS) in Room Main Bldg 312 or call 760-384-6250. You will need to provide written documentation of your disability. If you think you have a disability but currently have no documentation, DSPS may be able to help you. All information will be kept confidential. This document is available in alternate format upon request.*

**Cell Phone/Texting Policy:** Please turn off your cell phones before coming to class or lab. If you are expecting an emergency type call, please let me know and we will make arrangements. Please do not text during class or lab, especially lab. I may ask you to leave if I find your texting is a distraction.

1. **CATALOG COURSE DESCRIPTION:** This course covers matter and measurement, atoms, molecules, ions, calculations with chemical formulas and equations, aqueous reactions and solution stoichiometry, thermochemistry, the electronic structure of atoms, periodic properties of the elements, concepts of chemical bonding, molecular geometry and bonding theories, the gaseous state, intermolecular forces in solids and liquids, modern materials, and properties of solutions.
2. **COURSE OBJECTIVES:** Upon successful completion of the course, the student will be able to
  - A. Perform analyses involving calculations involving units, chemical formulas, balancing chemical equations and quantitative calculations from balanced chemical equations and perform integrated exercises based upon one or more of the previously listed topics.
  - B. Complete, balance, understand and make appropriate assessment of acid-base reactions, single displacement reactions and double replacement reactions.  
Understand Matter, Measurement and Stoichiometry
  - C. Quantitatively calculate and compare values for heats of exothermic and endothermic reactions by calorimetry, bond dissociation energy, and Hess's Law.
  - D. Describe the structure of the atom and give appropriate electronic configuration of elements and properties of the elements using the periodic chart, as well as be able to recognize the contributions of Quantum Mechanics to the theoretical understanding of the periodic properties of elements.
  - E. Understand the driving force behind chemical bonding, be able to classify bonds as ionic, covalent or both, apply bonding theories to predict structure and properties of substances.

- F Draw correct Lewis Dot structures for covalently bounded compounds and to accurately predict shape and reactivity.
- G Perform calculations using the ideal gas law.
- H Assess the intermolecular forces and interactions present in liquids and solids understand the how these forces influence phase changes and phase diagrams.
- I Compare and contrast phase diagrams for different chemicals.

3. **DETAILED TOPICAL OUTLINE:**

A. Introduction: Matter and Measurement

- 1. The Study of Chemistry (A)
- 2. Classification of Matter (A)
- 3. Properties of Matter (A)
- 4. Units of Measurement (A)
- 5. Uncertainty in Measurement (A)
- 6. Dimensional Analysis (A)

B. Atoms, Molecules, and Ions

- 1. Atomic Theory of Matter (D, F)
- 2. Discovery of Atomic Structure (D, F)
- 3. Modern View of Atomic Structure (D, F)
- 4. Periodic Table (D, F)
- 5. Molecules and Molecular Compounds (D, E, F)
- 6. Ions and Ionic Compounds (B, D, E, F)
- 7. Naming Inorganic Compounds (B, D, F)

C. Calculations with Chemical Formulas and Equations

- 1. Chemical Equations (A, B, C)
- 2. Patterns of Chemical Reactivity (D, E)
- 3. Atomic and Molecular Weights (A, B)
- 4. The Mole (A, B)
- 5. Empirical Formulas from Analysis (A, B)
- 6. Quantitative Information from Balanced Equations (A, B, C)
- 7. Limiting Reactants (A, B, C)

D. Aqueous Reactions and Solution Stoichiometry

- 1. Solution Composition (A, B)
- 2. Properties of Solutes in Aqueous Solution (A, B)
- 3. Acids, Bases, and Salts (A, B)
- 4. Ionic Equations (A, B)
- 5. Metathesis Reactions (A, B)
- 6. Introduction to Oxidation-Reduction Reactions (A, B)
- 7. Solution Stoichiometry and Chemical Analysis (A, B)

E. Thermochemistry

1. Nature of Energy (B, C)
2. First Law of Thermodynamics (B, C)
3. Enthalpy (B, C)
4. Enthalpies of Reactions (B, C)
5. Calorimetry (B, C)
6. Hess's Law (B, C)
7. Enthalpies of Formation (B, C)

F. Electronic Structure of Atoms

1. The Wave Nature of Light (D)
2. Quantized Energy and Photons (D)
3. Bohrs Model of the hydrogen Atom (D)
4. Wave Behavior of Matter (D)
5. Quantum Mechanics and Atomic Orbitals (D)
6. Representations of Orbitals (D)
7. Orbitals in Many-Electron Atoms (D)
8. Electron Configurations (D)
9. Electron Configurations and the Periodic Table (D)

G. Periodic Properties of the Elements

1. Development of the Periodic Table (D)
2. Electron Shells and the Sizes of Atoms (D)
3. Ionization Energy (D)
4. Electron Affinities (D)
5. Metals, Nonmetals, and Metalloids (D)
6. Group Trends for the Active Metals (D)
7. Group Trends for Selected Nonmetals (D)

H. Basic Concepts of Chemical Bonding

1. Lewis Symbols and the Octet Rule (D, E, F)
2. Ionic Bonding (D, E, F)
3. Size of Ions (D, E, F)
4. Covalent Bonding (D, E, F)
5. Hybrid Orbitals (D, E, F)
6. Multiple Bonds (D, E, F)
7. Molecular Orbitals (D, E, F)
8. Second-Row Diatomic Molecules (D, E, F)

I. Molecular Geometry and Bonding Theories

1. Molecular Shapes (D, F)
2. The VSEPR Model (D, F)
3. Polarity of Molecules (D, E, F)
4. Covalent Bonding and Orbital Overlap (D, E, F)
5. Hybrid Orbitals (D, E, F)
6. Multiple Bonds (D, E, F)

7. Molecular Orbitals (D, E, F)
  8. Second-Row Diatomic Molecules (D, E, F)
  - J. The Gaseous State
    1. Characteristics of Gases (G)
    2. Pressure (G)
    3. The Gas Laws (G)
    4. The Ideal-Gas Equation (G)
    5. Further Applications of the Ideal Gas Equation (G)
    6. Gas Mixtures and Partial Pressures (G)
    7. Kinetic-Molecular Theory (G)
    8. Molecular Effusion and Diffusion (G)
    9. Real Gases: Deviations from Ideal Behavior (G)
  - K. Intermolecular Forces, Liquids, and Solids
    1. Molecular Composition of Liquids and Solids (H)
    2. Intermolecular Forces (H)
    3. Some Properties of Liquids (H)
    4. Phase Changes (H)
    5. Vapor Pressure (H, I)
    6. Phase Diagrams (H, I)
    7. Structure of Solids (H)
    8. Bonding in Solids (H)
  - L. Modern Materials
    1. Liquid Crystals (E, F, G)
    2. Polymers (E, F, G)
    3. Ceramics (E, F, G)
    4. Thin Films (E, F, G)
4. **TEXTS:**
- A. Textbook: Brown, LeMay, Bursten Chemistry: The Central Science, , Prentice Hall
  - B. Lab Text: Brown, LeMay, Bursten: Experiments for Chemistry The Central Science. Prentice Hall.

General Inorganic Chemistry  
Cerro Coso Community College  
Text: Brown, LeMay and Bursten: Chemistry, The Central Science

Week (Approx)	Chapter	Notes
22 Aug	1: Matter and Measurement	
29 Aug	2: Atoms, Molecules and Ions	
5 Sept	3: Balancing Chemical Equations	
12 Sept	3: Balancing Chemical Equations	
19 Sept	4: Aqueous Reactions	<b>Exam I Chaps 1-4</b>
26 Sept	5: Thermochemistry (Heat)	
3 Oct	6: Electronic Structure of Atoms	
10 Oct	7: Periodic Properties of Elements	
17 Oct	8: Chemical Bonding	
22 Oct	9: Molecular Geometry and Bonding	
31 Oct	9: Molecular Geometry and Bonding	<b>Exam II Chaps 5-9</b>
7 Nov	10: Gases	
15 Nov	11: Liquids and Solids	
21 Nov	12: Modern Materials/Review* (Thanksgiving)	
28 Nov	12: Modern Materials/Review	
7 Dec	<b>Cumulative Final Exam</b>	

\*I strongly recommend attending at least one optional Lab period during my office hours—  
I strongly recommend coming in at least 1 Saturday this semester.

## Homework Policy

When homework is handed in, I will be checking to make sure that you have done most of the homework. There will be a 15% deduction if you do less than all but 5 problems (for example you will get full credit if you do 20 out of 25), and 15% additional deduction (30% total) for doing all but 10, etc..

Solutions to the homework should be posted in the Library and the LAC. Please do not remove the solutions or make copies. If two or more students wish to review the manual at the same time, please share.

The late homework policy is unchanged. Homework turned in late will have a 10% deduction per week late. I will not accept homework after the respective exam. Please note that, based upon my experience, students who keep up-do-date with the homework tend to do very well in the class.

Most importantly, if you have questions, please, please, please stop by my office either during my office hours or any other time I am here.

## Add/Drop Policy

**The college has instituted an automated wait list. It is important to attend the first day of class; otherwise I must drop you**

If you have attended class it is your responsibility to drop before the respective deadlines. I also reserve the right to drop you if you miss class for two weeks without notifying me “...*instructors may at their discretion drop students without consultation with the student when unexcused absences accumulate to number the equivalent of two weeks or exceed 10% of the total hours of class sessions up to the 10<sup>th</sup> week of the semester or the 60% date of the enrolled course.*” Cerro Coso College Catalogue page 144.

## Lab Safety Rules and Guidelines

1. Absolutely, positively NO smoking, no eating, no drinking in the labs at any time!! **Cups of coffee and other beverages with lids are permitted in MB 330 only during lecture! When in doubt eat/drink in the rotunda after you wash your hands!**
2. Protective eyewear and a lab coat/lab apron must be worn in the lab. **Lab coats are required on certain experiments.** Protective eyewear means the use of goggles or safety glasses with side shields. The wearing of contact lenses is permitted.. It is better to be slightly uncomfortable for a few hours rather than deal with a serious eye injury or blindness for the rest of your life.
3. All body parts from the neck to the feet must be covered. In other words, wear close-toed shoes and either a lab coat or lab apron.
4. People with long hair, beards or jewelry should arrange it so that it cannot hang in front of them; long hair can be a serious fire and safety hazard. The wearing of any kind of jewelry, including wedding rings, watches, etc., is not recommended.
5. In case of injury or feeling of illness, report it to the instructor or TA at once, **regardless of how minor it may seem.** A chemical laboratory environment is not place for an open wound or dizziness.
6. In case of an emergency, follow the directions of your instructor or TA as quickly as possible. Make-up time will be scheduled if needed, but emergencies require quick action to avoid problems.
7. Please think about what you are doing in the lab in advance of doing it and pay attention while you are doing it! There is no safe substitute for being prepared, and no more dangerous situation than the use of hazardous chemicals or processes with only half your mind on the job.
8. If you have any questions, ask the TA or the instructor. We are all here to enjoy our chemistry experience. Good scientists ask questions, and learn from them. Do not be shy about **any** question you might have.

9. NEVER, NEVER, NEVER dispose of any reaction materials down the sink drain. Dispose of materials in the appropriate container marked for that experiment. Proper disposal of unused and waste chemicals is a critical part of a chemist's plan for an experiment. If you are not sure what to do, please ask.
10. It is very important to put all things back where they belong. If you do not know where something belongs, or if you found it stored improperly, ask the TA or the instructor.
11. ***For Organicers:*** your lab journal is an important record of not only your lab work, but your thoughts, ideas, questions about your lab experience. Please share your ideas, questions, thoughts and experiences with one another. In the world of research, most if not all of the progress is made through shared experience and observation. Part of your participation grade is from spot checks of your lab journal.



## Cerro Coso Community College CSCI 165 Advanced Access Course Syllabus

**Instructor:** Karen O'Connor  
**E-mail:** [koconnor@cerrocoso.edu](mailto:koconnor@cerrocoso.edu)  
**CRN:** 31823  
**Units:** 1.0 (Attend every class plus approximately 27 hours outside class.)  
**Time:** 6:45-8:55 Mondays and Wednesdays  
**Dates:** March 16 - May 11, 2011

### Required text:

New Perspectives Microsoft Office Access 2007 (Comprehensive)  
ISBN 10: 1-4239-0589-X or ISBN 13: 978-4239-0589-9 Joseph J. Adamski, Kathy Finnegan  
Part of the New Perspectives series, this text offers a case-based, problem-solving approach and innovative technology for meaningful learning of Microsoft Access 2007.

### Course Description:

This hands-on computer course is designed to provide an advanced understanding of entry level creation and modification of database applications in business. Action queries, table relationship properties, automating tasks with macros are covered including Switchboard development. Visual Basic for Applications is introduced to enhance database construction and functionality. Managing with replication and synchronization as well securing with user level Security Wizard is included. This course completes study of skills required in preparation for Microsoft Application Specialist exam for Access.

**Course Outcomes:** Upon successful completion of this course the learner will be able to:

- Identify and employ application of one-to-many, many-to-many, and one-to-one table relationships and apply inner-join, outer-join, and self-join principles to query design.
- Create action queries, including make-table, append, delete, and update, and Automate tasks and switchboard creation using macros.
- Create custom forms using SQL statement in a query to retrieve database information and execute, view, and modify and create a procedure using Visual Basic for Applications (VBA).
- Analyze database performance using the Performance Analyzer, and manage database distribution with replication, synchronization or splitting.
- Implement Access security features such as passwords, encryption, and permissions to protect a database from unauthorized use.
- Determine and apply appropriate problem solving techniques using Help and reference material off and online for successful creation of enhanced database objects using Microsoft Access.

Date	Topics	Your notes:
Week One and Two, ending April 6	Introductions, Course Syllabus,	
	<b>Tutorial 9 Using Action Queries and Defining Table Relationships</b>	
	Session 9.1	
	Session 9.2	
	Session 9.3	
	Tutorial 9 Review Assignment	
Week Three and Four beginning Ending April 20	Tutorial 9 Case Problem One	
	Tutorial 9 Case Problem Two	
	<b>Tutorial 10 Automating Tasks with Macros</b>	
	Session 10.1	
	Session 10.2	
	Session 10.3	
Week Five and Six ending May 2	Tutorial 10 Review Assignment	
	Tutorial 10 Case Problem One	
	Tutorial 10 Case Problem Two	
	<b>Tutorial 11 Using and Writing Visual Basic for Applications Code</b>	
	Session 11.1	
	Session 11.2	
Week Seven and Eight Ending May 11	Session 11.3	
	Tutorial 11 Review Assignment	
	Tutorial 11 Case problem One	
	Tutorial 11 Case Problem Two	
	<b>Tutorial 12 Managing and Securing a Database</b>	
	Session 12.1	
	Session 12.2	
	Session 12.3	
	Tutorial 12 Review Assignment	
	Tutorial 12 Case Problem One	
	Tutorial 12 Case Problem Two	
	Final Theory Exam	

### Sessions, Review and Case Problem Assignments:

Each chapter is called a **Tutorial**. Within the tutorial there are **sessions**. **Sessions** roughly equate to the amount of work you may complete in one class period if you were taking this class on campus. Immediately following the tutorial sessions, there is a **Review**. The **Review** is always a repeat of what you learned in the tutorial **sessions**. After you complete the **Review**, you will test your learning on two **Case Problems** from your text.

Files for these assignments are kept in folders with the same name. You will download certain data files at the beginning of the course and use the same folders to keep your work organized. When you create a database for the first tutorial, you will save it in the Tutorial Five Tutorial folder. The Review work will be in the Review folder etc. Be sure you create your databases in the correct folder. When you create your databases use exactly the same name as stated in the book.

Name:

Your Record		Marking Guide	Notes
	30	Tutorial 9 Sessions	
	10	Tutorial 9 Review Assignment	
	15	Tutorial 9 Case Study One	
		Tutorial 9 Case Study Two	
		Tutorial 9 Critical Thinking	
	25	Tutorial 9 Timely Completion	
	10	Tutorial 10 Sessions	
	15	Tutorial 10 Review Assignment	
	20	Tutorial 10 Case Study One	
		Tutorial 10 Case Study Two	
		Tutorial 10 Critical Thinking	
	25	Tutorial 10 Timely Completion	
	50	Mid Term	
	30	Tutorial 11 Sessions	
	10	Tutorial 11 Review	
	10	Tutorial 11 Case Study One	
		Tutorial 11 Case Study Two	
		Tutorial 11 Critical Thinking	
	25	Tutorial 11 Timely Completion	
	30	Tutorial 12 Sessions	
	20	Tutorial 12 Review	
	20	Tutorial 12 Case Study One	
		Tutorial 12 Case Problem Two	
	15	Tutorial 12 Critical Thinking	
	25	Tutorial 12 Timely Completion	
	50	Final Theory	

**Grading Policy:** Semester grades will be based on sessions, review, case problems as assigned and a Mid-term and Final assignment to be announced. Assignments and point values are listed below. The time and date stamp for all objects created will be monitored. I reserve the right to take steps to confirm that your work is your own. Do not submit copied work or work that is not your own. Any work submitted that is not your own will be graded with an automatic F.

Assignment	Total
4 Session Assignments	15%
8 Case Studies	30%
4 Review Assignments	15%
Mid-Term	10%
Final	10%
Timely Completion Points	10%
Critical Thinking	10%
<b>Total Points</b>	<b>100%</b>

#### Point Grading Scale

90% and up	A
80% and up	B
70% and up	C
60% and up	D
Below 60%	F

**Notes for Friends and Family members taking this course:** If you are working with a friend on the same computer or taking this course with a family member, you will be asked to complete alternate Case Studies. Access date and time stamps creation of databases, so no duplicate databases will be graded.

**Each person** is responsible to keep backups of files. Files lost are files lost, and therefore cannot be graded. Don't let your grade get lost because of bad file management. Use a flash drive as a backup to your hard drive or vice versa. This is an intermediate level course and you are expected to know file management (ie. where you saved your work). You will have some file management instruction in class and this should be considered a priority to master.

**Changes:** 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.

**Accommodations:** 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, contact Special Services at 760-384-6250.

**Dropping Classes:** If you wish to drop the class, it is your responsibility to officially do so by contacting the admissions and records office. Failure to complete a course you have not dropped will result in an "F" grade for the course. The following is your responsibility if you choose not to complete or attend any class for which you have registered:

- It is your responsibility to withdraw from courses prior to the 10% date of your enrolled classes to qualify for a refund. It is further your responsibility to apply to receive your refund, otherwise the credit will stay on your account.
- It is your responsibility to withdraw from courses prior to the 30% date of the enrolled course in order to not have a 'W' on your permanent record.\*
- It is your responsibility to withdraw from courses prior to the 60% date to receive a 'W' and not receive a substandard grade on your permanent record.\*

\*Instructors may at their discretion drop students without consultation with the student when unexcused absences number the equivalent of two weeks or exceed 10% of the total hours of class sessions, up to the 60% date of the enrolled course. You will not be dropped from any class after the 60% point. You will be assigned the appropriate letter grade.

## Critical Thinking - Problem Solving - Using Help

Part of your grade will be calculated directly as a result of documenting your critical thinking, problem solving, and “Help” research experiences as you progress through the course. Four times in the course, as you finish each tutorial, you may submit a written record of a situation where you solved a problem or did some research to further your learning of Access in a creative way.

Today’s employee is required to show good problem solving skills using the sophisticated applications now available for our use. It is also critical that you practice using “Help” and other resources while you learn and use this application program.

Individuals will experience a variety of situations that require problem solving. What works easily for one person may not work easily for another. This exercise is intended to honor the increasing need to develop ability and comfort with using available resources to extend your understanding of each application program.

Keep track of situations and submit the BEST one for each tutorial. To earn full marks, you will need to describe the situation or problem in sentences, what you did to solve it, and identify any resources you used and you must use a memo format shown below.

Half marks will be deducted for spelling or incomplete sentences. One sentence is not enough to earn full marks for this exercise. The problem and solution sections should be at least 50 words in length. Your goal is a memo that could be used by another student to solve a problem or more fully use Access. Be specific about the resources used, identifying page numbers and other relevant details.

To submit your experiences for possible credit, use Microsoft Word to create a document containing the following information and print the document for your folder. The topic must be related to use of the application program itself.

You may not your instructor as a method of research for this particular report. This assignment is to ensure YOU learn how to use research tools.

Create a Memo and use the following as a heading for EACH critical thinking report.

Name:

Date:

Course Name:

Problem:

Resources used:

Solution:

# Course Overview & Syllabus

## DMA C102 Digital Imaging with Photoshop

### Course Details

Course:	DMA C102
CRN:	30166
Title:	Digital Imaging with Photoshop
Units:	3
Duration:	16 Weeks
Dates:	Jan 19 - May 15

### Course Description

This course provides beginning through intermediate concepts in digital imaging. Topics covered include image editing and enhancing, original creation of composite images from photographs and artwork, drawing and painting original digital artwork, and the creation of web graphics. Students will incorporate basic design principles in their digital photographs and compositions.

**Please note:** This course does not cover photo editing and retouching, though a few of the Classroom in a Book assignments do address this topic. This course is more of a creative approach to the manipulation of existing imagery to create original digital compositions. We do offer a course, DMA 103, Digital Photo Retouching, 2 units, that focuses solely on digital photo retouching, editing, enhancement, etc.

### Student Learning Outcomes

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

- A. Critique fine art, digital paintings, and iconography for use of design elements and principles. This will be assessed with a written assignment, scored with a rubric.
- B. Apply design elements and principles to construct composite digital images with layers, layer blending modes, layer styles, layer masks, vector masks, clipping masks, adjustment layers, type layers, and filters. This will be assessed with a project, scored with a rubric.
- C. Apply design elements and principles to construct effective iconography and optimized Web graphics. This will be assessed with a project, scored with a rubric.
- D. Demonstrate mastery in selection techniques and use of tools and brushes. This will be assessed with a project, scored with a rubric.
- E. Evaluate the application of copyright law to specific scenarios. This will be assessed with a written assignment, scored with a rubric.

### Course Requirements

There are 2 books required for this course and 1 software package. Please make sure you have the following by the end of the first week of class. **You are expected to have your course materials prior to start of class.** If you do not have your textbook and software yet you must order it asap - I suggest overnight shipping. I recommend purchasing these

items from the college [Bookstore](#), though you are welcome to purchase them elsewhere. Other optional purchase locations available listed below. These are good sources for purchasing software at educational discounts. They provide full versions of the regular software, but the student license stipulates that students cannot use the software to generate income. If you choose later on, you can simply upgrade the software to a regular license.

## Textbooks



### Adobe Photoshop CS4 Classroom in a Book

Publisher: Adobe Press; 1 Pap/Cdr edition (November 20, 2008)

ISBN-10: 032157379X

ISBN-13: 978-0321573797

Approximate Cost: \$35-54.99

Note: The textbook *does not* come with the software application.



### 2d Visual Basics for Designers

by Robin Landa, Rose Gonnella, and Steven Brower

Publisher: Delmar Cengage Learning; 1 edition (September 18, 2006)

ISBN-10: 1418011606

ISBN-13: 978-1418011604

Approximate Cost: \$54-65.00

## Software

The following software are either required, or recommended for this course. Required software is indicated.

### REQUIRED

[Adobe Photoshop CS4 Extended](#) (**Not** 30-day trial version. Educational/Academic license OK)

Educational Cost (approximate): \$289 - \$299

\*if you are planning to take the Dreamweaver (MA 117), Illustrator (MA 107) or InDesign (MA 121) or a Flash class I recommend buying the full Adobe Creative Suite with all the software. You will save a significant amount of money. Which collection you buy is up to you! I recommend either Design Premium or Master Collection (the Master collection has video software if you plan to take our Digital Video Production course or After Effects course).



[PLEASE SEE THE ADOBE WEBSITE FOR OFFICIAL SYSTEM REQUIREMENTS](#)

### NOTICE

Do **NOT** expect to complete this course using the trial version of Photoshop; the trial version

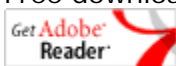
will expire before the end of the class and you cannot reinstall the trial version on your computer.. It is expected that you will purchase the software to use in this course. No exceptions will be made to accommodate problems with trial versions of Photoshop. You **can** use a trial version to get you through until you are able to obtain the full version.

Also, if you attempt to complete this course with an older version of the software, or a version that is not the required one for the course, support may be dramatically limited and you may or may not be able to complete all the assignments as given.

## RECOMMENDED

### Adobe Acrobat Reader

Free download.



### Adobe Flash Player

Free download.



This class site is best viewed with Internet Explorer 7.0 ([Windows/Mac](#)) or higher, [Firefox 3](#), or [Opera 9](#) or higher.

## Purchasing Adobe Products

If you do not already have your software you can purchase software at educational prices through any of the following sites: (Proof of enrollment is required)

### BEST PURCHASING OPTION FOR ADOBE PRODUCTS!!!!

Adobe is now offering several of its most popular packages to California Community College students at **significantly** reduced rates. You can now purchase the Creative Suite for around \$314! Learn more about the offer at the Foundation website:

<http://www.foundationccc.org/Default.aspx?tabid=221>

To purchase, go to the link available through the Foundation site under Pricing & Ordering. Once on the College Buys/Computerland website, do the following:

1. Click on "Adobe/Macromedia"
2. In the third box "Adobe Student License Purchase Program" click Start Here.
3. Select software and follow the instructions for ordering.

You will be required to show proof of enrollment at Cerro Coso College. You can do this through a variety of methods. The College Buys/Computerland website will provide you the list of items acceptable as proof.

Please be aware that the purchasing option has specific licensing limitations so be sure to

read the complete licensing agreement before purchasing.

#### Alternative Purchasing Options (More Expensive than College Buys/Computerland)

You can also purchase software at *regular* educational prices through the college [Book Nook](#), or at any of the following sites: (Proof of enrollment is required)

- [Academic Superstore](#)
- [Book Nook](#) (recommended)
- [Campus Tech](#)
- [CCV Software](#)
- [Creation Engine](#)
- [Educational Resources](#)
- [Journey Ed](#)
- [Software Express](#)
- [Technology Resource Center](#)

### Requisite Skills

No prior knowledge of Photoshop is required. But students should already be computer and internet literate. This includes, but is not limited to, the following:

- opening, saving, and managing files and directories
- installing software, plug-ins, and fonts
- troubleshooting operating system errors
- navigating the Web
- researching the Web
- sending and receiving e-mail with attachments

## What to Expect in this course

### Time

You can expect to put in just as many hours in this 16 week online class as you would in a normal 16 week on-campus course. In a typical on-campus 16 week version of this class students are in class 2 and a half hours two times a week for 5 hours of class time, 3 hours of which is lecture and 2 hours lab. The general rule for work performed outside of class is up to two hours per every hour of lecture spent in class, so you may expect to spend up to 8-10 hours a week on top of the 5 hours of 'class time'. Although I do not expect that you will have this many hours to spend, nor do the assignments typically take that long to complete, you should expect to devote *a considerable amount time* to this course, just as you would in a classroom setting.

So if this was an on-ground class you would be spending 5 hours a week in the classroom. The rest of the time you would then spend on your own time in the open lab or at home to complete the homework assignments. This is around the same amount of time you should be spending reading the lectures, watching demonstrations if you choose to, and doing the CIB lessons at home while you are "in class." The rest of the time you will spend working on this class will be doing the homework, or the class assignments, which are the weekly critique or creative assignments that are the work that would be done outside of class, or after the CIB lessons would be completed in class.

## Assignments-Discussions

There will be extensive utilization of web resources to help you to understand the concepts discussed in the lectures. In order to learn how to design well you need to be able to identify good and bad design in the work of others. Learning from existing good design is one of the best ways to ensure that your own design will be effective.

Participation in discussion groups is important to learning from your peers. I recommend that you visit the discussion groups often, and make efforts to contribute to them in a meaningful way. Try to avoid posting that merely state your agreement with a concept discussed, but rather state your agreement, but then give your reasons as to why. Expound upon the ideas of others, or offer up your own opinions or ideas about the concepts learned in the lectures.

## Help

The Course Helpdesk discussion group is available to ask and provide answers to questions regarding the class, or technical difficulties experienced with the software, or the website.

## Instructors



### Cori Ratliff

**Email:** [cori102@digitalcaptive.net](mailto:cori102@digitalcaptive.net)

**Phone:** (760) 384-6177

**Office Hours:** By appointment

**Address:** 3000 College Heights Boulevard  
Ridgecrest, California 93555

**Homepage:** [home.cerrocoso.edu/ratliff](http://home.cerrocoso.edu/ratliff)

**Blog:** <http://digitalcaptive.blogspot.com/>

**Class Resources:** [www.digitalcaptive.net](http://www.digitalcaptive.net)

I have taught Media Arts at Cerro Coso since 2001, and have taught the 117 (was 101), 102, 107 (was 111), and 105 classes online. I have over 20 years of experience in Graphic Design and Art, and have been working as an Instructional Design Specialist for Cerro Coso since 1997. My primary duties are to design, maintain, and manage the Cerro Coso website and it's various subsites, but I also do a variety of print design for the college, such as the covers for their catalogs and schedules, posters, program brochures, and more. I have an Associates of Art degree in both Art and Fine Art and am very familiar with the hands-on world of fine-art and design. I also have a degree from Cerro Coso in Digital Animation, so I am well familiar with the Animation elements of our program. I hope that you enjoy this class and look forward to your contribution to the course.

### Thane Ratliff

**Email:** [instructor.twr@digitalcaptive.net](mailto:instructor.twr@digitalcaptive.net)

**Homepage:** <http://www.digitalcaptive.net/thane>

**Office Hours:** By appointment

I have had a long history with Cerro Coso Community College, and with the media arts department. I started taking classes here in the fall of 1992, and eventually graduated with a degree in art. I have been using Photoshop, 3-d modeling programs, and HTML since 1995. I first started working at Cerro Coso Community College in 1995 when I was a teacher's aid working with one of the faculty to make web pages for the school website. After I graduated the first time, I enrolled in the first of the new Digital Animation classes, and completed that program as well. I started as a lab aid, went on to a couple of internships, and was a Department Assistant for a while. Soon I started

teaching, and I have been an Adjunct Instructor teaching both on ground and online classes since 2002.

## Assignment Rubrics, Grading, Overview, and Feedback

### Grading Rubric

Each assignment and class project has a detailed grading rubric, or guide, that is designed to help you have a clear understanding of how each assignment is evaluated. Follow these rubric's carefully, along with the instructions, to ensure that you do not miss or overlook any part of the assignment. The rubrics will help you in understanding what I expect and will help you understand where improvement can be made. Check the rubric before submitting any assignment and review that you have met all of the parts of the assignment to avoid loss of points due to an oversight.

### Assignment Grading

The grades are based upon the criteria discussed in the Class Assignment Overview & Feedback section below. For a quick reference, here are the total potential point values assigned to each assignment.

#### Assignments - Total Points Possible

Photoshop Classroom in a Book Lessons (14 graded @ 3, 4, or 5 pts ea)	50
Assignment 1: Colorize Black and White Photo	80
Assignment 2: Textures Exercise	80
Assignment 3: Composition	80
Assignment 4: Icon Design	80
Assignment 5: Geometric & Organic Design	80
Written Critique: Elements & Principles of Design	100
Project 1: Collage	150
Project 2: Web Page	150
Project 3: Surrealism	150
<b>Total Points Possible</b>	<b>1000</b>

#### Associated Letter Grades For Final Class Score

900 - 1000 points	A
800 - 899 points	B
700 - 799 points	C
600 - 699 points	D
599 points or less	F

### Class Assignment Overview & Feedback

#### Classroom in a Book Lessons (50 points total)

The lessons are found in the Classroom in a Book textbook. For each lesson there is an associated 3, 4, or 5 question quiz that verifies that you understood the general content of the lesson. It is recommended that they are completed during the week they are assigned because they will help you complete the assignment of the week. There are 14 lessons valued at 3, 4, or 5 points each. You will have 2 attempts at each quiz and your score will be the average of your two scores. You will receive immediate feedback on your quizzes.

#### Assignments (400 points total)

There are 5 assignments, worth 70 points each, that focus on both critique of art and

application of Photoshop techniques. Grading rubrics are provided for class assignments to assist students in understanding the assignment review process and what the work is being evaluated for, as well as the standard of quality expected. Follow the grading rubrics carefully to ensure that you meet all of the assignment parameters, and to gain an understanding of how the assignment will be graded.

You will receive feedback on your assignments, in the form of a simplified grading rubric indicating how you scored based on the rubric for the assignment, accompanied by some general notations. To understand your scoring further, refer to the grading rubric for the assignment when viewing your grades. This will help you gain an understanding of where you excelled and where improvement could be made. For any work done in class if you would like further explanation of your grades, please contact me. Likewise, if you would like guidance on any assignment or project, please contact me.

### **Written Critique (100 points total)**

You will be required to critique a piece of fine art/design based on the elements and principles of design learned from the *2D Visual Basics for Designers* text. Please carefully read the Critique Guidelines, which will help you in writing your critique. There is two parts to this assignment. You will have 3 weeks to complete the project.

### **Projects (450 points total)**

Projects are more complex than the weekly assignments as they cover a larger scope of concepts. The major class projects are held until the later half of the class to enable you to gain a solid understanding of the basic use of Photoshop and the elements and principles of design before attempting them. All creative pieces, including the projects, are potentially excellent portfolio pieces which can be used towards transfer or employment. The projects are graded based on the criteria specified in the project instructions.

Just as with the class assignments, you will receive feedback in the form of a grading rubric indicating how you scored on each project, accompanied by some general notations. Please refer to the assignment rubric when viewing your grade feedback.

As part of your projects you will critique your own compositions for the use of the elements and principles of design you have learned throughout the course. The key to good design is the effective use of these elements and principles. Having not only the ability to intentionally utilize these in your artwork and designs, but also to be able to identify and clearly explain how you've used the elements and principles is an important skill.

### **Discussion Forums (Points factored into assignments)**

The discussion forums are for your benefit to give and receive tips and suggestions as well as to critically review your fellow students work. I would like each student to participate weekly in the assignment discussions and the discussions that relate to the assigned projects. The discussions are your opportunity to apply the knowledge you have learned about the elements and principles of design, and to give constructive feedback on assignments. I encourage open and honest feedback with your peers, giving substantive reviews of their work as it relates to the assignment parameters will enable students to learn and greater develop their skills.

Posts are graded by how substantive the content is. "Substantive" means that you go beyond expressing an like or dislike of the students work. It means that you have considerably added to the learning process by giving useful evaluations free from personal bias, expanding upon lecture material, providing resources from the Web, or by giving relevant personal experiences. A substantive post would also provide suggestions for improvement of draft submissions. Substantive posts will not necessarily contain all of these items, but would incorporate at least one of them to be considered substantive. While not every post has to be substantive, you should meet assignment requirements at minimum.

Feel free to "talk" in the discussion forums beyond your assignment related posts. I encourage all of you to get to know one another and enjoy conversations with your fellow students.

## Course Policies & Vital Information

### Late Assignment Policy

**All assignments are assigned at the start of each week. The assignment deadline for all work assigned on any given week is 9:00pm PST on the Monday following the week it was assigned** [exceptions may apply and will be listed on the assignment]. For example, the Weeks in the class run Monday through Sunday. The first week of our class starts on Monday January 19th and ends the 25th with the second week of class starting on Monday January 26th. Therefore, ALL week one lecture, software, and discussion assignments are due on Monday, January 26th, at 9:00pm PST.

Late assignments will be only be accepted if you contact me by e-mail **prior** to the time and date it is due and obtain my approval for lateness. Reasons for lateness should be limited to unusual circumstances and acceptance of late work is left to the discretion of the instructor. ***Without prior arrangements, late assignments will not be accepted.***

### Drop Policy

A student may drop a course and receive a "W" up to and including the last day of the 10th week of instruction or the first 60% of the term, whichever is less. Courses dropped prior to the fifth week or first 30% of the term will not be included as part of the student's permanent record. For courses dropped from the fifth 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.

Although a "W" will not be used to calculate grade point average, excessive "W's" shall be used as factors in probation and disqualification. Drop dates for short-term and summer classes vary. Check with the instructor for specific dates. Official withdrawal from a class is accomplished by completing and submitting a course withdrawal form to the Office of Admissions and Records, the web system, or appropriate site location. **Simply ceasing to attend a class does not constitute withdrawal.**

**Important Dates** (See Important Dates Block on Homepage for specific dates)

- 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.

- It is the student's responsibility to withdraw from courses prior to the 30% date of the enrolled course in order to not have a 'W' on their permanent record.\*
- 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.\*

\*While it is the final responsibility of the student to drop a class that she/he is no longer attending, instructors may at their discretion drop students without consultation with the student when unexcused absences number the equivalent of two weeks or exceed 10% of the total hours of class sessions, up to the 10th week of the semester or the 60% date of the enrolled course. No student may be dropped from any class after the 10th week. Students will be assigned the appropriate letter grade. [[From the College Catalog](#)]

### Drop For Non-Payment Policy

Students that register prior to the start of class have ten (10) days to pay their bill. Non-payment prior to the end of the 10 day period will result in the student being dropped from classes.

Students that register on, or after, the first day of classes are not subject to the ten day restriction and non-payment will not result in being dropped from classes. However, non-payment will result in certain holds, such as on transcript requests and other admissions and records services. [[From the Admissions Office](#)]

### Additional Instructor Drop Policy - Early Alert Process

Students may be dropped from the course on or after the 10% drop date for non-participation in the course. Students that do not attend the class by signing in to the course, or submitting at least one assignment by that date, may be dropped from the class by the instructor. Students who begin the course but cease attendance or fail to submit assignments may be dropped from the class through the 30% drop date by the instructor. Students are encouraged to contact the instructor in a timely manner if problems arise that prevent them from either accessing the class, or submitting assignments. (Please note the Late Assignment Policy above) This policy *does not guarantee* that the student will be dropped from the class at any or the mentioned stages. Ultimately, it is the students responsibility to drop or withdraw from the class.

### Incomplete Grade Policy

Due to past history and experience, incompletes are not allowed for this course, except for extreme circumstances such as serious injury or illness.

### Plagiarism Policy

Plagiarism is defined as the act of using the ideas, words, or work of another person or persons as if they were one's own (either intentionally or unintentionally), without giving due credit to the source. The minimum penalty for plagiarism is an "F" on the assignment. However, 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."

Plagiarism will result in an "F" for the assignment and possibly an "F" for the course and/or formal action depending on the extent and severity of the infraction.

### Disability Accommodations

If you have a disability which may require classroom or test accommodations, please contact Special Services - Disabled Student Program and Services (DSPS) in the IWW Campus main building room 312 or call (760) 384-6250. You will need to provide written documentation of your disability. If you think you have a disability but currently have no documentation, DSPS may be able to help you. All information will be kept confidential. This document is available in alternate format upon request.

### Personal Information

It is very important that the college or your instructors be able to contact you when necessary for such situations as a cancelled class, a change in the time or location of a class, or an emergency college closing. It is your responsibility to make sure that your contact information, including telephone numbers, **email address** and mailing address are correct. Please verify this information at the beginning of each semester or whenever you change your e-mail address or telephone number! You can do this under the Personal Information menu on myBanWeb.

## The Class Website

This class site resides in a course management system called Moodle. If you have never taken a class in Moodle before, please take some time to explore this class site. You can upload a personal picture or add additional contact information by clicking Edit Profile in the Administration box on the left side of the home page. Turning Forum Tracking "On" is also helpful for immediately seeing if there are any unread discussion posts in the discussion forums.

**Everything you need each week is linked from the home page.** Each week, I will add a new content section with that week's readings and assignments. The current week's section has a blue border. The section at the top of the page is persistently visible, and I often place links there that I want you to have access to all of the time.

As we move into Week 2 and beyond, those sections will become visible and populated with content. You can scroll down to see the new content or use the Section Links located in the upper left of the home page to jump to the current week.

If you only want one week's section to be displayed at a time, you can click the rectangle icon in the upper right corner of the current week's section box. Hiding other sections can reduce the clutter on the home page, but every Monday morning, you need to remember to unhide the other sections (click on the double rectangle icon in the upper right corner of the displayed section), and then subsequently click the Show icon on the new week.

I have provided many of the lectures, assignments, and project instructions in new windows to facilitate printing as students have experienced some trouble printing from Moodle in the past.

The [Moodle Student Guide](#) and [Moodle FAQ](#) can answer other questions you may have about using and navigating Moodle.

# 16 Week Course Schedule

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## Week

## Assignment/Activity

**1**

### Navigating Photoshop

Jan  
19-25

Lecture/  
Reading

- Course Syllabus
- Lecture: Photoshop Basics
- 2D Visual Basics for Designers (VBFD): Introduction
- 2D VBFD: Chapter 1, Format

Assignments  
Due Monday  
Jan 26

- Introduce Yourself to the Class
- CIB Getting Started
- CIB Lesson 1: Getting to Know the Work Area

**2**

### Selections and Layers

Jan 26  
to  
Feb 1

Lecture/  
Reading

- Lecture: Selections and Layers
- 2D VBFD: Chapter 2, Line
- 2D VBFD: Chapter 3, Shape

Assignments  
Due Monday  
Feb 2

- CIB Lesson 3: Working with Selections
- CIB Lesson 4: Layer Basics
- CIB Lesson 5: Masks and Channels
- Poll: How did you hear about this class

**3**

### Painting

Feb  
2-8

Lecture/  
Reading

- Lecture: Digital Painting
- 2D VBFD: Chapter 4, Color
- 2D VBFD: Chapter 5, Texture and Pattern
- Video: Color Mode

Assignments  
Due Monday  
Feb 9

- Assignment 1: Colorizing Black and White Photo

**4**

### Advanced Layers and Effects

Feb  
9-15

Lecture/  
Reading

- Lecture: Advanced Layers and Effects
- 2D VBFD: Chapter 6, Type
- 2D VBFD: Chapter 7, Balance

Assignments  
Due Monday  
Feb 16

- CIB Lesson 9: Advanced Layering
- CIB Lesson 10: Advanced Compositing

**5**

### Paths and Vector Shapes

Feb  
16-22

Lecture/  
Reading

- Lecture: Paths and Vector Shapes
- 2D VBFD: Chapter 8, Visual Hierarchy
- 2D VBFD: Chapter 9, Rhythm
- Video: Texture

Assignments  
Due Monday  
Feb 23

- CIB Lesson 7: Typographic Design
- CIB Lesson 8: Vector Drawing Techniques
- Assignment 2: Texture Exercise

**6**

### Elements of Design

Feb 23  
to  
Mar 1

Lecture/  
Reading

- Lecture: Elements of Design

- 2D VBFD: Chapter 10, Unity
- 2D VBFD: Chapter 11, Proportion and Scale

Assignments  
Due Monday  
Mar 2

- CIB Lesson 2: Basic Photo Corrections
- Supplemental Tutorial 1: Color Correction with Levels
- Critique: Elements and Principles of Design

## 7

### Principles of Design

Mar  
2-8

Lecture/  
Reading

- Lecture: Principles of Design
- 2D VBFD: Chapter 12, Illusion of Depth
- 2D VBFD: Chapter 13, Illusion of Motion

Assignments  
Due Monday  
Mar 9

- CIB Lesson 6: Correcting & Enhancing Digital Photographs
- Supplemental Tutorial 2: Color Correction with Curves
- Poll: Instructor Blog

## 8

### Design and Composition

Mar  
9-15

Lecture/  
Reading

- Lecture: Design and Composition
- 2D VBFD: Chapter 14, Motion for Screen-based Media
- 2D VBFD: Chapter 15, Message and Communication
- Video: Vector Graphics

Assignments  
Due Monday  
Mar 16

- Assignment 3: Composition

## 9

### Icon Design

Mar  
16-22

Lecture/  
Reading

- Lecture: Icon Design
- Video: Icons 1
- Video: Icons 2

Assignments  
Due Monday  
Mar 30

- Assignment 4: Icon Design
- Supplemental Tutorial 3: Icon Design Techniques

## \*

### SPRING BREAK

Mar  
23-29

No lectures

No assignments

## 10

### Web Page Design I

Mar 30  
to  
Apr 5

Lecture/  
Reading

- Lecture: Web Page Design

Assignments  
Due Monday  
Apr 6

- CIB Lesson 11: Preparing Files for the Web
- Assignment 5: Geometric & Organic Design

## 11

### Web Page Design II

Apr  
6-12

Lecture/  
Reading

- Lecture: Image Optimization
- Video: Web Page Design

Assignments

- Supplemental Tutorial 4: Creating Seamless Tiles

Due Monday  
Apr 13

- Project 1: Web Page Design (2 weeks, Due April 20)

## 12 Surrealism

Apr  
13-19

Lecture/  
Reading

- Lecture: Surrealism

Assignments  
Due Monday  
Apr 20

- Supplemental Tutorial 5: Displacement Maps
- Complete Project 1

## 13 Special Effects & Editing

Apr  
20-26

Lecture/  
Reading

- Lecture: Special Effects & Editing

Assignments  
Due Monday  
Apr 27

- Project 2: Movie Poster (2 weeks, Due May 4)
- CIB Lesson 12: 3D Images

## 14 Digital Output & Input

Apr 28  
to  
May 3

Lecture/  
Reading

- Lecture: Digital Output & Input

Assignments  
Due Monday  
May 4

- CIB Lesson 13: Working with Scientific Images
- Complete Project 2

## 15 Prepress and Printing

May  
4-10

Lecture/  
Reading

- Lecture: Prepress and Printing

Assignments  
Due Monday  
May 11

- CIB Lesson 14: Producing and Printing Consistent Color
- Project 3: Surrealistic Composition (2 weeks, Due May 15)
- Survey: Critical Incidents

**All remaining approved coursework or extra credit *must* be turned in by Monday May 11 at 9:00 pm PST. Absolutely *NO* makeup work will be accepted after this time. Arrangements must be made in advance for late/makeup assignments.**

## 16 Copyright Law

May  
11-15

Lecture/  
Reading

- Lecture: Copyright Law

Assignments  
Due Friday  
May 15

- Complete Project 3
- Class Survey

**All remaining work for Project 3, *must* be turned in by Friday, May 15 at 12:00 pm PST. Absolutely *NO* work will be accepted after this time.**

This schedule is subject to change. Updated 01/19/2009.

# Class Syllabus

## English 101: Freshman Composition (#30191)

Cerro Coso Community College

Spring 2008 (Jan 21 - May 16)

Professor Cliff Davis

Office Phone: 384-6316

E-mail: [cmdavis@cerrocoso.edu](mailto:cmdavis@cerrocoso.edu)

Office: MB 319A, IWW Campus, Ridgecrest, CA

Office hours: M-R 1:00-2:00

For students outside of Ridgecrest, office hours will be conducted by e-mail, Monday through Friday, from about 7:00 am to 6:00 pm. I don't usually respond to e-mails after 6:00 at night or on the weekend.

### Required Texts:

Joseph Gibaldi, The MLA Handbook for Writers of Research Papers, 6th ed

Homer, The Odyssey, Trans. Robert Fagles, Intro. Bernard Knox, Penguin

Mary Shelley, Frankenstein, Signet Classic

The Classic Fairy Tales, Ed. Maria Tatar, Norton

Call the Book Nook at Cerro Coso College for purchasing information: (760) 384-6352. Here's the web address:





[www.cerrocoso.edu/bookstore](http://www.cerrocoso.edu/bookstore)

**Requirements and Course Objectives:** English 101 is a composition course for transfer to four-year institutions. During the semester, you will write several expository and argumentative essays, concluding with a 2,000-word reference paper. English 101 focuses on the investigation of writing strategies, analysis, and evaluation of





expository and argumentative prose, and the study of longer imaginative literature (e.g., short stories, plays, and novels) and critical essays. Prerequisites: English 101 score on placement exam, or a grade of "C" or better in English 70.

Note: a typical 4.0 unit course like English 101 requires at least ten hours of work a week, including the time you spend accessing the class. Please note that this is as much as a part-time job. And it's important that you keep up. Most students who drop out of online classes do so not because of any frustration with the online environment but because it seems so easy to put off work--save it till later--that one day they simply find themselves overwhelmed. The flexibility of the online class is also its drawback.

The aim of English 101 is to help students reason logically, read critically, and write effectively. Upon entering English 101, students should be able to:

-  use the conventions of standard written English, including having a firm grasp of sentence structure and making no major errors in sentence fragments, run-ons, shifts, and mixed constructions or minor errors in comma usage;
-  write coherent, unified, and well-developed paragraphs with clear topic sentences;
-  know the difference between fact and opinion and between general, controlling statements (claims) and specific examples (evidence);
-  work with the writing and thoughts of others, including being able to keep separate their own ideas from those of others and being able to attribute all outside facts, opinions, and arguments to their rightful sources.

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

-  plan and write unified, coherent, and well-developed essays that incorporate effective thesis statements, topic sentences, transitions, supporting evidence, and various strategies of organization, introduction, and conclusion;
-  write varied sentences in the support of effective exposition;
-  analyze and discuss college-level reading material appropriate to the university, workplace, and community;
-  construct an effective research paper that shows familiarity with a topic, demonstrates use of library and other resources, states and effectively supports a thesis, and documents with evidence according to MLA guidelines.

**Is this class right for you?:** Students taking this course must have writing skills equivalent to passing English 70 with a "C" or better or attainment of the English 101 level on the English Assessment Exam. A note about the Assessment Exam: the essay portion of the placement exam is graded by English faculty who teach composition--including me. This means that the same people who recommend student placement are the same people who teach the courses and subsequently grade student performance. **Your writing ability must be assessed before you take this course.**

Because English 101 is a transfer-level class, it assumes a clear grasp of conventional English usage as well as a firm foundation in intermediate composition skills. It is the pivotal fifth class in the series of writing classes at Cerro Coso after "Improving Basic English Skills" (English 40) and "Introductory Composition" (English 70). The course is designed to introduce students who already know how to structure a basic essay to longer, more complicated modes of writing. It therefore cannot devote a lot of time to more basic skills such as sentence structure, thesis statements, or how to write a paragraph. You are expected to have a foundational knowledge in these areas before you enroll in this course.

**Assessment:** Students are responsible for digesting information and constantly organizing and synthesizing it. This requires being able to explain the course's major concepts and to put them into play in your own writing. There will be several ways that your expertise will be evidenced:

- class discussions designed to help you locate problems and strengthen your understanding;
- a body of formal 1000-1250 word papers (please see tentative schedule in Class Contents);
- a final 2000 word research paper;
- class participation, including homework assignments and several in-discussion essays.

**Assignments and Grade Percentages:** You will write four out-of-class essays and a 2,000-word research paper, a number of shorter in-class writing assignments, and several exercises. As with any other college course, it is expected that students will prepare for 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. The semester grade is determined by the papers, your active

participation, and smaller exercises. Your semester grade will be calculated as follows:

Four smaller papers	4/7
Longer research paper	2/7
Exercises, Participation, Discussion	1/7

**Participation in Online Discussion:** Discussion is the lifeblood of a class like this. The discussion environment of Cerro Coso Online allows us to talk with each other, share ideas, pose questions, and carry on a long-term conversation about the course's major topics.

All members of the class *must* participate in discussion. Substantive and meaningful contributions in discussions will figure as a significant portion of the final course grade. Discussion will work like "attendance" in a face-to-face class: every day that you make a substantive and meaningful contribution to discussion will be counted as one day of "attendance." Depending on the quality of your posts, attending class an average of 4 or more days a week will earn you an "A" or "B," 3 days a "B" or "C," and so on.

What counts as a "substantive and meaningful" contribution? That depends. It could be as long as a multiple-paragraph response to somebody else's post or as short as a question. But it must be a contribution that *deepens and advances the conversation*. "Hi there!," "Good job!," "I think so too," or "I don't have the book yet" don't count. It's best not to be over-anxious over this. Think about the kinds of discussions that take place in a face-to-face class and treat our discussions similarly. This means things like not posting to a discussion thread that ended four days ago since that is quite like walking into class 45 minutes late and trying to catch up by talking about what was discussed 20 minutes before you arrived.

**Student Conduct:** Students are expected to conduct themselves honorably and with respect for their classmates and their teacher. This requirement is specified in California Education Code (Section 66300), which is made available to all students at the time of registration. Remember that this is a classroom, not a chat room, and thus should be considered a professional environment in which students must conduct themselves professionally. The best rule of thumb is to refrain from posting any remarks that you would not verbalize in a classroom. Be advised that I will enforce very strict classroom management policies to ensure a professional environment in my class.

**Papers and Grading:** Papers are to have an acceptable font (Times New Roman is standard), font size (12), and be double-spaced with one-inch margins. Papers not conforming to this format, including all appropriate header material, will be handed back to be done correctly and DOWNGRADED ONE GRADE (e.g., from a B to a C). Corrected papers are to be submitted the next day or they will again be considered late. Do not provide title pages for any of the papers.

Papers will be graded on an A-B-C-D-F scale only. Initially, some plus (+) or minus (-) grades may be given. Please note the following grade standards for each grade level:

- A** Commands attention because of its insightful development and mature style. It presents a cogent response to the assignment elaborated with well-chosen examples and persuasive reasoning. Not only does the writer observe the conventions of written English but words are also chosen aptly and sophisticated sentences used effectively. One or two typos or grammatical mistakes are acceptable for an A paper.
- B** Clearly competent. It presents a thoughtful response elaborated with appropriate examples and sensible reasoning. While typically having a less fluent and complex style than a paper in the A range, a B paper shows its writer can choose words accurately and vary sentences effectively. One or two typos or grammatical mistakes per page are allowable.
- C** Satisfactory, even if marginally so. It presents an adequate response to the assignment with acceptable reasoning and examples that are sufficient for the task. A C paper is the minimal work possible that has everything required of the assignment. Its style is generally less effective than that of the B or A paper, although the writer can choose words of sufficient precision and control sentences of reasonable variety. A C paper may contain occasional major errors in grammar and usage or frequent minor errors (but no more than 4 per page).
- D** Unsatisfactory in one or more of the following ways: 1) it may lack coherent structure—that is, move randomly from point to point without any logical plan; 2) it may be missing examples or evidence to back up general points; 3) it may reflect an incomplete understanding of the topic; 4) its prose style might contain pervasive (more than 4 per page) major and minor grammatical and/or proof errors.

- F** Suggests severe difficulties in reading and writing conventional English. It may disregard the topic's demands or lack any appropriate structure whatsoever, even at the paragraph level. It may be inappropriately brief.

**Paper Length and Assignment Schedule:** The first four papers should be approximately 1000-1250 words, the final research paper nearly twice as long at 2000 words. For specific paper assignments, see [Papers](#) in Class Contents. For all of the assignments for each section, including papers, see the Assignment Schedule in Class Content and in the Discussion Area. To go there now, see [Assignment Schedule](#) in the Discussion Area.

**Feedback:** Students who have questions or concerns about their grades or my comments on their papers can send me a private e-mail, call me in my office, or schedule a face-to-face conference. These questions are inappropriate in online discussions, however, because they detract from the discussion topic and because they risk initiating an exchange that potentially could be very embarrassing for the student; just as I do not discuss a particular student's grade in front of an onsite class, I will not do so in my online discussions. Therefore, I welcome the private expression of these concerns so that I can provide honest answers to your questions.

### **Submitting Papers**

In format, please submit papers and exercises in your word processor's default font (that makes it easier for me to work with them when I get them here). Papers should be submitted as Microsoft Word documents in rtf (rich text format). If you have WordPerfect or MS Word for Mac, *you must save the files as MS Word for Windows before sending them.* *I cannot convert papers for you.* If you anticipate that submission might be a problem, please send the paper in advance of the due date; I'll let you know right away if I can't read it. I will always confirm receipt of assignments, usually within 24-48 hours, either via return e-mail or on the class site in discussion.

Please submit assignments as attachments to e-mail, not as e-mail messages.

To send a document as an e-mail attachment:

1. First things first: when you create and save your document **the first time**, save it with **your last name** and **the paper**

**number**; i.e., "Smithpaper1.doc" or "Jonespaper2.doc", etc.

**This is very important.** Saving your file in your own name allows me to identify your paper in my attachment folder; otherwise, I may miss it. Do, also, be sure that you have included your name and the other required course information on the paper itself.

2. From your e-mail program, begin a new message addressed to me ([cmdavis@cerrocoso.edu](mailto:cmdavis@cerrocoso.edu)).
3. All e-mail programs are different in the kind and quality of features they support, but most allow you to attach documents by clicking on a button or pulling down a menu. Somewhere will be the words "Add an Attachment" or "Attach a file" or something similar. My e-mail program, for example, (MS Outlook) has an icon on the toolbar with a picture of a paper-clip and the word "Attach" underneath. I also have the option of clicking on the word "Insert" on the menu bar and selecting "File Attachment."
4. You will then be presented with a dialogue box or other feature that allows you to put in, or browse for, the file-name of your document you want to attach. If your paper is stored on your hard-drive at **c:\msoffice\winword\Smithpaper1.doc**, this is the file-name you would enter or browse for. If it's on a floppy disk, it might be something like **a:\Smithpaper1.doc**.
5. Press OK (or whatever your program uses to accept data).
6. You should see in the body of your e-mail message not the document but a message indicating that the document is attached.
7. Send away.

If you have any trouble, and your e-mail is maintained by your Internet Service Provider, contact them for assistance first. If you're still having problems, let me know or use the [Help Center](#) in the Discussion folder to contact the class, explain your problem, and we'll try to figure it out.

**A Note About Plagiarism:** The unacknowledged use of another person's labor--which includes ideas, words, or assistance--is considered plagiarism. This means that all students must carefully and diligently cite sources whenever submitting any ideas or words from outside sources (including our textbook). Students must also not present another student's work, ideas, or words as their own. We will be working over the course of the semester with how to appropriately cite sources, but be aware that it is something that we take very

seriously and something about which I have a lot of experience and resources available to detect.

The standard penalty for plagiarism in any form is an "F" on the assignment. In serious cases, the result of plagiarism will be an "F" in the course, an official report of academic dishonesty, and possible suspension or expulsion. According to the Student Handbook, "The Board of Trustees, the College President or the Vice President of Student Services may suspend a student for good cause. "Good cause" includes "[d]ishonesty, cheating, plagiarism, or knowingly furnishing false information to the College" (KCCD Board Policy 4F6D).

**Withdrawal/Drop Policy:** Notice that the drop and withdrawal deadlines for the semester are clearly stated in the Cerro Coso College Catalog. As the Catalog explicitly indicates, the decision to drop or withdraw is entirely the student's concern, although instructors do have the right to drop students who miss more than four classes during the semester. *Students must not assume, however, that they will be dropped automatically by the instructor if they stop attending the class.*

# MATHEMATICS C055 – INTERMEDIATE ALGEBRA

## CERRO COSO COMMUNITY COLLEGE

EASTERN SIERRA COLLEGE CENTER – BISHOP & MAMMOTH

MATH C055 (#70365 & #70366) – 4.00 units – FALL 2009

T/R – 8:00 – 10:05 A.M. – ITV (BESCC 122 & MESCC 206)

Joe Slovacek - Professor

☎ 924 – 1603 (Mammoth)

☎ 872 – 5318 (Bishop)

✉ jslovacek@cerrococo.edu

Webster's defines **algebra** as a mathematical system used to generalize certain arithmetical operations by permitting letters or other symbols to stand for numbers.<sup>1</sup> Algebra has a long history whose development spanned millennia. The use of symbols first occurred in the works of the early Egyptians and Hindus around 1700 B.C. The Greeks contributed to the subject around 250 A.D. and major contributions were made by Arabian mathematicians during the Islamic period; modern developments did not occur until the seventeenth century.<sup>2</sup>

Muslim mathematicians were the first people to write numbers the way we do, and, although we are heirs of the Greeks in geometry, part of our legacy from the Muslim world is our arithmetic. Out of this dual heritage of solutions to problems asking for the discovery of numerical and geometric unknowns Islamic civilization created and named a science – algebra. The word itself comes from the Arabic word "**al-jabr**," which appears in the title of many Arabic works as part of the phrase "*al-jabr-wa al-muquabalah*."<sup>3</sup>

**Intermediate Algebra** is a continuation of Elementary Algebra (Math C050) and is the fourth course in the mathematics sequence leading to Calculus. This course covers the essential concepts and skills of algebra and the study of functions needed for further study in mathematics. We will cover exponents, factoring, solving linear and quadratic equations, systems of equations, algebraic fractions, graphs of linear and quadratic equations and inequalities, radicals, determinants and function notation. One of the major objectives of this course is to help you make the transition from elementary mathematics to pre-calculus. In addition to preparation for the study of pre-calculus, you will gain improved arithmetic and problem-solving skills, an introduction to mathematical literature and a general appreciation to the mathematical way of thinking. You will also get an introduction to the use of calculators and computers as tools for learning and doing mathematics.

**REQUIRED TEXT & MATERIALS:** 1. M.L. Lial, J. Hornsby & T. McGinnis, **INTERMEDIATE ALGEBRA**, 10th ed. Plus CourseCompass access code, Pearson Education, Inc., 2008. **Textbook & Software Bundle**

**ISBN: 978 - 0 - 321 - 50721 - 1 OR**

2. Compass & Geometry Set

**978 - 0 - 321 - 60784 - 3**

**CourseCompass ID # slovacek26637**

**RECOMMENDED TEXT (one of the two):**

R. D. NELSON & D. NELSON, eds., **DICTIONARY OF MATHEMATICS**, 3rd ed. Penguin Books Ltd, 2003. (ISBN 0-14-101077-0) **OR**

Frank TAPSON, **BARRON'S MATHEMATICS STUDY DICTIONARY**. Barron's Educational Series, Inc., 1998. (ISBN 0-7641-0303-2)

## **PREREQUISITES**

Math C050 (Elementary Algebra) with a grade of "C" (or higher) or equivalent.

## **COURSE GOALS & OBJECTIVES**

<sup>1</sup>Webster's New Twentieth Century Dictionary Of The English Language Unabridged, 1976 2nd ed., "Algebra," 45.

<sup>2</sup>T. Alaric Millington & William Millington, *Dictionary of Mathematics*, 1966 ed., "Algebra," 6.

<sup>3</sup>J. L. Berggren (1986), *Episodes in the Mathematics of Medieval Islam*. Springer-Verlag, New York, 29 & 102.

- Develop self-learning skills in mathematics.
- Develop the ability to read and understand mathematics books.
- Communicate mathematical ideas through writing, discussions and presentations.
- Develop sufficient knowledge to continue studies in college algebra and trigonometry.
- Develop an understanding of the uses of algebra.
- Develop basic literacy and numeracy in the area of algebra.
- Become proficient in working with signed numbers, factoring, linear equations and systems of equations.
- Become proficient with simple and complex fractions, functions, graphing, exponents, radicals.
- Become proficient with quadratic equations and determinants.
- Demonstrate problem-solving skills requiring a combination of techniques.
- Become familiar with using calculators and computers in mathematics.

### **STUDENT LEARNING OUTCOMES AND ASSESSMENT:**

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

- A. Consistently perform signed number operations correctly. This outcome will be assessed and scored by exam.
- B. Demonstrate proficiency with operations of algebraic fractions. This outcome will be assessed and scored by exam.
- C. Use the rules of exponents and radicals to simplify expressions and solve equations. This outcome will be assessed and scored by exam.
- D. Recognize the difference between functions and non-functions. This outcome will be assessed and scored by exam.
- E. Graph a line and write the equation of a line. This outcome will be assessed and scored by exam.
- F. Recognize and graph at least one quadratic – parabola, circle, ellipse, or hyperbola. This outcome will be assessed and scored by exam.
- G. Solve a linear system of equations by at least two of the following methods: graphing, substitution, addition, elimination, Cramer's rule. This outcome will be assessed and scored by exam.
- H. Solve quadratic equations by at least two of the following methods: factoring, completing the square, quadratic formula, graphing calculator. This outcome will be assessed and scored by exam.
- I. Graph exponential and logarithmic functions. This outcome will be assessed and scored by exam.
- J. Use the properties of exponential and logarithmic functions to solve equations. This outcome will be assessed and scored by exam.
- K. Set up and solve word problems related to the skills above. This outcome will be assessed and scored by exam.

### **CLASS FORMAT**

Class will usually begin with a brief review followed by discussion of course material utilizing a variety of teaching formats; e.g., lecture, discussion, student presentations and multimedia. Class time will also be devoted to doing practice problems and mathematical projects individually or in groups as well as question & answer sessions on new and previous material. **A NOTE ON MY TEACHING STYLE:** I minimize the time I spend lecturing as students learn primarily by explaining or otherwise getting involved; "A lecture has been well described as the process whereby the notes of the teacher becomes the notes of the student without passing through the mind of either."<sup>4</sup> Therefore, I tend to utilize discovery methods (e.g. Moore method<sup>5</sup>) of teaching and group problem-solving.

### **GRADES**

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<sup>4</sup>Mortimer J. Adler (1940), *How To Read A Book*. Simon and Schuster, New York, 51.

<sup>5</sup>Paul R. Halmos, What is Teaching? *The American Mathematical Monthly* 101:9 (1994), 848-854.

Your grade is solely based on the quality of your work; you will not be graded on a curve. It is based as follows:

Exams	60	[90 , 100]	<b>A</b>	★
Homework	35	[80 , 90)	<b>B</b>	😊
Additional Assignments	15	[70 , 80)	<b>C</b>	😐
		[60 , 70)	<b>D</b>	😞
		[ 0 , 60)	<b>F</b>	👎
Total Possible	110	(Includes 10 Extra Credit)		
Graded Scale	100			

Nine regular chapter **EXAMINATIONS** will be given during the semester. **PLEASE NOTE THE EXAM DATES ON THE COURSE OUTLINE!** No make-up exams will be given; a missed exam is a missed exam, so please mark your calendars. Exam questions will consist of questions very similar to the homework questions. There will be sample exams available for your review. There is no formal "final exam." The examinations will not be comprehensive except to the extent that you will need to know the material in the early chapters in order to be able to do the work in later chapters. **Assume that everything we do in this course is testable: all assigned readings and homework problems as well as all discussions and laboratory activities done in class.**

### **EXAM SCHEDULE:**

There will be nine exams (chapters 1-9). Each exam is worth up to 7.2 points. *None of the exams will be cumulative* except to the extent that you need to know and understand the material from earlier chapters in order to know and understand the later chapters. The exams will be done in our college computer labs. Bishop students will normally take their exams in class on Thursdays and Mammoth students will normally take their exams in class on Tuesdays. **Important Note! There may be some changes in schedule due to some foreseen, e.g. "Thanksgiving" and unforeseen events, e.g., "snow days," where Bishop students will take their exams on Tuesday and Mammoth students will take their exams on a Thursday. All students should be prepared to take their exams on either day (Tuesday or Thursday) of a particular exam week. I'll go over this in class and hopefully avoid any confusion.**

	<b>Tentative Exam Date Thursday - Bishop</b>	<b>Tentative Exam Date Tuesday - Mammoth</b>
<b>Exam 1</b>	September 3.	September 1.
<b>Exam 2</b>	September 10.	September 8.
<b>Exam 3</b>	September 17.	September 15.
<b>Exam 4</b>	October 1.	September 30.
<b>Exam 5</b>	October 15.	October 13.
<b>Exam 6</b>	October 29.	October 27.
<b>Exam 7</b>	November 12.	November 10.
<b>Exam 8</b>	November 24. (Tuesday)	November 24.
<b>Exam 9</b>	December 10.	December 8.

**FAQ – What if I miss an exam for any reason and therefore miss my opportunity to receive up to 60 points toward my overall grade?**

I would advise against missing an exam so please mark your calendars and make arrangements accordingly. There are ten extra points available in the overall grading scheme. This is the **ONLY** extra credit option available in the course.

Your **HOMEWORK** consists of **thoroughly reading your textbook** and doing as many problems in the text as is necessary for you to learn the material and to do well on the exams. A good rule of thumb is to do every

other odd problem in your textbook. Doing homework problems in the text is not required; it is simply a "suggestion" if you really want to learn the material. I will not collect them for grading; however, your exam performance will be indicative of your homework effort. It will be difficult, if not impossible, to learn the material or do well on the exams if you do not keep up on your homework. It is suggested that you keep your homework organized in a notebook. If you experience difficulties in this course, your notebook will provide a useful tool for your instructor and tutor so that suggestions for improvement can be made.

**ADDITIONALLY**, there will be **Required Online Homework**.

**This is a homework intensive course!** This course covers fifty sections of the text, and homework will be assigned for each of these sections. Homework assignment point values vary, based on the number of problems contained in each assignment. There are a maximum of 35 adjusted homework points possible. All 50 homework assignments are required and will count toward your overall grade. These are not timed assignments, but they have due dates. Once the due date elapses for a particular assignment, the student will no longer be able to work on it. Please see the Homework section for a list of due dates. **You may redo homework assignments to improve your scores or simply to get more practice as often as you like up to the absolute due date!** You can also access your homework assignments after the due dates for practice, however, you will not be able to change the homework scores after the due dates.

## **HOMEWORK SCHEDULE**

**All of the necessary plug-ins (MathXL) will have to be installed on your computer.**

**All due dates have "due times" of WEDNESDAY 8:59 P.M. Pacific Standard Time (PST)!**

	<b>Homework Date Deadline</b>	<b>Homework Availability ("Window")</b>
<b>1.1 - 1.4</b>	No later than September 2	August 25 - September 2
<b>2.1 - 2.4</b>	No later than September 9	August 25 - September 9
<b>2.5 - 2.7</b>	No later than September 16	August 25 - September 16
<b>3.1 - 3.5</b>	No later than September 23	August 25 - September 23
<b>4.1 - 4.2</b>	No later than September 30	August 25 - September 30
<b>4.3 - 4.4</b>	No later than October 7	August 25 - October 7
<b>5.1 - 5.3</b>	No later than October 14	August 25 - October 14
<b>5.4 - 5.5</b>	No later than October 21	August 25 - October 21
<b>6.1 - 6.3</b>	No later than October 28	August 25 - October 28
<b>6.4 - 6.5</b>	No later than November 4	August 25 - November 4
<b>7.1 - 7.3</b>	No later than November 11	August 25 - November 11
<b>7.4 - 7.6</b>	No later than November 18	August 25 - November 18
<b>8.1 - 8.4</b>	No later than November 25	August 25 - November 25
<b>8.5 - 8.7</b>	No later than December 2	August 25 - December 2
<b>9.1 - 9.4</b>	No later than December 9	August 25 - December 9
<b>9.5 - 9.7</b>	No later than December 9	August 25 - December 9

**FAQ - Why do the due times in Course Compass differ from the due times outlined in the Course Schedule?**

The Course Compass servers are physically located on the East Coast of the United States and are therefore under Eastern Time. Cerro Coso Community College is physically located on the West Coast of the United States so the due times follow Pacific Standard Time (PST). So ... course compass may show 11:59 P.M. which is 8:59 P.M. PST on the west coast. Note that all deadlines are based on Pacific Standard Time (PST) and therefore the due time will always be 8:59 P.M. PST for the WEDNESDAY due dates.

**ADDITIONAL ASSIGNMENTS** will be assigned during the semester. These assignments may be in the form of additional reading assignments such as newspaper, magazine, and journal articles as well as additional readings from supplemental texts. The purpose of these assignments is to give you additional background material and to help you become comfortable with mathematics as well as to improve your own learning skills. The assignment will also give you the opportunity to become familiar with mathematical literature in a different form from your textbook and in **writing**<sup>6</sup> a mathematical review paper, summary and critique, on the books and articles you will be reading. I want you to tell me (1) what **you** learned from reading the book or article and (2) comments on the book or article — Was it well written? Did it make sense? Did the author give a convincing argument? You will turn in short review papers on all additional reading assignments. In and out of class **PROJECTS, LABORATORY ACTIVITIES**, and in-class **Quizzes** may also be assigned. **NO ADVANCE NOTICE OF IN-CLASS READING ASSIGNMENTS, PROJECTS, LABORATORY ACTIVITIES, OR QUIZZES WILL BE ANNOUNCED!** The student handbook states “Regular and prompt class attendance is expected of every student. Your absence means that you are not able to participate in the class.” I do understand that unexpected emergencies, e.g., illness, do come up and it is one of the reasons that ten (10) extra credit points is built into the grading scheme.

### **Mathematics Classes & Study Time!**

**\*\*\* Math classes move quickly and cover a lot of material during the semester. A universally accepted rule-of-thumb for any college course is two hours per week of study time for every hour spent in class; some recommend three to four hours per week of study time for every hour in class. So ... for a regular 16-week semester Math C055 class, you would spend 4 hours per week in class with an additional 8 hours per week of study time - this equals a minimum of 12 hours per week total class/study time; "*your mileage may vary*" and you should plan on spending between 12 and 20 hours a week in order to pass this course!**

**\*\*\* THEREFORE, THIS CLASS (MC055) IS A SERIOUS PART-TIME JOB!**

### **How To Be Successful!**

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<sup>6</sup>“Writing can help mathematics students in many different ways. Students who are required to write must do considerable thinking and organizing of their thoughts before they write, thus crystallizing in their minds the concepts studied. After completion of the written work, it is then available for their own use in later studies, and it may also be shown to other students who have difficulty with the same concept. Finally, the entire process will give students valuable practical experience in expressing their thoughts in writing, a skill that they will most certainly need in any future position of responsibility.” Marvin L. Johnson, *Mathematics Teacher*, February 1983, 117.

**First - you absolutely need to put in the time (please see above)!** I wish I could perform the "Spock mind-meld" and transfer the information into your brain, but I simply don't have that ability. The best I can do is to guide you and try to explain material when you get stuck. Now, what to do?

1. Read the text, several times, very carefully and make sure that you understand rather than merely memorize for the short term.
2. Make sure you understand what all the words mean - it is impossible to learn mathematics without understanding the words, terminology, theorems and properties used to communicate mathematics - this is true for any subject in any discipline. I highly recommend buying a MATH DICTIONARY (YES - many do exist!). In addition, the Course Compass website contains many useful web links in the content areas.
3. Make sure that you thoroughly understand the example problems and that you can do them without looking at the book. You have little hope of understanding and successfully doing the homework if you don't understand the example problems.
4. Do the homework in your textbook; a good rule-of-thumb is to do every other odd problem. The majority of your time in this course should be spent with your textbook and in doing homework problems from the text. Let me reiterate - you should be **WRITING** (yes, that means pen/pencil and paper) your work/answers to the problems/questions as well as the definitions to the terms, theorems and properties.
5. You should view the online homework as quizzes to help you prepare for the exams.
6. **EXTREMELY IMPORTANT!** Pay careful attention to using the correct form and syntax when doing your online homework and online exams. For example, if the problem asks for an answer to the tenths decimal place and you enter your answer to the hundredths decimal place, the computer will mark it wrong even though the answer may be numerically correct. correct format! You may redo homework assignments to improve your score as often as you like up to the due date. I would strongly suggest that everyone do the tutorial "How to Enter Answers Using the MathXL Player" located in the announcement tab at left.
7. **ALSO EXTREMELY IMPORTANT!** If you find that you are not doing well in the course, i.e., not passing the exams, it is a **student responsibility** to take steps to remedy the situation. PLEASE communicate with your instructor (me) so that you can be provided with suggestions for improvement. I very highly, strongly, recommend that you try to form a regular study group with other students in your area - the process of studying with others can really help a lot. Finally, if you do need extra help, please contact your local and/or online counselor to help you find and arrange for a tutor to help you. Please do this immediately if you do not pass **ANY** of the chapter exams. Finally, if the material still does not seem to "click" after you have done all of the above, it probably means that your background in mathematics is very weak and I very strongly suggest that you go back and retake the prerequisite mathematics course - no matter what letter grade you received! It is well documented that grade inflation exists and a good grade does not necessarily mean that you have a good understanding of prerequisite material. The goal is, and always should be, to learn the material. Your future professional success will depend on your knowledge, skills, and abilities and not on the grades you receive in your college classes; very few people, if anyone, will ever look at your grades once you enter the professional world. Your goal, as a student, should be to learn the material as best as you possibly can rather than "going for a particular grade" or simply "passing the class." I should note that if you learn the material well you will almost certainly get a good grade in the course, so please make studying a priority! :-)

**ATTENDANCE REQUIREMENT POLICY (reference: Student Handbook)**

Regular and prompt class attendance is expected of every student. Your absence means that you are not able to participate in the class. Only approved college activities (e.g. field trips, college-sponsored conferences, and athletic events for the specific athletes) are deemed excused absences for which the student has the right to make-up work. Instructors have the right to set their own make-up policy, if any, for missed work due to other types of absence. While it is the final responsibility of the student to drop a class that he/she is no longer attending, instructors may, at their discretion, drop students without consultation with the student, when un-excused absences number the equivalent of two weeks or exceed 10% of the total hours of class sessions, up to the 9<sup>th</sup> week of the semester or the 60% date of the enrolled course. After the 9<sup>th</sup> week, students will be assigned the appropriate letter grade. **PLEASE NOTE: Your instructor may drop you from the course on your 5<sup>th</sup> (fifth) un-excused absence prior to the 10<sup>th</sup> week of classes.**

### **Also, an excerpt from the STUDENT HANDBOOK**

**You (the student) agree to:**

- Attend classes regularly and complete assigned work.
- Complete your courses and maintain progress toward an educational goal.

### **REGISTRATION/IMPORTANT DATES**

- 1) You must register for this class at the Office of Admissions and Records.
- 2) Last Day to Request a Refund for Full-Term Classes (10% Date) is **Friday, September 4.**
- 3) Last Day to Declare Credit/No Credit (30% Date) is **Monday, September 21.**
- 4) Last Day to Drop with No Record is (30% Date) **Monday, September 21.**
- 5) Last Day to Drop for "W" Grade is (60% Date) **Monday, November 2.**

### **OFFICE HOURS (Tentative - will probably change during the semester)**

Office Hours are tentatively scheduled Tuesday 6:55 – 7:55 A.M. & 12:30 – 2:00 P.M. in Bishop (Room 104), and Thursday 6:55 – 7:55 A.M. & 12:30 – 2:00 P.M. in Mammoth (Room 225C), and by appointment; additional office hours will be announced in class. Feel free to ask me questions **anytime**. It's important to clear up difficulties early on so you do not become lost in the course. The study of mathematics is very dependent on the knowledge and skills you learned in previous material. Work hard, have fun and good luck toward a successful and rewarding semester in all your classes. ☺

### **Personal Information**

It is very important that the college or your instructors be able to contact you when necessary for such situations as a cancelled class, a change in the time or location of a class, or an emergency college closing. **It is your responsibility** to make sure that your contact information, including telephone numbers, e-mail address and mailing address are correct. Please verify this information at the beginning of each semester or whenever you change your e-mail address or telephone number! You can do this under the Personal Information menu on BanWeb.

### **Students with Disabilities**

If you have a disability which may require classroom or test accommodations, **please** contact Special Services - Disabled Student Program and Services (DSPS) in Room Main Bldg 312 or call 760-384-6250. You will need to provide written documentation of your disability. If you think you have a disability but currently have no documentation, DSPS may be able to help you. **All information will be kept confidential.** This document is available in alternate format upon request.

## **"Life"**

Life has a way of throwing us a few curves from time to time; I've certainly had my share. You may find yourself with some type of life difficulty, e.g. medical or personal, where you find that you are not able to concentrate and spend time on your studies. I understand and completely empathize and I wish I had the ability and training to help with these situations but I simply do not have the ability, training or background to do so. If you find that you are in some type of crisis, please feel free to talk to me about it. If it is a serious situation, and it often can be, I will direct you to our counseling staff. Counselors are the trained professionals that have the education, background, and experience to help you in difficult times. My strongest recommendation, speaking as a mathematics professor, is that if you find yourself in a "space" where you simply can't concentrate on your studies, for whatever reason, please consider dropping the course and/or taking an incomplete (you do need to be passing the class at the time of an incomplete and administration does require, if the situation is medical, a general note - nothing specific - from your physician stating that you have some type of medical situation); it simply is not worth trying to continue in the course and receive a poor grade on your college transcript if you don't have the time and energy to put into the class. You will then have more time and be more able to deal with and resolve your situation without the added pressure of trying to pass your college classes; also, please don't forget that counselors are able to help or at least point you in the right direction for assistance. Please remember that the course will almost always be available next semester so you can take it when you are in a position or "space" to concentrate on your studies.

## STUDYING INTERMEDIATE ALGEBRA<sup>7</sup>

Studying **intermediate algebra** is different than studying art, history, or science. Here are some suggestions on how to get the most out of your pre - algebra class and textbook.

1. **Before** going to class, look over any new topics that I will cover. Read the introductory paragraph of the new section to see how the new ideas fit in with previous ones. Skim quickly through the section to see if any new formulas, rules, or theorems are developed (leave out any derivations or theoretical discussions the first time through).
2. Follow through the worked examples in the text. **This may take some time**. First read the statement of the example, and make sure that you completely understand what is being asked for. Try to decide how the example fits in the topic of the section. Write out the solution yourself, using pencil and paper. **Supply any steps missing in the book**. Work through to the conclusion of the problem, and then check the answer to make sure it is correct.
3. Try a few exercises of each type. Check your answers in the back of the book to make sure you're on the right track.
4. There will probably be a few places where you get stuck. **Go to class**, and listen to my presentation. Probably you will find many of your trouble points cleared up by the class discussion. Do not be afraid to ask questions. You are in class to learn, so go ahead and ask about anything that troubles you.
5. If your questions are not cleared up in class, **ask for help during my office hours**. In addition, Cerro Coso Community College's Eastern Sierra College Center maintains a peer-tutoring program involving all students taking mathematics courses as well as students taking courses requiring mathematical knowledge and skills. Our goal is to ensure that you will always have someone to help you and somewhere to go for that help that will fit into your schedule.
6. Work the assigned homework problems.
7. After you finish the homework, look over the next section of new material.
8. At the end of each chapter, check your understanding of the topics of the chapter by taking the test.
9. If you would like some supplementary problems and review questions, get a copy of another pre-algebra book in the library and try the problems there. Reading the same subject material written by a different author will often clear up difficulties. If you want any additional material, please let me know.
10. When it comes time for the final, make up your own sample final as follows: go through the sections you studied, and write down the statement of some typical worked examples. Then work through the problems you have written down. You can then refer back to the book to see how to work any of the problems that might have given you trouble.
11. Finally, after all this work, you are ready for your reward: **take the next mathematics course** you need.

**A FINAL NOTE:** A rule of thumb for college courses is that students, on average, should **STUDY TWO HOURS FOR EVERY HOUR SPENT IN CLASS**. This rule is an average and the time you actually spend will depend on your background, abilities, and commitment to hard work; sometimes you will have to spend more time and sometimes less. So, for **Intermediate Algebra**, you should study, on average, a minimum of eight hours per week. Good Luck! ☺

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<sup>7</sup>Adapted from Margaret L. Lial & Charles D. Miller, *INTERMEDIATE ALGEBRA*, 2nd Edition (Glenview, Illinois: Scott, Foresman and Company, 1976), Preface.

**Cerro Coso Community College**

**Summer Semester 2009**

**Course Name and CRN:** PDEV C101 (50172)      **TWR 9:00 a.m. to 12:00 p.m.**

**Instructor:** Missy Gross      **Starts:** July 7 **Ends:** August 13

**Contact Info:** [mnmgross@msn.com](mailto:mnmgross@msn.com)

**Textbook:** Sherfield, R., Montgomery, R., and Moody, P. (2008) *Cornerstone: Discovering Your Potential, Learning Actively, and Living Well*. 5<sup>th</sup> edition; Pearson Education, Inc., New Jersey. **\*\*\*Bring to class every day\*\*\***

**Required Resources:** Cerro Coso Catalog. You will also need to bring your text, syllabus, writing instruments, paper, and journal with you to every class meeting. You will also need to sign up for CSCI C001, as we'll be doing activities in the computer lab.

**Drop Dates:** 10% Date: July 8      30% Date: July 15      60% Date: July 29

**Catalog Course Description:** This class emphasizes skills for becoming an effective student such as time management, note taking, memory skills, textbook reading, exam preparation and test strategies. A variety of college resources including the library will be introduced. Topics such as personal strengths, goal setting, and career choice will be explored.

**Course Objectives:** Upon successful completion of the course, students will be able to:

- A. understand college requires different skills from other learning environments and apply skills such as self-responsibility, self-evaluation, and time management to their life circumstances.
- B. understand their own personal strengths and be able to use those in academic, personal, and service settings.
- C. understand and apply study techniques such as note taking, power reading, mnemonics, and test taking.
- D. use extensive journal writing as a method to clarify problems and explore solutions.
- E. respect diversity in thinking due to differences in learning style, experience, life circumstance and culture and include awareness of sexual and disability harassment.
- F. use critical thinking processes for solutions to problems and for implementing new ideas.
- G. evaluate the effect of choices on health, money management, and relationships.
- H. understand how learning styles and attitudes impact learning.
- I. utilize personal strengths, talents, and themes in a service setting and understand strength concepts application to personal and career choices.

**Course Outline:**

July 7—Introduction and class overview; campus tour; chapter 1  
July 8—Chapter 2 (Quiz chapters 1&2)  
July 9—Chapter 3 (Quiz chapter 3; SmartGrades.net)  
July 14—Chapter 4 (Quiz chapter 4; Time Sheets due)  
July 15—Chapter 5 (Quiz chapter 5)  
July 16—Chapter 6 (Quiz chapter 6)  
July 21—Chapter 7 (Quiz chapter 7)  
July 22—Chapter 8 (Quiz chapter 8)  
July 23—Chapter 9 (Quiz chapter 9)  
July 28—Chapter 10 (Quiz chapter 10)  
July 29—Chapter 11 (Quiz chapter 11; Spending Trackers due)  
July 30—Chapter 12 (Quiz chapter 12)  
August 4—Chapter 13 (Quiz chapter 13)  
August 5—Chapter 14 (Quiz chapter 14; Food Intake Analysis due)  
August 6—Chapter 15 (Quiz chapter 15)

August 11—Chapter 15 (Wellness Plan due) **class in LRC 709**

August 12—Final Preparation

August 13—Final

**\*\*\*There will be in-class activities and assignments not listed here that will be collected and graded\*\*\***

**Grading:**

14 Quizzes **140 points (10 points each)**

Participation (graded by completion of ALL of the following: daily journals, in-class activities and assessments, and group activities) **180 points (10 points each class)**

**Special Assignments:**

Who Am I? Collage **20 points**

SmartGrades.net **20 points**

Time Sheets **20 points**

Campus Scavenger Hunt **20 points**

Catalog Search **20 points**

Library Scavenger Hunt **20 points**

Career and Transfer Center Worksheet **20 points**

Spending Tracker **20 points**

University Catalog/Web site Worksheet **20 points**

Impromptu Speech **20 points**

Speech of Personal Experience **20 points**

Food Intake Analysis **20 points**

Obituary **20 points**

Wellness Plan **20 points**

Career Exploration Assignment **20 points**

Final **100 points**

Total points possible **720 points**

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F=<60%

**Class Behavior Expectations:**

- Bring journal to class everyday
- Get to class on time
- Stay for the whole class period
- Listen and positively participate in class discussions and activities
- Use language appropriate to a college class
- No personal attacks—disagree without being disagreeable
- De not engage in private conversations
- **DO NOT USE CELL PHONES IN CLASS, INCLUDING TEXTING**

**Accommodations:** *If you have a disability that may require classroom or test accommodations, please contact Special Services-Disabled Student Program and Services (DSPS) at 760-384-6250. You will need to provide written documentation of your disability. If you think you have a disability but currently have no documentation, DSPS may be able to help you. All information will be kept confidential.*

*PSYC 211 (50231) Course Syllabus*  
***Life Span Development***  
*Cerro Coso Community College*  
*Professor: Dr. M. Peoples*  
*Summer 2011– 3 Units – A/CSU/UC*

Updated 5/31/11

**Professor Contact Information:**

Office: Room 237 MB – by appointment

Phone: 760-384-6385

E-mail: [mpeoples@cerrocoso.edu](mailto:mpeoples@cerrocoso.edu) (Subject line: **50231**)

**Class Schedule**

May 31 – July 30, 2011

Last day to drop class without it showing on your record: **June 28<sup>th</sup>**

Last day to drop the class and receive a “W” **July 16<sup>th</sup>**.

**Class Closes:** *Friday* July 30, 2011 @ midnight

**Course Description**

This course is a survey of developmental research and theory from prenatal period through old age. It examines findings in physiological, perceptual, cognitive, social, vocational and personality development. The course addresses issues in research methodology and applications

**Required Course Texts:**

- Santrock, John W. (2011) Life-Span Development 13<sup>th</sup> edition McGraw Hill, Boston. ISBN # **978-0-07-353209-7**

**Suggested site to obtain e-text that may be up to 50% cheaper than a print book:**

[www.coursesmart.com](http://www.coursesmart.com)

**Additional Resources:**

- **Online Learning Center:** [www.mhhe.com/santrockld13e](http://www.mhhe.com/santrockld13e)
- **Learning Resource Center:** Rm. 710 (Learning Assistance Center – LAC)  
Sherri Windish [760-384-6161](tel:760-384-6161)

**Student Learning Outcomes**

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

- A. Identify the relatively predictable biological, psychological, and social changes that occur for all people across the lifespan.
- B. Determine the impact of culture and gender on lifespan development issues.
- C. Analyze the leading developmental theories
- D. Evaluate a developmental research study
- E. Critique typical developmental vulnerabilities, potential crises, and appropriate interventions

**Participation Policy:** Realizing that student success in college is largely dependent on participation, it is essential that you participate in all online activities to get the most from this course. Weekly study quiz points and essay questions cannot be made up. On certain occasions, circumstances may arise such as hospitalization or death in the immediate family that prevents you from completing the weekly assignments. If there is such an emergency please contact me as soon as possible. I will on occasion allow one excuse for such an issue. However, 15% will be taken off the grade. Since this is a summer condensed class, it is imperative that you consult with me ASAP if

this should occur to discuss the best recourse and if you can successfully complete the class under your emergency circumstance.

**Online Class Conduct:** You are in college. You will be treated and respected as an adult and adult behavior is expected. It is imperative that we respect each other's opinions and values. Offensive and vulgar responses or posts on the Discussion board will cause you to be dropped from this class.

<b>Grading</b>	90 – 100%	A	500 - 450 points
	89 -- 80%	B	449 - 400
	79 – 70%	C	399 - 350
	69 – 60%	D	349 – 300
	59% and below	F	299 and below

### Assignments & Exams

3 short essay posts	<b>20 pts. X 3 = 60 points</b>
6 short essay responses	<b>10 pts X 6 = 60</b>
7 weekly Quizzes	<b>25 pts. X 7 = 175</b>
Midterm Exam	<b>100 points 100</b>
Final Exam	<b>100 points 100</b>
All assignments completed on time	<b>5 points 5</b>
	<b>Total Points 500</b>

Each week's discussion and quiz will be due on **Sunday by 11:55 PM** except for the **Final Exam** which will be due on **Friday, July 30<sup>th</sup>** at 11:55 PM. There is no essay on week 5 or 9. Each discussion will be scored with a rubric. See below:

Performance Element	Excellent	Good	Average	Poor
<b>Topic (12 points)</b>	All points of the topic are addressed in depth with examples from textbook, video, internet links, and appropriate personal experiences. Critical thinking with clear supporting details is obvious.  <b>12 points</b>	Well written, all points of topic are addressed but may contain one factual error or leave out an important point. Discussion is present but critical thinking is not as well supported by resources.  <b>11 points</b>	Adequately written essay some points elaborated; may contain 1-2 factual errors or irrelevant information. Critical thinking is vague. Only one or two resources used.  <b>10 points</b>	Awkward writing style, points are general and does not address all points of the topic. Many factual errors. No critical thinking is present and/or resources to support discussion.  <b>0 -9 points</b>
<b>Summary (4 points)</b>	Well articulated summary paragraph highlighting major details of essay. Pulls essay together into a thoughtful conclusion.  <b>4 points</b>	Sums up major details of essay. Conclusion is present and brings some of the points made in the essay together.  <b>3 points</b>	Summary is only a restatement of major points without any concluding remarks.  <b>2 points</b>	Does not summarize major details of paper. Mentions one element or finishes paper with an abrupt ending.  <b>0 – 1 point</b>
<b>Organization &amp; Mechanics Citations References (4 points)</b>  <b>Total 20 pts A 17 pts B 14 pts C 12 pts D 11 &amp; below F</b>	Excellent organization and remains focused. No spelling or grammar errors. Double spaced, one inch margins and paragraphs indented appropriately. Uses citations within essay and has references listed on a reference page.  <b>4 points</b>	Good organization. May have one or two minor spelling or grammar errors that do not interfere with comprehension. Citations and references have minor errors. Doubled space, margins and paragraphs may have one or two minor errors.  <b>3 points</b>	Organization present but awkward; contain 3-4 errors interfering with comprehension; minor spelling and grammar errors. Citations and references are present but incomplete. Double spacing, margins and paragraphing have one or two minor errors.  <b>2 points</b>	Organization is confusing to the reader. Organization may lack proper paragraph construction, major spelling and grammar errors. No citations or references are used. Spacing and margin instructions are not followed.  <b>0 – 1 point</b>

### **Extra Credit +15) points**

You may submit a 1 ½ - 2 page paper on a developmental topic of interest found in a **peer review** journal. It must contain a summary of the article, its relevance to everyday life, and the implications about development that the article brings out. The paper must be written using APA formatting. You must cite and reference your article appropriately. Include a title page, body and reference pages. **Extra Credit will be given only if all class assignments have been completed on time.** Email, the essay to me no later than **Sunday, July 24, 2011.**

**Academic Accommodations:** If you have a **Letter to Instructor** from Special Services indicating that you have a disability, which requires academic accommodations, please make an appointment as soon as possible with me so we can discuss the accommodations that you need for this class. Contact [ptalley@cerrocoso.edu](mailto:ptalley@cerrocoso.edu) or phone (760) 384-6250 to obtain a Letter to Instructor for a disability.

**SPECIAL NOTE:** *The instructor reserves the right to change this syllabus except for grading scale. You will be notified of all changes in writing.*

### **Schedule of Readings and Assignments (updated 5/31/11)**

Week 1 (5/31 – 6/5)	<b>Section 1:</b> The Life-Span Perspective ( pp.2 – 49) <b>Section 2:</b> Beginnings (pp. 50-107) Essay Post A Study Quiz A
Week 2 (6/6 – 6/12)	<b>Section 3:</b> Infancy (pp. 108 – 205) Response A Study Quiz B
Week 3 (6/13 – 6/19)	<b>Section 4:</b> Early Childhood (pp. 206 – 273) Essay Post B Study Quiz C
Week 4 (6/20- 6/26)	<b>Section 5:</b> Middle and Late Childhood (pp. 274 -347)
Week 5 (6/27 – 7/3)	<b>Midterm Exam</b> (covers weeks 1 – 4)
Week 6 (7/4 – 7/10)	<b>Section 6:</b> Adolescence (pp. 348 – 411) Essay Post C Study Quiz E
Week 7 (7/11 – 7/17)	<b>Section 7:</b> Early Adulthood (pp. 412 – 471) <b>Section 8:</b> Middle Adulthood (pp. 472 – 527) Response C Study Quiz F
Week 8 (7/18 -7/24)	<b>Section 9:</b> Late Adulthood (pp. 528 – 617) <b>Section 10:</b> Endings (pp. 618 -643) Study Quiz G
Week 9 (7/25 – 7/30)	Replies to Short Easy Post – 3 <b>Final Exam</b> (covers weeks 6 -8)

**Cerro Coso Community College  
Spring 2010**

**Instructor:** Prof. Vasquez  
**Course:** 30616 (2:00pm – 3:25pm)  
**Office Hours:** M/W 1:00-2:00 pm; T/R 3:30-4:30pm  
and by appointment

**Contact:** [lavasque@cerrocoso.edu](mailto:lavasque@cerrocoso.edu)  
**Office:** LRC  
**Phone:** 760/384-6162

*“No matter how busy you may think you are, you must find time  
for reading, or surrender yourself to self-chosen ignorance.”  
Confucius*

**Read C056: Introduction to College Reading  
Theme: Identity – Race, Culture, Language**

**Prerequisite:** Read C046 or College Placement Exam

**Course Description:**

This course improves students' critical reading skills. Using a variety of fiction and nonfiction reading materials, students learn to analyze, infer, distinguish fact from opinion, identify writers' purposes and tones, and synthesize. In addition, writers learn to summarize, outline, map and mark text material.

**Required Tests and Materials**

Samuel Cohen's *50 Essays: A Portable Anthology* 2<sup>nd</sup> edition  
Sherrie L. Nist' and Carole Mohr's *Advancing Vocabulary Skills* 4<sup>rd</sup> ed. (3<sup>rd</sup> edition okay)  
Amy Tan's *The Kitchen God's Wife*  
Instructor provided handouts  
And . . . a college level dictionary – thought not required – is always a good idea.

**Student Learning Outcomes:**

Upon successful completion of this course, students should be able to:

- A. Analyze the conceptual framework of college-level reading materials, such as patterns of organization, stated and implied main ideas, major and minor supporting ideas, and transitions.
- B. Assess the viability of explanations and arguments by identifying author's purpose and tone, distinguishing facts from opinions, and drawing sound inferences through logic and one's own experience
- C. Synthesize multiple sources by determining relation among texts on a single topic and finding common ideas
- D. Demonstrate increased college-level vocabulary

**Attendance and Class Participation Policy:**

Simply put – when class is scheduled, you are here. Since students who miss class regularly also miss crucial instruction necessary to pass this class, attendance is required, not optional. Furthermore, since we only meet for three hours per week, please schedule all doctor, dentist, counseling, and other appointments *outside* of class time. Please be on time for class and stay for the duration of the class.

**Withdrawal/Drop Policy:**

- 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 the student's responsibility to withdraw from courses prior to the 30% date of the enrolled course to avoid a "W" recorded on their transcripts.
- It is the student's responsibility to withdraw from courses prior to the 60% date to receive a "W" on their transcripts.

**Note:** Instructors have the discretion to drop students without consultation when unexcused absences exceed 10% of the total hours of class sessions up to the 60% date. However, I generally *do not* drop students after the first day. If you must drop the class for whatever reason, be sure to withdraw through the admissions office otherwise I will be forced to issue a substandard grade.

**What's the Read 56 workload like?**

It can be very intense. You will *always* have something to read, re-read, and write for homework. You will also be working through a chapter of vocabulary for each class period. You will be completing three (3) formal papers plus the final exam. You will also be responsible for 15 thought pieces (specific instructions will be given with each assignment) as well as several in-class (individual and group) assignments throughout the semester.

This instructor does not assign "busy work"; all assignments are important to your development as a critical reader and writer and will help prepare you for class discussions and formal papers. Although this is not a writing class, it is a college level class; therefore, all writing must demonstrate college-level grammar and punctuation skills (writing level 2) and adhere to correct MLA guidelines. Too many major mistakes, especially those that interfere with clear expression, will have a downward effect on the overall grade.

That being said, let me also say relax, and do not stress. If it helps, keep a ready supply of chocolate, ice cream, and cookies nearby. Munch and swallow as much as you need! Success here is not unlike what you when through when you first learned to drive a car. Remember how nervous you felt when you first sat in the driver's seat. Think back to how tightly you gripped the steering wheel. But now, as an experienced driver, you hold the wheel lightly and gently. Same here . . . Less is more. The less stressed you are, the more you will accomplish. While you're learning to steer your way through this class, I fully intend to be by your side and be your navigator. You are not alone. One last key, for me to be able to help you best, when and if you get yourself tied up in knots, please, please, please communicate with me as quickly and as often as you need. If I don't know that you are experiencing difficulty somewhere, I cannot help.

**Quizzes/Vocabulary Tests/Final Exam:**

You can expect a quiz on all the core readings for the course (and other quizzes as well). Most quizzes are multiple choice – but don't be fooled – they are *not* easy. There will also be four vocabulary tests. The specific dates are on the course schedules. The final exam will be a comprehensive paper that synthesizes work from the novel and each of the three units covered during the course.

**Homework – Due Dates – and what's the policy for late work?**

All assigned work – textbook assignments, thought pieces, vocabulary assignments and other assigned work – is due by five minutes after the start of class. There are many reasons – some legitimate – for work arriving late, but there are also consequences. Late work, as defined by this class, is any work turned in after 2:05pm. Work turned in after 2:05 will be considered one day late. Late papers **lose 5%** off the grade for every 24 hours it is late (not class days – 24 hour days. 2:06 on the day an assignment is due begins the first 24 hours. There are no exceptions. Quizzes are given at the beginning of class and may

not be made up. You cannot take it at the end of class if you come in late, nor can you reschedule. If you must miss an exam, you can reschedule *only if* you contact me in advance and make arrangements. An email or phone call on the day of the test is not acceptable. Rescheduled tests will include an essay portion. Please plan to be in class on the day of a test. Final exam cannot be rescheduled. Additionally, late papers receive a grade only, no comments.

**Office Visits, E-mails, and Phone Messages:** – Please feel free to drop by my office at any time and/or to email me with any questions you have regarding the class. In person, where we can communicate freely is the best way to work, but I know that is not always possible, so you can also email or call me. I check and respond to e-mails everyday Monday through Friday, occasionally on Saturday, *never on Sunday*. I will also be happy to help you work through a reading, and any ideas you have for writing, help you revise your work, and or give you ideas for improvement. Please turn in hard copies of assignments when asked for. Do not email your homework to me and ask me to print it because you do not have access to a printer. The learning Center and/or library have printers available for your use.

Be aware that I check phone messages only when I am on campus (M-R), so the best way to reach me is through email. If you call, make sure you leave a number – one that can be clearly heard and understood.

When you send an email, the subject line should be as follows: **Read 56, Your Name, Topic**

- This makes it easy for my email program to sort messages into the correct folder.
- **Your Name** would be . . . yes, YOUR NAME!! Not the words, but the actual name you go by. Don't laugh. I have had students who actually put "Your Name" in their email subject lines!
- **Topic:** is the subject you are writing about. That lets me see at a glance what you need (question on paper, help with format, etc.). If it is important, also include something like "HELP" or "PANIC" or "ARGHHHHH."

So, your subject line might look something like this:

**Read 56 Janet Parker, Question about first quiz**

**IMPORTANT NOTE:** Please use and check your college email frequently. I sometimes send email messages to the entire class and this is the email I will send it to. You are responsible for getting and following all email communication.

### **Academic Integrity:**

The most blatant form of plagiarism is taking another author's words or ideas and claiming them as your own, and/or failure to document (intentionally or unintentionally) the source of information used in a paper. However, plagiarism can also be more subtle. Getting "help" from a friend or classmate as you write and revise your paper can also constitute plagiarism if the work you turn in is no longer entirely your own. In addition, taking ideas from peer responses to use in your own response before you post is cheating and a form of plagiarism. If you have any questions about what is and is not plagiarism, be sure to discuss these with the instructor. Being informed and conscientious can help you avoid any misunderstandings and the serious consequences associated with plagiarism. ***Plagiarism is unacceptable and has serious consequences.*** Anyone caught cheating/plagiarizing in any form will receive an "F" on the assignment which may lead to receiving a substandard grade for the class. Additionally, if you plagiarize, I will send your name and a copy of your paper to the vice-president of Student Affairs which will result in further consequences. It's just not worth the risk! Do your own work!!!

### **Special Assistance:**

\*\*If you will be working with Disabled Students Programs & Services, or have any special challenges that will affect your participation and progress in class, you are responsible for informing the instructor as soon as possible.

**Grades\*:**

By using snapgrades.com you will always know where you stand in the class. You can check your grade on individual assignments and find your overall grade in the class at any time. Your user ID is your student number. I will email each of you with your password to get on.

Grades will be based on the following percentages:

10+ Quizzes	@ 10 points each	100 points
4 Vocabulary Unit tests	@ 100 points each	400 points
4 Vocabulary Tests	@ 100 points each	400 points
15 thought pieces	@ 20 points each	300 points
24 Vocab chapters	@ 10 points each	240 points
Other homework and in-class work	various	260 points
3 formal papers	2 @ 150 points each	
	1 @ 200 points	500 points
<b>Final Exam</b>	1 @ 200 points	200 points

**Total Points** **2,400 points**

\* Final point totals will reflect actual number of assignments.

I do not give extra credit, and I do not grade on a curve. Each individual student *earns* his/her own grade based on the work he/she does or does not do.

**Please Be Considerate. This is an excuse-free workplace:**

**PLEASE:** Turn off cell phones and leave them off for the duration of the class. Students who use their phones in class (call or texts) will be removed from the class and marked absent for the day. A second offense may mean removal from the course. **Same goes for headphones or iPods – not in class.**

**Questions, Questions, Questions???:**

If at any time during the class you do not understand a concept we have covered, ***please ask***. I will do my best to make everything covered in lecture and in the readings as clear and understandable as possible and I actually mean for everyone to understand everything. This means that you have the right, indeed the obligation to question, ask, and argue for clarification at any point. If there is something you do not understand, please raise the question in class since chances are if you do not understand something there are probably other students in class who are struggling with the same concept. If you still don't understand, ask me before or after class, e-mail, call me or do all four!! Don't just let things that aren't clear to you slide by. Remember, I cannot help you if you do not let me know you are struggling. I *strongly – very strongly* – encourage everyone to bring a draft of their formal papers by my office before they are due – give yourself enough time to revise. One more thing: while most of you will progress well in your understanding of this course's content, you may find that you are receiving grades below what you expect. A significant cause of this results from the fact that you are not fully appreciating the assignments and/or rubrics. Please make sure that you know and follow what the assignment requires. Check out the rubric before constructing your answers. Now stock up on a big bag of M&M's (to assuage your guilt, just tell yourself that they are for Halloween), relax, and enjoy the ride. Prof. V

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

### Tentative Schedule – Read 56: Spring 2010

*\*All readings and written assignments should be completed on the dates indicated.* While I expect the actual weekly assignments for the course to approximate closely the following list, additional readings, handouts, exercises, and homework assignments may be added. If you have to miss a class, do not assume that we'll be doing exactly what this list promises the following class meeting: e-mail me or get in touch with a colleague in class to be sure you know what you are responsible for. (Better yet, avoid missing any classes!!!)

\*\* Even though "Vocabulary" will not be listed each day on the schedule below, we will devote the first few minutes of each class to review vocabulary homework from the *Improving Vocabulary Skills* workbook.

Week	Date	In-class Assignments	Homework
1	19 January	Introductions / Get to Know you In-class reading Identity – how is it defined?	<b>Vocab:</b> chapter 1 <b>Read</b> "Letters from Birmingham Jail" p. 220 (selected paragraphs)
	21 January	<b><u>UNIT 1: THE READING PROCESS</u></b> Why Read Critically? Annotating a Text/Looking for patterns	<b>Vocab:</b> chapter 2 Working with King
2	26 January	Outlining	<b>Vocab:</b> chapter 3 Working with King
	28 January	Summary/Paraphrase Identifying Genre/purpose/audience	<b>Vocab:</b> chapter 4 Review King; Read "Longing to Belong" (handout) – <b>Thought Piece (TP) 1:</b> Summary and outline
3	2 February	<b>TP 1 due</b> "Longing to Belong" Challenges to beliefs/Contextualizing	<b>Vocab:</b> chapter 5 Working with Shah
	4 February	"Longing to Belong" (continued)	<b>Vocab:</b> chapter 6 <b>Read:</b> Anzaldua / <b>TP 2</b>
4	9 February	<b><u>UNIT II: LATINO/A AUTHORS</u></b> <b>Quiz 1 / TP 2 due</b> "How to Tame a Wild Tongue" Gloria Anzaldua	<b>Vocab:</b> Unit 1 crossword and tests 1-4 Study for Vocab test
	11 February	<b>Vocabulary Test 1 (Unit 1 tests due)</b> Anzaldua (continued)	<b>Vocab:</b> chapter 7 Working with Anzaldua
5	16 February	Anzaldua (continued)	<b>Vocab:</b> chapter 8 <b>Read:</b> Rodriguez / <b>TP 3</b>
	18 February	<b>Quiz 2 / TP 3 due</b> "Aria: Memoir of a Bilingual Childhood" Richard Rodriguez	<b>Vocab:</b> chapter 9 Working with Rodriguez

6	23 February	“Aria: Memoir of a Bilingual Childhood” Richard Rodriguez (continued)	<b>Vocab:</b> chapter 10 Working with Rodriguez
	25 February	Rodriguez – “Aria” (Continued)	<b>Vocab:</b> chapter 11 <b>Read:</b> Ortiz-Cofer / <b>TP 4</b>
7	2 March	<b>Quiz 3 / TP 4 due</b> “The Myth of the Latin Woman: I Just Met a Girl Named Maria” Judith Ortiz-Cofer	<b>Vocab:</b> chapter 12 Working with Cofer
	4 March	“The Myth of the Latin Woman” Judith Ortiz-Cofer (continued)	<b>Vocab:</b> Unit 2 crossword and tests 1-4 <b>Read:</b> Valdez (handout) / <b>TP 5</b>
8	9 March	<b>Vocabulary Test 2 / TP 5 due</b> <i>Los Vendidos</i> – The performance	<b>Vocab:</b> chapter 13 Working with Valdez
	11 March	<b>Quiz 4 (Cofer/Valdez)</b> <i>Los Vendidos</i> – (continued) Synthesis / Comparison – Writing a college level paper <b>Paper 1 assigned</b>	<b>Vocab:</b> chapter 14 Work on Paper 1 <b>Read:</b> Baldwin (p. 60) <b>TP 6</b>
9	16 March	<b><u>UNIT III: AFRICAN-AMERICAN AUTHORS</u></b> <b>Quiz 5 / TP 6 due</b> “Notes of a Native Son” James Baldwin	<b>Vocab:</b> chapter 15 Working with Baldwin
	18 March	“Notes of a Native Son” Baldwin (continued) <b>Paper 1 due</b>	<b>Vocab:</b> chapter 16 Working with Baldwin
	22-26 March	<b>SPRING BREAK</b>	
10	30 March	Baldwin – Post Spring Break refresher	<b>Vocab:</b> chapter 17 <b>Read:</b> Hurston / <b>TP 7</b>
	1 April	<b>Quiz 6 / TP 7 due</b> “How it Feels to Be Colored Me” Zora Neale Hurston	<b>Vocab:</b> chapter 18 Working with Hurston <b>Read:</b> Staples / <b>TP 8</b>
11	6 April	Hurston (continued) “Just Walk on By . . .” <b>Quiz 7 / TP 8 due</b> Brent Staples	<b>Vocab:</b> Unit 3 crossword and tests 1-4 <b>Study for test 3</b>
	8 April	<b>Vocabulary Test 3</b> Brent Staples (continued)	<b>Vocab:</b> chapter 19 <b>Read:</b> Steele (handout) / <b>TP 9</b>
12	13 April	<b>Quiz 8 / TP 9 due</b> “On Being Black and Middle Class” Shelby Steele	<b>Vocab:</b> chapter 20 Working with Steele
	15 April	Steele (continued) <b>Paper 2 assigned</b>	<b>Vocab:</b> chapter 21 <b>Read:</b> Kingston / <b>TP 10</b>

13	20 April	<b><u>UNIT IV: ASIAN AUTHORS</u></b> “No Name Woman” <b>Quiz 9 / TP 10 due</b> Maxine Hong Kingston	<b>Vocab:</b> chapter 22 <b>Read</b> Okada <b>TP 11</b> Work on paper 2 – don’t forget to come see me with a draft!!
	22 April	Kingston (continued) “From: <i>No-No Boys</i> ” <b>TP 11 due</b> John Okada <i>Time of Fear</i> (Documentary)	<b>Vocab:</b> chapter 23 Work on paper 2 <b>Read:</b> Liu / <b>TP 12</b>
14	27 April	<b>Paper 2 due</b> “Notes of a Native Speaker” <b>Quiz 10 / TP 12 due</b> Eric Liu	<b>Vocab:</b> chapter 24 <b>Read:</b> Amy Tan novel pp 1- <b>TP 13</b> – novel beginning
	29 April	Liu (continued) <i>The Kitchen God’s Wife</i> <b>TP 13 / Quiz ?</b> Amy Tan <b>Paper 3 assigned</b>	Unit 4 crossword and tests 1-4 <b>Read:</b> Tan pp / <b>TP 14</b>
15	4 May	<b>Vocabulary Test 4 / TP 14 due</b> <i>The Kitchen God’s Wife</i> – Tan (Continued)	<b>Read:</b> Tan pp – end <b>No TP but expect a quiz</b>
	6 May	<b>Paper 3 due / Quiz on Tan</b> <i>The Kitchen God’s Wife</i> (continued) <b>Final Exam assigned</b> (out of class paper)	Work on final
16	<b>Tuesday 13 May</b>	<b>FINAL EXAM</b> <b>Take Home Final Paper due no later than 2pm on Thursday May 13</b>	

# **Class Syllabus**

## **Soc 101**

### **Introduction to Sociology**

#### **Summer 2010 (7 week)**

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#### **Table of Contents:**

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#### **General Course Information**

**Course Title:** Introduction to Sociology

**Instructor:** William Lund

**Course Description:** Sociology is the study of people in groups. This may include two people or an entire society. Topics include Socialization, Culture, The Family, Deviance, Inequalities of Race and Ethnicity, Collective Behavior, Religion, Social Groups, and Inequalities of Aging.

**Textbook (required):** "Essentials of Sociology: A Down to Earth Approach" (10th ed- 7th-9th ed OK) by James Henslin

**and the Reader (required)** "Exploring Social Life" (4<sup>th</sup> , 3<sup>rd</sup> ed OK) by James Henslin

**Both books are available as a package at the bookstore.**

**You will also need a pair of Anachrome 3D glasses (available at the bookstore) to see some of the class web site pictures.**

**If the bookstore is out of the glasses go to [www.anachrome.com](http://www.anachrome.com)**

**STUDENT LEARNING OUTCOMES:** Upon successful completion of the course, the student will be able to

- A. identify what sociology is and how it is applied, and relate both theory and application in developing their “sociological imagination (Mills, C. W., 1959).
- B. critically evaluate social science research data and use it to support their position in writing the research paper.
- C. construct examples of human group behavior and interpret each example based on the theories learned.
- D. identify and explain basic human needs and predict the social situations that inhibit as well as those that contribute to the satisfaction of these needs.
- E. distinguish events in their own lives that are better explained by “understand[ing] personal troubles as public issues (Mills, C. W., 1959) and relate them to their life experiences.
- F. analyze theory and research in order to synthesize their own perspective on the social world and explain how and why they came to possess this outlook.

**Evaluation:**

**Your class performance will be evaluated on the basis of :**

- **Two essay assignments**
- **Response to class reading assignments (6)**
- **Participation in a weekly discussion group**
  
- **A short answer mid-term and final examination**

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## CERRO COSO COLLEGE

Meeting Time: Lectures (Lessons), Discussion Questions and Assignments are posted on Monday and are left up until the following Sunday. They are then taken down and replaced with new lessons the next week. **There is no set time**

**to be on the class web site.** At the present, **there are no live chats.** All discussions take place in the discussion forums.

### **Course Objectives:**

- **To introduce students to the meaning of Sociology, its disciplines, and basic concepts.**
- **Students will demonstrate a familiarity with the process of research used in sociology.**
- **Students will be able to utilize acquired concepts from the class as a basis for taking more advanced studies.**
- **Students will display critical thinking skills in the areas of application, analysis, synthesis, and evaluation.**

### **Lessons/Discussion Forums:**

The discussion forum is the life blood of an on-line class. Your understanding of the concepts presented in the text will be enhanced by the interchange of ideas by class members. Your participation is encouraged and expected. Mini-Lectures (Lessons), Discussion Questions and Assignments are posted on Monday and will be left up until the following Sunday. They are then taken down and replaced with a new lesson the next week. Take time to consider your response before posting your insight to the discussion forum. Students will earn 5 points for each class discussion they take part in (if there are four discussion questions that week; you are expected to participate in each discussion). You may miss two class sessions without a penalty. After that 5 points will be deducted per session. Posting more than one week old will not be accepted. Students who post responses to other students comments stating, "I agree with" only, cannot expect to earn discussion points. I am looking for your insight and understanding of the topic. Granting of discussion points is entirely at the discretion of the instructor.

### **Exams:**

There is a mid-term and a final exam for this class. They will not be cumulative. That is, each exam will cover only the materials presented in the

segment of the course immediately preceding it. Exam questions will be short answer and will be taken from the book, mini-lectures, and student responses posted in the discussion forums.

### **Reader Reaction:**

Your textbook was bundled with the Sociology Reader: "Exploring Social Life" (3rd ed). There are six readings assigned for you to read (see the weekly lesson plan). After reading the selection post your reaction to the reading using the forum link provided on the class web site. Responses do not need to be long (minimum two paragraphs). You can respond to the critical thinking questions or explain what you got out of the reading (i.e. did it change your perspective; did you agree with the study? Why or why not? Did you think the research was valid (or did the writer have an axe to grind)? I hope you will all take time to respond to other people's postings. You can usually expect to get full credit (10 points) unless you didn't read the section or your response is incomplete or off the topic.

**Hint:** Write your response in your word processing program and then copy and paste it into the discussion link box.

### **Writing Assignments**

During the course there will be two essay assignments. In each assignment you will be asked to analyze course material and / or relate it to your own life. Your completed papers should be no longer than 2 to 3 pages. Your papers should follow all appropriate rules of organization, spelling, and grammar - i.e. they should be formatted in complete sentences and paragraphs, have an introduction, body, and conclusion, etc. The writing assignments will be evaluated, in general, on two criteria: (1) clarity of exposition (do you make a point and make it clearly?) And (2) extent to which you use course materials relevant to the assigned topic. You are encouraged to discuss the writing assignment among yourselves, but each student must write and submit their own unique paper. Completed papers will be deposited in Moodle for grading.

**Film Essay Assignment:** One of the essays assigned to you will be based on recent motion pictures which have a sociological theme. There will be a selection of films for you to choose from. It is up to you to decide which film you select and use as the basis of your essay. You will be expected to rent or purchase this film for the assignment. There will be no mercy for folks who email me at the last minute and say "I can't find any of the films at the local video store." I have made it a point of including film that retail from \$10.00

up. These films will be available from [www.amazon.com](http://www.amazon.com) or Barnes and Nobles [www.bn.com](http://www.bn.com) Ebay is another great place to find these films. (see the weekly lesson plan for details)

### **SUBMISSION OF PAPERS**

**Links are provided on the web site to submit your paper to me for grading**

**Important:** You can expect to receive your papers and or tests back from me, graded and with comments, 7-10 days from the due date. In the past some students have questioned why they don't get their work back the same or next day. Think about it. There are 35-40 students in the class and I do read everything you send me. **Save all, I mean all papers thru ought the term. ( I suggest that you save it on your hard drive, but also print them up for safe keeping) If there is a question if you turned in your paper or test, you must be able to produce it.**

### Grading

The writing assignments will be graded on the following 25 point scale:

20 points - Outstanding use and application of course materials; comprehensive coverage.

15 points - Above average use and application of course materials, but some details are lacking.

10 points - Good use and application of course materials, but there are some large gaps.

0 points - Missed the point altogether or misunderstood the assignment completely.

5 points will be given for proper use of grammar, spelling, and punctuation.

Final grades for the course will be assigned according to the following scale:

### **Discussion Groups-60 points**

### **Essays(2 X 25)---50points**

**Reader Responses (6 X 10)--60 points**

**Exam (2 X 50)---100 points**

**Total Possible Points--270**

**A--270-243**

**B--242-216**

**C--215-189**

**D--188-162**

**F--161 and below**

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**Academic Dishonesty**

Students are required to submit work that is their own creation. Any joint work is to be approved by the instructor. Should anyone in the class ask for copies of your completed work, refuse to give it to them. Your hard work should not be the basis for someone else=s assignment. Any student plagiarizing another=s work will receive an F for the course. Any student who knowingly gives their completed work to another student becomes an accomplice in academic dishonesty and will also receive a grade of F. Further, the college may invoke other disciplinary measures which could culminate in dismissal from Cerro Coso College. In other words, don=t even think about it!

**Late Policy**

Papers turned in one class late will be marked down one grade. No assignment will be accepted after one class period late. That assignment becomes an F. There is no provision for turning exams in late.

**Method of Presentation:**

Mini-lecture will be balanced with discussion and exploration of the subject matter.

**Suggestions:**

We are exploring the subject matter together. Discussion and comments on all topics are welcomed and encouraged. You are a valuable person with your own insights to offer the class, please share them with us. Questions stimulate discussion, so please do!

I want you to succeed in your study of sociology and in your college career. If problems arise, email me and we will work through a solution.

Sincerely,

**Bill Lund, M.A.**

**E-mail: [wjlund@charter.net](mailto:wjlund@charter.net)**

# Cerro Coso Community College

Spring 2012

Speech C101

**Course Title: Fundamentals of Public Speaking Online**

**Hybrid course: Face-to-Face AND Online**

**Instructor:** Aimee S. Hill, M.A.

**Course Number:** SPCH 101

**Semester and Year:** Spring 2012

**On-site meetings:** 2/11, 3/10, 4/7, 5/5

**CRN:** 32521

**Email:** ahill@bakersfieldcollege.edu

## MATERIALS

**Required Text:** Griffin, Cindy L. *Invitation to public speaking*. 4<sup>th</sup> Edition, Boston: Wadsworth.

**Supplies:** Index cards (3"x5" or 4"x6" - optional), active email address from Bakersfield college or Cerro Coso, access to a computer, Internet, and printer.

## COURSE DESCRIPTION

Instruction in the composition, presentation, and evaluation of original speeches and critical assessment of other communication events. Emphasizes topic selection, research, organization, development, delivery, audience analysis, and critical analysis of persuasive communication. Recommended: English Level 6, Reading Level 5 or 6.

## STUDENT LEARNING OUTCOMES

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

## METHOD OF INSTRUCTION

Instruction will consist of online lecture materials, cooperative learning, online group discussion, reading assignments, homework, interaction, speeches, speech evaluations, written responses, online quizzes, and an online final.

## EVALUATION PROCESS

Coursework will be weighted as follows:

	<u>Weight</u>	<u>Points</u>
<b>Exams:</b>		
Quizzes – Online (10 of 11)	10.0%	100
Final Exam - Online	10.0%	100
<b>Speeches:</b>		
Speech #1 Cultural Artifact (4-6 min)	12.0%	120
Outline           20 pts		

Presentation	100 pts		
Speech #2 Demonstrative (5-7 min)		12.0%	120
Outline	20 pts		
Presentation	100 pts		
Speech #3 Informative (6-8 min)		16.0%	160
Topic Proposal	10 pts		
Presentation	130 pts		
Outline	20 pts		
Speech #4 Persuasive (6-8 min)		20.0%	200
Topic Proposal	10 pts		
Presentation	170 pts		
Outline	20 pts		
<b>Other:</b>			
Participation		20.0%	200
Discussion Forums (10 total, 10 points each)			
Journal/Blog Entries (8 total), 10 points each)			
Other Misc. online tasks assigned.			
- Library Assignment (10 points)			

**Note:** All speeches must be presented to receive a passing grade in this class. Late work is not accepted.

Final grades are based on an absolute scale.

<u>Grade</u>	<u>Points</u>
A	900 – 1000
B	800 – 899
C	700 – 799
D	600 – 699
F	599 and below

**Quizzes:** Quizzes will relate to the current reading material and will be given online through Moodle. There is a 15-minute time limit and specific day/time for the quiz. The student is responsible for going online for specific day and time availability. While this is open book, open note, it is NOT a group activity. Moodle is accessed through the Cerro Coso Community College homepage ([www.cerrocoso.edu](http://www.cerrocoso.edu)).

The quizzes will require the student to reference the current reading material and personalize it through application. Quizzes may consist of true/false, multiple choice, word definition, etc. There are ten points possible for each quiz. There will be no make-ups. The top ten quiz scores will be submitted out of 11 total quizzes.

**Final Exam:** There will be one ONLINE final cumulative exam. Questions will be based upon posted resource materials, discussion, textbook, etc. This exam will require the use of information, analysis, application, and synthesis. It may consist of multiple choice, matching, true/false, and short answer. There is a time limit and specific day/time for the final. While this is open book - open note, it is NOT a group activity. The final exam is available through Moodle. There are no make-ups for the final exam.

**Speeches:** The specific days for the speech delivery are noted in the course schedule. There will be no rescheduling. There are NO make-up speeches. All speeches must be given the day assigned. Review the dates NOW, if any conflicts exist, drop the class and re-take at a later date. Only documented cases of illness or death in the family will be excused at the instructors discretion.

Speeches must be given extemporaneously employing the use of note card only. All speeches must be given to receive a passing grade in the course. All speech topics must be pre-approved. References will be cited using APA or MLA guidelines.

**Speech Topic Proposals:** The topics for speeches #3 and #4 must be approved by the instructor via written submission by the due date or student may not be allowed to speak and/or highest grade possible may be “D.” Topics not allowed are abortion, euthanasia, preaching for or against a particular religious topic or faith, or encouraging illegal activities.

**All four speeches must be given to receive a passing grade in the course.**

Proper documentation, such as a funeral notice, dated hospital admittance form, or court excuse on letterhead may constitute an exception for making-up a speech. Should an emergency arise, the instructor must be notified immediately. It is at the sole discretion of the instructor to allow **documented** illnesses or emergencies to constitute an exception.

**Speech Outline:** A typed outline of the speech is to be submitted to the instructor prior to delivery utilizing Arial or Times New Roman 10 or 12 font. You may not present your speech without your outline. The speech must be given extemporaneously employing note cards only. Your outline is for preparation purposes only. References will be cited using APA or MLA guidelines.

The specific speech requirements and the grading rubric are available on Moodle. It is the student’s responsibility to print these immediately and refer to the website regularly as changes may occur.

**Participation:** You are required to participate in online discussions and will be graded on quality and quantity of commentary. You must add comments of value to the discussion and be respectful. Use only constructive criticism. You must read the assigned chapters and understand the material for class. Your participation grade also reflects your ability to attend class on time.

**Tardy:** Tardiness will not be tolerated. Leaving early from class constitutes a tardy. Arriving more than 20 minutes late to a Saturday session will constitute in a reduction of your participation grade.

## **CLASSROOM RULES OF CONDUCT**

**Respect towards others is foremost.** There will be no interrupting, disruptive or abusive behavior, talking during presentations, sleeping, tardiness, leaving early or the use of iPods/headphones. Cell phones and pagers are to be turned **off** before class. Do not enter class during a student’s speech. Wait until applause is heard to enter the classroom. Do not bring pornography/nudity, dangerous or live animals, alcohol, illegal substances, or firearms to class.

## **ACADEMIC INTEGRITY**

Cerro Coso College expects students to honor the principles of honesty and integrity thus protecting the integrity of all academic work and student grades. Students are expected to complete the assigned work and to do so without unauthorized assistance.

The first incident of academic dishonesty will result in a zero score for that particular assignment and the Department Chair and Dean will be notified. A second occurrence of academic dishonesty will not be tolerated. Please refer to the Academic Integrity policy for further definitions and consequences regarding academic dishonesty.

## GENERAL INFORMATION

**Course Withdrawal:** The student is responsible for dropping this course. Failure to do so in a timely manner may result in an “F” grade for the course.

**Students with Disabilities:** Cerro Coso College will make reasonable accommodations for students with disabilities to ensure an equal opportunity for participation in courses, programs, and activities. Students with disabilities who believe they may need accommodations in this class are encouraged to contact Disabled Student Programs and Services.

**Attire:** Students should dress appropriately for speeches. Business casual attire is preferred. Dressing up will increase speaker credibility and reflect upon your grade. Coats, hats, and sunglasses are not to be worn during presentations. Do not chew gum or candy. If further explanation is required, do not hesitate to ask. Avoid flip-flops, sandals, graphic t-shirts, or offensive clothing. It is proper to wear slacks, skirts, polo shirts, button up shirts, nice blouses. Ties and dresses are optional, but not required.

**Email:** Email is the primary form of communication with the instructor. Do not expect email response on weekends, holidays, or very late in the evening. I do check my email frequently and will make every effort to respond. I will communicate with you via postings and discussions on Moodle as we as with your assigned Cerro Coso Email address only.

**Reading:** Reading the assigned chapters in the textbook are the responsibility of the student not the instructor.

**Practice:** You must practice, practice, and practice your speech. You should video tape yourself and then review it. This is a proven method for immediate improvement. Practice in front of a mirror, friends, and family.

**Note:** If you need assistance with any activities or have any questions, remember I am here to help. Having a problem with Moodle? See the technician at the computer lab. Having problems with research? See the librarian.

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I reserve the right to modify the requirements, course schedule, and syllabus.

## **SPCH 101- Public Speaking**

By continuing to remain enrolled in the class, I agree that I am responsible to adhere to the **Course Syllabus** and **Course Schedule** for my public speaking class.

I understand that I must:

- (1) COMPLETE ALL four speeches to receive a passing grade in this class.
- (2) SUBMIT a typed topic proposal for speech #3 and #4 for approval.
- (3) SUBMIT a typed speech outline for speech #1, #2, #3, and #4 prior to speaking in order to speak.
- (4) BE responsible for online quizzes and final exam through Moodle.
- (5) PARTICIPATE in online discussions
- (6) ATTEND class on time or my participation grade affected.