**Best Practices for a Syllabus**

THE PURPOSE OF THIS DOCUMENT IS TO SHARE BEST PRACTICES REGARDING MCC SYLALBUS.

THIS IS NOT A MASTER SYLLABUS TEMPLATE – These are found in the D2L shell. Ask your supervisor for a copy if you are part time.

For each section of the syllabus below, I have captured examples from your fellow faculty members along with specific comments regarding why each section is needed. MCC policies are set by the leadership. Some sections are required by CCCS.

* Scroll through to each section of the syllabus.
* To see comments, click on review then review comments.

See PowerPoint for more information on the review process and deadlines.

**Table of Contents**

[**MCC Logo (Required) 3**](#_Toc121906384)

[**Course Prefix, Number, Section Number and Title (Required) 3**](#_Toc121906385)

[**Course Information (Table Info) (Required) 3**](#_Toc121906386)

[**Instructor Information (Table Info) (Required) 3**](#_Toc121906387)

[**Course Description (Required) 3**](#_Toc121906388)

[**Guaranteed Transfer (GT) Pathways Statement/Content/Competencies (Required for GT courese) 4**](#_Toc121906389)

[**Course Learning Outcomes (Required) 5**](#_Toc121906391)

[**Materials 5**](#_Toc121906392)

[**Course Requisites 6**](#_Toc121906393)

[**Topical Outline (Required) 6**](#_Toc121906394)

[Detailed Schedule (Required) 7](#_Toc121906395)

[Course Grading (Required statements on what is assigned and assessments) 11](#_Toc121906404)

[Grading Scale (Required) 11](#_Toc121906405)

[Projects: 12](#_Toc121906406)

[Weekly Assignments: 13](#_Toc121906410)

[Quizzes 14](#_Toc121906414)

[MCC On-Line Proctoring Services (Required if testing online) 14](#_Toc121906415)

[Exams 15](#_Toc121906416)

[Final Exam 15](#_Toc121906417)

[Attendance:(Required) 15](#_Toc121906418)

[Late Work (Required) 16](#_Toc121906419)

[Extra Credit (Required) 16](#_Toc121906420)

[Study Expectations (Required) 16](#_Toc121906421)

[Instructional Method (Required) 17](#_Toc121906422)

[Teaching Philosophy 18](#_Toc121906423)

[Incorporation of Critical Thinking Skills into the Course 18](#_Toc121906424)

[MCC Assessment (Required) 18](#_Toc121906425)

[Resources and Support (Required) 18](#_Toc121906426)

[Course Expectations 19](#_Toc121906427)

[Classroom Etiquette/Behavioral Expectations (Required) 19](#_Toc121906428)

[Academic Integrity Policy (Required) 19](#_Toc121906430)

[Zoom Policy (Required if used) 20](#_Toc121906431)

[Electronics Policy (Required) 21](#_Toc121906432)

[Communication Policy (Required) 21](#_Toc121906433)

[MCC Policy Health and Safety Precautions regarding COVID-19 (Required) 22](#_Toc121906434)

[Legal Notices (Required) 22](#_Toc121906435)

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# ENG 1021 8x1 English Composition I Course Syllabus

*Course Syllabus is subject to modification and will be announced in class and/or posted in D2L*

| Course Information | Instructor Information |
| --- | --- |
| **Days**: MW | **Instructor**: Removed to make anonymous |
| **Location**: Aspen 200 | **MCC E-Mail**: Removed to make anonymous |
| **Time**: 10-11:15am | **Phone**: Removed to make anonymous |
| **Credits**:3 | **Office Location**: Removed to make anonymous |
| **Contact Hours:** 45 Lecture | **Office Hours**: |
| **Course Registration #**: | **MW 7-8am; 11:30-1pm F 9-12noon** |
|  | TR 7-8am; 11:30-1pm |
|  |  |
| **COURSE DATES:** | **CLASSES NOT IN SESSION:** |
| **Semester Begins**: 1/22/2023 | **[Labor or Memorial] Day**:  |
| **Add/Drop Date**: 2/7/2023 | **Professional Development**: 3/13/2023 |
| **Withdraw Date**: 4/18/2023 | **[Thanksgiving or Spring] Break**: 3/13-19/2023 |
| **Semester Ends**: 5/9/2023 |  |
| **Grad Application Deadline**: Fall–September 1st • Spring–February 1st • Summer–July 1st  |
| *Students will assume the responsibility of knowing their status in the course and adhering to college policy regarding adding, dropping and withdrawing from a course. To ensure compliance with college policy be sure to mark the important dates in your Student Handbook or Calendar.* |

## Course Description

[CCNS](https://erpdnssb.cccs.edu/PRODCCCS/ccns_pub_controller.p_command_processor) - https://erpdnssb.cccs.edu/PRODCCCS/ccns\_pub\_controller.p\_command\_processor]

Emphasizes the planning, writing, and revising of compositions, including the development of critical and logical thinking skills. This course includes a wide variety of compositions that stress analytical, evaluative, and persuasive/argumentative writing.

## Guaranteed Transfer (GT) Pathways Course Information

### Statement:

The Colorado Commission on Higher Education has approved ENG 1021 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT- CO1 category. For transferring students, successful completion with a minimum C‒ grade guarantees transfer and application of credit in this GT Pathways category.  For more information on the GT Pathways program, go to <https://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html>.

**GT-CO1: WRITTEN COMMUNICATION CONTENT CRITERIA**

Students should be able to:

1. Develop Rhetorical Knowledge
	1. Focus on rhetorical situation, audience, and purpose.
	2. Read, annotate, and analyze texts in at least one genre of academic discourse.
	3. Use voice, tone, format, and structure appropriately.
	4. Write and read texts written in at least one genre for an academic discourse community.
	5. Learn reflective strategies.
2. Develop Experience in Writing
	1. Learn recursive strategies for generating ideas, revising, editing, and proofreading.
	2. Learn to critique one’s own work and the work of others.
3. Develop Critical and Creative Thinking
	1. Identify context.
	2. Present a position.
	3. Establish a conclusion indicated by the context that expresses a personal interpretation.
4. Use Sources and Evidence
	1. Select appropriate evidence.
	2. Consider the relevance of evidence.
5. Develop Application of Composing Conventions
	1. Apply genre conventions, including structure, paragraphing, tone, mechanics, syntax, and style.
	2. Use appropriate vocabulary, format, and documentation

**GT-CO1 COMPETENCY & STUDENT LEARNING OUTCOMES**

***Competency: Written Communication:***

Students should be able to:

1. *Employ Rhetorical Knowledge*
	1. Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation.
2. *Develop Content*
	1. Create and develop ideas within the context of the situation and the assigned task(s).
3. *Apply Genre and Disciplinary Conventions*
	1. Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.
4. *Use Sources and Evidence*
	1. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
	2. Follow an appropriate documentation system.
5. *Control Syntax and Mechanics*
	1. Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.

## Course Learning Outcomes

[CCNS](https://erpdnssb.cccs.edu/PRODCCCS/ccns_pub_controller.p_command_processor) - https://erpdnssb.cccs.edu/PRODCCCS/ccns\_pub\_controller.p\_command\_processor]

1. Exhibit an understanding of audience, purpose, genre, context, and formatting that is responsive to the situation.
2. Plan, write, revise and review multi-paragraph compositions that stress analytical, evaluative, exploratory, and persuasive/argumentative writing within various rhetorical situations.
3. Apply conventions of composition including organization, presentation, and stylistic choices.
4. Employ critical and evaluative reading skills in order to synthesize evidence and/or sources in support of a claim, using an appropriate documentation system.
5. Apply genre conventions including structure, paragraphing, tone, mechanics, grammar, syntax, and style.

## Materials

**Example 1 – Textbook must match bookstore. English Course**

**Textbooks:** BOTH BOOKS REQUIRED



They Say, I Say – Graff and Birkenstein – 5th edition – published by Norton

ISBN 978 039 353 8700



The Little Seagull Handbook with Exercises – Bullock/Brody/Weinberg – 4th edition – published by Norton

ISBN 978 039 387 7939

**Other materials:**

Recommend students have a foundational knowledge of computers including:

* Turning a computer on
* Using a mouse
* Typing skills
* Using Interactive video technology if a zoom course)

**Example 2 – Textbook must match bookstore. Math course**

**Textbook:** Algebra and Trigonometry, by Jay Abramson; ISBN: 978-1938168376

\*Free Open Source Textbook available online through D2L, for download or print copy ([Amazon](https://www.amazon.com/Algebra-Trigonometry-Jay-Abramson-ebook/dp/B075FFGZVH/ref%3Dsr_1_2?dchild=1&keywords=algebra+and+trigonometry+abramson&qid=1597684211&sr=8-2)). (Actual classroom links may vary slightly from original text)\*

**Other materials:**

* ***Internet and Printer access*** *– for all students to access D2L, assignments, calculators, textbook – may be needed for class, so please bring Chromebook.*
* ***Pencil & Paper*** *needed every day in class*
* ***Composition Notebook*** *used for taking notes from the e-text, in class, and for homework.*

## Course Requisites

ACCUPLACER Sentence Skills Score of 95 or higher or ENG 090 with “C” grade or higher.

## Topical Outline

[CCNS](https://erpdnssb.cccs.edu/PRODCCCS/ccns_pub_controller.p_command_processor) - https://erpdnssb.cccs.edu/PRODCCCS/ccns\_pub\_controller.p\_command\_processor]

Note: Outline details recursive, not linear, activities.

1. Rhetorical Knowledge
	1. Audience
	2. Purpose
	3. Reading strategies
	4. Genre
	5. Reflective strategies
2. Experience in Writing
	1. Generating ideas
	2. Planning
	3. Drafting
	4. Editing
	5. Proofreading
	6. Revising
	7. Critiquing
	8. Recursive process
3. Critical and Creative Thinking
	1. Identifying context
	2. Presenting a position
	3. Drawing relevant conclusions
4. Sources and Evidence
	1. Selecting appropriate evidence
	2. Evaluating evidence
	3. Integrating evidence
5. Composing Conventions
	1. Applying genre conventions
	2. Voice, tone, and style
	3. Structuring and paragraphing
	4. Employing appropriate mechanics, syntax, and diction

Detailed Schedule

**Example 1 – First Two Weeks of an English Course**

Readings should be done prior to class meetings.

“They Say I Say” = Textbook = readings and exercises are assumed to be from the textbook unless otherwise noted.

“Little Seagull Handbook” = Handbook = assignments from the Handbook will be marked Handbook.

|  |
| --- |
| **MODULE I – Academic Integrity/Introduction/Academic Writing and Integrity/Writing Process and Feedback/Having A Voice/Revision – Week 1*** **PAPER 1: Academic Integrity – 50 pts**
 |

**Week One – August 23-25 – Introduction/Academic Writing and Integrity**

Preparation: READ –

* Preface: Demystifying Academic Conversation p. xiv-xxiv
* Introduction: Entering the Conversation p. 1-18
* HANDBOOK: Plagiarism p. 148-149
* HANDBOOK: Academic Contexts p. 6-8
* HANDBOOK: Writing Processes p. 17-26
* HANDBOOK: Developing Paragraphs p. 27-39

Lecture/Discussion:

* Review Syllabus
* Title IX Video
* Academic Professionalism
* Academic Writing
* Plagiarism
* Assign Paper #1 Academic Integrity
* Assign Exercises

Assignments: DUE Mon., Aug. 29, 11:30 p.m. [late penalty locks Wed., Aug. 31, 11:30 p.m.] --

* Writing Assignment #1 [50 pts]
* Exercises #1 and #2 p. 17-18 [10 pts total for both exercises]

|  |
| --- |
| **MODULE II – Writing Process and Feedback/Having A Voice/Revision – Weeks 2-4*** **PAPER 2 Identity Narrative – 150 pts**
 |

**Week Two – Aug. 30-Sept. 1 – WRITING PROCESS AND FEEDBACK**

Preparation: READ –

* CH 12 I Take Your Point: Entering Class Discussions p. 172-176
* CH 13 Don’t Make Them Scroll Up: Entering Online Conversations p. 177-186
* HANDBOOK Reflections p. 102-105
* HANDBOOK Personal Narratives p. 80-85
* HANDBOOK Words Often Confused p. 342-346

 Lecture/Discussion:

* In-class conversation
* Small group conversation
* Online conversations
* Analyze Facebook conversation
* Basic Essay Structure
* Assign Paper #2 Identity Narrative
* Discuss Peer Reports, Self-Evaluations, Using the Handbook, Peer Workshops
* Words Often Confused HANDBOOK: p. 342-346

Assignments DUE Tuesday, Sept. 6, 11:30 p.m [late penalty locks Thurs., Sept. 8, 11:30p.m.].:

* Exercise: Small group and/or class discussion – Written observations re small group discussion and/or class discussion [10 pts]
* Exercise: Written analysis/observations of online conversation [10 pts]

**Example 2 – First Two weeks of an English Course**

## Unit 1: Narrative Writing

*Week One:* 8/23 – 8/25

* Reading:
	+ TSIS: “Preface” pp. ix, xxiii; “Introduction: Entering the Conversation” pg. 1 “I Take Your Point” pg. 172
	+ OWL: “Aristotle’s Rhetorical Situation”
	+ LS: “Rhetorical Contexts” pp. 2-8; “Personal Narratives” pp. 80-85
	+ D2L: “The Surprising Habits of Original Thinkers” (Ted Talk); “Surviving the Ordinary: Why We Need Memoirs of Regular Lives;” “Long Day’s Journey” by Elizabeth Gilbert; “Rules for Writing Practice;” “The Benefits of Writing a Short Memoir”
* Topics:
	+ Introduction of course and syllabus + D2l Navigation tutorial
	+ Introduction of *They Say, I Say* textbook
	+ Introduction of Narrative Writing Unit
	+ Introduction of Memoir genre and assignment

*Week Two:* 8/30 – 9/1

* Reading:
	+ TSIS: “What’s Motivating This Writer?” pg. 187; “On Closer Examination” pg. 232
	+ LS: “Writing Processes” pp. 17-26; “Summary/Response” pp. 86-93; “Literary Analyses” pp. 94-97
	+ D2L: “The Rules of the Asian Body in America” (PDF); “Love, Loss, and Kimchi” by Michelle Zauner; “Writing from Memory” by Stacey Micklebart; “Writing a Memoir is a Strange Psychological Trip Through Your Past” by Bahar Gholipour;” Magic Lessons: S1, Ep6” (Elizabeth Gilbert’s podcast); “Ten Tips for Tiny Truths;” “Locating an Essay’s DNA” by Joe Bonomo
* Topics:
	+ Short Memoir brainstorm: small groups work
	+ Narrative Writing techniques and forms
	+ Rhetorical Analysis of Memoir
	+ Authentic Research

**Abbreviation Key:**

**TSIS = *They Say, I Say* (textbook)**

**LS = *Little Seagull* (textbook)**

*Note: We will be using this textbook for both 1021 and 1022. Grammar/editing is in the back of the handbook from pages 300-458. We will only be designating some assigned reading/work from this section – you are expected to independently reference this during editing and revision periods for your papers.*

**OWL = Online Writing Lab (on D2L)**

**D2L = In Online course shell; supplemental linked materials**

**Example 3 – First Two weeks of an Math Course**

COURSE LEARNING OUTCOMES

1. Identify properties of functions including domain, range, increasing and decreasing.
2. Apply function notation.
3. Determine the inverse of a function.
4. Examine functions algebraically.
5. Analyze behavior and roots of polynomial functions.
6. Solve polynomial, rational and absolute value equations and inequalities.
7. Analyze polynomial, exponential, logarithmic and rational functions.
8. Create graphs of polynomial, exponential, logarithmic and rational functions.
9. Solve exponential and logarithmic equations.
10. Analyze piecewise functions.
11. Graph parent functions and their transformations.
12. Utilize algebraic techniques to solve application problems.
13. Solve systems of equations.
14. Classify conic sections.

Checkpoint 1 PREPARATION (Before-Class) – Read Textbook ([OpenStax-Algebra and Trigonometry](https://openstax.org/books/algebra-and-trigonometry-2e/pages/1-introduction-to-prerequisites)), Watch Video Lecture and take Notes

Checkpoint 2 PARTICIPATION (In-Class) – Complete Checkpoints

Checkpoint 3 PRACTICE (After-Class) – Friday Mastery Quiz

**Week 1 – Functions**

|  |
| --- |
| **Learning Outcomes - (CLO mapping – Textbook Chapter.Section)** |
| 1. Utilize interval, set, and graphical notation to represent a range of numbers. (2.7, 3.2)
2. Determine if a relationship is a function by table, graph and algebraic form including one-to-one functions. (A - 3.1)
3. Write relationships in function notation. (B - 3.1)
4. Determine the evaluation of a function including the difference quotient (D – 3.1)
5. Determine the sum, difference, or product of two functions. (D – 3.4)
 | **Checklist:**[ ]  Watch video “Instructor Welcome”[ ]  Watch video “D2L Tour”[ ]  Read Syllabus[ ]  Take “Quiz - Syllabus”[ ]  Watch Title IX Video (link in quiz)[ ]  Take “Quiz - Title IX”[ ]  Watch video “Function”[ ]  Read Textbook listed to the left - **take notes**[ ]  Checkpoint 1 – Check for Understanding (CFU)[ ]  Checkpoint 2 - Inquiry Based Learning[ ]  Checkpoint 3 - Fill-in Exiting Shared Document with Biggest take away and lingering questions[ ]  **Mastery Quiz 1** |

**Week 2 – Graphs Characteristics, Composite Functions, and Transformations**

|  |
| --- |
| **Learning Outcomes - (CLO mapping – Textbook Chapter.Section)** |
| 1. Determine key graphical components, such as intercepts, domain, range, increasing, decreasing, and extrema, when a relationship is plotted on a Cartesian Plane. (A, G, H – 3.2, 3.3)
2. Determine the composite of functions. (D – 3.4)
3. Determine the domain and range of composition functions. (3.4)
4. Decompose a composition function. (3.4) Identify parent or toolkit functions. (K - 3.1)
5. Transform parent or toolkit functions by phase shift, stretch, compress and reflecting. (K – 3.5)
 | **Checklist:**[ ]  Watch video “Graphing, Composite Functions and Transformations”[ ]  Read Textbook listed to the left - **take notes**[ ]  Checkpoint 1 - Check for Understanding (CFU)[ ]  Checkpoint 2 - Inquiry Based Learning[ ]  Checkpoint 3 - Fill-in Exiting Shared Document with Biggest take away and lingering questions[ ]  **Mastery Quiz 2** |

Course Grading

### Grading Scale

| **Letter Grade** | **Percentage** | **Level of Mastery** |
| --- | --- | --- |
| A | 90% - 100% | Superior mastery of the course competencies |
| B | 80% - 89% | Above average mastery of the course competencies |
| C | 70% - 79% | Minimum acceptable mastery of the course competencies |
| D | 60% - 69% | Less than acceptable mastery of the course competencies |
| F | 59% - below | Fails to demonstrate achievement of the course competencies |

| **Letter Grade** | **Points** | **Level of Mastery** |
| --- | --- | --- |
| A | 900- 1000 | Superior mastery of the course competencies |
| B | 800-899 | Above average mastery of the course competencies |
| C | 700-799 | Minimum acceptable mastery of the course competencies |
| D | 600-699 | Less than acceptable mastery of the course competencies |
| F | 599 - below | Fails to demonstrate achievement of the course competencies |

**Example 1 – From English Course**

**Projects:**

FORMAT FOR WRITTEN ESSAYS

MLA format includes these elements: All papers must be typed; left justification; double spaced; Times New Roman 12 point font; 1” margins top, bottom, left, and right; centered title with appropriate first letters capitalized and no underlining or bold face; each new paragraph indented .05 (one tab @ 1/2”) from the left margin; pages numbered with student’s name in the upper right corner.

Student Support Center and Writing Lab: Free one-on-on tutoring is available at the MCC Student Support Center Writing Lab, located in Cottonwood 106. Check with the Center for its hours by calling 542-1310.

[Add info here]

## **Short exercises**

Each week there will be a short assignment that will give you exercise in a specific aspect of the research and/or writing process. These form a valuable addition to the other reading and writing tasks. These assignments are contained in the Short Exercises packet (available online in D2L). The deadlines for all assignments are indicated on the final page of this syllabus. It is your responsibility to know the deadlines and meet them *regardless of whether you are reminded about them in class or not*.

## **First and Second Drafts**

You will write two drafts of each paper. Both drafts will be read (and critiqued, following established guidelines) by fellow students. This will support your learning in two ways: exposure to different writers will alert you to different ways of approaching a paper, and your editing skills will improve with exercise. Make multiple copies of your first and second drafts: one for every member of your workshop group. If you miss workshops, not only will your writing suffer, but your peers will miss your valuable feedback. Your feedback counts as 10% of your final grade, so missing workshops is not advisable. If you are unable to attend class on a workshop day, it is up to you to contact the people in your group and see that an exchange of papers is made before the workshop.

During workshop, I am available for advising students who have specific concerns about their papers. Of course, I invite you to visit with me during my office hours as well, to clear up major writing concerns before workshop starts.

It is recommended that Works Cited pages be included with first and second drafts, so that format errors can be spotted and corrected.

**Dropbox Plagiarism Detector in D2L**

D2L’s Dropbox provides a service that sends your paper to TurnItIn.com in order to determine how well you’ve avoided plagiarism in your research writing. I encourage you to submit your paper to D2L’s Dropbox during the workshop week to make sure you have paraphrased and documented your sources well. You can turn each paper in as often as you like to test and hone your ability to write with originality. It may take several minutes for an Originality Report to return to you, so be patient.

## **Final Drafts**

### Please include in a pocket folder *all* of the following materials with the final draft:

* Pre-writing: clusters, lists, brainstorms, notes, etc.
* Early drafts, peer workshop critique sheets
* The final draft itself
* A short reflection (a healthy paragraph in length) in which you describe: 1. What you learned about writing by creating this paper, 2. What you perceive to be the paper’s strengths, and 3. How the paper can still improve.
* **Dropbox on D2L**: Also submit a digital draft of your paper (in Word format) to our Dropbox in D2L so that I can see how well you’ve paraphrased and documented sources.

## **Workshops (25 points each; 100 total points)**

A workshop will occur on the first and second drafts of each paper. This is a highly interactive process

taking place in small groups. The workshops involve the elements of *response* (the reader’s reaction to the content) and *critique* (analysis of writing elements). Both are important in helping writers to develop essays. Workshop feedback will be given in both written and verbal form. First drafts will be exchanged on a Tuesday, and second drafts will be exchanged on Thursday. If you are absent on the day that a first and second drafts are due, it is recommended that you independently contact the others in your group to arrange an exchange of papers before the next class. Workshops cannot be made up. Students who miss them forfeit the right to get feedback on their drafts, along with the corresponding points.

**The Logistics:** Everyone must bring two copies of their completed first draft on Monday to exchange with peers. Peers must comment on each other’s first drafts before the end of class. During Monday’s workshop, you verbally discuss your comments with your peers, and receive verbal feedback on your paper from your peers as well. Take the comments given during Monday’s workshop to improve your second draft for Wednesday’s workshop. On Wednesday, bring two more copies of your revised draft for another workshop.

## **Paper Grading Conferences**

Recent studies show that student writing improves most over time when instructors engage in one-on-one conferencing with students not only while students draft their papers, but also while instructors grade their papers. Grading conferences are mandatory for the first two paper assignments. After you turn in your final draft, we will set up a time to discuss your paper one last time for 15-30 minutes. At that scheduled time, I will discuss with you the strengths and areas for improvement in your paper and assign it a grade by using the paper’s grading rubric. (All rubrics are available in our D2L course files.) There will be no required paper grading conference for the third paper.

If you miss our scheduled conference, your paper grade will be lowered up to full letter grade unless you provide written documentation from an authority (e.g., doctor or police officer) explaining your absence. If something unexpected comes up and you learn you must reschedule your conference, *reschedule in advance* of our originally scheduled meeting to avoid a grade reduction. I recommend programming my office phone number into your cell phone so you can call quickly in advance if something interferes with our meeting time. You are responsible, not I, for rescheduling our conference if you’ve missed it. If you do not reschedule within the two weeks I have set aside for conferences, I will not grade your paper and it will receive a zero.

**Example 2 – From College Algebra Course**

### Lumen Homework Assignments: (Approx. a total of 150 points)

Utilizing the online homework system, Lumen, students will practice and review topics from the lecture in preparation for the chapter exams. To maintain proper progress in the course students should adhere to the deadlines. Homework will not be accessible, hard deadline, after the date listed in Lumen, which typically occurs the night preceding the exam. All work from Lumen, should be kept in the notes/homework composition book and used to take in-class quizzes and test preparation. Within Lumen missed problems can be resubmitted as 5 times with a 10% reduction in score each time a solution is submitted. The system will retain your highest score. A hard copy of homework must be submitted to receive credit.

### Quizzes / In Class Assignments: (Approx. a total of 50 points)

Announced and unannounced in-class work and quizzes will be given throughout the semester. Lectures will consist of the topic’s history, a demonstration, and an opportunity for students to work with others and try the problems. Some of the problems and/or activities are done in class and will need to be turned in. Attendance will ensure you are aware of the items that need to be submitted. The notes/homework composite notebook may be used on the quizzes. Content of the quizzes will consist of the information given in lecture, videos and vocabulary/conceptual understanding of the reading material**. In-class work and quizzes cannot** be made up and no exceptions or extensions will be given.

**MCC On-Line Proctoring Services**

With the challenges of COVID-19 and remote learning, MCC has enlisted a service that allows you to take exams remotely through the course’s Desire to Learn (D2L) site. This course may use a proctoring service to ensure the integrity of the test-taking process. If used, the proctoring service will collect information from your computer and monitor your exam session by video and audio. By taking this course, you are agreeing to take tests remotely using a proctoring service, **as determined by the instructor.**

### Exams: (Approx. a total of 400 points)

Chapter exams will be given throughout the semester. Scoring for each question on the exam will range from 1 to 4 points depending on its difficulty. Be sure to show ample work to receive partial credit as points will be awarded for the correct process (setup, algebraic steps) and the correct answer. Missed exams will result in a zero. **No late exams** will be given except in cases of emergencies with verification. Students always have the option of taking the exams early in the testing center when the instructor is given 24 hour notice. The exam must be completed prior to the scheduled time and day of the exam. **Students are not allowed to leave and reenter the classroom during an exam for any reason, so please come prepared.**

### Final Exam: (Approx. a total of 200 points)

One mandatory final exam will be given the last day of class covering material from the entire course. The final exam may not be dropped and if not taken will result in a zero. A thorough review will be conducted prior to the exam.

**Attendance:**

**Example 1 – From a Literature Course.**

Students will be expected to be active learners. Attendance is mandatory. All scores from a day absent will be considered late grades unless the student has made prior arrangements with the instructor. Otherwise, all late work is subject to 50% reduction. When due dates are given in advance (such as a research paper), students will be expected to turn in the assignment as soon as they return. Late essays cannot be revised for a higher score.

**Example 2 -From a Math Course**

Attendance is not mandatory but will be taken daily. Students are expected to attend each class and participate in the group/practice problems. There may be a quiz or group activity that will need to be completed and attendance will ensure you do not miss these opportunities to receive points. No make-ups are given unless the instructor is notified, and alternative arrangements are made.

**Example 3 – From a Music Course**

Attendance is mandatory. Each class 20 points of your final grade (1200 points). You must notify the instructor at gary.hall@morgancc.edu BEFORE CLASS if you will be absent. Much will be accomplished during each session, so it is mandatory that you be here for the entire class. If you miss or leave during class without notifying the instructor, you will not receive points for that day. This will only be excused with a valid reason as deemed acceptable by the instructor. With the excused absence, 5 points will be received for the missed class. Any make-up work will be your responsibility to contact the instructor OUT OF class time.

**Late Work:**

**Example 1 – From a Biology Course**

I will accept late work, but I will deduct 10% of the points per week that it is late.

**Example 2 – From an Art Course**

Late work will be accepted and graded on a sliding scale.

Late THINK ABOUT IT QUESTIONS: late 3 days-9 points, 6 days-8 points, 9 days-7 points, 12 days-6 points, 15 days- 5 points. Late questions after 16 days will not be accepted.

Late WEEKLY PROJECTS: late 3 days-90 points, 6 days-80 points, 9 days-70 points, 12 days-60 points, 15 days-50 points. Late projects after 16 days will not be accepted.

**Extra Credit:**

**Example 1 – From a Chemistry Course**

There is a possibility for extra credit should students want to demonstrate their understanding of concepts that may have not been shown in previous work

**Example 2 – From a English Course**

THERE IS NO EXTRA CREDIT and no additional assignments will be offered.

Study Expectations

*[DELETE ME. Insert specific study expectations such as time spent outside class, forming study groups, etc. The minimum required time spent outside of class is 2 hours to every 1 credit hour a week. Use the chart below to figure out the minimum requirement of outside work for your class. You can calculate the minimum required hours of outside work by using: # of credits x 30 / # of weeks. ]*

|  |  |
| --- | --- |
| ***DELETE ME WHEN FINISHED*** | ***Formula calculating estimated study hours outside of class*** |
| *6-week course* | *5 x number of credits* |
| *8-week course* | *3.75 x number of credits* |
| *10-week course* | *3 x number of credits* |
| *15-week course* | *2 x number of credits* |
| *18-week course* | *1.7 x number of credits* |

Throughout this course, you will need to invest a significant portion of your time outside of class each week throughout the semester to successfully complete this course - **expect to spend at least \_\_\_\_ hours per week on this course.**

**Example 1 – Extra paragraph for this section from an English Course.**

There are 135 course activity hours planned for the semester. Students should plan to be engaged in 8 to 10 learning hours per week, including 3 hours per week in class. The time spent outside of class for completing and writing assignments averages 4 to 5 hours per week.

**Example 2 – Extra paragraph for this section from a Political Science Course**

The hours listed is just a rough approximation – each student will have to make a determination about him/herself, but it’s clear that, at least in general terms, the benefits that you’ll get from this class, and from other classes more generally are, broadly speaking, directly proportional to the time that you spend studying

Instructional Method

This course will utilize the following instructional methods*.*

**Classroom Based Instruction:**

Students will attend lectures/labs in person at the specified location(s).  Students are expected to attend at the scheduled time and location for the course. Students are expected to complete 1-2 hours of homework/studying for each hour of lecture. Homework may also utilize traditional and/or online learning methods.

**HyFlex:**

Students may choose to attend class in person at a specified location and time, remotely via technology at the same specified time, or a combination of the two. The instructor will teach in person. Students are expected to complete 1-2 hours of homework/studying for each hour of lecture. Homework may utilize classroom-based and/or online learning methods.

**Remote Real-Time:**

The class is taught in real-time with 100% remote delivery via technology at specified times. There is no scheduled in-person attendance. Students are expected to complete 1-2 hours of homework/studying for each hour of lecture.

**Hybrid:**

At least 33% of the lecture time for this course will meet during scheduled class times.  The remaining lecture material will be presented via a web-based learning management system (D2L).  Students are expected to attend scheduled class times and complete online lecture requirements as outlined by the instructor.  In addition to scheduled class-time, students are expected to spend \_\_\_\_\_ hours per week for course-related lecture activities, including but not limited to reading/listening to the online content and participating in discussion forums or other instructional content deemed appropriate by the instructor.  Please note completion of assignments and studying the course material is not considered a portion of the ‘hybrid’ lecture material and must be completed outside of the instructional hours.  Lab hours must be met- cannot be hybrid.

**Online Instruction:**

Lecture time for this course will be delivered via a web-based learning management system (D2L) that can be conveniently accessed anytime, anywhere.  Students are expected to access the course weekly at a time of their convenience and maintain regular contact with the instructor and other students through D2L.  For every credit hour, students should plan to spend an average of 2-3 hours per week for course-related activities in a 15-week course. For example, a 3-credit hour course would average 6-9 hours per week to read/listen to the online content, participate in discussion forums, complete assignments, and study the course material.

Teaching Philosophy

**Example 1 – From an English Course**

I believe that education and literacy by nature, is radical. I believe it is our civic and human responsibility to engage, resist, and be vocal in order to build and maintain the world we want for ourselves and future generations. Therefore, in my teaching, I embrace a decentralized pedagogy and equitable practices in order to encourage students to critically engage with materials, their worlds, and their own worldviews in order to challenge the status quo and remain curious, critical, and empathetic.

**Example 2 – From a Literature Course**

My philosophy of teaching involves active learning. Students in my classroom learn by doing. Learning activities include essays, presentations, group work/discussions, revisions, research projects and class discussions

Incorporation of Critical Thinking Skills into the Course

**Example 1 – From an English Course**

Through class discussion, small group work, and the analysis of selected course material, as well as the evaluation of sample readings and essays, students will raise awareness of how “thinking on paper” enables their growth as lifelong learners and encourages their cultural and civic engagement.

**Example 2 – From a Math Course**

By navigating possible ways to solve mathematical problems and communicating the solutions algebraically, graphically, and with a written explanation, students will gain a fundamental understanding of how to tackle any life problem with logic and critical thinking.

MCC Assessment

The objectives of this course support the attainment of Morgan Community College’s General Student Outcomes, which includes Communication, Critical Inquiry, Intra/Interpersonal Responsibility, Quantitative Reasoning, and Information Literacy.

Resources and Support

| Academic Support | Phone Numbers | MCC Departments | Phone Numbers |
| --- | --- | --- | --- |
| Tutorial Center  | (970) 542-3193 | Student Services  | (970) 542-3100 |
| D2L Support | (970) 542-3195 | AdvisingCareer CounselingFinancial AidAdmissions/Transcripts |
| Zoom Support | (970) 542-3195 |
| Testing Center | (970) 542-3188 |
| Learning Resource Center (Library) | (970) 542-3185 |

Course Expectations

**Classroom Etiquette/Behavioral Expectations**

Students are to adhere to the MCC’s Student Code of Conduct. Information can be found within the catalog under Student Rights and Responsibilities. For more information, visit our current [Student Discipline](https://www.morgancc.edu/legal-notices/student-discipline/) policy [https://www.morgancc.edu/legal-notices/student-discipline/].

**Example 1 -From a Physics course**

### Students are expected to attend all lecture and lab sessions, be on time, give their full attention to whatever is going on, ask questions when needed and participate where appropriate. Students should act in a professional manner, show courtesy, and respect for each other and the instructor at all times. The instructor should also act professionally, courteously and respectfully. Lab activities require extra safety and behavioral instructions, which will be detailed in the Student Laboratory Safety Contract.

**Example 2 – From a Math course**

Students are to attend class, to participate, and to ask questions as needed. Consistent computer work will be a component of the course, and daily attendance is required. Civility and respect toward classmates and instructor are necessary to promote a positive learning environment. Any behavior that disrupts the positive learning environment will not be tolerated, and the student may be asked to leave.

**Academic Integrity Policy**

**Example 1 – From an English Course**

Academic dishonesty is a serious offense because it diminishes the quality of scholarship and the learning experience for everyone on campus. As a student at MCC, your responsibilities are outlined in the Student Code of Conduct, which you should review in the [Student Handbook](https://www.morgancc.edu/legal-notices/student-discipline/): (<https://www.morgancc.edu/legal-notices/student-discipline/>}. Three forms of academic dishonesty that will not be tolerated in this course are:

* Plagiarism: Plagiarism can be broadly defined as passing off work written by someone else as your own or borrowing words or ideas from another person or source without identifying and documenting that source. Fabricating sources is also considered plagiarism.
* Falsification: Falsification consists of deliberately changing results, statistics, or any other kind of factual information to make it suit your needs. It also consists of changing a source’s intent by misquoting it or using it out of context.
* Multiple submission: If you wish to turn in the same work or use the same research, in whole or in part, for more than one course, you must obtain permission to do so from all professors involved before submitting work.

A first plagiarism offense will result either in a failing grade for that assignment or for the class, and a second offense will result in a failing grade for the class as well as possible disciplinary action by the college outlined in the MCC disciplinary procedures stated on the MCC website and in the student handbook.

**Example 2 – From an English Course**

Morgan Community College students are expected to maintain the highest standards of academic honesty and integrity. Unless specified otherwise, all work submitted by a student is to be the original creation of the student. Scholastic dishonesty includes, but is not limited to: cheating on a test, stealing a test, plagiarism (including self-plagiarism), unauthorized collaboration with another person in preparing school work (including providing other students with test questions and/or answers) or unauthorized access or modification of any school records. These are considered serious offenses and will be referred to school administration

**Plagiarism:** WHENEVER you use information gained from another source, you should simply acknowledge or cite that source:

* + If it is an exact quote (word for word), you need to use quotation marks and cite the source—usually the author’s last name.
	+ If you have changed the wording around to simplify the language (paraphrasing) you still need to cite (identify) the author, but you do not need to put the passage in quote marks.
	+ If the quote is four lines or longer, you should use the long quote (block quote) format and cite the source. See your textbook or MLA online for more information.
	+ A Works Cited page should contain an alphabetical list of all the sources cited.

**Self-Plagiarism:** Self-plagiarism is re-cycling a paper written earlier for another class—for example turning in a high school paper or using an ag or psych paper for this English class (also known as “double-dipping”). Since this is a primary writing course re-using a paper or “double-dipping” is inappropriate and not acceptable for this course. Your work for this class should be all current, original writing and research so that you can demonstrate your writing, thinking, and research skills.

**Zoom Policy**

If you are connecting to this course through Zoom, go to D2L site for this course and click on Zoom.

**Example 1 – From a History Course**

Students attending class via Zoom should remember the visible/audible input from your location is an extension of the classroom. Please remember:

* Mute your microphone whenever you are not speaking.
* Turn off other background distractions such as televisions and music.
* Minimize distracting interactions from pets, children, roommates, etc.
* If distractions are offensive or excessive, you will be removed from the Zoom meeting. You will still be responsible for all material covered in your absence.
* I am a Mandated Reporter (see details in Legal Notices section) and obligated to report issues relating to the health and safety of campus community members.

**Example 2 – From a Sociology Course**

If you are connecting to this course through Zoom, go to D2L site for this course and click on Zoom.

Students attending class through Zoom should mute their microphone when not speaking. Students are expected to be focused on class lecture or discussion and should refrain from conversation or cell phone/computer use that is not part of the class. If a student’s behavior or conduct is distracting, a warning will be given, and if it continues the student will be asked to leave and be counted absent for the class period. If the behavior or conduct continues the student will be dropped from the class.

Students should be visible to the instructor at all times during class. Be sure your camera is in working condition and that you sit within range of the camera. Students will be counted absent if their camera is not on. If your camera is not working for whatever reason, it must be “fixed” by the next class. If you have extenuating camera issues, please e-mail the instructor and explain the issue. Also, be aware of your webcam background and avoid distracting or inappropriate images or activity.

Please note, it is my duty to report any illegal activity happening during the class period.

**Electronics Policy**

**Example 1 – From a Biology Course**

Respectful use of electronic equipment is allowed during certain times (please ask if you’re not sure). No electronic equipment should be in sight or easy access during exams. Also, electronic equipment may not be used during certain activities (please ask if you’re not sure). It is at the instructor’s discretion to ask any or all students to put electronic equipment away at any time.

**Example 2 – From a Math Course**

In this course, you will need digital devices to access readings, complete and submit homework, take in-class polls and other activities along with online discussions. I recognize that some students are unable to afford the cost of purchasing digital devices and that other students rely on older, more problem-prone devices that frequently break down or become unusable. I also recognize that those technology problems can be a significant source of stress for students. Given those challenges, please contact the Lupita Lara (M-H 8 am - 5 pm), at (970) 542-3195.  They will provide you information on the equipment loan program along with details how you can reserve and pick-up equipment. MCC has technology equipment you may check out to assist you in successfully completing the course.

This course relies heavily on technology, and you will need a working Webcam and Mic to attend tutoring. You will need access to the internet and Desmos. Desmos is a free mathematical website where activities will be used for discussion of mathematical topics. Access and codes to the activities will be listed in D2L and count toward in-class activities.

**Communication Policy**

MCC adheres to [FERPA](https://www.morgancc.edu/legal-notices/notification-of-rights-under-ferpa/) (<https://www.morgancc.edu/legal-notices/notification-of-rights-under-ferpa/> ) regulations regarding communication with students.

**Example 1 – From a Science Course**

The best way to reach me is by email, either directly using the email address above, or through the class D2L site. I will try to get back to you as soon as possible and definitely within 24 hours. However, remember that I too have a full day of classes and may not have time to check my email every hour. In addition, I reserve the right not to check my email at all on weekends. You can call my office any time – if I am not there, you can leave a message and I will get back to you by phone or email as soon as I can.

When you email me (or anyone), please include your full name in the email (or topic line), especially if you are using a non-MCC email address. It is very confusing to get an email about some vague issue from someone whose name and course section I don’t know.

**Example 2 – From a Sociology Course**

Please notify me regarding your absence from class as soon as possible. You may text me (303-717-9308) for last minute absence or tardiness to class. DO NOT LEAVE VOICEMAIL MESSAGES WITHIN 10 MINUTES PRIOR OR DURING CLASS AS I WILL NOT CHECK VOICEMAIL MESSAGES DURING CLASS. You may also leave e-mail messages through the D2L course e-mail system to notify me of absences or tardiness that is known prior to course meeting days. I check the course e-mail several times each day.

You may also text me if you are having difficulty logging in to class (e.g., slow Internet).

Only use the MCC e-mail that is printed on the syllabus when you are not able to access the course D2L e-mail.

MCC Policy Health and Safety Precautions regarding COVID-19

Students, faculty, and staff are encouraged to take personal responsibility for implementing necessary voluntary health precautions, including maintaining vaccination status, wearing an appropriate facial covering, maintaining social distance, or staying home to prevent the spread of communicable diseases, including COVD-19, influenza, and colds.  In the event community conditions require MCC to take additional steps to prevent the spread of disease, individuals may be required to take specific steps, including mandatory use of facial covering, increase social distancing, and remote learning.  The college’s primary goal is to protect the health of students and employees.  If you have questions about this practice, please contact Dean Christiane Olivo at Christiane.Olivo@MorganCC.edu or (970) 542-3191.

Legal Notices

PROHIBITION OF DISCRIMINATION, HARASSMENT OR RETALIATION

Morgan Community College (MCC) and the Colorado Community College (CCCS) [Prohibition of Discrimination, Harassment or Retaliation, BP 19-60](https://www.cccs.edu/policies-and-procedures/bp-19-60-prohibition-of-discrimination-harassment-or-retaliation/) [https://www.cccs.edu/policies-and-procedures/bp-19-60-prohibition-of-discrimination-harassment-or-retaliation/] provides that individuals affiliated with MCC shall not discriminate or harass on the basis of sex, gender, race, color, age, creed, national or ethnic origin, ancestry, physical or mental disability, familial status, veteran or military status, pregnancy status, religion, genetic information, gender identity, sexual orientation, or any other protected class or category under applicable local, state or federal law (also known as “civil rights laws”), in connection with employment practices or educational programs and activities (including admissions).

[BP 19-60](https://www.cccs.edu/policies-and-procedures/bp-19-60-prohibition-of-discrimination-harassment-or-retaliation/) [https://www.cccs.edu/policies-and-procedures/bp-19-60-prohibition-of-discrimination-harassment-or-retaliation/] further provides that individuals affiliated with MCC shall not retaliate against any person who opposes discrimination, harassment, or retaliation, or participates in any complaint or investigation process.

For information regarding civil rights compliance or grievance procedures contact:

**Title IX Coordinator, Affirmative Action/Equal Opportunity Officer:**

Julie Beydler

Director of Human Resources

920 Barlow Road-Aspen 207

Fort Morgan, CO 80701

(970) 542-3129

Julie.Beydler@MorganCC.edu

**Deputy Title IX Coordinator:**

Scott Scholes

Vice President of Student Services

920 Barlow Road-Cottonwood 102a

Fort Morgan, CO 80701

(970) 542-3111

Scott.Scholes@MorganCC.edu

You may also contact the Office for Civil Rights, U.S. Department of Education, Region VIII, Federal Office Building, 1244 North Speer Boulevard, Suite 310, Denver, CO 80204, telephone (303) 844-3417.

CIVIL RIGHTS AND SEXUAL MISCONDUCT RESOLUTION PROCESS

Morgan Community College (MCC) and [CCCS System Procedures (SP) 19-60](https://www.cccs.edu/policies-and-procedures/bp-19-60-prohibition-of-discrimination-harassment-or-retaliation/) details the reporting requirements, process by which investigations are conducted depending on the type of case, definitions of discrimination, harassment, retaliation, and sexual misconduct, MCC's responsibility in the processes, the rights of involved parties, and procedures for live hearings in cases involving sexual misconduct allegations arising from conduct within the United States.

To report an incident of sexual misconduct, please contact one of the people listed above or electronically via the [MCC Incident Report](https://cm.maxient.com/reportingform.php?MorganCC&layout_id=0).

In case of an emergency please call 911.

MCC’S TITLE IX RESPONSIBILITIES

Morgan Community College seeks to provide an environment that is free of bias, discrimination, and harassment. If you have been the victim of sexual harassment/misconduct/assault, we encourage you to report this. If you report this to a faculty or staff member, he or she must notify Julie Beydler, our College's Title IX Coordinator about the basic facts of the incident (you may choose whether you or anyone involved is identified by name). For more information about your options at Morgan Community College please go to: [Title IX](http://morgancc.edu/titleix/).

MANDATED REPORTERS

Our College is committed to preserving a safe and welcoming educational environment for all students. As part of this effort, all employees have an obligation to report any allegation of discrimination or acts of sexual misconduct. MCC strongly encourages students to report any discrimination or acts of sexual misconduct.

Such reports may trigger contact from a College official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like more information, you may reach the Title IX/EO Coordinator at (970) 542-3129, email: Julie.Beydler@morgancc.edu or in the HR office, Aspen 207. Reports to law enforcement can be made at the Fort Morgan Police Department or your local police department, Dispatch Phone number: (970) 867-5678 or if an emergency, dial 911.

If you would like a confidential resource, please contact S.A.R.A. (Sexual Assault Response Advocates) at (970) 867-2121.

Further information may be found on the College web site: [Title IX](http://www.MorganCC.edu/titleix) (http://www.MorganCC.edu/titleix).

**Title IX Coordinator**

Julie Beydler

Director of Human Resources

920 Barlow Road-Aspen 207

Fort Morgan, CO 80701

(970) 542-3129

Julie.Beydler@MorganCC.edu

**Deputy Title IX Coordinator**

Scott Scholes

920 Barlow Road-Cottonwood 102A

Fort Morgan, CO 80701

(970) 542-3111

Scott.Scholes@MorganCC.edu

ACCREDITATION STATEMENT

Morgan Community College is accredited by The Higher Learning Commission

ADA STATEMENT

Morgan Community College complies with and fully supports Section 504 of the vocational rehabilitation act of 1973 with amendments of 1974 as well as the Americans with Disabilities Act (ADA) of 1990. “No qualified individual with a disability shall, by reason of such disability, be subjected to discrimination.” Students have the responsibility to self-identify to the institution as a person with a disability or special need. Appropriate documentation must be provided to the ADA coordinator. Students of special populations may be eligible for “reasonable accommodations” so long as they meet and follow MCC policy and procedure. Go to [Disability Services](https://www.morgancc.edu/get-started/disability-services/) (https://www.morgancc.edu/get-started/disability-services/) for more information. Those wishing to seek accommodations must contact the ADA Coordinator at (970) 542-3111.

VIDEO OR AUDIO RECORDING OF LECTURES

Except where a student is entitled to make an audio or video recording of class lectures and discussions as an educational accommodation determined through the student's interactive process with college disability services, a student may not record lectures or classroom discussions unless written permission from the class instructor has been obtained and all students in the class as well as guest speakers have been informed that audio/video recording may occur.

A student granted permission to record may use the recording only for his or her own study and may not publish or post the recording on YouTube or any other medium or venue without the instructor's explicit written authorization.

Students with a disability are encouraged to contact the learning resources and support programs on each campus to arrange for accommodations and support services. Please visit our [Disability Services](https://www.morgancc.edu/get-started/disability-services/) (<https://www.morgancc.edu/get-started/disability-services/>) page for more information.