

**Index of Evidence for Recommendation 6:
Learning Support for Distance Education**

Item 1: SLOs in Online Courses

Evidence 6.1: SLO Online Syllabi Set

Set 1.1: CIS 55	3
Set 1.2: CIS 80	5
Set 1.3: CIS 89	7
Set 1.4: MATH 104 Online (Fall 2012).....	10
Set 1.5: MGMT 55	16
Set 1.6: GEOG 1.....	19
Set 1.7: LR10	25
Set 1.8: MATH 104 Online (Fall 2013).....	28
Set 1.9: ENG 4	37
Set 1.10: MUSC 013	41
Set 1.11: NUTR 10	42
Set 1.12: COUN 050 Online.....	49

Evidence 6.2: SLO Evidence Set

Set 1.1: CHEM 001 SLO Assessment Fall 2011	54
Set 1.2: CHEM 001 SLO Assessment Fall 2012	56
Set 1.3: CHEM 002 SLO Assessment Spring 2012.....	57
Set 1.4: CHEM 002 SLO Assessment Spring 2013.....	58
Set 1.5: ART 10 SLO 1.....	62
Set 1.6: ART 10 SLO 2.....	63
Set 1.7: MGMT 050 SLO.....	64
Set 1.8: Syllabus MGMT 055 Online	65
Set 1.9: SLO Assessment Form COUN 083 Spring 2013	68
Set 1.10: SLO Assessment Form COUN 007 Spring 2013	72
Set 1.11: Spring 2013 COUN 055 SLO Assessment Form	76
Set 1.12: ACCT 002 Stats.....	80
Set 1.13: ACCT 001 Stats.....	82
Set 1.14: ACCT 001 Individ. SLO Short Form Spring 2013	84
Set 1.15: Term Problem Rubric.....	85
Set 1.16: Term Problem Spring 2013.....	86
Set 1.17: LR 010	91
Set 1.18: LR 010	94
Set 1.19: LR 010	95
Set 1.20: LR 010	98
Set 1.21: LR 010	99
Set 1.22: LR 010	100
Set 1.23: LR 010	101

Set 1.24: ENGL 004 SLO Assessment Spring 2013 v2	102
Set 1.25: SLO Assessment CIS 001	105
Set 1.26: FIRE SLO	107
Set 1.27: MATH 104 Online Syllabus Fall 2013	113
Set 1.28: MATH 104 online Syllabus Fall 2012	122
Set 1.29: Class Information NUTR 10 Spring 2013	128
Set 1.30: NUTR 010 Spring 2013	132
Set 1.31: GEOG 001 Course Outline Spring 2013	135
Set 1.32: GEOG 001 SLO Assessment Form Fall 2012	138
Set 1.33: ENGL 001 Fall 2011	143
Set 1.34: ENGL 001 Spring 2011	146
Set 1.35: ENGL 001 Spring 2013	150

Evidence 6.3: History 2 and Math 104

SFCA Article 19.104, 19.105, 19.106	172
---	-----

Evidence 6.4: English 1 Mandatory Orientation Comparisons with SLOs

Set 1.1: Course Analytics – Canvas	173
Set 1.2: SLO Rubric – HIST 3	174
Set 1.3: SLO Rubric – HIST 3 Example	175
Set 1.4: SLO-Outcomes Data-Canvas	176
Set 1.5: SLO- Outcomes – Example	177

Course Description	<p>Course Description:</p> <p>You will learn some of the most important topics about Windows 7, including customizing Windows 7, implementing shortcut strategies, using OLE technologies, backing up a hard disk, safeguarding your computer, evaluating system performance, installing software, installing and troubleshooting hardware, and exploring the Windows Registry.</p> <p>This section of CIS 55 is conducted in an online environment using a system called eCollege which is located in Denver, Colorado. It is available to you 24X7, meaning every hour every day.</p> <p>You should get started ASAP by continuing to read and do all the items listed under "Course Home" and then start on Unit 1. BE SURE to understand "Our Calendar"</p> <hr/>
Course Objectives	<p>This is a comprehensive course about Microsoft's Windows 7 operating system. The objective is not just to teach you how to use the operating system but also to give some knowledge on how to tune it and to troubleshoot it.</p> <p>Previous versions of Microsoft's operating systems are <u>briefly</u> discussed as well as "server" versions.</p> <p>Expected student learning outcome:</p> <p>Demonstrate the basic skills necessary to operate and manage a PC using the Microsoft Windows operating system.</p> <p>Methods of assessment:</p> <ol style="list-style-type: none"> 1. Written examination 2. Class discussion 3. Homework 4. Observations 5. Lab assignments <hr/>
Course Policies and Procedures	<ul style="list-style-type: none"> • Dropping the course or changing to/from CR/NC status is your responsibility. • The appearance or presentation of your homework is important. Assignments will be neat in appearance. They should be appropriately LABELLED in the upper right-hand corner of the first page with your <u>name, date, assignment, and class</u>. If necessary each page is to be identified as to which part of the assignment it represents. • I will <u>reject</u> the assignment if these simple rules are not followed. • Homework is due on the <u>day and hour assigned</u>. • Late assignments will NOT be accepted except in extremely rare instances that were

Grading Policy

beyond your control.

- To give an incomplete grade requires a contract between you and me. (see student handbook).
- IMPORTANT: See "Grading Details" in "Course Home" for the detail breakdown by points - especially how your points are awarded for the class discussion.
- You must take the final to receive a passing grade. If you don't take the final you will receive an "F".

Grading Criteria:



A	$\geq 92\%$
B	$\geq 80\%$
C	$\geq 65\%$
D	$\geq 55\%$
F	$< 55\%$

Textbook(s)

-
- Phillips, New Perspectives on Microsoft® Windows® 7 for Power Users: Advanced, Course Technology, 2012. ISBN: 978-1-111-52649-8.

Textbook is required for the course.

Course Description

This course is designed for the student who needs knowledge and skills about advanced database systems that use the SQL language such as IBM's DB2, Oracle, MySQL, Sybase and Microsoft's SQL Server. This course is designed for the end user, the database designer and the database administrator. MySQL is the database system currently used for this course.

You must have access to a MySQL system that you can make changes to. However, if you don't have access to one either at work or home, an edition of MySQL is available free online. Instructions are in the textbook (modified in this course under "Software and files installation.)

You should get started ASAP by continuing to read and do all the items listed under "Course Home" and then start on Unit A.

Course Objectives and Student Learning Outcomes

• **Upon successful completion of this course, a student will be able to:**

1. Describe SQL DBMS architecture.
2. Retrieve data using the SQL language.
3. Insert, update, and delete data using the SQL language.
4. Design a database using normal form techniques.
5. Create and maintain tables, databases, and files.
6. Use advance skills such as transactions, and locks.
7. Create views.
8. Plan and implement database security.

Expected student learning outcomes:

Understand architecture of an Relational Database Management Sytem and how to retrieve data from it using the structured query language (SQL).

Methods of assessment:

1. Written examination
2. Class discussion
3. Homework
4. Lab assignments

Course Policies and Procedures

-
- Dropping the course or changing to/from CR/NC status is your responsibility. See Schedule of Classes for dates. The appearance or presentation of your homework is important. Assignments will be neat in appearance. They should be appropriately LABELLED in the upper right-hand corner of the first page with your name, date, assignment, and class. If necessary each page is to be identified as to which part of the assignment it represents.
 - I may reject the assignment if these simple rules are not followed.
 - Homework is due on the day and hour assigned.
 - Late assignments will NOT be accepted except in extremely rare instances that were beyond your control.

Grading Policy

-
- To give an incomplete grade requires a contract between you and me. (see student handbook).
 - IMPORTANT: See "Grading Details" in "Course Home" for the detail breakdown by points - especially how to your points are awarded for the class discussion.

Grading Criteria

In general:

65%	Homework and on-line discussions
35%	Tests
A	>=90%
B	>=80%
C	>=65%
D	>=55%
F	<55%

Textbook(s)

-
- Murach's MySQL, Joel Murach, Mike Murach & Associates, Inc., 2012, ISBN 978-1-890774-68-4.

Course Description

An introductory course starting with a general overview of networking. Network design, media, protocols, architectures, operations, and administration will be discussed. Local area networks, wide area networks, and network connectivity (including Internet) are covered. The course is the foundation for all other network classes and helps prepare the student to be successful when taking various certified examinations.

This section of CIS 89 is conducted in an online environment using a system called eCollege which is located in Denver, Colorado. It is available to you 24X7, meaning every hour every day.

You should get started ASAP by continuing to read and do all the items listed under "Course Home" and then start on Unit 1. BE SURE to understand "Our Schedule"

Course Objectives and Student Learning Outcomes

- This course is an introduction to the various networks used in computer communication systems with an emphasis on local area networks (LAN's).
- It is preparatory to taking further courses in Novell, Cisco, Microsoft, or any other course in network management.

Expected student learning outcomes:

Understand and apply network techniques to: determine hardware and software requirements, install communication hardware components, install appropriate software, and understand appropriate security techniques.

Methods of assessment:

1. Written examination
 2. Class discussion
 3. Homework
 4. Lab assignments
-

Course Policies and Procedures

- Dropping the course or changing to/from CR/NC status is your responsibility. Click here for == => [Important Dates and Deadlines](#).
- The appearance or presentation of your homework is important. Assignments will be neat in appearance. They should be appropriately LABELLED in the upper right-hand corner of the first page with

Grading Policy

your name, date, assignment, and class. If necessary each page is to be identified as to which part of the assignment it represents.

- I may reject the assignment if these simple rules are not followed.
- Assignments are due on the day and hour assigned.
- Late assignments will NOT be accepted except in extremely rare instances that were beyond your control.

-
- To give an incomplete grade requires a contract between you and me. (see student handbook).
 - IMPORTANT: See "Grading Details" in "Course Home" for the detail breakdown by points - especially how to your points are awarded for the class discussion.
 - You must take the final exam to receive a passing grade. If you do not take the final you will receive an "F".


Grading Criteria

A	>=93%
B	>=80%
C	>=65%
D	>=55%
F	<55%

In general:

65%	Homework and on-line discussions
35%	Tests

Textbook

- 
- Network+ Guide to Networks, Dean, Course Technology, Sixth Edition, 2012, ISBN 978-1-133-60819-6. NOTE: Must be 6th Edition not 2nd or 3rd or 4th or 5th. Textbook is required for the course.

INSTRUCTOR: Svetlana Podkolzina



Office hours (room 1510): M 1:00-2:00P.M., WF 11-12:00 PM

+ Tuesday online (using e-college administrative part of this class) 8-9:00P.M. CRN 80929
and 9-10:00P.M. CRN 80932

MAC (room 1525): WF 1-2:00 P.M.+ Th 11-12:00P.M.+ Th 2-3:00P.M.

The best way to communicate is **via e-mail:Svetlana.Podkolzina@Solano.edu**

Please , use the section number (CRN) of your class in the subject line of e-mail if you want me to respond in a timely manner!

Prerequisite: A grade of “C” or better in Elementary Algebra :

Math102 or Math 108, or Math330, or Math330B, or equivalent.

Time:

Section 80929	Friday (hybrid)	2:00-3:50 P.M.	Room 1521
Section 80932	online	however proctored testing is done in room 1521 for both	

classes!

Dates of the Tests : **Two class meetings are face-to-face and can not be missed in both classes:**

Test4 and the Final Test. Students should make arrangements with employers to be free at the appointed time.

Test1 (Ch.1-3)– see you www.coursecompass.com class “Important dates” button.

Test2 (CH.4-5)– see you www.coursecompass.com class “Important dates” button.

Test3 (Ch.6-7)– see you www.coursecompass.com class “Important dates” button.

Test4 (Ch.8) – Friday, **Oct 26th (face-to-face for all classes), 2:00-3:50 P.M.,** Room 1521 (!!!)

Test5 – see you www.coursecompass.com class “Important dates” button.

FINAL TEST is face-to-face for ALL classes, no exceptions.

Friday, Dec 14: Final Math104 1:30-3:30 both sections.

Important notice.

1)You are not allowed to use to use the book or any notes during the tests. After completing your homework, you should master the material to the level that you do not need any notes when taking quizzes and tests. Only scientific calculator will be allowed on the Final Test.

2) At no time will be grading done on a curve.

Most tests have certain quizzes as pre-requisites. Green flag signifies assignment with pre-requisites.

ORIENTATION FOR HYBRID AND ONLINE CLASSES is conducted on the first day of classes:

Friday, August 17th, 2:00-3:50 P.M ,room 1521

If you do not show up, you may be dropped from this class **unless you actually start doing your homework in MyMathLab by the day of orientation.** Log in your e-college class for **course ID.**

You can request it directly from me via e-mail about two weeks before classes begin, so you could start early.

Textbook: Intermediate Algebra, Concepts and Applications, 8th edition., by Bittinger, Ellenbogen

Recommended: Student Solution Manual

Technical Requirements To be successful in this course, students need the ability to use MyMathLab learning environment, send, reply, and save email messages, download and configure a web browser with plug-ins such as Real Audio, and download and install programs such as Adobe Acrobat Reader, open files using option “open with”. Just like in real life, they need to be open to the challenges of new technologies every day!

Most of the work is done online and students must register for the *Course Compass* portion of the course at <http://www.coursecompass.com> . You **must purchase an access code for MYMATHLAB**, which is a Windows based program. It may be included in the textbook purchase (depends on the package you buy). Be advised that the on-line software contains the **entire** textbook with many visual enhancements. It is called eBook. If you feel you do not need a hard copy of the textbook, the online access can be purchased directly through the above web site or at the campus bookstore. It is sometimes cheaper online than through the bookstore. The course ID is **podkolzina**<a number that you will find in your e-college class>. Please register with e-college (www.solanonline.org) and look up under the button “Course ID”.

In order to get a credit for this class, students must be registered with e-college. Go to *Solanonline* at <http://www.solanonline.org> to log onto the *eCollege* Web page for this class. This is like the administrative part of the course. It is the other web site **in addition** to Course Compass that we will use in this course. This administrative part is used for our office hours, most of announcements, e-mails and many other things helping to create a live communication for our class!

Read **all** the material that is found in the *eCollege* web page for your class. Everything you need to know to get started is found on this Web page. For example, you will find there your **passwords for the quizzes** you will be taking!

MyMathLab access kit can be packaged with the book or bought separately online. The E-copy of the book is also available online when you have MyMathLab access kit.

Content: We will explore a variety of topics: complex numbers, polynomial, rational, exponential, and logarithmic functions; polynomial equations, inequalities, and central conics.

Class Procedure: We will cover most of material from Chapters 1 through 10. You will have to do your homework online as well as watch the videos of lectures and take quizzes and/or tests.

The first part of the course is very intense, and students are expected to complete all assigned homework in time to prepare for tests and quizzes.

For a **hybrid class**, on the days that we do not have face-to-face testing in 1521, I scheduled lectures and/or tutoring at **2:00-3:50 P.M., every Friday, room 1521**. Pure Online class is also welcome. Although, just like in my face-to-face classes, I do **not** give points for attendance, **I still highly recommend that you participate in all these sessions when your work schedule permits**. I will highlight the difficulties of the course and lecture on the topics that cause the most troubles, for example, the graphing of parabolas, which is a central part of the face-to-face test4 , and conic section.

I will also upload important tutoring files to your “Doc Sharing” area in e-college class at the time before tests.

Calculator: You will need a scientific calculator for this class. Some test and quiz problems will involve calculator skills, but there are tests and quizzes where graphing **calculators are not allowed** : Test4 and a Final Test.

Attendance: Doing work online is counted as your attendance. Being current on your homework is crucial for success in this class. The due dates for homework are for planning purposes only, but once you fall behind, the chances of passing this class are very slim. Although I do not give points for attendance, I highly recommend that you participate in all of our sessions when your work schedule permits.

There is NO MAKE-UP for tests and quizzes. No exceptions!

It is your responsibility to monitor the dates.

It is your responsibility to drop the course if you stop participating or do not want to be enrolled.

Homework:

Homework should be looked at as a learning tool for you and NOT as something you are doing for me. In fact, every student is different, and the number of problems assigned is not enough practice for many students and way too many for others. Therefore, your goal with homework should be not just to finish the assignment, but to do enough so that you understand thoroughly the material presented and **can complete it without using any help from the system.** You can use the button “Study Plan” to do additional tutorial exercises. All quizzes and/or tests (except HBA quizzes) are based on the assigned homework problems. Unless you complete each homework assignment by the deadline, the chances of passing this class with at least a “C” grade, are extremely low to impossible. The practice provided by homework is essential for the success in the class. For each 1 hour spent in the classroom for face-to-face classes you are supposed to spend at least 2 hours on your homework. Math104 requires 5 hours of the face-to-face classes plus one hour in the Math Lab, so plan on at least 12 hours a week spent just on doing the homework. In reality it can take even more of your time. **Most tests have certain quizzes as pre-requisites and some quizzes have certain homework as pre-requisites. Assignments that have pre-requisites should have green flags in MyMathLab tab of assignments.**

If you are unable to make this commitment of time and effort spent on doing your homework every night, please withdraw from this class.

Homework is assigned in MYMATHLAB and is graded only ONLINE.

HW is worth 5 % of your grade. Please stay current on your home work and do not fall behind – this is the key to your success in this class. Join study groups with other students, use forums in Internet Café, but stay current on all assignments.

** If you do **at least 80%** of ALL the homework **in EACH assignment**, you will be granted a **2%** bonus to your final grade.

All testing is closed book, sorry, but no exceptions will be made. I can not monitor you at home, but when you are taking a face-to-face class, this rule will be strictly enforced.

Quizzes and HBA (special “hours by arrival” some of them are called Quizzes). There will be announced and unannounced quizzes on problems from the homework. Quizzes are intended to give you frequent feedback on your progress in class and are normally open for only **a very limited time:** one or two days. If you miss certain quizzes that were set up as pre-requisites, you would waive your chance for a second attempt of taking the test.

In most cases you have two attempts for online tests and/or quizzes to allow for computer input; the average of two attempts becomes your final grade.

HBA-quizzes are separate and special assignments and activities designated specifically for MAC time. They take you beyond doing the homework and usually require at least an hour to complete. You must work **at least one hour per week every week** on your HBA assignment and I will be monitoring and strictly enforcing this rule. HBA quiz is open for a duration of the whole week. You are granted two or three attempts on all of HBA assignments, and you are normally given two attempts on your online quizzes. **By completing an HBA assignment online every week you satisfy a Math Lab requirement for this course.**

- One hour of attendance in the MAC is required each week for Math104, and by working on HBA quizzes **you are doing it online**
- **Students who have not logged in and completed appropriate HBA quiz by August 20 may be dropped from the class even if they are attending and passing.**
- HBA assignments are separate assignments and activities assigned specifically for MAC time. They are graded as quizzes (see grading policy).

There are NO make-up quizzes. I will drop one-two lowest quiz scores at the end of the semester to allow for missed quizzes and absences.

Tests : You will have 4 online midterms and one face-to-face midterm (Test # 4), which will cumulatively give you 50% of your grade (10% each). Pay attention, Test 4 is in room 1521, 2:00-3:50, Oct.26th.

FOR ALL CLASSES: !!!!!!!!!!!!!!!You need to show your student ID or Driving License to take the face-to-face test. You must bring your up to date notes for the class demonstrating your work on homework and quizzes. You are not allowed to use notes and /or the book on face-to-face tests. Only a scientific calculator may be used on tests. A graphing/programmable calculator/cell phone/PDA may NOT be used on any test. Full credit will be awarded on test problems only if your work can be readily followed and solutions are precise and clearly indicated.

At no time will grading be done on a curve

MATH ACTIVITIES CENTER Free tutoring is available in the MAC. I am available in the MAC (room 1525) (see above)

Students of ONLINE and Hybrid classes are concurrently enrolled in the Math Lab class. The requirements for this class **are satisfied** if you spend at least 16 hours **online doing your HBA assignments (one assignment =1 hour per week)**. I will be monitoring this and your progress using MyMathLab tools.

You are graded on these assignments as on all other quizzes except that HBA assignment is 5 points , where a regular quiz is 10 points (cumulatively all quizzes give you 5% of your grade).

Ethics: Any cheating will result in a zero given on the assignment or exam. This score will not be dropped. Any subsequent cheating will result in dismissal from or a failing grade in the class, and your name will be reported to the Vice President of Student Services for further action, including possible expulsion from the school. It's not worth it. **All work should be yours and yours alone.**

Grading: Quizzes + HBA assignments – 10%, Five midterm tests – 50%, Homework - 5%,
Final test - 35%

Extra credit: All extra credit cumulatively **cannot exceed 5%** of your final grade and can only be applied **after your scored a “C” or better on the Final test.**

- 1)You can earn a maximum of **2% extra** credit for scoring at least 80% on each homework .
- 2)You may earn an additional **2%** of the **extra** credit for attending at least 50% of the class sessions on Fridays, 2:00-3:50 P.M., room 1521 or if you actively participate in at least 50% of my online office hours on Tuesdays or any other announced days.
- 3)If you post in **ALL** forums of Internet Café in www.coursecompass.com class and answer to at least two postings of other students in each of the forums, I will credit another **2%** of the **extra** credit to your final grade.

Final: Friday , Dec 14, room 1521,1:30-3:30 P.M.

The final exam is comprehensive, required and cannot be dropped. You must take it face-to-face with the rest of the class. **If you miss it, you will get an automatic failing grade in this class.**

However, it is composed of questions that are very similar to those included on the tests and quizzes. You are given 2 hours to complete it. At the end of the semester, I will assign a practice quiz=test online, so you could prepare better. **In order to be admitted to the Final test, you need to show me a pictured ID and your notes for the semester work in this class. All work should be yours and yours alone.**

You must get a grade of “C” or better on the final exam to get a passing grade in the course.

Pre-requisites: pay attention, please, that some assignments in the online homework, quizzes and/or tests may have pre-requisites; they are clearly marked by a green flag that is placed to the left of their name. For example, most online tests can **not** be attempted for the second time unless quiz=practice for that test was completed with a certain mastery level.

Where to get HELP:

Please use my office hours (see above) which I hold for the purpose of providing help on problems. You are always welcome!! I also recommend making use of the free tutoring assistance available in the Math Activities Center (MAC = room 1525). It is a good place to do homework and get help, if needed.

Usually I am available in the MAC on the first Saturday of Semester, 10-2:00 P.M. to answer all additional questions that you might have and help you to begin your work in this class. So check out MAC schedule or call (707) 864-7138.

There are various files that I upload in “Doc Sharing” area of your e-college class, which can be very useful when you prepare for the tests.

One more resource:

Help is available on-line from MyMathLab if you follow the link www.coursecompass.com. Once you logged in MyMathLab, you will see a button "Study Plan". You can use this button to get into Study Plan Practice. It has the option “take a sample test”. The sample tests are created by the publisher for the purpose of practice. Although I am not going to grade them, it is a good idea to use them as a training tool to prepare for our online testing. A disk that comes with your book has all necessary answers for the tests.

The button “eBook” can guide you to an option “Tracked Tutorial Exercises “ , which is essentially the same place where you get using a “Study Plan” button.

Do not worry, I am not grading your practice and/or work on tutorial exercises.

eBook has many useful resources including video lectures and many other tools for success.

SLO: After completing this course students have to be able to:

- Apply functions as a mathematical tool to model the conceptual ideas of Intermediate Algebra
- Solve mathematical equations appropriate to the intermediate algebra curriculum
- Formulate real-world problems quantitatively and interpret the results

Please note, that in addition to the material of the Elementary Algebra class, in Intermediate Algebra class students are expected to be able to recognize the laws of exponential growth and decay and use their knowledge of properties of exponents and logarithms to solve real life problems. Students should also be able to recognize equations of hyperbolas, parabolas, ellipses, and circles.

IMPORTANT DATES: Always check the Admissions for the following dates:

Add codes expire on August 20th

Last day to drop with no course or grade recorded (no W) : September 2nd, 2012

Last day to withdraw from a full-term course with a “W”: October 28th, 2012

After this date you cannot receive a “W”, but will receive a letter grade.

Final test:=face-to-face= Friday, Dec 14, room 1521,1:30-3:30 P.M. If you miss it, you will get an automatic failing grade in this class.

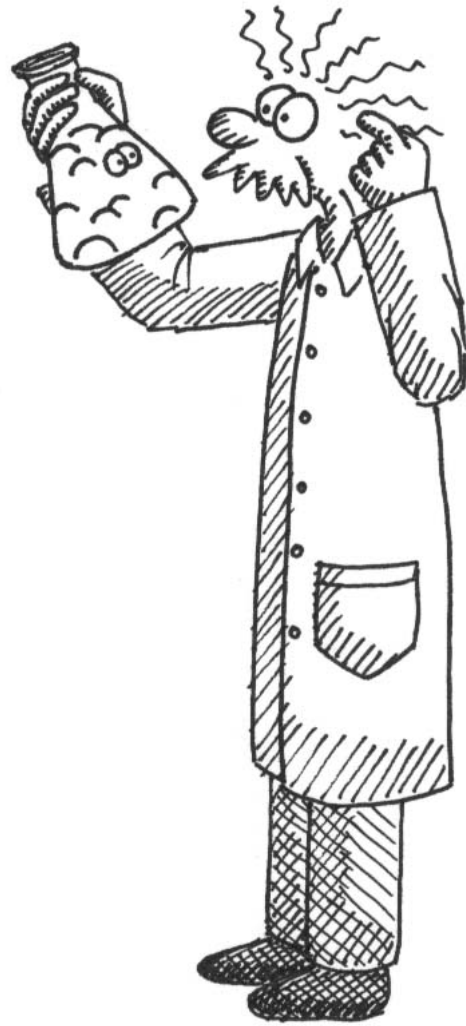
You must bring your own scientific calculator for the test, your notes for the course (so I could validate your work in the course), and your picture ID.

WITHDRAWING FROM CLASS: If you decide to drop this class, you are responsible for doing so.

I will not automatically drop you.

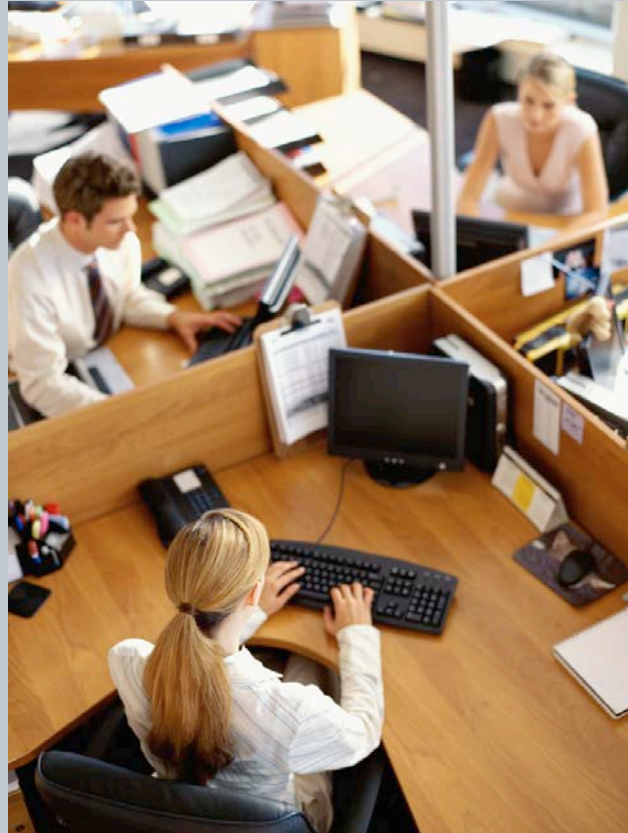
The information on this handout may be altered during the semester.

Announcements will be made; please pay attention to what is going on in your respective class *Online learning is fun and exciting, but can also be frustrating if you are not prepared. Studies show that successful online learning requires VERY active student participation. You must take an active role in educating yourself because there is no one there to "make you" pay attention in class. Online learning is one of the best ways to be a lifelong learner IF you develop good habits and expectations now.*



Course Syllabus for MGMT 55

Management Leadership Skills



Course Description:

A comprehensive development, analysis, and application of fundamental skills needed for the successful practice of supervision/leadership. This course addresses the quality principles of leadership applied to work processes, decision making and problem solving, communication, stress and time management, and delegating/facilitating in a team environment. The focus of the course is on job-relevant skills. Class exercises are employed to teach the various skills.

Course Objectives:

As a result of successful completion of this course, a student will be able to:

1. Describe and practice effective leadership/facilitator skills.
2. Develop a professional development plan.
3. Construct and use basic tools for effective time management.

4. Develop and practice effective stress management techniques.
5. Understand and effect the application of basic change strategies.
6. Compare, evaluate, and apply different decision-making/problem-solving methods.
7. List the steps of the scientific and learning models of problem solving.
8. Discuss and appreciate the management of diversity (gender, race, personality, styles, etc.) in teams.
9. Illustrate effective supportive communication skills.
10. Understand and effect the use of power and influence.
11. Practice effective conflict-resolution skills.

Technicalities:

Emails to me must have the following in the subject line:
 MGMT 50.Your first initial. Your last name. Subject of email
Example: MGMT 50.M.Garnier.Help with assignment

Plagiarism is unacceptable and will be grounds for a failing grade for that assignment. (Note that SCC uses an online system to search student documents for plagiarism.)

Text:

Text book Title: Whetton, *Developing Management Skills, 8e*
 Text book ISBN: 9780136125754 (with MyManagementLab)
 Additional Text: Maxwell, *The 21 Indispensable Qualities of a Leader*

End of Term Assignment:

Your assignment for *The 21 Indispensable Qualities of a Leader* is two-fold:

- Read the book, choose one of the qualities to write about and write your paper.
- Write a critique on two fellow students' papers.

Your paper must be at least three pages, 1.15 spaced, 11 point font with normal margins. It will be judged by content, not length so being brief is appreciated but not to the point of leaving out information. Your paper must introduce the book and briefly discuss its main points. Then, you must tell the reader about one of those points - in detail. Finally, you must apply the concept you chose to your (or another real) place of business.

Post your paper in the Doc Sharing section and choose "entire class" to view.

Your critiques are to be a half-page each and are to be emailed to me. Critique the description of the quality and the application of the quality; you do not need to critique the overview of the book.

These papers are due by May 15th and the critiques are due by May 20th.

Grading Policy:

Your final course grade will be determined based upon the number of points you earn throughout the semester. Points will be given for completing assignments, quizzes, mid-term exams and the final exam. Final grades will be earned based on the following scale:

100% to 90%	A
89% to 80%	B
79% to 70%	C
69% to 60%	D

Less than 60%

F

Unit #	Class Dates	Assignment
1	Jan 14 – Jan 25	Complete Unit 1 – Chapters 1 & 2 Developing Self Awareness
2	Jan 28 – Feb 8	Complete Unit 2 – Chapters 3 Problem Solving
3	Feb 11 – Feb 22	Complete Unit 3 – Chapter 4 Building Relationships
4	Feb 25 – Mar 8	Complete Unit 4 – Chapter 5 Gaining Power
5	Mar 11 – Mar 22	Complete Unit 5 – Chapter 6 Motivating Others
6	Mar 25 – Apr 12	Complete Unit 6 – Chapters 7 & 8 Conflict & Delegation
7	Apr 15 – Apr 26	Complete Unit 7 – Chapter 9 Team Building
8	Apr 29 – May 10	Complete Unit 8 – Chapters 10 Leading Positive Change

Late Assignments: All assignments given will have a specific due date and will be considered late if not submitted by that date. Late assignments will not be accepted.

SCC Physical Geography



Bryce National Park

PHYSICAL GEOGRAPHY

GEOG 1

Instructor: Danielle Widemann

Office: 941 in the 900 Building of the Main Campus

Office Hours: Mondays & Wednesdays from 12:30 - 2 pm

Or
By appointment

Please Come and See Me!

Phone: (707) 864-7000, ext. 4526

Email:

Danielle.Widemann@solano.edu



Me in San Sebastian, El Pais Vasco
(Northern Spain)

Text: Elemental Geosystems, the 4th through ANY of the more recent editions will work fine, by Christopherson

Course Description:

- An introductory study of the Earth's natural environment.
- The course includes a detailed analysis of weather, geologic landforms, climate, natural vegetation, the oceans and other natural environmental elements.
- Special emphasis is given to the human impact on the environment.

Course Objectives:

- Describe and define the essential elements of nature.
- Apply the scientific method (empirical) to the workings of nature.
- Understand the complex interrelationships of how the natural environment works.
- Do further academic work in the natural sciences.
- Have a broadened knowledge of the world and its natural features.

Student Learning Objectives (SLO)

- Students will be able to explain endogenic and exogenic processes as they relate to the cycles of the earth.
- Students will be able to describe and interpret spatial patterns through thematic maps.
- Students will be able to describe and interpret climographs.

Grading				
	#	Points	Total	%
Study Exams	12	20	240	18.8%
Discussions	12	20	240	18.8%
Block Exams	2	100	200	15.6%
Drop Box	2	100	200	15.6%
Field Trip Assignment or Make-Up Paper	1	100	100	7.8%
Comprehensive Final Exam	1	300	300	23.4%
Total:			1280	100.0%

GEOGRAPHY 1 - Physical Geography Course Outline	Discussion Question	Study Exam	Block Exam	Dropbox Question
* Schedule is tentative and may change*				

Week	Date	Lecture/Exam/Assignment/Field Trip				
1	1/13 - 1/20	Introduce Yourself (See Under Course Home), Introduction to Geography, Maps, & Analysis of Scientific Method	x	x		
2	1/13 - 1/27	Introduction to Geography, Maps, & Analysis of Scientific Method				
3	1/27 -2/3	The Dynamic Planet	x	x		
4	2/3- 2/10	Earthquakes and Volcanoes	x	x		
5	2/10 - 2/17	Weathering, Karst Landscapes, and Mass Movement	x	x		
6	2/17 - 2/24	Streams & Stream Processes	x	x		
7	2/24 -3/3	Glacial and Periglacial Landscapes	x	x		

8	3/3- 3/10	Drop Box & Block Exam #1 covering all previous chapters			x	x
		For 10 Points of Extra Credit, watch the PBS Documentary, Cadillac Desert, Volume 1, and Mulholland's Dream (It is in nine parts on YouTube (see link below). Write a two-page summary in your own words. Submit your summary to the Dropbox by 9 pm.				
		http://www.youtube.com/watch?v=hkbebOhnCjA&feature=youtube_gdata				
9	3/10 - 3/17	Solar Energy, Seasons, and the Atmosphere	x	x		
10	3/17 - 3/24	Marin Headlands Field Trip: Wednesday (3/20), Thursday (3/21), or Saturday, (3/23)				
11	3/24 - 3/31	Atmospheric Energy and Global Temperatures	x	x		
12	3/31 -4/7	SPRING BREAK! Go Outside!!				
13	4/7- 4/14	Atmospheric and Ocean Circulation	x	x		
14	4/14 - 4/21	Atmospheric Water and Weather	x	x		
15	4/21 - 4/28	Global Climate Systems & Global Climate Change* (See Note Below)	x	x		

		<p><u>*NOTE:</u> The Study Exam and Discussion Question for the Global Climate Systems chapter are under the "Chapter 6" tab in the Course Web Page. However, be sure to study your book chapter entitled "Global Climate Systems & Global Climate Change"</p>				
		<p>Marin Headlands Assignment Due - Submit to the Marin Headlands Dropbox by 9 pm</p>				
16	4/28 -5/5	Drop Box #2 & Block Exam #2 covering all previous chapters since the last Block Exam & Dropbox			X	X
		<p>For 10 Points of Extra Credit, read all of the sections under Paleoclimatology on the following NASA web page (link below). Write a two-page summary in your own words. Submit your summary to the Dropbox by 9 pm.</p>				
		<p>http://earthobservatory.nasa.gov/Features/Paleoclimatology/paleoclimatology_intro.php</p>				
18	5/5- 5/12	<p>Make-Up Research Paper Due to Dropbox by 9 pm</p>				
		Ecosystems and Biomes* (See Note below)	x	x		
		<p><u>*NOTE:</u> The Study Exam and Discussion Question for Ecosystems and Biomes chapter are under the "Chapter 16" tab in the Course Web Page. However, be sure to study your book chapter entitled "Ecosystems and Biomes."</p>				
Final Exam 5/16	<p>Mandatory In-Person Comprehensive Final Exam (If this day and time does not work for you, you are required to schedule another one with the Instructor)</p>					
	<p>Thursday, 5-7 PM, Room 804 in the 800 Building on the Main Campus in Fairfield</p>					

	Bring Picture Identification, Scantron with 100 questions, a #2 Pencil, and one-side of 3 by 5-inch notecard with notes
--	---

As long as the world is turning and spinning, we're gonna be dizzy and we're gonna make mistakes. -Mel Brooks

LR10 - Syllabus

COURSE DESCRIPTION:

LR 10 is a one-unit course introducing students to academic research. The course is designed to be taken concurrently with English 1: College Composition.

COURSE OBJECTIVES:

In this course you learn to:

- be critical about the information you consume
- understand the principles of academic research
- learn how to avoid plagiarism and cite your sources
- choose the right information and search tool for your specific information need.
- use information tools (electronic and print) to locate and retrieve relevant information.

STUDENT LEARNING OUTCOMES

1. Given a research assignment or need, a student determines and implements a basic strategy to select, retrieve, and evaluate for relevance and authority, a piece of information.
2. Apply proper methods of MLA documentation to a Works Cited List.

REQUIRED TEXT AND MATERIALS:

There are no required textbooks for this course. All required reading will be contained within the online course shell, either in lecture or in Doc Sharing.

PASSING OR FAILING LR10

How you do in LR10 is up to you. It will take some time management as well as work. Although this course is a co-requisite of English 1, failing this course will not fail you in English 1. You do not need to pass this class to pass English 1. This course is not a requirement for graduation. That said, it is a transferable, for-credit course. Your grade for this course will appear on your transcripts. Eventually you will need to learn how to conduct academic research and work efficiently online. Why not now?

Note to the wise: the work you do throughout the semester in LR10 is important for knowledge and POINTS. The final project will make or break your grade in LR10.

REFERENCE DESK:

The SCC Reference Desk and centers are open when the librarian is "IN", [click here for hours](#). During these times a librarian will be available to provide research assistance.

REQUIRED TEXT AND MATERIALS:

There are no required textbooks for this course. All required reading will be contained within the online course shell, either in lecture or in Doc Sharing.

PASSING OR FAILING LR 10:

How you do in LR10 is up to you. It will take some time management as well as work. Although this course is a co-requisite of English 1, failing this course will not fail you in English 1. You do not need to pass this class to pass English 1. This course is not a requirement for graduation. That said, it is a transferable, for-credit course. Your grade for this course will appear on your transcripts. Eventually you will need to learn how to conduct academic research and work efficiently online. Why not now?

Note to the wise: the work you do throughout the semester in LR10 is important for knowledge and POINTS. The final project will make or break your grade in LR10.

COURSE REQUIREMENTS:

- Reading all course materials
- Completing all assignments
- Completing all quizzes
- Completing the Final Project including the Rough Draft

YOUR GRADE

Your grade in LR10 is weighted per course item.

The breakdown is:

- Course Quizzes 50%
- Student Comments/Source Reports 10%
- Final Project Rough Draft 10%
- Final Project Final Draft 30%

Keep in mind the real grade killer: *skipping an assignment*. For example, imagine student Ella Arten has an 86.5% in the class. She skips the Unit 7 quiz. Her grade drops to 76.66%! However, imagine if Ella takes the quiz and scores 50%. She still failed the quiz but her overall but her grade only drops to 82.38%. Don't skip assignments.

At the end of the semester your grade will add up to what it adds up to...no mystery here!

LATE WORK

See the Course Calendar for each assignment's due date. More often than not, you will have an assignment/quiz due every week in LR10. If you miss a due date, for any reason, you may make up that assignment/quiz. This means: if you were sick, your computer exploded, you forgot, etc. With the exception of the items below, you will receive one letter grade deduction for every week your work is late. Items NOT included in this policy: (1) Student Comments MAY NOT be made up. (2) Rough Draft and Final Project: points for late work for these two assignments will be assigned as instructor sees fit if at all.

ROUGH DRAFT & FINAL PROJECT

Annotated Bibliography (aka: Final Project): This will be your chance to show off your new skills. We will discuss how and why we do the annotated bibliography in class. Your Final Project will be graded on the quality and diversity of source selections, the quality of the annotations, the accuracy of the documentation and the appropriateness of the sources. Your annotated bibliography may be directly linked to your coursework in English 1 or not at all, that will be up to your English 1 instructor.

ATTENDANCE/PARTICIPATION POLICY:

A course such as this one depends upon the regular attendance and participation of every student. You are expected to be "in class" on a consistent basis. Even though this is an online course, you will need to participate with your fellow students, visit the library, turn in work on time, etc.

CHECK YOUR SCC EMAIL

Your instructor may employ various methods for communicating with you, most of them via electronic means. You are responsible for checking the announcements, your MySolano email, etc. Once the instructor has emailed or posted course-related information, you will no longer be able to say "I didn't know".



Welcome to My Solano

Welcome
You are currently logged in.

[click here!](#)



E-mail



Calendar



Groups



Logout

PLAGIARISM:

We will discuss this in detail. FYI: Any act of plagiarism, either intentional or unintentional, will result in the grade of "F" for that assignment if not the entire course. Please refer to the student handbook.

USING A COMPUTER:

Whatever the reason: no computer at home, no internet at home, computer on the blink, etc. etc. -- don't worry, there are plenty of computers for use on campus. See a [list of campus lab hours](#)

PROBLEMS ACCESSING RESOURCES FROM HOME! (NUMBERS AND PASSWORDS)

Access to the library's databases from home using your MySolano username & password. That said there are still bugs (sometimes). When MySolano goes down, you may access some of the library's databases using a library barcode, FROM [THIS PAGE](#) ONLY.

Here's a backup library card number if you don't have a card already: 27045000010003

Some databases require a username &/or password. They are:

CQ Researcher: username is solano, password is library

Gale Virtual Reference Library: "barcode" (password) is solanolibrary

NEED TO DROP LR10?

Dropping is YOUR responsibility.

First and foremost, if you enroll in a class, any class, and you decide to drop, it is always your responsibility to do so. Do not expect that your instructor is going to do it for you. Receiving an "F" for a class you should have dropped is a hard lesson to learn. Once you have logged in to LR10 you will not be dropped by your instructor, even if you only attend for one minute the entire semester. Dropping is YOUR responsibility.

If you drop LR10, you will be dropped from English 001. That is the rule. That said, if you drop English 001 you CAN stay in LR10 (talk to your LR10 instructor first). That said if you drop English 001 and you want to drop LR10, MAKE SURE you are dropped from both to avoid receiving an "F" in LR10.

Pay special attention to: <http://www.solano.edu/ar/dates.php>

Last day to drop a full-semester class and get a refund

Last day to drop a full-semester class with no course or grade recorded

Last day to drop a full-semester class with a 'W' grade


MATH 104 Online INTERMEDIATE ALGEBRA 80835 Fall 2013

INSTRUCTOR: Svetlana Podkolzina

The best way to communicate is via e-mail: Svetlana.Podkolzina@solano.edu

In most cases I do respond within a couple of hours or in the morning (if late night)

Please, **use the section number (CRN) of your class in the subject line** of e-mail if you want me to respond in a timely manner!

Class meets Hybrid class meets on Fridays 2-4:25 , room 1521 **or virtually=online via Canvas** , button ‘Conferences’, Friday 2-4:25P.M., CRN 80835 (pure online) is welcome to join face-to-face in 1521!

Office hours : online Tuesdays, 9:00-9:50 P.M. using Canvas and MyMathLab, **room 1510:** MWTh 11:40A.M. - 12:00 P.M. , Tu 12-1, F 1-2:00P.M.; MAC : MWTh 12-1:00P.M., Tu 1-2:00 P.M.

For our orientation and other live communications we will be using Canvas. I will send you an invitation link for Canvas when appropriate. In Canvas we can actually talk if you have a microphone on your computer. You may be asked to upload some of your work for MAC assignments and/or quizzes using Canvas as well.

Orientation for 80835 (pure online) is conducted live online on August 13th: CRN 80835 : 9:00-9:55 P.M. **using Canvas:** 1) Accept my invitation to Canvas system. It will be sent to you via Solano e-mail. You must self-enroll. Check your e-mail at Solano server. 2) Register and log in your Canvas class. 3) Use button “Conferences” then hit “Join” in the line “Course Conferences”, which will have name “Orientation Fa2013”. Your computer should satisfy certain requirements which will be prompted to you in case you do not have them. **Note:** you must check your computer set up, so that everything worked **before** we start!

You need to allow Java download. It is free. You will see “Elluminate Live!” or a similar application downloaded. If prompted, chose your desired speed of connection and you will see our class. I will check and record attendance. If you do not show up, you may be dropped from this class **unless you actually start doing your homework in MyMathLab by the day of orientation, meaning BEFORE the session!**

We are using MyMathLab Learning Management System for our homework, quizzes and some of discussions. Students are expected to purchase access to this system immediately after signing up for this class. If you cannot purchase MyMathLab, please do not sign up for this class, because this class is intense and there is no room for procrastination. Our **Course ID** for MyMathLab is located in “Student Registration Handout for Podkolzina” of “Files” in your Canvas class. Please check your Solano e-mail account often, because my only way to communicate and give you a **course ID** AND invite in our administrative part=**Canvas class** is via Solano students e-mail! When using Course ID for MyMathlab, please PAY ATTENTION and pick the right course ID for your CRN.

SLO: After completing this course students have to be able to:

- Apply functions as a mathematical tool to model the conceptual ideas of Intermediate Algebra
- Solve mathematical equations appropriate to the intermediate algebra curriculum
- Formulate real-world problems quantitatively and interpret the results

Please note, that in addition to the material of the Elementary Algebra class, in Intermediate Algebra class students are expected to be able to recognize the laws of exponential growth and decay and use their

knowledge of properties of exponents and logarithms to solve real life problems. Students should also be able to recognize equations of hyperbolas, parabolas, ellipses, and circles.

Procedure: We will cover most of material from Chapters 1 through 10. You will have to do your homework online as well as watch the videos of lectures and take quizzes and/or tests.

The first part of the course is mostly a review of Elementary Algebra and is very intense, and students are expected to complete all assigned homework in time to prepare for tests and quizzes. Bellow is synopsis of the most urgent things you need to know and remember.

- 1) Most of the work is done in MyMathlab (www.coursecompass.com =the same as www.MyMathlab.com) Please, purchase MyMathLab, register your account. Check out ALL of the buttons on the left side of your panel in MyMathLab class to be fully aware of what is available and how to get help.
- 2) You must be registered with e-college to get a credit for this class (www.solanonline.org).

Work in e-college is NOT graded! Do not sweat on it! Solano is in the process of transition from e-college to Canvas. You MUST accept my invitation to our Canvas class. I will send you an invitation using your Solano e-mail. Please accept it and self-enroll. We will use Canvas for our orientation and ALL virtual office hours. Our escape route (if something does not work) will be online office hours using MyMathLab.

- 3) MAC requirements are satisfied when you do HBA quizzes (assignments) in MyMathLab and **save your work to present it later**. You will submit your work for MAC assignments (called HBA assignments or HBA-quizzes) on stapled paper during two proctored tests: HBA#1-10 (first 10 weeks) on November 1st , during a proctored midterm =Test4 and HBA#11-16 on December 13th, when we have our Final test. Please sign each HBA assignment. You may be asked to send some of your work via Canvas. Read e-mail attentively AND check your Solano e-mail account on a regular basis unless you link it to your private email account which you regularly check.
- 4) MOST urgent: A) Purchase MymathLab access kit, find Course ID in Solano e-mail and register. B) Participate in orientation C) Do Homework 00 in MyMathLab on the first –second day of the class and do HBA#1 and HBA #2 before 8/24/2013. HBA#1 is#67 in 1.7 of your book.
- 5) **DUE dates.** ALL homework due dates are for **planning** purposes only. All homework is open till the last week of classes. However, true schedule of sections due, which you should follow as close, as possible to be successful in this class, is available under the button “PACE=where &when ideally you should be in this course” on the left panel of MyMathLab class. PACE shows where you ideally NEED to be in order to successfully complete this class. Due dates in MyMathLab calendar (accept the homework) mean the **last** day that assignment is visible to you and you have access to it. Find the date of online quizzes and tests in your www.coursecompass.com class under the button “Calendar of MyMathLab Schedule”.The same date in MyMathLab can show multiple homework due, but it does NOT mean that you do all of these sections on the last night!
- 6) I will also upload important tutoring files to your “Documents Sharing”(Button “Course Tools” in MyMathLab class) before the tests.
- 7) To allow for computer input mistakes, each midterm test and/or quiz can be taken twice if you satisfied pre-requisites, exception is an in-class Test4 –it can only be taken once. However, on the 25th of November (see PACE) I will reopen midterms for an additional one attempt. Only the best attempt will be counted. Tests , or sometimes, the second attempts for the tests, can be protected by pre-requisites in the form of quizzes, so try to take all quizzes and score better than 70%.
- 8) Any quiz can be taken at least twice. There is NO make-up for quizzes. Watch the due dates on MyMathLab calendar. Passwords for quizzes are hidden in administrative part of your course (Canvas =under the button “Files”, folder “course materials” pick “Quizzes”).

Prerequisite: A grade of “C” or better in Elementary Algebra : Math102 or Math 108, or Math330, or Math330B, or equivalent. This class has two proctored face-to-face tests in room 1521.

Dates of the Tests: Two class meetings are face-to-face and can not be missed Test4 and the Final Test. Students should make arrangements with employers to be free at the appointed time. Find the date of online quizzes and tests in your www.coursecompass.com class under the button “Calendar of MyMathLab Schedule”. Check button “PACE=where & when ideally you should be in this course”

If scheduled in MyMathLab tests (or any assigned work) may be also viewed on a calendar on the right upper part of your home page in MymathLab.

Face-to-face tests: Test4 (Ch.8) – Friday, Nov. 1, 2-4:25P.M., room 1521, and the Final test : Friday, Dec. 13, 1:30-3:30 P.M., room 1521.

In order to be admitted to Test4 and/or to the Final test, you need to show me a pictured ID and your stapled, signed and clearly marked work for the current MAC assignments (HBA). In addition to the MAC assignments, on the day of your Final, please bring your notes so I could validate your work in this class. You will need a scientific calculator without graphing abilities.

FINAL TEST is face-to-face, no exceptions: [Friday, Dec. 13, 1:30-3:30 P.M., room 1521](#).

Important notice.

1) You are not allowed to use the book or any notes when taking the tests.

After completing your homework, you should master the material to the level that you do not need any notes when taking quizzes and tests. Only scientific calculator will be allowed on the Final Test.

2) At no time will be grading done on a curve.

3) Most tests have certain quizzes as pre-requisites. If you miss Quiz=Practice for a certain test, you void your second attempt to take this test.

Textbook: Intermediate Algebra, Concepts and Applications, 9th edition., by Bittinger, Ellenbogen

Recommended: Student Solution Manual

Note that if you have MyMathLab access, it includes E-Book. So you can buy the cheaper old edition of the Bittinger “Intermediate Algebra, Concepts and Applications” as a hard copy and use E-Book online for graded homework and quizzes. I was told by the publisher that “The loose leaf package with MML and the e-Text is absolutely the best value for the student. The ISBN is below.

Intermediate Algebra, Books a la Carte edition, Plus MyMathLab -- Student Access Kit, 9/E

Marvin L. Bittinger
David J. Ellenbogen
Barbara L Johnson

ISBN-10: 0321901177
 ISBN-13: 9780321901170
 Publisher: Pearson
 Copyright: 2014
 Format: Multimedia Pkg; 800 pages
 Status: 15-May-2013 AS | Priority: C
Net Price: \$98.50”

Technical Requirements To be successful in this course, students need the ability to use MyMathLab learning environment, send, reply, and save email messages, download and configure a web browser with plug-ins such as Real Audio, and download and install programs such as Adobe Acrobat Reader, open files using option “open with”. Just like in real life, you need to be open to the challenges of new technologies every day!

Content: We will explore a variety of topics: complex numbers, polynomial, rational, exponential, and logarithmic functions; polynomial equations, inequalities, and central conics.

I will send you a course ID for MyMathLab a couple of days before class starts, so please check you Solano e-mail. Please link your personal e-mail into Solano e-mail, so I was able to reach you faster.

Most of the work is done online and students must register for the *Course Compass* (the same as *MyMathLab*) portion of the course at <http://www.coursecompass.com>. MyMathLab access kit can be packaged with the book or bought separately online. You **must purchase an access code for MYMATHLAB**, which is a Windows based program. It may be included in the textbook purchase (depends on the package you buy). Be advised that the on-line software contains the **entire** textbook with many visual enhancements. It is called eBook. If you feel you do not need a hard copy of the textbook, the online access can be purchased directly through the above web site or at the campus bookstore. It is sometimes cheaper online than through the bookstore. The course ID is **podkolzina**<a number to be determined>. As I said above, I will send out our Course ID via Solano e-mail a couple of days before class starts.

In order to get a credit for this class, students must be registered with e-college. Go to *Solanonline* at <http://www.solanonline.org> to log onto the *eCollege* Web page for this class. This is like the administrative part of the course in addition to our Canvas class.

Read **all** the material that is found on my web page for your class (pick FA13 Math104 files):
<https://sites.google.com/site/solanomathsvetlana/>

Everything you need to know to get started is found on this Web page and in “Course Materials” of MyMathLab, which links you to my web page! The **passwords for the quizzes** you will be taking are in the Canvas class under the button “files” in “Course materials” folder. It can also be found in your e-college class under the button “QUIZZES”. Course ID will be available a couple of days before fall classes begin.

Calculator: You will need a scientific calculator for this class. Some test and quiz problems will involve calculator skills, but there are tests and quizzes where only scientific calculators are allowed (**graphing calculators are not permitted**): Test4 and a Final Test.

Attendance: If you have time, you are welcome to participate in Fridays sessions, 2-4:25, room 1521 face-to-face. You may ask your questions or listen to the lecture. Your attendance is not weighted as part of your grade, however, if you join at least 8 class meetings, you will earn a 2% of extra credit. Please document your virtual participation in our Tuesday night office hours. Doing work online is also counted as your attendance in class, and if you are inactive for a day or two, this will **affect your grade**, because being current on your homework is crucial for your quizzes and your success in this class. The due dates for homework are for planning purposes only, but once you fell behind, the chances of passing this class are very slim.

There is NO MAKE-UP for tests and quizzes. No exceptions!

It is your responsibility to monitor the dates.

It is your responsibility to drop the course if you stop participating or do not want to be enrolled.

Homework: Most of the homework is assigned and graded in MYMATHLAB. Due dates –see above.

HW is worth 10 % of your grade. Please stay current on your home work and do not fall behind – this is the key to your success in this class. Use my tutoring during live office hours online or in the office, join study groups with other students, use forums in Internet Café, request special tutoring from Solano, but stay current on all assignments.

1) Please, have a folder with your scratch paper on homework at any time. You need to present it during our final test.

2) **READING ASSIGNMENT:** assume that you are expected to read corresponding section in the book and watch the videos with lectures (if available) **PRIOR** doing homework for the section, which is supposed to be covered according to PACE schedule. Animations, that are available for 9th edition, are clearly marked in your Study Plan with a curved arrow. If animation is available on assigned hw, then a button “Animation” appears on the right side of your screen. Please try using animations often, as it helps when you are engaged in the work and learning actively. Homework should be looked at as a learning tool for you and **NOT** as something you are doing for me. In fact, every student is different, and the number of problems assigned is not enough practice for many students and way too many for others. Therefore, your goal with homework should be not just to finish the assignment, but to do enough so that you understand

thoroughly the material presented and **can complete it without using any help from the system.** You can use the button “Study Plan” to do additional tutorial exercises. There is also “Quiz me” feature there to check your mastery. All quizzes and/or tests (except HBA quizzes) are based on the assigned homework problems.

Unless you complete each homework assignment by the deadline (button “PACE”), the chances of passing this class with at least a “C” grade, are extremely low to impossible. The practice provided by homework is essential for the success in the class. For each 1 hour spent in the classroom for face-to-face classes you are supposed to spend at least 2 hours on your homework. Math104 requires 5 hours of the face-to-face classes plus one hour in the Math Lab per week of a regular semester, so plan on at least $6 \times 2 = 12 + 5 = 17$ hours a week spent just on doing the homework and participating in this class. In reality it can take even more of your time. **Most tests have certain quizzes as pre-requisites and some quizzes have certain homework as pre-requisites. Each test has a quiz=practice as a pre-requisite for the second attempt for the test. If you miss quiz=practice for the test, then you void your second chance to take this test.**

If you are unable to make this commitment of time and effort spent on doing your homework every day, please withdraw from this class.

Homework is assigned in MYMATHLAB and is graded only ONLINE in MyMathLab.

** If you do **at least 80%** of ALL the homework in **EACH assignment**, you will be granted a **2%** bonus to your final grade.

All testing is closed book, sorry, but no exceptions will be made. I cannot monitor you at home, but when you are taking a face-to-face class, this rule will be strictly enforced.

Quizzes and HBA (special “hours by arrival” some of them are called Quizzes). There will be announced and unannounced quizzes on problems from the homework. Quizzes are intended to give you frequent feedback on your progress in class and are normally open for only **a very limited time:** one or two days. If you miss certain quizzes that were set up as pre-requisites, you would waive your chance for a second attempt of taking the test.

In most cases you have two attempts for online tests and/or quizzes to allow for computer input; the best of all attempts becomes your final grade.

HBA-quizzes are separate and special assignments and activities designated specifically to qualify you for your lab requirements (MAC time). They take you beyond doing the homework and usually require at least an hour to complete. You must work **at least one hour per week every week** on your HBA assignment and I will be monitoring and strictly enforcing this rule. HBA quiz is open for duration of the whole week, sometimes longer. You are granted two or three attempts on all of HBA assignments in MymathLab, sometimes even more, and you are normally given two attempts on your other online quizzes and Tests, just watch for pre-requisites.

You must copy HBA assignment on paper or print it out and work on it. Immediate feedback for HBA assignments is provided by MyMathLab, however your work should be completed on paper and submitted to me for review and updated grading **twice per semester:** 1) November 1st (when taking a proctored test) and 2) December 13th (when taking the Final test). HBA#1 assignment is problem#67 from 1.7 in your book, it must be completed within the first week of classes.

If you have not completed your work on HBA#1 before August 20th (second week of classes) and computer in 1525 does not show that you spent at least an hour working on it, you may be dropped from this class.

Each HBA# assignment=quiz should start with HBA# heading and a copy of the assignment with your work clearly and neatly written out below. If I cannot understand your work or work is missing, I will override the system and assign you a failing grade for this HBA.

By completing an HBA assignment online every week AND later submitting your work on paper to me, you satisfy a Math Lab requirement for this course. MyMathlab will provide you with a feedback for your HBA assignments, but if later work on paper is not submitted to me, I will override the system. To satisfy your lab requirements you will roughly see 16 HBA assignments (one for each week of 16-week class). Your overall grade is part of your grade for our quizzes (roughly 2.5%).

The first week HBA assignment is very important. It is #67 in 1.7 of hard copy of your book.

You must complete it during the first week of classes!

- **Students who have not logged on computer in 1525 and completed appropriate HBA assignment by the end of the first week may be dropped from the class even if they are attending and passing.**
- Participation in Internet Café (Discussion topics) is awarded by an extra 2% credit for your grade. There are **NO make-up quizzes**. I will drop several lowest quiz scores at the end of the semester to allow for missed quizzes and absences. You will have a chance for redemption test. November 25 (see PACE) is scheduled to make-up Test1,2 ,Test3 and Test5 online as our 3rd attempts.

Tests : You will have five midterms , which will cumulatively give you 50% of your grade (10% each). Pay attention to your PACE calendar and button “Calendar” in MyMathLab for expected dates of the tests.

FOR ALL CLASSES: !!!!!!!!!!!!!!!You need to show your student ID or Driving License to take the face-to-face test. In addition, you should bring your appropriate HBA assignments on paper and, for the Final test, you must bring your up to date notes for the class demonstrating your work on homework and quizzes. You are not allowed to use notes and /or the book on tests. Only a scientific calculator may be used on tests. A graphing/programmable calculator/cell phone/PDA should NOT be used on any test. Full credit will be awarded on test problems only if your work can be readily followed and solutions are precise and clearly indicated.

At no time will grading be done on a curve

Where to get help?

1) If you need any help with your work, please contact me at any time or see me during our office hours (live online and in the office, room 1510) and in the MAC(see above).

2)**MATH ACTIVITIES CENTER.** I recommend making use of the free tutoring assistance available in the Math Activities Center (MAC = room 1525). It is a good place to do homework and get help, if needed.To check our MAC schedule on any specific day, call: (707) 864-7138.

3) 24/7 tutoring is available in your MyMathLab class. It is under the button "Pearson Tutor Services" on the panel to your left. If you need additional tutoring, please request it in our Tutoring Center (building 400). You can bring me your paper work, and I will sign it for you.

4)Once you logged in MyMathLab, you will see a button "Study Plan". You can use this button to get into Study Plan Practice. It has the option “take a sample test” and “Quiz me”. The sample tests are created by the publisher for the purpose of practice. Although I am not going to grade them, it is a good idea to use them as a training tool to prepare for our online testing. “Quiz me” option is a feature that allows you to check your mastery of the homework and prepare for quizzes. A disk that comes with your book has all necessary answers for the tests.

The button “E-Book Chapter Contents ” gives you multimedia E-text and also can guide you to an option “Study Plan” . In a “Study Plan”, if you pick the section number on the left in corresponding Chapter, you can see what exercises have “Animations” which greatly facilitate your active learning. Study Plan is not graded and has more problems than were assigned in your HW. **Do not worry, I am not grading your practice and/or work on tutorial exercises in a Study Plan.**

5)There are various files that I upload in “Doc Sharing” folder (button “Course Tools”)of your MymathLab class, which can be very useful when you prepare for the tests.

Ethics: Any cheating will result in a zero given on the assignment or exam. This score will not be dropped. Any subsequent cheating will result in dismissal from or a failing grade in the class, and your name will be reported to the Vice President of Student Services for further action, including possible expulsion from the school. It's not worth it. **All work should be yours and yours alone.**

Academic dishonesty in an Online learning environment could involve:

- *Having a tutor or friend complete a portion of your assignments*
- *Having a reviewer make extensive revisions to an assignment*

- ***Copying work submitted by another student to a public class meeting***

Academic Integrity:

Academic dishonesty will not be tolerated. All work that you do for this class must be entirely your own unless directed differently by me. This includes projects, homework, programming assignments, quizzes, etc. The college, the division, and I all take this policy seriously. In particular:

- You MAY talk with other people about the assignments and the high-level approach to solving a problem.
- You may have an **authorized tutor either in person or online as a service** to help you with the course. In order for your tutor to be authorized, your tutor **must** have read, understood, and will follow the policies outlined here.
- Your tutor is **not** allowed to do homework, quizzes and /or tests for you online.
- You **MUST NOT** work together with another person, devising just one design or solution between the two of you, unless specifically instructed to do so by me.
- You **MUST NOT** give any other person a copy of your files, not even to use the copy as a "reference". This includes an electronic copy, paper copy, or any other type of copy.
- You **MUST NOT** use a copy of any part of any other person's files, not even to use as a "reference". This includes an electronic copy, paper copy, or any other type of copy.
- You **MUST NOT** use any submitted material from previous students.
- Also, **DO NOT SHARE** your work or quizzes with subsequent students or other entities.

Breaking any of these rules will result in an “F” for the entire course and a letter to your dean, a copy of which will be placed in your permanent file, specifying that the grade was earned as a result of academic dishonesty.

The student who copies the work and the student from whom the work was copied will be held equally responsible.

Grading: Quizzes + HBA assignments – 10%, Five midterm tests – 50%, Homework - 10%,
Final test - 30%

Extra credit: All extra credit cumulatively **cannot exceed 3%** of your final grade and can only be applied **after your scored a “C” or better on the Final test.** Here is how you can earn it:

- 1) You can earn a maximum of **2% extra** credit for scoring at least 80% on each homework .
- 2) If you post in **ALL** forums of “Discussions” forum in www.coursecompass.com class and answer to at least two postings of other students in each of the forums, I will credit another **2%** of the **extra** credit to your final grade.
- 3) If you participate in at least 8 of our virtual sessions on Fridays for a hybrid class. For online class, if you participate in at least 8 of our live office hours on Tuesdays.

Final: FINAL TEST is cumulative, **face-to-face, no exceptions:**

Friday, Dec. 13, 1:30-3:30 P.M., room 1521.

The final exam is comprehensive, required and cannot be dropped. You must take it face-to-face with the rest of the class. **If you miss it, you will get an automatic failing grade in this class.**

However, it is composed of questions that are very similar to those included on the tests and quizzes. You are given 2 hours to complete it. At the end of the semester, I will assign a practice quiz=test online, so you could prepare better. **In order to be admitted to the Final test, you need to show me a pictured ID and your notes for the semester work in this class, also your HBA #11-16. All work should be yours and yours alone.**

You must get a grade of "C" or better on the final exam to get a passing grade in the course.

Pre-requisites: Some assignments in the online homework, quizzes and/or tests may have pre-requisites; they may or may not be clearly marked by a green flag that is placed to the left of their name. For example, most online tests can**not** be attempted for the second time unless quiz=practice for that test was completed with a 70% mastery level.

IMPORTANT DATES: I will honor my add codes for two(2!) days after I gave it to you.

Always check the Admissions for the following dates:

Last day to drop with no course or grade recorded (no W) : -September 1

Last day to withdraw from a full-term course with a "W": October 27th

After this date you cannot receive a "W", but will receive a letter grade.

WITHDRAWING FROM CLASS: If you decide to drop this class, you are responsible for doing so.

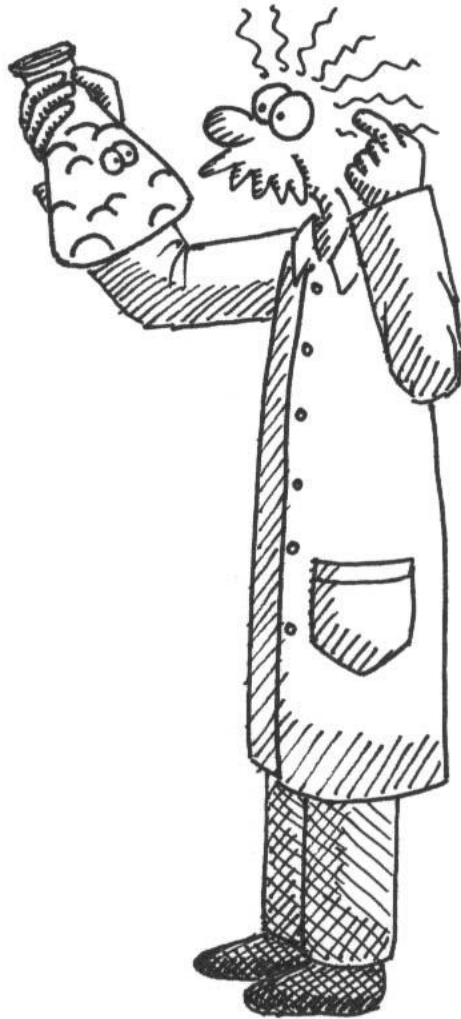
I will not automatically drop you.

The information on this handout may be altered during the semester.

Announcements will be made; please pay attention to what is going on in your class
I am excited to use an online support system MyMathLab for this class. If you master it, you will demonstrate an advanced level of sophistication and maturity. Redesigned MyMathLab is a beautiful example of an online Learning Management System. Online learning is fun and exciting, but can also be frustrating if you are not prepared. Studies show that successful online learning requires VERY active student participation. You must take an active role in educating yourself because there is no one there to "make you" pay attention in class. Online learning is one of the best ways to be a lifelong learner IF you develop good habits and expectations now.

Appendix to Syllabus. READ! GRADE PRESSURE

- Most students taking this course are under a great deal of pressure, both internal and external, to earn an "A" , "B" or "C". While I understand this, I am responsible for maintaining college standards and making sure that your mastery of course material is reflected in your grade. Students who earn an "A" grade have demonstrated an excellent understanding of course material and are able to do challenging problems, on exams. A grade of "B" reflects a good, comprehensive understanding of core course material and the ability to do standard course problems previously demonstrated accurately on exams. A "C" grade represents a satisfactory understanding of course material, perhaps with some gaps. A failing grade means that you have not demonstrated mastery of course material and must repeat the course.
- Since you can get grade information throughout the course, please don't ask for special consideration, extra credit, or retests at the end. Course grades are based on performance on quizzes and exams, not on effort or special needs.



English 4 Online/ Summer 2013

Dr. Chris McBride, Instructor

Phone: (707) 864-7000, x4366; Office: Room 726 (room 218 VJOC)/ Email:

Christopher.mcbride@solano.edu You can email me anytime and I will try to reply within 24 hours.

Required Materials:

- *Perspectives on Argument*, by Nancy Wood, 7th Edition
- access to a computer outside of class, either at home or on campus; an email account
- a college dictionary (any paperback version is fine)

Optional:

- *Frontline: Juvenile Justice* (a Video available at <http://www.shop.pbs.org/>). A copy is also on Reserve at the Solano College Library for library use only.
- *Writing with Power*, by Peter Elbow, Oxford UP, 1998

Course Description (3 Units)

This course will allow accomplished writers to become more sophisticated in your critical thinking and argumentative writing skills. We will focus on the rhetorical methods that writers use to construct written and spoken arguments, while also developing the ability to critique these arguments. We will look at different types of reasoning and learn to identify logical fallacies. Upon completion of the course, you should become a better reader, writer, and speaker. You will also have gained very valuable skills in argument and critical thinking. Essays will be based on both the essays we have read and ideas brought up in class. Of course, revision will play a significant role. We will also work in groups and conduct inclusive class discussions and class debates. I am looking forward to a challenging course full of insightful exchange.

Prerequisites: A grade of "C" or better in English 1.

Expected Learning Outcomes

1. Write analytical essays that incorporate sources effectively from class readings and independent research.
2. Logically discuss and analyze ideas presented by others.
3. Find, analyze, interpret, and evaluate primary and secondary sources, incorporating them into written essays using appropriate documentation format without plagiarism.

Course Requirements

1. Unlike other traditional classes, you may bring as much food and drink as you want to "class" (cleanup is also your responsibility!). Otherwise, I have the same expectations as a traditional class. You should complete all work in a professional and timely manner. I also hope that each of you will contribute significantly to our class discussions and group work. Be prepared to ask questions, raise concerns, and demonstrate your thinking skills. The class is

part lecture, part seminar, so your input as students and collaborative learners is essential.

Each week, there will be a series of online tasks for you to complete. These tasks will include 1) An **Introduction** to the Unit 2)online **lecture** material 3)a **quiz** on the lecture and/or readings 4)a writing and/or research **assignment** (which might be a group project), 5)a **Journal** question 6)an **informal "Hallway" discussion** (since even online students should have the chance to "chat" in the hallway before or after class), 7)threaded **class discussions** 8)**Essay writing**.

Each weekly Online Unit will be available online on the open date of each week at 12:01 a.m. Mountain Time. The work for each unit must be completed by the Unit Due Date at 11:59 p.m. **Mountain Time** (this is 10:59 p.m. Pacific). Do not allow yourself to fall behind on your online work, because there is no opportunity to make up the assignments, journals, or discussions. Lecture material will always be available—even after the unit close date.

2. **Course Readings:** Material should be read for the week it is listed as due on the syllabus. Please read actively by underlining the text or asking questions in the margin. You may also wish to answer the questions which follow any assigned essays in our book to help with your critical thinking and comprehension.
3. **Response Journal:** During the course of the semester, I will give you journal prompts on course topics. You should answer in a page or more for each prompt within one week. Often, these responses will serve as the prewriting that helps you get started on each essay. These are informal and offer a chance to explore many ideas and types of writing. The journal tab is located on the top of the home page. Each response is worth 3 points.
4. **Essays:** You will write four essays of about four to five pages each, and one longer six-page research paper. These essays will start from ideas raised in readings and develop through writing, discussion, peer review, and revision. You will receive a detailed assignment sheet for each essay; copies are also in the **document sharing section** of our web site. You may hand in one essay up to a week late for a 1/3 grade penalty. You must also provide a quality draft for our peer review sessions, or you will lose ten points.
5. **Quizzes:** There will be twelve timed quizzes. Quizzes should be taken after reading through the assigned reading material in our book for that week and after reading the lecture material. Each quiz is worth 5 points.
6. **Midterm and Final Exams:** These will be timed essay exams. You will be allowed to use your book and a dictionary. The Midterm and the Final must be taken during the weeks they are assigned.
7. **Online Assignments:** These will be posted for each Unit of the course and will vary each week. Each assignment is worth 3 points.
8. **Online Discussion:** Each week we will address one or more key questions from our reading or research assignments in a class discussion. You are expected to post an informed one or two paragraph initial response and at least two shorter follow up posts addressing comments made by your classmates. The rules for appropriate posting are available in our Document Sharing section. Each Unit of Discussion is worth three points. If you want to chat informally, like you would in the hallway outside class, feel free to post to

and read from the **hallway** in each Unit. The hallway is never graded, but please refrain from any inappropriate language or subjects.

Grading: Four Essays (100 pts each), Research Essay (150 points), Midterm Exam (100 points), Final Exam (100 points), Online Journal (42 points), 12 Online Quizzes (50 points), Online Discussion (48 points), Online Assignments (48). Total=938 points. 90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D, Below 60%=F

Note: It is difficult to earn an "A" in English 4, but very possible. An "A" student spends significant time on each assignment, scores perfectly on all quizzes by keeping up with assignments, participates in all areas of class discourse—including our online discussion board, revises each essay many times, and turns all work in on time. These tips, and your own desire to excel, are what you need for an "A".

Assignments/Dates (First Date is Open Date/Second is Close Date)
Unit Topics are in Parentheses a WEEK Begins on Sunday and Midnight and ends the following Sunday at midnight

WE WILL COVER TWO UNITS EACH WEEK BECAUSE OF THE ACCELERATED SCHEDULE

WEEK ONE: Unit 1: Class Introduction; Read p. 2-39 **Unit 2:** Read p., 95-98, 301-307 (Styles of Argument; Reading Argument) (6/10-6/16)

WEEK TWO: Unit 3: Draft of Essay One Due for Peer Review; Read p.66-96 372-396 (Writing Argument, MLA Format; Techniques for Revision and Research) **AND Unit 4:** Read p. 114-141, 148-170(Parts of An Argument; Toulmin Model, Types of Claims); **Essay One Due** (6/17-6/23)

WEEK THREE: Unit 5: Read p. 280-215, Read Solomon essay on advertising in Doc Sharing (Types of Proofs, Advertising Arguments) **Unit 6:** Read p. 40-61; 277-30 (Position Papers; Rogerian Argument, Improving Style in Your Writing) (6/24-6/30)

WEEK FOUR: Unit 7: Draft of Essay Two Due for Peer Review; Read p. 238-240 and essays by Leland and Dvorak and Wallis in Doc Sharing (Media and Violence Issues) **And Unit 8:** Read Essays on youth violence issues by Rhodes and Leo in Doc Sharing; Debate Preparation and Debate Paper Group Review; **Essay Two Due** (7/1-7/7)

WEEK FIVE: Unit 9: Class Debate; Midterm Exam on Violence and the Media (Debate Issues) and **Unit 10:** Read p. 213-238; 498-514 (Logical Fallacies; Internet Issues) (7/8-7/14)

WEEK SIX: Unit 11: Essay Three Draft Due for Peer Review Read 514-512(Privacy Issues—essays in docsharing) **Unit 12:** Read essays in docsharing on Crime and Treatment of Juvenile Offenders; **Essay Three Due** (7/15-7/21)

WEEK SEVEN: Unit 13: Read additional material on Treatment of Criminals and **Unit 14:** Essay Four Draft Due for Peer Review ; (Advanced Editing and Revision, Research Skills, Debate Preparation) (7/22-7/28)

WEEK EIGHT Unit 15: Read p. 380-407; Start Class Debate on the Issue of Treatment of Criminals (Continued Revision of Essay Four) and **Unit 16: Final Research Essay Due by 8/4 (no late papers accepted)** (7/29-8/4)

Final Exam: Available 8/4-8/5 (2 hour exam)

MUSC 013 – Walt Mikolajcik

Mr Mikolajcik Professor Emeritus started teaching at Solano College in 1975 and retired in June 2010, but still teaches part-time at SCC and The College of Marin. He has an AA degree from Napa College, a BA from Sacramento State College and a MA from California State University Sacramento. Mr Mikolajcik also was a graduate student at Indiana University, Bloomington.

Mr Mikolajcik is a life long local resident of California, he was born in Vallejo and graduated from Napa High School. A music performer, conductor and educator for over 45 years Mr Mikolajcik has a wide range of experience, including symphony orchestras, music theater, jazz ensembles, concert bands, vocal Jazz ensembles, sound recording, MIDI music, brass ensembles, steel drum ensembles and his lecture classes included appreciation, fundamentals, jazz history, multicultural music and improvisation.

A survey of multicultural music in America, including listening to and analyzing examples of multicultural music in relation to social, technical, and historical trends including American attitudes toward ethnic identity. This course also examines the uniquely American style resulting from the interaction among musicians of many cultural, racial, national, and ethnic backgrounds.

Transfer to UC, CSUS, most Private and satisfies SCC Multicultural requirement.

SLO: (Outcome)

Demonstrate by comparison and contrast the contributions made by various cultural groups' in the development of a uniquely "American" musical style.

(Success Criteria) The student will participate in group threaded discussions, complete Module assignments and exams for each unit of the class.

Method of evaluation: Written assignments, tests & discussion.

There will no make up assignments for work not completed by assigned times. There are extra credit assignments in some of the units. The semester grade will be based on hours logged in (10%) and assignments and tests completed. A number grade will be given for each assignment and test turned in and total hours logged in. There will be a letter grade at the end of the course. The class will have no overall final as work is completed as you progress through the units and the Final is based on the last Module and last sections of the text.

I will not be available to answer questions immediately on line, but I will get back to you as soon as I can. You can also call my office, or come to my office at the SCC campus MW 12 noon, room 1252 (707-864-7000 ex 4423) or e-mail me at walt.mikolajcik@solano.edu.

The text you will need is American Popular Music, A Multicultural History, Glenn Appell, David Hemphill, it is a Thomson-Schirmer publication, you can order it from an on-line source or from a book store or it will be in the book store. ISBN 0-15-506229-8. Try to get one with the CD, but it is not necessary if you use youtube to try and find alternative music by the same performer. You will be able to sell this back to the book store at the end of the class. SPECIAL NOTE: Music examples can be also be found on computer sites like youtube.com and the reading material can be also found on other sites (you have to find them). There are specific dates for each unit to close so you will not be able to go back and do the work on those units afterward. If you have problems you can e-mail the other student or use the virtual cafe (discussions) to ask each other questions and you can e-mail me.

Textbook(s) Required: Nutrition From Science to You by Joan Blake and MyDietAnalysis

There are many options for purchasing textbooks and I am going to focus on two of them.

1. Solano College Bookstore will be selling the book packaged with an access code to MyDietAnalysis. See the Bookstore website or stop by for details on pricing.
2. Pearson will be selling an ebook packaged with an access code to MyDietAnalysis. See Course Announcement and email for details on how to make this purchase.

Renting a book or purchasing from a different site are both options but you will still need access to MyDietAnalysis. You can purchase this access separately or use the program for free in the Campus Library.

There are copies of the book on reserve at the library.

Prerequisites None required. However, it will be difficult to do well in the class without strong high school level math skills. Besides performing addition, subtraction, multiplication and division, students will need to calculate and understand percentages and covert between English and metric units of measurement.

Nutrition is a science that is very closely linked to anatomy, physiology, chemistry and biochemistry. I would encourage you to spend some time reviewing the *Chemistry Review*, and *Anatomy and Physiology Review* I have placed in Doc Sharing.

Student Learning Objectives As a result of successful completion of this course, a student will be able to:

- Demonstrate understanding of basic principles of nutrition.
- Determine nutritional adequacy of personal dietary habits and make scientifically appropriate recommendations for improvement for health promotion and disease prevention.

- Identify nutrition sensitive diseases and the major risk factors associated with development of these diseases.
 - Demonstrate understanding of the different types of food-borne illness and identify proper food handling practices to avoid illness.
-

Course Requirements

Like all courses, this class has specific requirements...

READ IT: look over the Chapter Objectives and read the assigned Chapter

REVIEW IT: test your mastery of the chapter content using quizzes, flash cards, and crossword puzzles

After completing the above than...

DO IT: discussion posts, exams, **WRITE IT** assignments, and your Personal Diet Study put your knowledge to the test.

Let's talk some more about **DO IT**.

Discussion Posts - the discussion topic for the week will only be open during the week it is assigned. In order to produce a high-quality discussion, you must read/view the assigned book chapters before participating in the discussion. This will ensure that you understand the material being discussed. **Your required participation in the online threaded discussion is multiple entries on multiple days: your answer to the questions posed (15 points) and a response to your classmates (5 points).** I will be considering the quality of your comments as well as their frequency. I use a [Grading Rubric](#) to grade your Discussion Posts. Please review it and an explanation of [Quality Posts](#). The Grading Rubric is available for you to print in Doc Sharing.

Exams - there will be four exams (25 points each) during the semester covering lecture material and reading assignments.

Final Exam - The In Person Final exam (100 points) will be a comprehensive final covering the entire semester. The Final will be offered on three different days during Finals Week. You will be required to show up on one of the days with a photo ID to take the Final.

WRITE IT - there will be four written assignments required worth 20

points each.

Personal Diet Study - a comprehensive look at three days of your food intake will be required. This assignment includes use of a diet analysis software program called MyDietAnalysis plus a written analysis of your findings. The assignment is worth 200 points.

**Course
Policies and
Procedures**

Distance Learning

Successful online learning requires active student participation. I expect you to log in at least 3 times per week. You are responsible for your own work, your own progress and your own grade.

- This class will require a time commitment of 9-12 hours per week.
- There is no set class time – you can come to class at midnight or 2pm - but there are set times for everything else!
- This is not a self-paced course, there is work due every week and you will not have access to all of the course materials at once. You are expected to do each week's work along with your classmates.
- You may never see your teacher or your fellow students. So it requires that you be very self-disciplined and comfortable communicating online. I won't hear your voice or see your face, so you must be able to communicate questions and answers via your writing.
- If this is your first online course it may be easier for you to complete the course successfully if you set a time weekly for your coursework.

Attendance and Participation

When you take a course at Solano Community College you agree to attend class regularly. Attendance is determined by your keeping up to date with weekly discussions and assignments. This is not a self-paced course, you are expected to log in and participate every week. If you miss more than three weekly discussions I will drop you from the class.

The discussion areas for each week will open on Sunday and remain open for your participation until the following Saturday. The date changes at midnight. I will only grade those discussions that occur during the week the topic is assigned in the regular threaded discussion area.

Exams will open on Thursday and must be submitted by midnight the following Saturday. I do not accept late exams.

This class does not require physical attendance in a classroom at a particular time so there is little excuse to miss a week. **There will be no excused absences.**

Late Work

-Late Discussion Posts and Responses are not accepted under any circumstances!

-Missing an exam results in a zero for that exam.

-I will accept the Personal Diet Study and WRITE IT Assignments late but with a penalty. You will lose 25% of the points available for every 48 hours late.

Technical problems while trying to submit an assignment at the last minute will not be taken into consideration. Many problems can be fixed by the helpdesk if not needed at the very last minute.

Remember that in the online environment you have 7 days to complete your assignments for the week and take exams. Think smart and stay up with the course.

Getting Technical Help

Computers and Internet connections occasionally malfunction. If this happens to you during the semester, you should be aware that the SCC Library and most public libraries have computers for the public to use. It may be necessary to use one of these computers until you can get yours fixed. There are also computers available at both the Vacaville and Vallejo Centers.

If you are experiencing computer difficulties, your first step should be to contact the help desk. They are very good at troubleshooting and fixing problems.

Use the Tech Support or Help button located on the right of the screen when you are in the course. The eCollege help desk is also available 24/7: 877-740-2213 or helpdesk@solanonline.org

Courtesy

It is important to be courteous in your responses to other individuals

and to respect their opinions. You are encouraged to disagree and state opposing opinions and arguments but personal attacks and profane language are not acceptable. Many people consider that using sentences with all capital letters is a way of shouting on the Internet; therefore, I request that you do not write sentences that use all capital letters.

Follow rules of common courtesy in all your email messages. If I deem any of them to be inappropriate or offensive, I will forward the message to the Dean of Human Performance and Development and appropriate action will be taken, not excluding expulsion from the course.

I expect you to treat the email addresses of all your fellow students as well as your instructor with respect in terms of spam. I don't care how good your product or service is or how funny the joke-if you spam your fellow classmates and I find out about it you will be dropped from the course and/or receive a failing grade.

Academic Honesty

Any work that you turn in must be your own. Please be careful about identifying the source of your material. You must not plagiarize. It is illegal and it is strictly prohibited by the college.

Cheating and plagiarism are defined in the Solano Community College Catalog under the heading Academic Honesty, and include:

1. submitting work that is not your own for papers, assignments, or exams
2. copying ideas, words, or graphics from a published or unpublished source without appropriate citation
3. submitting or using falsified data
4. submitting the same work for credit in two courses without prior consent of both instructors

Any student who is found cheating or plagiarizing on any work for this course will receive a failing grade for that work. Further action may be taken if necessary.

E Mail Procedures

EMAIL -- It is crucial that you check, read and respond to your email!

Important announcements, changes to deadlines, and feedback about your assignments will be communicated via email.

Sending Email

To send an email, click on the "Email" tab at the top of your screen. If you are sending an email to a specific person, highlight the individual's name in the list box and click ADD. If you are sending an email to the entire class, highlight "All Class Members."

Whenever you have questions or comments about anything in the course:

Send me an email! Robin.Sytsma@solano.edu

Please use the following format in the "subject" field of your email when you are writing me with a general question:

Your Last Name, First Initial-- Section (CRN) Number.

If you don't include the subject as it is above with your name and section number then I will not respond to your email.

I will usually respond to email within 48 hours, and will try to let you know in advance if I will be away from my computer for a longer period of time. I don't normally work on the weekends.

Submitting Work

You will be required to submit some assignments as file attachments. They should be saved either as RTF (rich text format) (*.rtf) or as a Word document (*.doc or *.docx). RTF is the standard file type for Internet communication and should generally be used when sending documents to other people that might be using different word processor software than you. Nearly all word processors (Word, Works, WordPerfect, etc.) are capable of saving in RTF. Wordperfect users must use RTF format because I do not have Wordperfect installed on my computer. To save your file in RTF format, click File, then Save As.... Select Rich Text Format (*.rtf) as the file type.

Contacting Instructor

The best way to contact me is via email. I may not check it every day but I do check it several times a week.

Grading Policy

Grading Criteria

You will be graded on how well you demonstrate what you are learning in class. A point system will be used to determine student grades.

10	Attendance Quiz
270	Discussion
80	Written Assignments
200	Personal Diet Study
100	Comprehensive Final
25	Exam One
25	Exam Two
25	Exam Three
25	Exam Four

Grading Scale

Grades are determined by the following:

A = 90-100% B = 80-89.9% C = 70-79.9% D = 60-69.9% F = <59.9%

There will be opportunities to improve your grade by completing additional extra credit assignments. See the Unit Titled Extra Credit for instructions.

COUNSELING 050: CAREER-LIFE PLANNING

Instructor: Amanda Greene
 Phone: (707) 864-7000 ext. 4724
Amanda.Greene@solano.edu

Summer 2013/ CRN: 60442
 ONLINE
 Office Hours: Email for Appointment

Course Objectives

- Achieve a greater knowledge of YOU: your personality, interests, values, and skills as they relate to career and self-development.
- Understand the impact of self-esteem upon the pursuit of career and life choices.
- Research, analyze, and select career alternatives.
- Learn career decision-making and goal-setting skills for life long planning.
- Develop effective, current job seeking skills.

Student Learning Outcome

As a result of completing this course students will be able to:

- Demonstrate knowledge of assessment results
- Demonstrate research for careers
- Demonstrate knowledge of job-search components

Materials Required and Available at the Solano Bookstore

1. Career Planning Tests from bookstore: MBTI, SDS, and STRONG Interest Inventory.
 NOTE: These assessments must be purchased by 6/12/13 or you will be dropped from the course.
2. Textbook: The Career Fitness Program, 10th Edition by Sukiennik, Bendat & Raufman

Expectations

- ❖ This class is unique in that we will meet, in-person, five times during the semester for three hours each. If you cannot meet this requirement, you cannot take this class.
- ❖ Attendance is extremely important. Because this is an online class, your attendance will be measured based upon your participation in the discussions and the timely submission of your assignments.
- ❖ Active and positive participation is an essential part of learning and growth process of self-discovery. The course requires college level rigor, and by investing time and energy you will gain the most from the course. Do your homework and ask questions!
- ❖ It is the student's responsibility to drop a class officially through Admissions and Records; otherwise a failing grade will be assigned.
- ❖ Students are expected to behave in a mature and appropriate manner when participating in an online forum. The Instructor reserves the right to censor any material deemed inappropriate and consequences will result in loss of points and possibly removal from the course.
- ❖ The Instructor will make any and all reasonable accommodations for students with disabilities who provide documentation. If you need special accommodations, please visit the Disability Services Program office on the main campus in room 407 to obtain this documentation.
- ❖ Students are responsible for knowing their rights, responsibilities, and procedures as outlined in the Solano Community College Student Handbook, which can be found at:
http://www.solano.edu/student_service/1112/Student%20Rights%20Handbook_rev08.pdf

Homework

Complete and submit all assignments on the scheduled due dates and times. Any late work is due within one week of the assigned due date in order to receive partial credit. Points will be deducted for late assignments. In-person class meetings are mandatory and cannot be made up. Directions for completing assignments will be given throughout the semester.

Required Assignments	Points
Participation & Attendance	250
Discussion Posts (3)	90
Chapter Exercises (12 @ 2-5 pts each)	55
Quizzes (5 total)	50
Two Perfect Days (2 pages)	20
2 Accomplishments (2 pages)	20
Les Brown (1-2 pages)	50
Colors/SDS Research	40
Strong/MBTI Research	40
Eureka Printout	20
Informational Interview Written Report (2 pgs)	40
Final: Career Project Part 1 Presentation (In-person)	75
Final: Career Project Part 2 Essay	75
Final: Career Project Part 3 Resume, Cover Letter, Mock Interview	75
<hr/>	
TOTAL	900

EXTRA CREDIT is available. Examples of extra credit include: Additional chapter exercises which were not assigned, additional informational interviews, and career related website/book research reports. A maximum of 20 points will be allotted for the entire semester and is due to the Instructor by 7/24/2013.

Grading Scale	Final Grade
900-810 90%	A
809-720 80%	B
719-630 70%	C
629-540 60%	D
539 and below	F

The grade I will strive to earn in this class is _____. To accomplish this I will: _____

Guidelines

- ❖ **Discussion Posts:** This is part of your participation in the class and is a vital component of your grade. You must post on the assigned topic, and respond to a minimum of two of your classmates. To receive full credit for a discussion post, your post must be two paragraphs minimum (5-7 sentences per paragraph) and each of your two responses must be 1 paragraph minimum. If there are any students who have not received responses, you must respond to their post first before responding to someone with more than two.

- ❖ **Chapter Exercises:** There are various chapter exercise assignments listed on your syllabus. Each additional exercise you complete can be submitted for up to 2 points extra credit. When completing all chapter exercises be sure to use the following heading on the upper left or right corner of your paper:
 - Name**
 - Date**
 - Exercise #**

- ❖ **Assignments:** You are responsible for reading the chapters listed under “Topic and Class Activity” on your agenda as well as completing various assignments. All assignments are due no later than 11:59 p.m. Pacific Standard Time on the date listed. Typed assignments need to be completed with a 12 point font, one inch margins, and double spaced. Directions for completing assignments will be given throughout the semester and listed in the module section of your Canvas course. Please save your documents as Microsoft Word attachments. Do not copy and paste them into the body of an email or message.

Weekly Agenda

Module Week	Class Date	Topic & Class Activity	Assignment DUE on this date
1	June 10 – June 14	<u>In-Person</u> Orientation June 12 th 3:00 p.m. – 5:50 p.m. Room 446 Welcome & Introductions	*Must bring Career tests from bookstore to orientation
2	June 17 – June 21	Chapter 1 Testing Your Career Savvy	Discussion Post # 1: Due: 6/21 Responses Due: 6/23 Book Ex. 1.1, 1.2, 1.3 Chapter 1 Quiz Due: 6/23
3	June 24 – June 28	<u>In-Person Class 6/26</u> True Colors SDS <u>ONLINE COMPLETE:</u> Chapter 2 Building Your Career Success Profile	Due: 6/30 Book Ex. 2.1 & 2.3 Two Perfect Days Chapter 2 Quiz
4	July 1 – July 5	Chapter 3 Confirming Core Values	Due 7/7 True Colors Quiz Eureka Report True Colors/SDS Research Book Ex. 3.2 & 3.5 Discussion Post # 2 Due: 7/5 Responses Due: 7/7
5	July 8 – July 12	<u>In-Person Class 7/10</u> STRONG MBTI <u>ONLINE COMPLETE:</u> Chapter 4 Assessing Your Personality and Interests	Due 7/14 Les Brown Reaction Paper Book Ex. 4.2 & 4.9 Chapter 4 Quiz
6	July 15 – July 19	Chapter 5 Evaluating Your Skills Chapter 8 Developing Your Decision Making	Due 7/21 Strong/MBTI Research Book Ex. 5.2 & 5.4 Two Accomplishments 5.3 Discussion Post # 3 Due: 7/19 Responses Due: 7/21 Ex. 8.1 & Ch. 8 Quiz Due 7/21

7	July 22 – July 26	<p align="center"><u>In-Person Class 7/24</u></p> <p align="center">Final Part 1: Poster Presentation</p> <p align="center"><u>ONLINE COMPLETE:</u></p> <p align="center">Resumes, Cover Letters, & Interviewing</p>	<p align="center">Final Part 1 IN PERSON 7/24</p> <p align="center">Informational Interview Due: 7/28</p> <p align="center">Final Part 2: Essay Due 7/28</p>
8	July 29 – August 1 FINALS WEEK	<p align="center"><u>In-Person Class 7/31</u></p> <p align="center">Mock Interviews</p>	<p align="center">Due: July 31st</p> <p align="center">Resume, Cover Letter, & Interview Packet</p> <p align="center">Class SLO Evaluations</p>

Note: All items in syllabus are subject to revision at Instructor's discretion

Individual Outcomes Assessment Analysis Form

Semester Assessed: _____ Fall 2011 _____

Department/Division/Area/Unit: _____ Chemistry _____

Course (if applicable): _____ Chem 1: General Chemistry _____

Outcomes Assessed (please list):

SLO#1: Solve problems related to chemical stoichiometry.

Program Outcomes Assessed (please list): NA

Core Competencies Assessed (please list):

- 2B. Computation- demonstrated by the ability to:
 Use tables, graphs, charts and diagrams to explain concepts
 Use basic geometrical shapes
 (others NA)

Assessment Tool (Describe briefly and/or attach):

Questions in a course-embedded exam. In a rocket motor butane is combusted with liquid oxygen. How many grams of liquid oxygen are required to combust 1.00 g of butane? Worth 4 points. (Students had to know the chemical formula of butane, a combustion reaction, balance it, convert to moles, use the mole-mole ratio, and convert to grams of oxygen.)

Assessment Results (answer questions as applicable)

Were there any areas where performance was outstanding?

Results for two sections of chem. 1:

Regular section: 21/24 students scored 4 points, 3/24 students scored 3 points.

Online section: 11/15 student scored 4 points, 3/15 students scored 3 points and 1 student scored 1 point. That means 93 to 100% of the students received 100% on the question. They definitely know how to solve problems related to stoichiometry.

What needs or issues were revealed?

The minor errors made were in balancing the chemical equation and in calculating molar mass.

Were there any areas where outcomes achievement can be improved?

Not really. The one student who scored poorly had missed a couple of days and student absence does hurt in chemistry classes.

What information did this assessment give you in relation to the Core Competencies addressed?

This assessment showed that students were able to do computations related to chemistry.

What information did this assessment give you in relation to the Program Outcomes addressed?

NA

Next Steps to Personally Maintain or Improve Outcomes Achievement

What elements will you definitely preserve due to successful Outcomes achievement?

The lab computers have tutorial programs that greatly benefit the students in learning this material. We need to maintain these computers. I also provide one lab session where they spend the entire three hours doing stoichiometry problems. I will continue to do that.

How will you address the needs and issues that were revealed by your assessment? How might Outcomes achievement be improved?

I didn't have any needs to be addressed.

Next Steps in the Department/Area/Unit to Maintain or Improve Outcomes Achievement

What elements should the department/area/unit definitely preserve due successful Outcomes achievement?

Maintain the computers and keep the site license for the chemistry tutorials on our chem lab computers.

What steps might the department/area/unit take to address the needs and issues revealed by the assessment? How might Outcomes achievement be improved?

Having a supervised "open lab" time when students can come in and use the lab computer tutorial programs might help struggling students.

Add the chemistry tutorials to the library computers.

Individual Assessment Form

Course number/name: Chem 001

Semester of course: Fall 2012

Date of assessment: Finals December 2012

Assessor's name: C Ducoing

SLO 1: Solve problems related to chemical stoichiometry.

- ➔ Success criteria: 70% of the students get the problem 70% correct.
- ➔ Results: Regular class: 71% scored 100%, 82% scored over 50%; online class: 85% scored 100%, 100% scored over 50%.
- ➔ Planned action: None.

SLO 2: Relate atomic and molecular structure to the periodic table and chemical properties.

- ➔ Success criteria: 70% of the students get the problem 70% correct.
- ➔ Results: Regular class: 97% scored 100%; online class: 77% scored 100%.
- ➔ Planned action: None.

SLO 3: Show proficiency in one or more lab techniques (titration, melting point apparatus, distilling, filtering, etc.)

- ➔ Success criteria: 75% of the students will have developed good techniques.
- ➔ Results: Regular class: 94% scored greater than 75% on Experiment 7; online class: 86% scored greater than 75%.
- ➔ Planned action: None.

DATA/EVIDENCE:

SLO 1 Question 21 on Final Exam for regular chem. 1 section: If 50.0 mL of 2.00 M HCl is placed in a sealed container with 15.0 g of calcium carbonate, how many liters of dry CO₂ gas will be produced at 25.0°C and 759.0 torr?

SLO 1 Question 21 on Final Exam for online chem. 1 section: How many moles of iron are produced when 100.0 g of Fe₂O₃ are reacted with excess aluminum?

SLO 2 Questions 1 and 2 on Final Exam for regular chem. 1 section: 1. Linear molecular geometry can be a sub-category of the trigonal bipyramidal electron pair arrangement. 2. In the VSEPR Theory, lone pairs of electrons are not considered for determining molecular geometry.

SLO 2 Questions 3 and 8 on Final Exam for online chem. 1 section: 3. In the VSEPR Theory, lone pairs of electrons are not counted in determining molecular geometry. 8. Square planar molecular geometry can be a sub-category of the octahedral electron pair arrangement.

SLO 3 Lab Report on Experiment 7: standardization of a sodium hydroxide solution and titration to determine molarity of acetic acid in vinegar. Formal Lab Report worth 15 point. 75% would be a score of 11.25 out of 15.

Individual Assessment Form

Course number/name: Chem 002

Semester of course: Spring 2012

Date of assessment: Finals May 2012

Assessor's name: C Ducoing

SLO 1: Solve problems related to chemical equilibrium.

- ➔ Success criteria: At least 50% of the students will achieve 50% of the problem.
- ➔ Results: Regular class: 55% scored 100%, 68% scored over 50%; online class: 47% scored 100%, 74% scored over 50%
- ➔ Planned action: Still problems with math in chem. 2; continue online homework and lab tutorials

SLO 2: Collect and evaluate kinetics data and identify the rate law.

- ➔ Success criteria: At least 50% of the students will achieve 50% of the problem.
- ➔ Results: Regular class: 36% scored 100%, 77% scored over 50%; online class: 42% scored 100%, 89% scored over 50%
- ➔ Planned action: Still problems with math in chem. 2; continue online homework and lab tutorials

DATA/EVIDENCE:

SLO 1 Question on Final Exam: Calculate the pH of a 0.10 M solution of HOCl, with $K_a = 3.5 \times 10^{-8}$.

SLO 2 Question on Final Exam: The following data is to be used for the next two questions.

For the reaction $\text{H}_2\text{O}_2 + 3 \text{I}^- + 2 \text{H}^+ \rightarrow \text{I}_3^- + 2 \text{H}_2\text{O}$, the initial rate data are:

	$[\text{H}_2\text{O}_2]$	$[\text{I}^-]$	$[\text{H}^+]$	Rate, M/hour
Experiment 1:	0.100	5.00×10^{-4}	0.010	0.137
Experiment 2:	0.100	1.00×10^{-3}	0.010	0.268
Experiment 3:	0.200	1.00×10^{-3}	0.010	0.542
Experiment 4:	0.400	1.00×10^{-3}	0.020	1.084

The rate law for this reaction is: rate = _____

- a. $k[\text{H}_2\text{O}_2][\text{I}^-][\text{H}^+]$ b. $k[\text{H}_2\text{O}_2]^2[\text{I}^-]^2[\text{H}^+]^2$ c. $k[\text{I}^-][\text{H}^+]$ d. $k[\text{H}_2\text{O}_2][\text{H}^+]$ e. $k[\text{H}_2\text{O}_2][\text{I}^-]$

Individual Assessment Form

Course number/name: Chem 002

Semester of course: Spring 2013

Date of assessment: Finals May 2013

Assessor's name: C Ducoing

SLO 1: Solve problems related to chemical equilibrium.

- ➔ Success criteria: At least 50% of the students will achieve 50% of the problem.
- ➔ Results: Final exam questions 29/28, the regular class: 58.8% scored 100%, 82.4% scored over 50%; online class: 90.5% scored 100%, 95.2% scored over 50%. (Questions were different.)
- ➔ Planned action: No changes planned. We spent more time on math for equilibrium problems based on the previous SLO assessment.

SLO 2: Collect and evaluate kinetics data and identify the rate law.

- ➔ Success criteria: At least 50% of the students will achieve 50% of the problem.
- ➔ Results: Final exam questions 30/29, regular class: 88.2% scored 100%, 94.1% scored over 50%; online class: 95.2% scored 100%, 100% scored over 50%. (Questions were very similar.)
- ➔ Planned action: No changes planned. We spent more time on math for kinetics problems based on the previous SLO assessment.

SLO 3: Show proficiency in one or more lab techniques (titration, melting point apparatus, distilling, filtering, etc.).

- ➔ Success criteria: 70% of students will correctly demonstrate the use of common lab techniques used in the chemistry laboratory
- ➔ Results: Alternate to Exp 28 Spectroscopy and Beer's Law, regular class: 42% scored 100%, 100% scored over 75%; online class: 62% scored 100%, 100% scored over 75%
- ➔ Planned action: Although the criteria were met, may need to spend more time on using Beer's Law. However, in terms of lab techniques learned, all of the students did correctly use the spectrophotometers.

DATA/EVIDENCE:

SLO 1 Question on Final Exam:

Regular Class: 28. Given $\text{CO}_{(g)} + \text{H}_2\text{O}_{(g)} \leftrightarrow \text{CO}_{2(g)} + \text{H}_{2(g)}$ with $K_c = 5.10$ at 700.0 Kelvin. Calculate the equilibrium concentration of H_2 if you start with exactly 1.00 M concentrations of each reactant **and** product initially. (Hints: calculate Q and set up ICE table!)

- a. 0.387 b. 1.387 c. 0.613 d. 5.10 e. none of these are correct

Online Class 29. Given the reaction: $\text{C}_{(s)} + \text{CO}_{2(g)} \leftrightarrow 2 \text{CO}_{(g)}$; At equilibrium at a given temperature, the partial pressures of CO and CO_2 are 1.22 atm and 0.780 atm, respectively. Determine the value of K_p for this reaction.

- a. 0.499 b. 1.56 c. 1.90 d. 2.00 e. 3.13

SLO 2 Question on Final Exam:

Regular Class The following data is to be used for the next two questions.

For the generic reaction $\text{H}_2\text{O}_2 + 3 \text{I}^- + 2 \text{H}^+ \rightarrow \text{I}_3^- + 2 \text{H}_2\text{O}$, the initial rate data are:

	$[\text{H}_2\text{O}_2]$	$[\text{I}^-]$	$[\text{H}^+]$	Rate, M/hour
Experiment 1:	0.100	5.00×10^{-4}	0.010	0.137
Experiment 2:	0.100	1.00×10^{-3}	0.010	0.268
Experiment 3:	0.200	1.00×10^{-3}	0.010	0.542
Experiment 4:	0.200	1.00×10^{-3}	0.020	0.542

29. The rate law for this reaction is: rate = _____. (You must show the relative table and calculations leading to each reactants order for full or partial credit.)

- a. $k[\text{H}_2\text{O}_2][\text{I}^-][\text{H}^+]$ b. $k[\text{H}_2\text{O}_2]^2[\text{I}^-]^2[\text{H}^+]^2$ c. $k[\text{I}^-][\text{H}^+]$ d. $k[\text{H}_2\text{O}_2][\text{H}^+]$ e. $k[\text{H}_2\text{O}_2][\text{I}^-]$

Online Class:

The following data is to be used for the following two questions.

For the generic reaction $\text{A} + \text{B} \rightarrow \text{C}$, the initial rate data are:

	$[\text{A}]$	$[\text{B}]$	Rate, M/s
Experiment 1:	0.100	0.100	0.180
Experiment 2:	0.100	0.200	0.360
Experiment 3:	0.200	0.200	1.44

30. The rate law for this reaction is: rate = _____. (Show all work.)

- a. $k[\text{A}][\text{B}]$ b. $k[\text{A}]^2[\text{B}]^2$ c. $k[\text{A}][\text{B}]^2$ d. $k[\text{A}]^2[\text{B}]$ e. $k[\text{A}]$

SLO 3: Experiment 28 Alternate Directions

Using the Spectrophotometer (in the balance room with lights OFF!)

1. Turn on the machines and let them **warm up at least 60 minutes**. (This will be done for you.)
2. Go to # 3 - Photometric.
3. Go to "change wavelength (Change WL)" – type in the wavelength number you need and hit ENTER.
4. Place the paper next to the empty cells and observe the color. (Close door & turn off lights.) Be very descriptive.
5. To calibrate: place deionized water (DW) in cuvette and set in the holder; then hit AUTO ZERO.
6. Be prepared with cuvettes of all three solutions of Cu, Ni and Co and record their absorbance values.
7. Set one wavelength and do all readings: paper color, auto zero with DW, Cu, Ni, and Co absorbances. Then change the wavelength, etc. Record all your readings each time. **IF YOU START SEEING MULTIPLE NEGATIVE ABSORBANCE READINGS, STOP AND GET YOUR INSTRUCTOR!**
8. When you use the solutions in a cuvette, remember the smooth side faces into the light coming from the Spectrophotometer. The ribbed side is toward you.
9. Enter all readings in EXCEL and plot a graph of absorbance vs. wavelength for **each** metal ion. Save and e-mail all documents to yourself or save them on a flash drive. **DO NOT PRINT ANYTHING!!!**

Using the Colorimeter (computer/Vernier) and Beer's Law:

1. You will be given a 0.10 M CuSO_4 solution. You will need to make **5.00 mL** of 0.020 - 0.080 M solutions in 4 small (10 mL) graduated cylinders. Have one cuvette be deionized water (DW) and then have five with 0.020 M, 0.040 M, 0.060 M, 0.080 M, and 0.10 M. (You will need one more

cuvette for the unknown CuSO_4 solution.) Calculate the volumes of 0.10 M CuSO_4 using the dilution equation.

2. Get your calculations checked and initialed by your instructor.
3. Prepare your solutions using a 5.00 mL graduated pipette to transfer the 0.010 M CuSO_4 to the graduated cylinders.
4. Hook up the Colorimeter to the Vernier on the lab computer. Go to Logger Pro. Then do File, Open, Advanced Chemistry, Exp 17 Colorimeter. Right click in the table section of the screen, go to Table Options, uncheck transmittance. **CALIBRATE USING LOGGER PRO, NOT THE CAL BUTTON ON THE COLORIMETER.** Go to Experiment, Calibrate, select one-point calibration, start, type in 100.0 for the transmittance, keep, done. You have to do this each time you change the wavelength on the colorimeter. You should cover the colorimeter with its cardboard box to block light coming in from the overhead light fixtures.
5. Measure the absorbance for the prepared solutions listed above as well as the unknown solution at 430 nm, 470, 565 and 635 nm using the Vernier/LabPro colorimeter. Record the absorbance in the data table.
6. Put DW in cuvette and CALIBRATE in between each wavelength.
7. Click on start (green button) and then the blue star so you can enter the known concentration of the solution, find and record absorbance.
8. Record all readings in a data table for all known concentrations and the unknown at all wavelengths.

Go to Excel: enter your data for concentration and absorbance for the 0.0 to 0.10 M solutions, but **only at 635 nm**. Insert a scatter plot graph, right click on the line of formed by the data, click on Add Trendline, click the box to show linear equation on your chart. **RECORD this equation!** Use the recorded absorbance of the unknown to calculate its concentration using Beer's Law*. Report your unknown concentration value to your instructor. Look up Beer's Law and write a sentence about demonstrating it with your data today. Save and e-mail all Excel documents to yourself or save them on a flash drive. **DO NOT PRINT ANYTHING.**

Disposal and cleanup: pour down drain with lots of water to flush. Rinse cuvettes and caps at least twice with deionized water and place on paper towels on the cart to air dry.

LAB REPORT DETAILS:

1. Calculations: how you prepared your solutions. The group leader needs to attach the hand-recorded data sheet with every group member's name on it.
2. (Tables and graphs that you made in Excel for the metal ions and for copper (II) ion at various concentrations should have been e-mailed to the instructor so don't print it)
3. Answer Prelab question 3 from the lab manual for Expt 28.
4. Answer Lab question 2 from your lab manual for Expt 28.
5. Conclusion: one good paragraph.
6. Error analysis for the concentration of the unknown Cu^{2+} solution. Did your data give you a perfect straight line with a zero for the y-intercept? If not, why not?

Part A: On the spectrophotometers in the balance room, go to #3 – photometric. Click the change wavelength button and type in the desired wavelength number, press enter. Place the piece of white paper and observe the color with lights off in balance room. Note the “cutoff points” where your eyes cannot detect the light beam. Note the relationship between observed colors vs. absorbed colors in your conclusion. Then insert cuvette with deionized water (DW) and press autozero. Then read each metal ion solution’s absorbance. **IF YOU START SEEING MULTIPLE NEGATIVE ABSORBANCE READINGS, STOP AND GET YOUR INSTRUCTOR!**

For the different metal ion solutions: set one wavelength – do all three solutions. Find the absorbance, not percent transmission. Change wavelength, calibrate, then do all solutions. And so on...**You have to create a graph for each metal’s absorbance in Excel.**

Data table

Wavelength	Abs - Cu ²⁺	Abs - Ni ²⁺	Abs - Co ²⁺	Color of paper – be very descriptive
375				
400				
410				
425				
450				
475				
485				
500				
510				
525				
550				
565				
585				
600				
625				
650				
675				
700				
725				

Part B: See Procedure on back of this page for using the Vernier LabPro Colorimeter. This time the cuvettes have the ribbed left and right side, smooth side facing you.

Data table:

Molarity of Cu ²⁺	Abs at 635 nm	Abs at 565 nm	Abs at 470 nm	Abs at 430 nm
0.00				
0.020				
0.040				
0.060				
0.080				
0.10				
Unknown solution				

Equation of the line from Excel graph of Abs at 635 nm vs Molarity:

Calculation of Unknown Solution concentration:

Percent Error from True value of concentration:

- Home
- Announcements
- Syllabus
- Assignments
- Modules
- Grades
- Outcomes
- Quizzes
- Pages
- People
- Discussions
- Files
- Conferences
- Collaborations
- Settings

Museum Paper

Edit

During your trip to the museum, you will find a wide range of artworks, made with different media and from very different time periods. Your goal is to select TWO works of art with a similar subject, or addressing a similar concept/theme, to compare. For some work, it may be difficult to decide just what theme the artist has in mind! In that case, based on the title, along with the visual vocabulary (use of elements and principles), make an educated guess as to what *you think* the subject/theme might be. **

There is one limitation: **these two works MUST have a clearly different style!** One must be clearly more naturalistic, or clearly more idealized, than the other.

As you consider possible selections, try to avoid picking a work of art just because it's comfortable and familiar to you. Consider picking a work that intrigues you, makes you wonder, perhaps even confuses you! Challenge yourself to go beyond your "comfort zone."

Points 45

Submitting Nothing

Due	For	Available from	Until
Nov 21 at 3pm	Everyone	-	-

Museum Project Rubric		
Criteria	Ratings	Pts
Technical criteria: The works are well-chosen, with distinctly different styles	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	4 pts
Technical criteria: Clear, logical, well-organized argument; very few spelling, grammar problems	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	4 pts
FIRST: Clearly identifies art, location	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	4 pts
SECOND: Theme is clear, convincing	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	3 pts
THIRD: Style: For both works, thoroughly and accurately discusses naturalism v. abstraction	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	6 pts
Style: For both works, thoroughly and accurately discusses verism v. idealism	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	6 pts
FOURTH: Visual Elements and Principles of Design: discussion was thorough, thoughtful, insightful	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	12 pts
Student Learning Outcome 1 View longer description threshold: 4.5 pts	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	6 pts
Total Points: 45		

SpeedGrader™

Criterion Long Description

Student Learning Outcome 1

FIFTH.....Overall meaning : Thoroughly, persuasively synthesizes meaning

Note: This criteria is linked to Student Learning Outcome 1:

- Identify and analyze the impact of visual, material, cultural, historical, and personal factors upon the creation, perception, meaning, and use of a work of art.

Memorial Proposal

 Edit

Choose a person or event that you feel needs to be addressed in a **public memorial**. A memorial may already exist, but yours must be original. This memorial must be occupy a site larger than the classroom, and require a visitor to walk through it (a single statue or fountain will not be sufficient).

1. Design a new memorial; include an **elevation view** (side view), and a **ground plan** (overhead/aerial view), with notations.
2. Explain your visual choices in an accompanying essay. Include:

Points 45
Submitting Nothing

Due	For	Available from
Nov 14 at 3pm	Everyone	-

Criterion Long Description ✕



Student Learning Outcome 2

Creative problem-solving

-Visual choices compliment intent

Note: This criteria is linked to Student Learning Outcome 2:

- Apply their understanding of visual, material, cultural, historical, and personal factors in order to **solve aesthetic and conceptual problems.**

Memorial Proposal Rubric  		
Criteria	Ratings	Pts
Thoroughness (visual): Design clearly indicates location, imagery, layout, materials, size/scale, visitors' approach	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	5 pts
Thoroughness (written): Clearly written, with logical and persuasive argument	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	5 pts
Thoroughness (written): Explains the overall plan (the subject, location, imagery, materials, and layout)	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	5 pts
Thoroughness (written): Explains the desired viewer response	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	5 pts
Thoroughness (written): Explains choices of visual vocabulary (style, line, light, space, time and motion, balance)	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	10 pts
Creative problem-solving: Inventive, intriguing	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	5 pts
Memorial context: Explains fully how this memorial fits within American memorial tradition and potentials for controversy	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	5 pts
■ Student Learning Outcome 2 view longer description threshold: 3.5 pts	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	5 pts
Total Points: 45		

Individual Assessment Form

Course number/name: __MGMT 050__ Principles of Management_____

Semester of course: __Fall 2012_____

Date of assessment: __1/11/2013_____

Assessor's name: __Mike Garnier_____

SLO 1: Comprehend and contrast the various theories, principles and practices of management.

- ➔ Success criteria: *Measurement of students' success based on cumulative final exam of management principles taught throughout the semester.*
- ➔ Results: *Of the students who took the final exam, the average score was 72% with 87% of students passing the exam.*
- ➔ Planned action: (changes, new ideas, or no changes?) *Addition of team capstone project prior to final exam to cement management concepts.*

SLO 2: (insert here)

- ➔ Success criteria:
- ➔ Results:
- ➔ Planned action: (changes, new ideas, or no changes?)

SLO 3: (insert here)

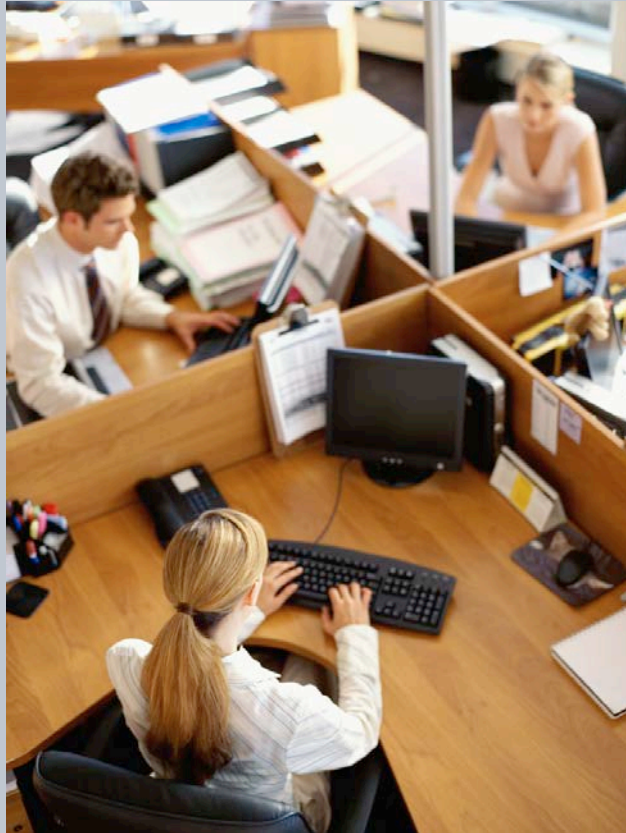
- ➔ Success criteria:
- ➔ Results:
- ➔ Planned action: (changes, new ideas, or no changes?)

DATA/EVIDENCE:

Any data or evidence (sample questions from exams, lab reports, homework, etc.) you would like to attach can be embedded/scanned/copied/pasted at the end of this document (or attached as an email attachment).

Course Syllabus for MGMT 55

Management Leadership Skills



Course Description:

A comprehensive development, analysis, and application of fundamental skills needed for the successful practice of supervision/leadership. This course addresses the quality principles of leadership applied to work processes, decision making and problem solving, communication, stress and time management, and delegating/facilitating in a team environment. The focus of the course is on job-relevant skills. Class exercises are employed to teach the various skills.

Course Objectives:

As a result of successful completion of this course, a student will be able to:

1. Describe and practice effective leadership/facilitator skills.
2. Develop a professional development plan.
3. Construct and use basic tools for effective time management.

4. Develop and practice effective stress management techniques.
5. Understand and effect the application of basic change strategies.
6. Compare, evaluate, and apply different decision-making/problem-solving methods.
7. List the steps of the scientific and learning models of problem solving.
8. Discuss and appreciate the management of diversity (gender, race, personality, styles, etc.) in teams.
9. Illustrate effective supportive communication skills.
10. Understand and effect the use of power and influence.
11. Practice effective conflict-resolution skills.

Technicalities:

Emails to me must have the following in the subject line:
 MGMT 50.Your first initial. Your last name. Subject of email
Example: MGMT 50.M.Garnier.Help with assignment

Plagiarism is unacceptable and will be grounds for a failing grade for that assignment. (Note that SCC uses an online system to search student documents for plagiarism.)

Text:

Text book Title: Whetton, *Developing Management Skills, 8e*
 Text book ISBN: 9780136125754 (with MyManagementLab)
 Additional Text: Maxwell, *The 21 Indispensable Qualities of a Leader*

End of Term Assignment:

Your assignment for *The 21 Indispensable Qualities of a Leader* is two-fold:

- Read the book, choose one of the qualities to write about and write your paper.
- Write a critique on two fellow students' papers.

Your paper must be at least three pages, 1.15 spaced, 11 point font with normal margins. It will be judged by content, not length so being brief is appreciated but not to the point of leaving out information. Your paper must introduce the book and briefly discuss its main points. Then, you must tell the reader about one of those points - in detail. Finally, you must apply the concept you chose to your (or another real) place of business.

Post your paper in the Doc Sharing section and choose "entire class" to view.

Your critiques are to be a half-page each and are to be emailed to me. Critique the description of the quality and the application of the quality; you do not need to critique the overview of the book.

These papers are due by May 15th and the critiques are due by May 20th.

Grading Policy:

Your final course grade will be determined based upon the number of points you earn throughout the semester. Points will be given for completing assignments, quizzes, mid-term exams and the final exam. Final grades will be earned based on the following scale:

100% to 90%	A
89% to 80%	B
79% to 70%	C
69% to 60%	D

Less than 60%

F

Unit #	Class Dates	Assignment
1	Jan 14 – Jan 25	Complete Unit 1 – Chapters 1 & 2 Developing Self Awareness
2	Jan 28 – Feb 8	Complete Unit 2 – Chapters 3 Problem Solving
3	Feb 11 – Feb 22	Complete Unit 3 – Chapter 4 Building Relationships
4	Feb 25 – Mar 8	Complete Unit 4 – Chapter 5 Gaining Power
5	Mar 11 – Mar 22	Complete Unit 5 – Chapter 6 Motivating Others
6	Mar 25 – Apr 12	Complete Unit 6 – Chapters 7 & 8 Conflict & Delegation
7	Apr 15 – Apr 26	Complete Unit 7 – Chapter 9 Team Building
8	Apr 29 – May 10	Complete Unit 8 – Chapters 10 Leading Positive Change

Late Assignments: All assignments given will have a specific due date and will be considered late if not submitted by that date. Late assignments will not be accepted.

Individual Assessment Form

Course number/name: COUN 083 APPLIED PSYCHOLOGY

Semester of course: SPRING 2013

Date of assessment: MAY 22, 2013

Assessor's name: MARY GUMLIA

SLO 1: Analyze causes, dynamics and adjustment strategies to deal more effectively with development, psychological and learning factors influencing behavior

- ➔ Success criteria: 70% of students demonstrate knowledge of factors influencing behavior
- ➔ Results: 21 of 30 students earned passing grades on a series of assignments: stress assessment and analysis, self-reflection paper on stress and a paper on coping strategies. The remaining 9 students did not submit a paper.
- ➔ Planned action: points were deducted for failure to use citations from the assigned reading, power points and lectures. A sample citation could be incorporated

SLO 2: Apply developmental, psychological and learning factors influencing behavior to their own lives

- ➔ Success criteria: 70% of students apply what they've learned about developmental, psychological and learning factors in their own lives
- ➔ Results: 21 of 30 students earned an A+ for the final paper. The remaining 8 students didn't turn in a final. One student filed an incomplete.
- ➔ Planned action: absent knowing why the 8 students didn't turn in a final, no other changes are needed

SLO 3: Demonstrate knowledge of fundamental concepts of applied psychology

- ➔ Success criteria: 70% of students apply developmental, psychological and learning theory to their own lives
- ➔ Results: 18 of 30 students passed a 10 point quiz on assigned reading, Social Thinking and Social Influence. The remaining 12 students earned a D (2) or an F (10)
- ➔ Planned action: consider innovative ways to encourage reading

DATA/EVIDENCE:

Any data or evidence (sample questions from exams, lab reports, homework, etc.) you would like to attach can be embedded/scanned/copied/pasted at the end of this document (or attached as an email attachment).

Please see next page

SLO #1

STRESS SELF- ASSESSMENT

Complete Exercise 3.1, Stress and Its Effects, on page W-13- W-15 at the end of the textbook.

On page W-15, follow the directions for scoring the scale and read the sections titled, What The Scale Measures and Interpreting Your Score. The authors stress that scores should be interpreted with caution: if you find your negative score falls into the high category, remember that the strength of the association between stress and adaptational problems is modest; stress interacts with many other factors, like lifestyle, coping, support, and genetic inheritance in influencing one's mental and physical health.

Norms for the LES are listed on the bottom of W-15. The authors state that research to date suggests that the negative change score is the crucial one.

Write a short paper and include the following:

- list your positive change score, negative change score and total change score
- discuss whether you agree with your negative score, and
- discuss resources you have to deal with your stress.

STRESS- HOW DO YOU CONTROL IT?




















First, view the two PowerPoints, Coping and Constructive Coping, in Doc Sharing. Next, complete Exercise 3.2, Self-Reflection: Stress, on page W-16 at the back of your textbook. Number your responses. Base your answers on the assigned reading in Chapter 3, the PowerPoints and your personal experience. Be sure to reference the assigned reading by citing the passage as well as the page number in your paper and/or reference the PowerPoint by using quotes.

ANALYZING COPING STRATEGIES

Complete Exercise 4.2: Self-Reflection, on page W-19 at the back of the textbook. Number your responses. Base your answers on the assigned reading in Chapter 3 as well as your personal experience--be sure to reference the assigned reading by citing the passage as well as the page number in your paper Also, when appropriate, reference the PowerPoint, Constructive Coping, in your discussion..

SLO #2

 **Expand All**

Row		Move To
1.	 MC 1. When people change their outward behavior but not their private beliefs, _____ is operating.	row <input type="text"/> 
2.	 MC 2. Old fashioned discrimination is _____; modern discrimination is _____	row <input type="text"/> 
3.	 MC 3. Inferences that people draw about the causes of events, their own behavior and others' behavior are called:	row <input type="text"/> 
4.	 TF 4. A self-fulfilling prophecy happens when expectations about a person cause the person to behave in ways that confirm those expectations.	row <input type="text"/> 
5.	 SA 5. Explain the difference between discrimination and prejudice. Use your own words; do not copy from the text.	row <input type="text"/> 
6.	 MC 6. Which of the following is a cause of prejudice?	row <input type="text"/> 
7.	 TF 7. Persuasion tends to be more successful when the person who sends a communication is credible and is likeable. George Foreman, Tiger Woods and Kobe Bryant are examples of&...	row <input type="text"/> 
8.	 SA 8. When a source delivers a persuasive message, should he/she present a one sided or two sided argument? Why?	row <input type="text"/> 
9.	 SA 9. A group seeking a donation or a salesperson routinely use the foot-in-the-door technique as a commitment strategy. Give an example of a foot-in-the-door technique and why...	row <input type="text"/> 
10.	 SA 10. A common practice in car sales is when the customer is offered a great bargain on a car and then once the customer commits to the sale, the salesperson reveals hidden cos...	

SLO #3

FINAL PROJECT

Most of us want to have lived a full life when we look back at how we spent our time on earth. This course has offered you valuable information and strategies for how to lead a more fulfilling and balanced life.

Now as the semester draws to a close, the final project will also help you focus on a life well lived by having you look back over your life as you imagine yourself well into the future.

This final project has two parts:

1. Imagine you are 80 years old. Write a letter to yourself in which you look back over your life and write about what and who was important to you and why, and what brought you happiness. This paper should be about three pages in length.
2. Write your obituary. This exercise helps you to see how you want to live your life now. These resources will help you. <http://blog.legacy.com/2011/10/03/writing-your-own-obituary/>

Individual Assessment Form

Course number/name: COUNSELING 007 COLLEGE STUDY TECHNIQUES

Semester of course: SPRING 2013

Date of assessment: MAY 22, 2013

Assessor's name: GUMLIA

SLO 1: Identify self-management issues to assess academic skills and abilities needed for college success

- ➔ Success criteria: 70% of students will identify and understand strengths and areas to improve relative to study skills
- ➔ Results: 17 of 25 students successfully identified self-management issues
- ➔ Planned action: follow up with students who remained active in course to determine reason for not submitting a final

SLO 2: Demonstrate study techniques to accommodate learning

- ➔ Success criteria: 70% of students will demonstrate a specific study skill that helps them improve their learning
- ➔ Results: 18 of 25 students passed a quiz based on practicing listening and notetaking skills.
- ➔ Planned action: offer quizzes based on different levels of difficulty (easy, moderate, challenging)

SLO 3: Analyze student attitudes and motivation and their impact on success

- ➔ Success criteria: 70% of students will complete an end of semester progress report
- ➔ Results: 17 of 25 students successfully completed the report and identified self-management issues
- ➔ Planned action: follow up with students who remained active in course to determine reason for not submitting a final

DATA/EVIDENCE:

Any data or evidence (sample questions from exams, lab reports, homework, etc.) you would like to attach can be embedded/scanned/copied/pasted at the end of this document (or attached as an email attachment).

SLO #1

PRE/POST ASSESSMENT

1. Use the chart below and type your three 'get analytical, get creative and get practical' scores from the assignment in Unit 1. (pages 25-26 in the 7th ed.; or pages 12, 18 and 24 in the 6th ed.)

2. Then complete the *Personal Portfolio: Prepare for Career Success* on pages 399-403. Enter your Get Analytical, Get Creative and Get Practical scores in the Unit 9 column below.

UNIT 1	UNIT 9
Get creative Type your score here	Get creative Type your score here
Get practical Type your score here	Get practical Type your score here
Get analytical Type your score here	Get analytical Type your score here

Create more space using the enter tab on your keyboard if necessary.

3. Compare your two sets of scores listed in the table. Look at the changes. Where have you grown? Why do you think you have grown? Explain.

4. Discuss 2-3 creative and/or practical ideas you came up with during this class that aided your exploration or development.

SLO #2

Add: as row

[Expand All](#)

Row	Move To
1. TF 1. Steve Jobs told three stories in his speech to the Stanford graduates.	row <input type="text"/>
2. TF 2. In his first story, Jobs tells us he was adopted at birth, but his biological mother wouldn't sign adoption papers at first.	row <input type="text"/>
3. FB 3. The best decision Steve Jobs says he made, as told in his first story, was_____	row <input type="text"/>
4. TF 4. The class that Steve Jobs took that turned out to help him later on when he designed the Mac was calligraphy. (First story in the speech)	row <input type="text"/>
5. FB 5. In his second story, Jobs' main message to his audience is to:	row <input type="text"/>
6. SA 6. In his third story, Steve Jobs tells us that he does something every morning. What is it?	row <input type="text"/>
7. SA 7. In his third story, Jobs says: "Your life is limited." What is his next statement?	row <input type="text"/>
8. FB 8. His final wish to the Stanford graduates is	

END OF SEMESTER PROGRESS REPORT

1. Discuss the progress you made since the mid-term regarding the two time management strategies you discussed in the mid-term. 1-2 paragraphs
2. Review #6 in the mid-term. Discuss the progress you made for this specific study skill. What steps did you take to improve in this area? 1-2 paragraphs
3. Tell me what's changed in your attitude, study habits and self-confidence as a result of taking this class. What have you learned about yourself and how will that knowledge help you in college and life? About 1 page

SLO#3

PRE/POST ASSESSMENT

1. Use the chart below and type your three 'get analytical, get creative and get practical' scores from the assignment in Unit 1. (pages 25-26 in the 7th ed.; or pages 12, 18 and 24 in the 6th ed.)
2. Then complete the *Personal Portfolio: Prepare for Career Success* on pages 399-403. Enter your Get Analytical, Get Creative and Get Practical scores in the Unit 9 column below.

UNIT 1	UNIT 9
Get creative Type your score here	Get creative Type your score here
Get practical Type your score here	Get practical Type your score here
Get analytical Type your score here	Get analytical Type your score here

Create more space using the enter tab on your keyboard if necessary.

3. Compare your two sets of scores listed in the table. Look at the changes. Where have you grown? Why do you think you have grown? Explain.
4. Discuss 2-3 creative and/or practical ideas you came up with during this class that aided your exploration or development.

END OF SEMESTER PROGRESS REPORT

4. Discuss the progress you made since the mid-term regarding the two time management strategies you discussed in the mid-term. 1-2 paragraphs
5. Review #6 in the mid-term. Discuss the progress you made for this specific study skill. What steps did you take to improve in this area? 1-2 paragraphs
6. Tell me what's changed in your attitude, study habits and self-confidence as a result of taking this class. What have you learned about yourself and how will that knowledge help you in college and life? About 1 page

Individual Assessment Form

Course number/name: _COUNSELING 055

Semester of course: SPRING 2013

Date of assessment: 5-13-13

Assessor's name: MARY GUMLIA

SLO 1: Develop a respect for differences through cultural understanding

- ➔ Success criteria: students demonstrate an understanding and respect for cultural differences
- ➔ Results: 20 of 25 students participated in the threaded discussion case study focusing on three individuals from different cultural backgrounds
- ➔ Planned action: I already post a discussion grading rubric in the common doc sharing area of the course, but plan to post the rubric in each unit for increased visibility. This can help address the 2 C's and 1 D earned in this particular unit by providing emphasized examples of passing discussion posts.

SLO 2: Critique personal values and barriers.

- ➔ 70% of students will be able to examine and identify their personal values and barriers
- ➔ Results: 24 of 25 students earned passing grades for a paper examining their personal values and individual barriers, along with success strategies to overcome those barriers
- ➔ Planned action: add follow up assignment in which students discuss their progress in overcoming barriers

SLO 3: Identify the different components of diversity in relation to race, ethnicity, religion, gender, sexual orientation and disability.

- ➔ 70% of students will be able to identify the complexities and differences in lifestyles which include values, beliefs and attitudes.
- ➔ 24 of 25 students earned passing grades on a paper that focuses on an analysis of their individual upbringing, social heritage and ethnic heritage, and the role of money and privilege as it relates to their lives
- ➔ Planned action: infuse more questions throughout essay that promote critical thinking to help students see correlation between social class and resulting access and privilege

DATA/EVIDENCE:

SLO #1 see attachment

SLO #2

ASSIGNMENT

This unit includes two papers. Papers must be double spaced with a reasonable font, (10 or 12). Save your paper as an attachment in MS Word or rich text format. **Name your file: your last name, Coun 55, Unit #.** Then post in the dropbox for the appropriate Unit. **Please pay special attention to the directions in highlighted red text.**

Feeling Different

Number your responses--no need to type the questions.

Focus most of your writing on #6.

This paper should be 2 1/2 - 3 pages, double spaced.

1. Briefly summarize a time in real life when you felt different. *Try to choose a recent example, if possible.* Examples could include being treated differently because of your disability, physical size (height, weight), sexual orientation, lifestyle, skin color, religion, etc. Remember: this must be an example of when you were excluded or meant to feel like an outsider because of another person or group's lack of diversity consciousness, so the example you provide must focus on an example like.....how you looked (physical disability, height, weight), what you believed in (religion), what you wore, how you sounded (accent), etc.

2. What did it feel like to be treated differently?

3. How did you feel in this situation? How did you react? How did others react?

4. If this situation was to occur again, would you react differently? Explain.

5. Would you like others to react differently? Explain.

6. **Answer these questions completely.**

a. **Think about your experience. Has it given you any insight or understanding about others who are treated differently because of their religion, race, sexual orientation, gender, etc.?**

b. **Do you see a connection between your experience in being treated differently with another person's similar experience?**

c. **If you did not gain any new insight or understanding into how others feel who are excluded, explain why.**

Personal Barriers

This paper should be minimum 2 pages, double spaced.

Read the Six Barriers to Success, on pages 79-104. Choose one of the six barriers discussed in the pages listed above that impedes your success and provide a thorough discussion with at least two examples of why this is a barrier for you. **Remember, you are discussing a barrier you have that you need to work on, not a barrier that you think someone else has towards you. The focus here is on what you need to improve.**

Next, discuss a positive step you can take to begin removing this barrier in your life. Base your discussion on the strategies discussed on pages 105-111 in the section entitled, Overcoming Diversity Barriers. Be specific and detailed when discussing the step you can take to improve yourself.

Reference the assigned reading throughout your paper. I want to see that you read the assigned pages.

SLO #3

ASSIGNMENT (this means the same thing as essay)

Papers must be double spaced with a reasonable font, (10 or 12). Save your paper as MS Word or rich text format, then post as an attachment in the dropbox for the appropriate Unit.

Essay: Thinking Through My Cultural Diversity

(8-22-12; I have added more detail and a step-by-step instructions for students who didn't understand the directions. Please follow my directions; do Step #1 first, then Step #2, etc.)

Step # 1.

Read the article on Social Class on page 25 in the textbook. The article provides additional information you need in order to write your essay. .

Step #2

Next, read the following article. Click on the title that follows this sentence. [Social Class, Money and Power](#) . The article provides additional information you need in order to write your essay.

Step #3

Next, write an essay and answer the questions that I have listed below. Remember to focus your writing on the role that money and wealth, or lack thereof, played and currently has in your life.

Note: your paper should be at least 2 pages, double spaced.

Here are the questions to answer in your essay. Remember to focus your writing on the role that money and wealth, or lack thereof, have played and currently play in your life.

Describe your background in terms of the following dimensions of cultural diversity:

a. Describe your early environment. Discuss the kinds of communities in which you grew up (urban or rural, religious and ethnic culture, industries, poor or wealthy). Give clear examples.

b. Describe your social class as you grew up: the jobs and levels of education of those who raised you and those of your neighbors. Include examples such as cars, clothes, food, houses, vacations, celebrations which will illustrate your social class--the role that money played. Provide at least three detailed examples and explain how these illustrate your social class.

c. Describe your social heritage- your racial, ethnic and religious background and its importance to you. Provide at least two clear examples in your discussion.

Managerial Accounting Problem

Student Class			V Good	Good	OK	Not Good	DND
9 am M-W	32	71.11%			1		
9 am M-W	45	100.00%	1				
9 am M-W	45	100.00%	1				
9 am M-W	43	95.56%	1				
9 am M-W	43	95.56%	1				
9 am M-W	42	93.33%	1				
9 am M-W	41	91.11%	1				
9 am M-W	37	82.22%		1			
9 am M-W	43	95.56%	1				
9 am M-W	43	95.56%	1				
9 am M-W	41	91.11%	1				
9 am M-W	0	0.00%					1
9 am M-W	40	88.89%	1				
9 am M-W	36	80.00%		1			
9 am M-W	45	100.00%	1				
9 am M-W	42	93.33%	1				
9 am M-W	37	82.22%		1			
9 am M-W	0	0.00%					1
9 am M-W	40	88.89%	1				
9 am M-W	40	88.89%	1				
9 am M-W	38	84.44%		1			
9 am M-W	45	100.00%	1				
9 am M-W	39	86.67%		1			
9 am M-W	39	86.67%		1			
9 am M-W	0	0.00%					1
9 am M-W	43	95.56%	1				
9 am M-W	43	95.56%	1				
9 am M-W	42	93.33%	1				
9 am M-W	34	75.56%			1		
9 am M-W	43	95.56%	1				
9 am M-W	43	95.56%	1				
9 am M-W	0	0.00%					1
9 am M-W	45	100.00%	1				
Online	25	89.29%	1				
Online	25	89.29%	1				
Online	15	53.57%			1		
Online	25	89.29%	1				
Online	25	89.29%	1				
Online	23	82.14%		1			
Online	17	60.71%			1		

Online	0	0.00%							1
Online	28	100.00%	1						
Online	25	89.29%	1						
Online	0	0.00%							1
Online	27	96.43%	1						
Online	24	85.71%		1					
Online	24	85.71%		1					
Online	28	100.00%	1						
Online	18	64.29%			1				
Online	25	89.29%	1						
Online	28	100.00%	1						
Online	25	89.29%	1						
Online	22	78.57%			1				
Online	23	82.14%		1					
Online	27	96.43%	1						
Online	26	92.86%	1						
Online	28	100.00%	1						
Online	25	89.29%	1						
Online	25	89.29%	1						
Online	14	50.00%			1				
Online	0	0.00%							1
Online	18	64.29%			1				
Online	21	75.00%			1				
Online	27	96.43%	1						
Online	23	82.14%		1					
Online	28	100.00%	1						
Online	24	85.71%		1					
			39	12	9	0	7	67	
			58.21%	17.91%	13.43%	0.00%	10.45%	100.00%	

Term Problem Class			V Good	Good	OK	Poor	DNC
M - W 12 Noon	42	93.33%	1				
M - W 12 Noon	40	88.89%	1				
M - W 12 Noon	0	0.00%					1
M - W 12 Noon	39	86.67%		1			
M - W 12 Noon	0	0.00%					1
M - W 12 Noon	45	100.00%	1				
M - W 12 Noon	45	100.00%	1				
M - W 12 Noon	32	71.11%			1		
M - W 12 Noon	0	0.00%					1
M - W 12 Noon	38	84.44%		1			
M - W 12 Noon	19	42.22%				1	
M - W 12 Noon	15	33.33%				1	
M - W 12 Noon	45	100.00%	1				
M - W 12 Noon	44	97.78%	1				
M - W 12 Noon	15	33.33%				1	
M - W 12 Noon	45	100.00%	1				
M - W 12 Noon	45	100.00%	1				
M - W 12 Noon	31	68.89%				1	
M - W 12 Noon	40	88.89%	1				
M - W 12 Noon	41	91.11%	1				
M - W 12 Noon	0	0.00%					1
M - W 12 Noon	42	93.33%	1				
M - W 12 Noon	40	88.89%	1				
M - W 12 Noon	39	86.67%		1			
M - W 12 Noon	45	100.00%	1				
M - W 12 Noon	39	86.67%		1			
M - W 12 Noon	0	0.00%					1
M - W 12 Noon	45	100.00%	1				
M - W 12 Noon	32	71.11%			1		
Online	0	0.00%					1
Online	0	0.00%					1
Online	27	71.05%			1		
Online	35	92.11%	1				
Online	38	100.00%	1				
Online	0	0.00%					1
Online	38	100.00%	1				
Online	36	94.74%	1				
Online	26	68.42%				1	
Online	38	100.00%	1				
Online	29	76.32%			1		

Online	0	0.00%							1
Online	38	100.00%	1						
Online	38	100.00%	1						
Online	22	57.89%					1		
Online	28	73.68%			1				
Online	0	0.00%							1
Online	30	78.95%			1				
Online	0	0.00%							1
Online	38	100.00%	1						
Online	38	100.00%	1						
Online	30	78.95%			1				
Online	29	76.32%							
Online	31	81.58%		1					
Online	34	89.47%	1						
Online	30	78.95%			1				
			24	5	8	6	11		54
			44.44%	9.26%	14.81%	11.11%	20.37%		

Individual Assessment Form (Condensed Version)

Course number/name: ACCT 1

Semester of course: This class is being assessed Spring 2013

Date of assessment: May 21, 2013

Assessor's name: Les Hubbard

SLO 1: Demonstrate the use of the accounting cycle to prepare the income statement, statement of owner's equity, and balance sheet while applying the generally accepted accounting principles and concepts.

Core 4: Critical Thinking and Information Competency – Analysis, Computation, and Problem Solving

➔ *Success criteria: A project was given toward the end of class requiring students complete the accounting cycle. The student, at a minimum, completed a General Journal, General Ledger, Trial Balance, Income Statement, Statement of Owner's Equity, and Balance Sheet. This project evaluated the SLO and the three Core 4 competencies.*

➔ *Results: The results for two classes, one face to face and one online, consisting of 54 students were as follows*

- *45% excelled*
- *24% performed at an adequate level*
- *11% turned in marginal work*
- *20% did not submit the assignment.*

➔ *Planned action: (changes, new ideas, or no changes?) The classes as structured and taught are good and will be kept with only updating as modifications. The assignment is long and not difficult for those that understand the concepts; however, can be extremely difficult for those that do not understand the concepts. The percent of marginal work and non-submissions seem to be high. It is planed that in the future the assignment will have intermittent due dates for phases of the problem as to keep it from seeming so daunting. The assignment is good and will be kept.*

DATA/EVIDENCE:

Any data and evidence are being place in the appropriate collection file.

Accounting 1 Accounting Cycle Term Problem

Gate Keeper: The General Journal, General Ledger, Trial Balance, and Financial Statements must be completed and submitted when due.

Category	Percent of Grade	100%	95%	90%	85%	80%	75%	70%
General Journal	40%	All of the General Journal entries are present and of proper format.	All of the General Journal entries are present and of good format.	All of the General Journal entries are present and of good format. A few of the entries are incorrect.	All of the General Journal entries are present and of good format. Several of the entries are incorrect.	All of the General Journal entries are present with poor format and several of the entries are incorrect.	General Journal entries are missing and several of the entries are incorrect.	The General Journal was completed.
General Ledger	40%	All of the General Ledgers were completed with no errors and of proper format.	All of the General Ledgers were completed with no errors and of good format.	All of the General Ledgers were completed with a few errors and of good format.	All of the General Ledgers were completed with several errors and of good format.	All of the General Ledgers were completed with several errors and of poor format.	Some of the General Ledgers were not completed, had errors, and of poor format.	The General Ledgers were completed.
Trial Balance	10%	The Unadjusted Trial Balance, Adjustments, and Adjusted Trial Balance have correct format and no errors.	The Unadjusted Trial Balance, Adjustments, and Adjusted Trial Balance have correct format and no errors.	The Unadjusted Trial Balance, Adjustments, and Adjusted Trial Balance have correct format and a few errors.	The Unadjusted Trial Balance, Adjustments, and Adjusted Trial Balance have correct format and a few errors.	The Unadjusted Trial Balance, Adjustments, and Adjusted Trial Balance have correct format with errors.	The Unadjusted Trial Balance, Adjustments, and Adjusted Trial Balance have poor format with errors.	The Unadjusted Trial Balance, Adjustments, and Adjusted Trial Balance are present.
Financial Statements	10%	Multi-Step Income Statement, Statement of Owner's Equity, and Classified Balance Sheet have correct format and no errors.	Multi-Step Income Statement, Statement of Owner's Equity, and Classified Balance Sheet have good format and no errors.	Multi-Step Income Statement, Statement of Owner's Equity, and Classified Balance Sheet have good format with errors.	Income Statement, Statement of Owner's Equity, and Balance Sheet have good format with a few errors.	Income Statement, Statement of Owner's Equity, and Balance Sheet have good format with errors.	Income Statement, Statement of Owner's Equity, and Balance Sheet have poor format with errors.	Income Statement, Statement of Owner's Equity, and Balance Sheet are present.

Term Problem On October 1, 2012, Adriana Lopez launched a computer services company called Success Systems, which provides consulting services, computer systems installations, and custom program development. Lopez adopts the calendar year for reporting purposes and prepared the company's first set of financial statements on December 31, 2012. The company has been successful, and its list of customers has grown. To accommodate the growth, the accounting system is modified to set up separate accounts for each customer. The following chart of accounts includes the account number used for each account and any balance as of December 31, 2012. Lopez decided to add a fourth digit with a decimal point to the 106 account number that had been used for the single Accounts Receivable account. This modification allows the company to continue using the existing chart of accounts.

SUCCESS SYSTEMS			
Trial Balance			
January 1, 2013			
Acct. No.		Debit	Credit
101	Cash	\$ 81,250	
106.1	Accounts Receivable - ABC Service Corp.		
106.2	Accounts Receivable - Bobcat Co.		
106.3	Accounts Receivable - Colburt Co.		
106.4	Accounts Receivable - Delta Corp.		
106.5	Accounts Receivable - Energy Co.		
106.6	Accounts Receivable - Five Bros, Inc.		
106.7	Accounts Receivable - Good Times, Inc		
106.8	Accounts Receivable - Hard Leasing		
106.9	Accounts Receivable - Inventory, Inc.	2,700	
119	Merchandise Inventory	11,000	
126	Computer Supplies	1,000	
128	Prepaid Insurance	3,600	
131	Prepaid Rent	3,300	
163	Office Equipment	7,000	
164	Accumulated Depreciation - Office Equipment		\$ 250
167	Computer Equipment	28,000	
168	Accumulated Depreciation - Computer Equipment		1,000
201	Accounts Payable		2,200
210	Wages Payable		3,600
236	Unearned Computer Services Revenue		6,000

SUCCESS SYSTEMS
Trial Balance (Continued)
January 1, 2013

Acct. No.		Debit	Credit
301	A. Lopez, Capital		124,800
302	A. Lopez, Withdrawals		
403	Computer Services Revenue		
413	Sales		
414	Sales Returns and Allowances		
415	Sales Discounts		
502	Cost of Goods Sold		
612	Depreciation Expense - Office Equipment		
613	Depreciation Expense - Computer Equipment		
623	Wages Expense		
637	Insurance Expense		
640	Rent Expense		
652	Computer Supplies Expense		
655	Advertising Expense		
676	Mileage Expense		
677	Miscellaneous Expense		
684	Repairs Expense - Computer		
	Totals	<u>\$137,850</u>	<u>\$137,850</u>

In response to requests from customers, Lopez will begin selling computer software. The company will extend credit terms of 1/20, n/30, FOB shipping point, to all customers who purchase this merchandise. However, no cash discount is available on consulting fees. Success Systems does not use reversing entries and, therefore, all revenue and expense accounts have zero balances as of January 1, 2013. Its transactions for January through March follow:

- Jan 7 Paid cash to Lisa Wu for fourteen days' work at the rate of \$400 per day. Nine of the fourteen days relate to wages payable that were accrued in the prior year.
- 10 Sold merchandise with a retail value of \$ 7,000 and a cost of \$ 5,250 to ABC Service Corp., invoice dated January 10.
- 10 Received \$ 2,700 cash from Inventory, Inc. as full payment on its account.
- 11 Purchased \$ 6,200 of merchandise from Nevada Corp. with terms of 1/15, n/30, FOB shipping point, invoice dated January 11.

- 12 Adriana Lopez invested an additional \$30,000 cash in the business.
- 13 Received \$ 6,600 cash from Colbert Co. for computer services provided.
- 14 Sold merchandise for \$ 4,400 with a cost of \$ 3,520 on credit to Energy Co., invoice dated January 14.
- 14 Paid \$ 300 cash for freight charges on the merchandise purchased on January 11.
- 17 Paid \$ 9,000 cash to Big Mall for another three months' rent in advance.
- 18 Adriana Lopez withdrew \$ 8,000 cash for personal use.
- 24 Sold merchandise for \$ 3,500 with a cost of \$ 2,800 on credit to Colbert Co., invoice dated January 24.
- 25 Paid Nevada Corp. for the invoice dated January 11, net of the discount.
- 25 ABC Service Corp. returned \$700 of defective merchandise from its invoice dated January 10. The returned merchandise, which had a \$560 cost, is discarded. (The policy of Success Systems is to leave the cost of defective products in cost of goods sold.)
- 27 Completed a five-day project for Bobcat Co. and billed it \$ 7,000 which is the total price of \$ 13,000 less the advance payment of \$ 6,000 .
- 31 Returned defective merchandise to Nevada Corp. and accepted a credit against future purchases. The defective merchandise invoice cost, net of the discount, was \$500 .
- Feb 1 Purchased \$ 1,500 of computer supplies from Cain Office Products on credit, invoice dated March 8.
- 1 Received the balance due from ABC Service Corp., net of both the discount and the credit for the returned merchandise.
- 1 Paid cash to Lisa Wu for 17 days' work at \$400 per day.
- 13 Purchased \$ 6,700 of merchandise from Nevada Corp. with terms of 1/20, n/30, FOB destination, invoice dated February 15.
- 13 Received the balance due from Colbert Co. for merchandise sold on January 24.
- 15 Reimbursed Adriana Lopez for business automobile mileage (800 miles at \$ 0.55 per mile).
- 15 Paid \$1,500 cash to the local newspaper for an advertising insert in today's paper.
- 23 Received a \$500 credit memorandum from Nevada Corp. concerning the merchandise returned on January 31.
- Mar 1 Paid cash to Lisa Wu for 18 days' work at \$400 per day.
- 1 Paid Nevada Corp. for the balance due, net of the cash discount, less the \$500 amount in the credit memorandum.

- 4 Paid the full amount due to Cain Office Products, including amounts created on December 28 (of \$ 2,200) and February 1.
- 14 Received \$ 6,200 cash from Good Times, Inc., for computing services provided.
- 16 Paid \$ 350 cash for minor repairs to the company's computer.
- 17 Received the balance due from Bobcat Co. for fees billed on January 27.
- 25 Sold merchandise for \$ 3,500 with a cost of \$ 2,800 on credit to Delta Corp., invoice dated March 25.
- 25 Billed Five Bros, Inc. for \$ 14,500 of computing services provided.
- 30 Sold merchandise for \$ 2,200 with a cost of \$ 1,760 on credit to Hard Leasing invoice dated March 30.
- 31 Reimbursed Adriana Lopez for business automobile mileage (900 miles at \$0.55 per mile).

The following additional facts are available for preparing adjustments on March 31 prior to financial statement preparation:

- a. The March 31 amount of merchandise inventory still available totals \$ 7,500 .
- b. Wu has not been paid for 23 days of work at the rate of \$ 400 per day.
- c. Three more months have expired since the company purchased its annual insurance policy at a \$ 7,200 cost for 12 months of coverage.
- d. Depreciation on the computer equipment for January 1 through March 31 is \$1,000 .
- e. Depreciation on the office equipment for January 1 through March 31 is \$ 250 .
- f. The March 31 amount of computer supplies still available totals \$ 1,100 .
- g. Three months have passed since any prepaid rent has been transferred to expense. The monthly rent expense is \$ 3,000 .

Required

- 1. Prepare journal entries to record each of the January through March transactions.
- 2. Post the journal entries in part 1 to the accounts in the company's general ledger. (Note: Begin with the ledger's post-closing adjusted balances as of January 1, 2013.)
- 3. Prepare a partial work sheet consisting of the first six columns (similar to the one shown in Exhibit 5B.1 on page 205.) that includes the unadjusted trial balance, the March 31 adjustments (a) through (g), and the adjusted trial balance. Journalize the adjustments, and post them to the ledger.

4. Prepare an income statement (from the adjusted trial balance in part 3) for the three months ended March 31, 2013. Use the multi-step format. List all expenses without differentiating between selling expenses and general and administrative expenses. See the example on page 193, Exhibit 5.13.
5. Prepare a statement of owner's equity (from the adjusted trial balance in part 3) for the three months ended March 31, 2013. See the example on page 141, Exhibit 4.2.
6. Prepare a classified balance sheet (from the adjusted trial balance) as of March 31, 2013. See the example on page 148, Exhibit 4.9.

Check Unadjusted Trial Balance Totals -	\$ 216,950
Adjusted Trail Balance Totals -	\$ 227,400
Cash ending balance -	\$ 87,796

Individual Assessment Form

Course number/name: LR10/ Library Research 10

Semester of course: FALL 2012

Date of assessment: August 5 2012

Assessor's name: Mark Fink

**

Student Learning Outcome for Lesson 4:

Students will learn to analyze and evaluate information originating from sources on the World Wide Web for appropriateness, relevance and accuracy for academic research purposes.

**

Here are my recommendations for Lesson 4:

Section 1 - Basic web site evaluation.

I would recommend adding the following information and link to the lesson:

<http://credibility.stanford.edu/guidelines/index.html>

These guidelines are frequently cited, and provide straightforward guidance on web site evaluation:

Stanford Guidelines for Web Credibility

How can you boost your web site's credibility?

We have compiled 10 guidelines for building the credibility of a web site. These guidelines are based on three years of research that included over 4,500 people.

Guideline	Additional Comments	Supporting Research from our lab
1. Make it easy to verify the accuracy of the information on your site.	You can build web site credibility by providing third-party support (citations, references, source material) for information you present, especially if you link to this evidence. Even if people don't follow these links, you've shown confidence in your material.	chi00 , chi01a , ptl02 , unp
2. Show that there's a real organization behind your site.	Showing that your web site is for a legitimate organization will boost the site's credibility. The easiest way to do this is by listing a physical address. Other features can also help, such as posting a photo of your offices or listing a membership with the chamber of commerce.	chi00 , chi01a , chi01b , ptl02
3. Highlight the expertise in your organization and in the content and services you provide.	Do you have experts on your team? Are your contributors or service providers authorities? Be sure to give their credentials. Are you affiliated with a respected organization? Make that clear. Conversely, don't link to outside sites that are not	acm99 , chi99 , chi00 , chi01a , chi01b , ptl02 , unp

	credible. Your site becomes less credible by association.	
4. Show that honest and trustworthy people stand behind your site.	The first part of this guideline is to show there are real people behind the site and in the organization. Next, find a way to convey their trustworthiness through images or text. For example, some sites post employee bios that tell about family or hobbies.	chi99 , chi01b , unp
5. Make it easy to contact you.	A simple way to boost your site's credibility is by making your contact information clear: phone number, physical address, and email address.	chi00 , chi01a , ptl02 , unp
6. Design your site so it looks professional (or is appropriate for your purpose).	We find that people quickly evaluate a site by visual design alone. When designing your site, pay attention to layout, typography, images, consistency issues, and more. Of course, not all sites gain credibility by looking like IBM.com. The visual design should match the site's purpose.	chi99 , chi00 , chi01a , ptl02 , unp
7. Make your site easy to use -- and useful.	We're squeezing two guidelines into one here. Our research shows that sites win credibility points by being both easy to use and useful. Some site operators forget about users when they cater to their own company's ego or try to show the dazzling things they can do with web technology.	acm99 , chi99 , chi00 , chi01a , ptl02 , unp
8. Update your site's content often (at least show it's been reviewed recently).	People assign more credibility to sites that show they have been recently updated or reviewed.	chi00 , chi01a , ptl02 , unp
9. Use restraint with any promotional content (e.g., ads, offers).	If possible, avoid having ads on your site. If you must have ads, clearly distinguish the sponsored content from your own. Avoid pop-up ads, unless you don't mind annoying users and losing credibility. As for writing style, try to be clear, direct, and sincere.	chi00 , chi01a , chi01b , ptl02 , unp
10. Avoid errors of all types, no matter how small they seem.	Typographical errors and broken links hurt a site's credibility more than most people imagine. It's also important to keep your site up and running.	acm99 , chi99 , chi00 , chi01a , chi01b , ptl02 , unp

For more information, contact bjfogg@stanford.edu

Suggested Citation

Fogg, B.J. (May 2002). "Stanford Guidelines for Web Credibility." A Research Summary from the Stanford Persuasive Technology Lab. Stanford University.
www.webcredibility.org/guidelines

**

Section 2: Wikipedia

I would recommend adding the following YouTube video about Wikipedia and using it for academic research:

http://www.youtube.com/watch?v=UrNNgf_4YgA

The video is a little over 3 minutes long, but well done.

I am on the fence about the Cris Parillo video - but the group can decide if they want to keep it.

**

Section 3: IPL

The content is good - I would just reformat the page layout by putting the **added text at the top of the page** ("Internet Library? Subject Directory? Either way . . .") instead of on the left.

I would also recommend including the at least one of the following links in this lesson:

The IPL2 FAQs page: <http://ipl.org/div/about/iplfaq.html>

The IPL2 brochure (overview of services, along with contact information):

http://ipl.org/div/about/ipIPR/ipl2_brochure.pdf

**

Lesson 4 Quiz:

I would revise the following quiz questions:

Most instructors recommend Wikipedia for academic research.

REVISION: Most college and university instructors recommend that students should rely on Wikipedia for academic research.

Wikipedia is a good place to get background information on a topic, but it is not an academic resource.

REVISION: Wikipedia is a good source to get background information on a topic, but students should not rely on Wikipedia as an academic source.

- ➔ Success criteria:
- ➔ Results:
- ➔ Planned action: (changes, new ideas, or no changes?)

Individual Assessment Form (Condensed Version)

Course number/name: LR10 Basics of Research and Information Competency

Semester of course: Study Fall conducted 2012 (includes data F10, S11, F11, S12) using Peter Cammish's public success rate info.

Date of assessment: Fall 2012

Assessor's name: Ruth Fuller

SLO 1: Improve student success through information competency instruction

- ➔ Success criteria: Students will have a closer success rate to that of English 001

- ➔ Results: LR10 has a success rate 2% to 5% less than that of English 001. I believe that this is happening for two reasons: lack of coordination between instructors and an unclear drop process (students drop English 1 and assume they are dropped from LR10)

- ➔ Planned action: (changes, new ideas, or no changes?)
 Work with dean of Liberal Arts and Coordinator of Liberal Arts to:
 1. Create a shared English 001 and LR10 SLO
 2. Create an LR10 orientation/best practices for English 001 instructors (possibly mandatory)
 3. Work with OAR to streamline drop process
 4. Provide further information to students on drop process (posted in all LR10 courses)
 5. Get up-to-date success rate comparisons from Peter Cammish

Completed thus far:

1. Used public Course Data Reports provided by Peter Cammish to establish Student Success Rates (need Get up-to-date success rate comparisons from Peter Cammish, I currently have two reports giving conflicting information)
2. Worked with Dean of Liberal Arts and Liberal Art Coordinator to brainstorm ideas for LR10 orientation.
3. Working with Coordinator of Liberal Arts to write paired SLO (completed)
4. Publicize shared SLO to LR10 and English 001 faculty
5. Crafted language to be posted in all LR10s regarding drops
6. Started discussion with OAR to fix Banner issues.

Individual Assessment Form

Course number/name: LR10 Basics of Research and Information Competency

Semester of course: Fall 2012

Date of assessment: Feb. 26, 2013

Assessor's name: Katherine Luce

SLO 1: Given a research assignment or need, a student determines and implements a basic strategy to select, retrieve, and evaluate for relevance and authority, a piece of information.

- ➔ **Success criteria:** This SLO is evaluated through an annotated bibliography ("AB") assigned as the culminating project of the semester. It is coordinated with the research paper assigned in the paired English 1 class, which is also a culminating assignment. The AB is on the same topic as the English 1 paper, which provides the research need. The AB is graded according to a matrix, which is attached. To achieve a passing grade of 70% or higher on the AB, students must demonstrate competency in this SLO.
- ➔ **Results:** Among three sections of LR10, the results varied. Overall, 68% of students enrolled in LR10 performed competently on the AB. The largest group who failed the project simply didn't turn it in (24%). 92% of those who completed the project received a passing grade.

Section	0 not turned in	0 plagiarism	50-59	60-69	70-79	80-89	90-100+	N
1	10 / 33%	0 / 0%	2 / 6%	0 / 0%	3 / 10%	7 / 23%	8 / 27%	30
2	3 / 13%	1 / 4%	0 / 0%	1 / 4%	4 / 17%	4 / 17%	10 / 43%	23
3	5 / 19%	0 / 0%	2 / 8%	1 / 4%	3 / 12%	5 / 19%	10 / 38%	26
TOTAL	19 / 24%	1 / 1%	4 / 5%	2 / 3%	10 / 13%	16 / 20%	28 / 35%	79

- ➔ **Planned action:** Section 1, in which a large number of students failed to complete the AB, had a different structure from the other two sections. Instead of one annotated bibliography connected to a large research paper, this section had smaller assignments linked to two shorter English 1 papers, and a smaller annotated bibliography requiring three instead of five sources. The other two sections had a rough draft of the AB, which received detailed comments, followed by a final version of the project. We hoped that the smaller projects would allow a closer integration of English 1 and LR10, and be less intimidating for students. While it is difficult to judge from one section during one semester, it seems that the structure of a rough draft, comments, revisions, and a final version is more successful. I will use this structure in future semesters. I will also continue to coordinate as much as possible with English 1, since keeping students involved in LR10 continues to be a challenge.

SLO 2: Apply proper methods of MLA documentation to a Works Cited List.

- ➔ Success criteria: Students' ability to apply MLA documentation is also assessed by their performance on the AB.
- ➔ Results: See the results for SLO 1.
- ➔ Planned action: I plan to break out the MLA portion of the AB grading in Spring 2013 and future semesters to facilitate separate evaluation of this SLO.

DATA/EVIDENCE:

Annotated Bibliography Grading Rubric – [Student name]

What It Is	Score	Comments
Overall MLA Format: 10 pts.	/10	.
Topic: 10 pts.	/10	
Source #1: /16		
Appropriateness / Quality: 4 pts.	/4	See comments.
Search Strategy: 4 pts.	/4	
Evaluation: 4 pts.	/4	
MLA Format: 4 pts.	/4	
Source #2: /16		
Appropriateness / Quality: 4 pts.	/4	See comments.
Search Strategy: 4 pts.	/4	
Evaluation: 4 pts.	/4	
MLA Format: 4 pts.	/4	
Source #3: /16		
Appropriateness / Quality: 4 pts.	/4	See comments.
Search Strategy: 4 pts.	/4	
Evaluation: 4 pts.	/4	
MLA Format: 4 pts.	/4	
Source #4: /16		
Appropriateness / Quality: 4 pts.	/4	See comments.
Search Strategy: 4 pts.	/4	
Evaluation: 4 pts.	/4	
MLA Format: 4 pts.	/4	
Source #5: /16		

Appropriateness / Quality: 4 pts.	/4	See comments.
Search Strategy: 4 pts.	/4	
Evaluation: 4 pts.	/4	

Individual Assessment Form (Condensed Version)

Course number/name: _____ LR10 _____

Semester of course: _____ Fall 2012 _____

Date of assessment: _____ Fall 2012 and Spring 2013 _____

Assessor's name: _____ Erin Duane and Sandra Rotenberg _____

SLO 1: By successfully completing LR10 (Grade of 'C' or higher); students will be able to perform basic information competency skills.

- ➔ Success criteria: *70% or better on Quiz 3 MLA*
- ➔ Results: Students have been averaging 80.81% on this quiz. That said, students were often asking for clarification on process and questions.
- ➔ Planned action: Re-write/clarify questions that students had questions about. Re-write/clarify questions
- ➔ Results: After rewrite and clarification of directions, student did better (84.3%) on the quiz. Most importantly, questions regarding the quiz went down markedly.

DATA/EVIDENCE:

Any data or evidence (sample questions from exams, lab reports, homework, etc.) you would like to attach can be embedded/scanned/copied/pasted at the end of this document (or attached as an email attachment).

Ruth's class averages for Unit 3 MLA Test:

Fall 2012 80.78% Spring 2013 82.05%

Erin's class averages for Unit 3 MLA Test:

Fall 2012 83.67% Spring 2013 89.85%

Sandy's class averages for Unit 3 MLA Test:

Fall 2012 78% Spring 2013 81%

Individual Assessment Form (Condensed Version)**Course number/name:** LR 010 / Intro to Library ResearchSemester of course: Fall 2012Date of assessment: Fall 2012 and Spring 2013Assessor's name: Jennifer Scolari**SLO 1: By successfully completing LR 10 (Grade of 'C' or higher): students will be able to perform basic information competency skills**

- ➔ Success criteria:
80% or better on Quiz 6 (The Index and Databases)
- ➔ Results:
Students averaged 87.79% on this quiz.
- ➔ Planned action: (changes, new ideas, or no changes?)
Unit 6 content was updated to further clarify the concepts covered in the quiz.
- ➔ Results:
Average scores increased by more than 2%.

DATA/EVIDENCE:

Any data or evidence (sample questions from exams, lab reports, homework, etc.) you would like to attach can be embedded/scanned/copied/pasted at the end of this document (or attached as an email attachment).

Class comparison for Unit 6 Quiz:

Fall 2012 - 87.39% Spring 2013 - 89.6%

Individual Assessment Form

Course number/name: Library Research and Information Literacy: LR010

Semester of course: Fall 2012

Date of assessment: Summer/Fall 2012

Assessor's name: Lani Smith

SLO 1: By successfully completing LR010 (Grade C or higher); students will be able to perform basic information competency skills.

- ➔ Success criteria: 70% or better on Quiz 9
- ➔ Results: A sample of grades in my classes showed an average of 75% for this quiz. I wanted to improve the quiz itself, and the results to make it more closely measure the learning outcomes. I also wanted to assess and address questions from students about the instructions and some of the questions.
- ➔ Planned action: (changes, new ideas, or no changes?). Review of the Unit and the quiz resulted in plans for overall clarification and some changes. Specific changes included name of section, update picture of database, and to clarify instructions. Specific results for the quiz itself is to, delete question 57, clarify questions 8, 16, 21, and 49.

DATA/EVIDENCE:

Any data or evidence (sample questions from exams, lab reports, homework, etc.) you would like to attach can be embedded/scanned/copied/pasted at the end of this document (or attached as an email attachment).

Anecdotal evidence: fewer questions about Unit and quiz.

Data evidence: For Unit 9 Quiz

Spring 2012 averages [before changes] were 75% on this quiz.

Fall 2012 averages [after changes] were 81% on this quiz.

Individual Assessment Form (Condensed Version)

Course number/name: _____ LR10 _____

Semester of course: _____ Fall 2012 _____

Date of assessment: _____ Fall 2012 and Spring 2013 _____

Assessor's name: _____ Diana Tedone _____

SLO 1: By successfully completing LR10 (Grade of 'C' or higher); students will be able to perform basic information competency skills.

- Success criteria: *70% or better on the Annotated Bibliography*
- Results: During Fall 2012 students have been averaging 55.23% on the Annotated Bibliography, mostly due to students not turning in the assignment (34.7% of students did not turn in the Annotated Bibliography).
- Planned action: Remind students consistently (at least once a week after the end of Unit 7 up until the due date) of the Annotated Bibliography due date, have English instructor remind students at least a week before the due date when the rough draft and final draft are due, and contact students who did not turn in either the rough draft or final to remind them that they need to turn in the Annotated Bibliography to pass LR10.
- Results: The average score went up 19.83%. Furthermore, only 13.5% of students did not turn in the Annotated Bibliography, down 21.2% from last semester.

DATA/EVIDENCE:

Any data or evidence (sample questions from exams, lab reports, homework, etc.) you would like to attach can be embedded/scanned/copied/pasted at the end of this document (or attached as an email attachment).

Class averages for the annotated bibliography:

Fall 2012	55.23%	Spring 2013	75.06%
-----------	--------	-------------	--------

Individual Assessment Form

Course number/name: English 4/Critical Thinking and Composition

Semester of course: Spring 2013

Date of assessment: March 2013

Assessor's name: Christopher McBride

SLO 1: Write analytical essays that incorporate sources effectively from class readings and independent research.

➔ Success criteria:

Successful integration of visual images and analysis.

Clear writing and essay structure.

Observe facts thoughtfully and accurately and be aware of the limits of perceptions.

Effective use of visual analysis tools.

Application of strategies for Toulmin analysis from textbook and lecture.

➔ Results: As they did in Fall 2012, students demonstrated a keen ability to find useful images that represent media presentations of culture. Research skills were solid, though students still need some practice with differentiating “good” from “bad” sources for academic assignments. SLO 1 proficiency continues to be positive overall

➔ Planned action: (changes, new ideas, or no changes?) As I found in Fall 2012, there will be no major changes to the assignment. To assist students with visual analysis, more video has been included in class to show students examples of how to address non-written clues and inferences. This minor addition has helped students with analysis of images.

SLO 2: Logically discuss and analyze ideas presented by others.

Success criteria:

Effective use of visual analysis tools.

Application of strategies for Toulmin analysis from textbook and lecture.

Clear writing and essay structure.

Write competent analyses of the purpose, logical support underlying assumptions, shaping viewpoints, and methods of presentation of the arguments of others.

➔ Results: These results were similar to those from Fall 2012, which were generally positive. Essays were generally well-written, though some students were offered supplementary material

related to ongoing grammar issues. The use of the Toulmin model varied, but students did show a general understanding of this strategy for rhetorical analysis.

- ➔ Planned action: (changes, new ideas, or no changes?) I plan to continue minor changes from Fall 2012 and previous SLO assessments. There will be no major changes. Students do continue to need assistance with the Toulmin model for argument analysis, so additional class time will be spent on this as students work on the assignment. In addition, I am spending more time on sample Toulmin analysis essays in our textbook, further providing students with guidance. Overall SLO 2 outcomes show developing mastery of visual and textual analysis. These will be addressed further in later assignments in class.

SLO 3: Find, analyze, interpret, and evaluate primary and secondary sources, incorporating them into written essays using appropriate documentation format without plagiarism

Success Criteria:

Identification of main points in sources used

Clear integration of source material into students' own writing

Proper MLA citation/documentation in essays

- ➔ Results: Since this is a fairly early assignment in the class, some issues with source use were to be expected. Students who did well with citation may have recently completed English 1/ LR 10, so skills are sharper. Generally, there was a reasonable understanding of how to work with sources from most students.
- ➔ Planned Action: More brief review of MLA format and integrating sources will need to take place during the first few weeks of the course.

DATA/EVIDENCE:

41 students submitted the assignment at the time of assessment (2 sections). Results were "7 A" grades"; 19 "B" grades"; 12 "C" grades, and 3 "D" grades.

Assignment:

English 4

Second Essay Assignment

Since one must recognize and understand the arguments of others before writing an argument, we will continue on the path established by Essay One. In this essay, you will be analyzing two arguments in order to understand how each attempts to persuade.

In his essay “Masters of Desire: The Culture of American Advertising,” (available in Doc Sharing) Jack Solomon claims: “Because ours is a highly diverse, pluralistic society, various advertisements may say different things depending on their intended audiences, but in every case they say something about America, about the status of our hopes, fears, desires, and beliefs.” Your task is to find two of these print advertisements in magazines, on a site such as www.adflip.com , or using Google Images and apply the Toulmin Model of analysis (as explained in Perspectives on Argument and in the class lecture this week). To broaden your perspective, try to choose two dissimilar advertisements—either in product or intended audience. Think about the following questions:

- What is the claim?
- What is the support?
- What are the warrants?
- How universally accepted are they in our culture?
- Who is the intended audience?
- What types of rebuttal or refutation might be offered (to the claim or the warrants)?
- Does the claim need to be qualified?

Your goal is not to answer these questions in a list, but to address them in a coherent, logical, and well-organized essay. Your analysis should deconstruct the print advertisement completely from both a logical perspective (how the argument is structured and presented) and a cultural perspective (what warrants make the advertiser believe the ad will work?). As a result of this assignment, you will find yourself becoming more critical of advertisers’ techniques of persuasion, and arrive at a better understanding of arguments.

You may need to reread the chapters in Perspectives on Argument to review the parts of an argument and the types of claims. As prewriting, you should examine each ad thoroughly and then freewrite to generate ideas. During the next two weeks, we will examine advertising as a form of argument and sharpen our interpretive skills on some sample ads. This essay will be at least five pages, typed and double-spaced.

Individual Assessment Form

Course number/name: CIS 001

Semester of course: Spring 2013

Date of assessment: April 29, 2013

Assessor's name: Jeanette McCarthy

SLO 1: Understand basic computer concepts of hardware and software.

- ➔ Success criteria: Demonstrate understanding of hardware and software platforms through discussion responses, objective tests, and practical application lab results.
- ➔ Results: 84% of students demonstrate a high level of mastery, with the remaining reflecting a normal learning curve in keeping with unexpected detriments to learning outside of instructor control like health problems, economic woes, family issues, etc.
- ➔ Planned action: To improve learning in areas within instructor control, changes are dynamic throughout the semester. Changes to pedagogy and learning aids are responsive to student needs on an ongoing basis. Therefore new handouts, video explanations, targeted office hours, group and one-on-one instruction addresses problematic concept acquisition in real time. Modification of assessment tools and rubrics to enhance diagnosis and prescription of learning issues by increasing engagement of students in the learning process is also ongoing semester to semester.

SLO 2: Analyze a problem and then design a solution for that problem that includes a tested and debugged program and appropriate documentation.

- ➔ Success criteria: *Successfully develop and modify computer code utilizing the three control structures. Demonstrate ability to utilize development environment.*
- ➔ Results: 78% of students demonstrate a high level of mastery, with the remaining reflecting a normal learning curve in keeping with unexpected detriments to learning outside of instructor control like health problems, economic woes, family issues, etc. A higher percentage of success occurred as the semester progressed. As more students catch on to the programming concepts, development cycle and development tools, current instructional materials are improved.
- ➔ Planned action: Detriments and obstacles to learning within instructor control are addressed dynamically as issues arise that are idiomatic to the particular characteristics of the class population. Developed new instruction algorithms and handouts to enhance programming concept acquisition and application. Learning enhancement tools like PDFs instruction demonstrations, video editing, closed captioning, etc., are regularly utilized and modified. Meaningful and practical application development enhances student motivation.

DATA/EVIDENCE:

Learning enhancement tools like the handout depicted on the following page are excellent tools to reduce learning obstacles and clarify concepts. This is a sample Page 1 of a Handout.

Starting Out with Visual Basic 2010
How to Plan a Program.

Specifications: Write a statement of what the program will do given inputs. Specify processing and outputs.

Pseudocode: (step by step algorithm to accomplish the specifications.)

1. **Input:** Prompt (ask) the user for needed data and provide input textbox.
2. **Input:** Prompt (ask) the user for more data as needed and provide input textboxes.
3. **Processing:** Perform and operation or calculations on the user input – then display results.
4. **Output:** Display results of processing in a labelbox, textboxes, listboxes, etc., make sure you indicate unit value like sq. ft., miles, dollars, etc.

Step 1: Define the Program Input, Storage, Output requirements.

Purpose: Statement about what the Program will do.

Input:	Create prompt labels and input controls for each input value needed
Temporary Storage:	Some programs require more complex calculations with several interim steps before the output info is calculated – so memory locations must be virtually created and named for use during processing. (Generally, using the DIM statement.)
Process:	Write algorithm and code to process Input(s) and calculate Output(s)
Output:	Create one label and one empty label box for each output value. Or use other controls like listboxes, etc.

How many user Prompt Labels ___ Names: [lblMN, lblMN . . .] (MN=Meaningful Name)

How many user Input textboxes __ Names: [txtMN, txtMN . . .]

How many Output label boxes ___ Names: [lblMN]

How many Pictures ___ Names: [picMN]

How many temporary memory storage locations/variables __ Names: [strMN, intMN]

OTHER:

Step 2: Design the user Interface Form - Draw it out on paper.

[Note: there should be the same number of controls (objects) plus the Form that you planned in Step 1]

Example:

All the text the user sees should be entered into the Text property for each control (object) -- in the properties window of the Design View

Individual Assessment Form

Course number/name: __Fire 051 Fire Behavior and Combustion ONLINE VERSION

Semester of course: __Summer 2013_____

Date of assessment: __July/August2013_____

Assessor's name: __Roy D. Pike_____

SLO 1: (insert here)

1. Define basic terms and concepts related to fire behavior and combustion.

→ Success criteria:

→ *Success is attained if 90% off class got all 3 questions correct.*

→ Results:

→ Success was attained on this question

→ Planned action: (changes, new ideas, or no changes?)

→ No changes indicated or planned.

Imbedded Question for SLO #1:

Fill in the blank spaces by using only the words found below this question:

1-a Fire can be defined as rapid _____ in the _____ of _____ and _____.

Use only these words for 1-a: presence, oxidation, light, heat .

1-b Heat can be transferred in 3 ways by direct contact known as _____; by heat waves travelling through space known as _____; and by heat rising above a fire known as _____.

Use only these words for 1-b: radiation, convection, radiation

1-c A Class K fire extinguisher uses _____ to _____ the _____

Use only these words for 1-c: extinguish, saponification, fire

1-d _____ metals such as _____ do not burn but they _____ by glowing and do not _____ unless a _____ material is placed on them.

Use only these words for 1-d: magnesium, combustible, flame, combust, flammable

Answers: 1-a: oxidation, presence, heat, light;

1-b: conduction, radiation. convection

1-c: saponification, extinguish, fire

1-d: combustible, magnesium, combust, flame, flammable

SLO 2: (insert here)

1. Identify states of matter and describe chemical processes associated with combustion.

→ Success criteria:

→ Success is attained if 90% of the class got all three questions correct.

→ Results:

→ Success was attained on the question.

→ Planned action: (changes, new ideas, or no changes?)

→ No changes indicated or planned.

Imbedded Question for SLO #2: Fill in the blanks by using only the words found below the question:

The three states of _____ are _____, _____ and _____ (vapor) and the name for the process of moving from one state to another is called _____.

Use only these words to fill in the blanks above: liquid, gaseous, solid, matter, sublimation

Answer: matter, solid, liquid, gaseous, sublimation

SLO 3: (insert here)

3. Analyze physical conditions which determine states of matter and influence fire behavior.

→ Success criteria:

→ Success is attained if 90% of the class got all three questions correct.

→ Results:

→ Success was attained on the question.

→ Planned action: (changes, new ideas, or no changes?)

→ No changes indicated or contemplated

Imbedded Question for SLO #3: Fill in the blanks by using only the words found below the question:

1-a As the atmospheric temperature _____ the molecules in gas _____ in _____; conversely

[Use only these words to fill in the blanks above: increase, rises, activity]

1-b as the atmospheric temperature _____ the molecules in a gas _____ in _____.

[Use only these words to fill in the blanks above: activity, decrease, lowers]

Answers: 1-a: rises, increase, activity

Answers: 1-b: lowers, decrease, activity

DATA/EVIDENCE: Anecdotal based upon thorough review.

Any data or evidence (sample questions from exams, lab reports, homework, etc.) you would like to attach can be embedded/scanned/copied/pasted at the end of this document (or attached as an email attachment).

SOLANO COMMUNITY **COLLEGE**

Fire Technology Program

PLACE IN SYLLABUS

FIRE 051 (Online Version)

Student Learning Outcomes

1. Define basic terms and concepts related to fire behavior and combustion.
2. Identify states of matter and describe chemical processes associated with combustion.
3. Analyze physical conditions which determine states of matter and influence fire behavior.

Expected uses of these Student Learning Outcomes by Instructor of Record:

SLO ASSESSMENTS AFTER THE END OF THE SEMESTER.

Individual Assessment Form

Course number/name: _____ Fire 053 Principles of Fire Prevention _____ ONLINE VERSION _____

Semester of course: _____ Summer 2013 _____

Date of assessment: _____ July/August 2013 _____

Assessor's name: _____ Roy D. Pike _____

SLO 1: (insert here)

1. Define the national fire problem including causes, damages, and public and firefighter fatalities.

→ Success criteria:

→ *Success is attained if 90% of the class got this imbedded question correct.*

→ Results:

→ Success attained.

→ Planned action: (changes, new ideas, or no changes?)

→ No action indicated or planned.

Imbedded Question for SLO #1:

Select the US National Yearly Average for Firefighter Fatalities (LODD'd) is closest to what figure as found below.

- a. 10
- b. 100
- c. 1000
- d. 10,000
- e. less than 10

Answer: 100

SLO 2: (insert here)

1. Identify the responsibilities and functions of the fire prevention bureau in relationship to the fire department organizational structure.

→ Success criteria:

→ *Success is attained if 90% of the class got this imbedded question correct.*

→ Results:

→ Success attained.

→ Planned action: (changes, new ideas, or no changes?)

→ No action indicated or needed.

Imbedded Question for SLO #2:

There must always be a fire prevention bureau regardless of the size of the fire department or district.

T or F

Answer: False

SLO 3: (insert here)

3. Identify local, state and federal fire prevention organizations and regulatory agencies.

→ Success criteria:

→ *Success is attained if 90% of the class got this imbedded question correct.*

→ Results:

→ Success attained.

→ Planned action: (changes, new ideas, or no changes?)

→ No action indicated or planned.

Imbedded Question for SLO #3:

Which is not a nationally recognized fire prevention or safety regulatory agency?

- a. National Fire Protection Organization (NFPA)
- b. OSHA
- c. USDA
- d. none of the above

Answer: USDA

DATA/EVIDENCE:

Any data or evidence (sample questions from exams, lab reports, homework, etc.) you would like to attach can be embedded/scanned/copied/pasted at the end of this document (or attached as an email attachment).

SOLANO COMMUNITY **COLLEGE**

Fire Technology Program

Syllabus ONLINE VERSION

FIRE 053 Principles of Fire Prevention

Student Learning Outcomes

1. Define the national fire problem including causes, damages, and public and firefighter fatalities.
2. Identify the responsibilities and functions of the fire prevention bureau in relationship to the fire department organizational structure.
3. Identify local, state and federal fire prevention organizations and regulatory agencies.

Expected uses of these Student Learning Outcomes by Instructor of Record:

ASSESS SLO'S AFTER THE END OF THE COURSE


MATH 104 Online INTERMEDIATE ALGEBRA 80835 Fall 2013

INSTRUCTOR: Svetlana Podkolzina

The best way to communicate is via e-mail: Svetlana.Podkolzina@solano.edu

In most cases I do respond within a couple of hours or in the morning (if late night)

Please, **use the section number (CRN) of your class in the subject line** of e-mail if you want me to respond in a timely manner!

Class meets Hybrid class meets on Fridays 2-4:25 , room 1521 **or virtually=online via Canvas** , button ‘Conferences’, Friday 2-4:25P.M., CRN 80835 (pure online) is welcome to join face-to-face in 1521!

Office hours : online Tuesdays, 9:00-9:50 P.M. using Canvas and MyMathLab, **room 1510:** MWTh 11:40A.M. - 12:00 P.M. , Tu 12-1, F 1-2:00P.M.; MAC : MWTh 12-1:00P.M., Tu 1-2:00 P.M.

For our orientation and other live communications we will be using Canvas. I will send you an invitation link for Canvas when appropriate. In Canvas we can actually talk if you have a microphone on your computer. You may be asked to upload some of your work for MAC assignments and/or quizzes using Canvas as well.

Orientation for 80835 (pure online) is conducted live online on August 13th: CRN 80835 : 9:00-9:55 P.M. **using Canvas:** 1) Accept my invitation to Canvas system. It will be sent to you via Solano e-mail. You must self-enroll. Check your e-mail at Solano server. 2) Register and log in your Canvas class. 3) Use button “Conferences” then hit “Join” in the line “Course Conferences”, which will have name “Orientation Fa2013”. Your computer should satisfy certain requirements which will be prompted to you in case you do not have them. **Note:** you must check your computer set up, so that everything worked **before** we start!

You need to allow Java download. It is free. You will see “Elluminate Live!” or a similar application downloaded. If prompted, chose your desired speed of connection and you will see our class. I will check and record attendance. If you do not show up, you may be dropped from this class **unless you actually start doing your homework in MyMathLab by the day of orientation, meaning BEFORE the session!**

We are using MyMathLab Learning Management System for our homework, quizzes and some of discussions. Students are expected to purchase access to this system immediately after signing up for this class. If you cannot purchase MyMathLab, please do not sign up for this class, because this class is intense and there is no room for procrastination. Our **Course ID** for MyMathLab is located in “Student Registration Handout for Podkolzina” of “Files” in your Canvas class. Please check your Solano e-mail account often, because my only way to communicate and give you a **course ID** AND invite in our administrative part=**Canvas class** is via Solano students e-mail! When using Course ID for MyMathlab, please PAY ATTENTION and pick the right course ID for your CRN.

SLO: After completing this course students have to be able to:

- Apply functions as a mathematical tool to model the conceptual ideas of Intermediate Algebra
- Solve mathematical equations appropriate to the intermediate algebra curriculum
- Formulate real-world problems quantitatively and interpret the results

Please note, that in addition to the material of the Elementary Algebra class, in Intermediate Algebra class students are expected to be able to recognize the laws of exponential growth and decay and use their

knowledge of properties of exponents and logarithms to solve real life problems. Students should also be able to recognize equations of hyperbolas, parabolas, ellipses, and circles.

Procedure: We will cover most of material from Chapters 1 through 10. You will have to do your homework online as well as watch the videos of lectures and take quizzes and/or tests.

The first part of the course is mostly a review of Elementary Algebra and is very intense, and students are expected to complete all assigned homework in time to prepare for tests and quizzes. Bellow is synopsis of the most urgent things you need to know and remember.

- 1) Most of the work is done in MyMathlab (www.coursecompass.com =the same as www.MyMathlab.com) Please, purchase MyMathLab, register your account. Check out ALL of the buttons on the left side of your panel in MyMathLab class to be fully aware of what is available and how to get help.
- 2) You must be registered with e-college to get a credit for this class (www.solanonline.org).

Work in e-college is NOT graded! Do not sweat on it! Solano is in the process of transition from e-college to Canvas. You MUST accept my invitation to our Canvas class. I will send you an invitation using your Solano e-mail. Please accept it and self-enroll. We will use Canvas for our orientation and ALL virtual office hours. Our escape route (if something does not work) will be online office hours using MyMathLab.

- 3) MAC requirements are satisfied when you do HBA quizzes (assignments) in MyMathLab and **save your work to present it later**. You will submit your work for MAC assignments (called HBA assignments or HBA-quizzes) on stapled paper during two proctored tests: HBA#1-10 (first 10 weeks) on November 1st , during a proctored midterm =Test4 and HBA#11-16 on December 13th, when we have our Final test. Please sign each HBA assignment. You may be asked to send some of your work via Canvas. Read e-mail attentively AND check your Solano e-mail account on a regular basis unless you link it to your private email account which you regularly check.
- 4) MOST urgent: A) Purchase MymathLab access kit, find Course ID in Solano e-mail and register. B) Participate in orientation C) Do Homework 00 in MyMathLab on the first –second day of the class and do HBA#1 and HBA #2 before 8/24/2013. HBA#1 is#67 in 1.7 of your book.
- 5) **DUE dates.** ALL homework due dates are for **planning** purposes only. All homework is open till the last week of classes. However, true schedule of sections due, which you should follow as close, as possible to be successful in this class, is available under the button “PACE=where &when ideally you should be in this course” on the left panel of MyMathLab class. PACE shows where you ideally NEED to be in order to successfully complete this class. Due dates in MyMathLab calendar (accept the homework) mean the **last** day that assignment is visible to you and you have access to it. Find the date of online quizzes and tests in your www.coursecompass.com class under the button “Calendar of MyMathLab Schedule”.The same date in MyMathLab can show multiple homework due, but it does NOT mean that you do all of these sections on the last night!
- 6) I will also upload important tutoring files to your “Documents Sharing”(Button “Course Tools” in MyMathLab class) before the tests.
- 7) To allow for computer input mistakes, each midterm test and/or quiz can be taken twice if you satisfied pre-requisites, exception is an in-class Test4 –it can only be taken once. However, on the 25th of November (see PACE) I will reopen midterms for an additional one attempt. Only the best attempt will be counted. Tests , or sometimes, the second attempts for the tests, can be protected by pre-requisites in the form of quizzes, so try to take all quizzes and score better than 70%.
- 8) Any quiz can be taken at least twice. There is NO make-up for quizzes. Watch the due dates on MyMathLab calendar. Passwords for quizzes are hidden in administrative part of your course (Canvas =under the button “Files”, folder “course materials” pick “Quizzes”).

Prerequisite: A grade of “C” or better in Elementary Algebra : Math102 or Math 108, or Math330, or Math330B, or equivalent. This class has two proctored face-to-face tests in room 1521.

Dates of the Tests: Two class meetings are face-to-face and can not be missed Test4 and the Final Test. Students should make arrangements with employers to be free at the appointed time. Find the date of online quizzes and tests in your www.coursecompass.com class under the button “Calendar of MyMathLab Schedule”. Check button “PACE=where & when ideally you should be in this course”

If scheduled in MyMathLab tests (or any assigned work) may be also viewed on a calendar on the right upper part of your home page in MymathLab.

Face-to-face tests: Test4 (Ch.8) – Friday, Nov. 1, 2-4:25P.M., room 1521, and the Final test : Friday, Dec. 13, 1:30-3:30 P.M., room 1521.

In order to be admitted to Test4 and/or to the Final test, you need to show me a pictured ID and your stapled, signed and clearly marked work for the current MAC assignments (HBA). In addition to the MAC assignments, on the day of your Final, please bring your notes so I could validate your work in this class. You will need a scientific calculator without graphing abilities.

FINAL TEST is face-to-face, no exceptions: [Friday, Dec. 13, 1:30-3:30 P.M., room 1521](#).

Important notice.

1) You are not allowed to use the book or any notes when taking the tests.

After completing your homework, you should master the material to the level that you do not need any notes when taking quizzes and tests. Only scientific calculator will be allowed on the Final Test.

2) At no time will be grading done on a curve.

3) Most tests have certain quizzes as pre-requisites. If you miss Quiz=Practice for a certain test, you void your second attempt to take this test.

Textbook: Intermediate Algebra, Concepts and Applications, 9th edition., by Bittinger, Ellenbogen

Recommended: Student Solution Manual

Note that if you have MyMathLab access, it includes E-Book. So you can buy the cheaper old edition of the Bittinger “Intermediate Algebra, Concepts and Applications” as a hard copy and use E-Book online for graded homework and quizzes. I was told by the publisher that “The loose leaf package with MML and the e-Text is absolutely the best value for the student. The ISBN is below.

Intermediate Algebra, Books a la Carte edition, Plus MyMathLab -- Student Access Kit, 9/E

Marvin L. Bittinger
David J. Ellenbogen
Barbara L Johnson

ISBN-10: 0321901177
 ISBN-13: 9780321901170
 Publisher: Pearson
 Copyright: 2014
 Format: Multimedia Pkg; 800 pages
 Status: 15-May-2013 AS | Priority: C
Net Price: \$98.50”

Technical Requirements To be successful in this course, students need the ability to use MyMathLab learning environment, send, reply, and save email messages, download and configure a web browser with plug-ins such as Real Audio, and download and install programs such as Adobe Acrobat Reader, open files using option “open with”. Just like in real life, you need to be open to the challenges of new technologies every day!

Content: We will explore a variety of topics: complex numbers, polynomial, rational, exponential, and logarithmic functions; polynomial equations, inequalities, and central conics.

I will send you a course ID for MyMathLab a couple of days before class starts, so please check you Solano e-mail. Please link your personal e-mail into Solano e-mail, so I was able to reach you faster.

Most of the work is done online and students must register for the *Course Compass* (the same as *MyMathLab*) portion of the course at <http://www.coursecompass.com>. MyMathLab access kit can be packaged with the book or bought separately online. You **must purchase an access code for MYMATHLAB**, which is a Windows based program. It may be included in the textbook purchase (depends on the package you buy). Be advised that the on-line software contains the **entire** textbook with many visual enhancements. It is called eBook. If you feel you do not need a hard copy of the textbook, the online access can be purchased directly through the above web site or at the campus bookstore. It is sometimes cheaper online than through the bookstore. The course ID is **podkolzina**<a number to be determined>. As I said above, I will send out our Course ID via Solano e-mail a couple of days before class starts.

In order to get a credit for this class, students must be registered with e-college. Go to *Solanonline* at <http://www.solanonline.org> to log onto the *eCollege* Web page for this class. This is like the administrative part of the course in addition to our Canvas class.

Read **all** the material that is found on my web page for your class (pick FA13 Math104 files):
<https://sites.google.com/site/solanomathsvetlana/>

Everything you need to know to get started is found on this Web page and in “Course Materials” of MyMathLab, which links you to my web page! The **passwords for the quizzes** you will be taking are in the Canvas class under the button “files” in “Course materials” folder. It can also be found in your e-college class under the button “QUIZZES”. Course ID will be available a couple of days before fall classes begin.

Calculator: You will need a scientific calculator for this class. Some test and quiz problems will involve calculator skills, but there are tests and quizzes where only scientific calculators are allowed (**graphing calculators are not permitted**): Test4 and a Final Test.

Attendance: If you have time, you are welcome to participate in Fridays sessions, 2-4:25, room 1521 face-to-face. You may ask your questions or listen to the lecture. Your attendance is not weighted as part of your grade, however, if you join at least 8 class meetings, you will earn a 2% of extra credit. Please document your virtual participation in our Tuesday night office hours. Doing work online is also counted as your attendance in class, and if you are inactive for a day or two, this will **affect your grade**, because being current on your homework is crucial for your quizzes and your success in this class. The due dates for homework are for planning purposes only, but once you fell behind, the chances of passing this class are very slim.

There is NO MAKE-UP for tests and quizzes. No exceptions!

It is your responsibility to monitor the dates.

It is your responsibility to drop the course if you stop participating or do not want to be enrolled.

Homework: Most of the homework is assigned and graded in MYMATHLAB. Due dates –see above.

HW is worth 10 % of your grade. Please stay current on your home work and do not fall behind – this is the key to your success in this class. Use my tutoring during live office hours online or in the office, join study groups with other students, use forums in Internet Café, request special tutoring from Solano, but stay current on all assignments.

1) Please, have a folder with your scratch paper on homework at any time. You need to present it during our final test.

2) **READING ASSIGNMENT:** assume that you are expected to read corresponding section in the book and watch the videos with lectures (if available) **PRIOR** doing homework for the section, which is supposed to be covered according to PACE schedule. Animations, that are available for 9th edition, are clearly marked in your Study Plan with a curved arrow. If animation is available on assigned hw, then a button “Animation” appears on the right side of your screen. Please try using animations often, as it helps when you are engaged in the work and learning actively. Homework should be looked at as a learning tool for you and **NOT** as something you are doing for me. In fact, every student is different, and the number of problems assigned is not enough practice for many students and way too many for others. Therefore, your goal with homework should be not just to finish the assignment, but to do enough so that you understand

thoroughly the material presented and **can complete it without using any help from the system.** You can use the button “Study Plan” to do additional tutorial exercises. There is also “Quiz me” feature there to check your mastery. All quizzes and/or tests (except HBA quizzes) are based on the assigned homework problems.

Unless you complete each homework assignment by the deadline (button “PACE”), the chances of passing this class with at least a “C” grade, are extremely low to impossible. The practice provided by homework is essential for the success in the class. For each 1 hour spent in the classroom for face-to-face classes you are supposed to spend at least 2 hours on your homework. Math104 requires 5 hours of the face-to-face classes plus one hour in the Math Lab per week of a regular semester, so plan on at least $6 \times 2 = 12 + 5 = 17$ hours a week spent just on doing the homework and participating in this class. In reality it can take even more of your time. **Most tests have certain quizzes as pre-requisites and some quizzes have certain homework as pre-requisites. Each test has a quiz=practice as a pre-requisite for the second attempt for the test. If you miss quiz=practice for the test, then you void your second chance to take this test.**

If you are unable to make this commitment of time and effort spent on doing your homework every day, please withdraw from this class.

Homework is assigned in MYMATHLAB and is graded only ONLINE in MyMathLab.

** If you do **at least 80%** of ALL the homework in **EACH assignment**, you will be granted a **2%** bonus to your final grade.

All testing is closed book, sorry, but no exceptions will be made. I cannot monitor you at home, but when you are taking a face-to-face class, this rule will be strictly enforced.

Quizzes and HBA (special “hours by arrival” some of them are called Quizzes). There will be announced and unannounced quizzes on problems from the homework. Quizzes are intended to give you frequent feedback on your progress in class and are normally open for only **a very limited time:** one or two days. If you miss certain quizzes that were set up as pre-requisites, you would waive your chance for a second attempt of taking the test.

In most cases you have two attempts for online tests and/or quizzes to allow for computer input; the best of all attempts becomes your final grade.

HBA-quizzes are separate and special assignments and activities designated specifically to qualify you for your lab requirements (MAC time). They take you beyond doing the homework and usually require at least an hour to complete. You must work **at least one hour per week every week** on your HBA assignment and I will be monitoring and strictly enforcing this rule. HBA quiz is open for duration of the whole week, sometimes longer. You are granted two or three attempts on all of HBA assignments in MymathLab, sometimes even more, and you are normally given two attempts on your other online quizzes and Tests, just watch for pre-requisites.

You must copy HBA assignment on paper or print it out and work on it. Immediate feedback for HBA assignments is provided by MyMathLab, however your work should be completed on paper and submitted to me for review and updated grading **twice per semester:** 1) November 1st (when taking a proctored test) and 2) December 13th (when taking the Final test). HBA#1 assignment is problem#67 from 1.7 in your book, it must be completed within the first week of classes.

If you have not completed your work on HBA#1 before August 20th (second week of classes) and computer in 1525 does not show that you spent at least an hour working on it, you may be dropped from this class.

Each HBA# assignment=quiz should start with HBA# heading and a copy of the assignment with your work clearly and neatly written out below. If I cannot understand your work or work is missing, I will override the system and assign you a failing grade for this HBA.

By completing an HBA assignment online every week AND later submitting your work on paper to me, you satisfy a Math Lab requirement for this course. MyMathlab will provide you with a feedback for your HBA assignments, but if later work on paper is not submitted to me, I will override the system.

To satisfy your lab requirements you will roughly see 16 HBA assignments (one for each week of 16-week class). Your overall grade is part of your grade for our quizzes (roughly 2.5%).

The first week HBA assignment is very important. It is #67 in 1.7 of hard copy of your book.

You must complete it during the first week of classes!

- **Students who have not logged on computer in 1525 and completed appropriate HBA assignment by the end of the first week may be dropped from the class even if they are attending and passing.**
- Participation in Internet Café (Discussion topics) is awarded by an extra 2% credit for your grade. There are **NO make-up quizzes**. I will drop several lowest quiz scores at the end of the semester to allow for missed quizzes and absences. You will have a chance for redemption test. November 25 (see PACE) is scheduled to make-up Test1,2 ,Test3 and Test5 online as our 3rd attempts.

Tests : You will have five midterms , which will cumulatively give you 50% of your grade (10% each). Pay attention to your PACE calendar and button “Calendar” in MyMathLab for expected dates of the tests.

FOR ALL CLASSES: !!!!!!!!!!!!!!!You need to show your student ID or Driving License to take the face-to-face test. In addition, you should bring your appropriate HBA assignments on paper and, for the Final test, you must bring your up to date notes for the class demonstrating your work on homework and quizzes. You are not allowed to use notes and /or the book on tests. Only a scientific calculator may be used on tests. A graphing/programmable calculator/cell phone/PDA should NOT be used on any test. Full credit will be awarded on test problems only if your work can be readily followed and solutions are precise and clearly indicated.

At no time will grading be done on a curve

Where to get help?

1) If you need any help with your work, please contact me at any time or see me during our office hours (live online and in the office, room 1510) and in the MAC(see above).

2)**MATH ACTIVITIES CENTER.** I recommend making use of the free tutoring assistance available in the Math Activities Center (MAC = room 1525). It is a good place to do homework and get help, if needed.To check our MAC schedule on any specific day, call: (707) 864-7138.

3) 24/7 tutoring is available in your MyMathLab class. It is under the button "Pearson Tutor Services" on the panel to your left. If you need additional tutoring, please request it in our Tutoring Center (building 400). You can bring me your paper work, and I will sign it for you.

4)Once you logged in MyMathLab, you will see a button "Study Plan". You can use this button to get into Study Plan Practice. It has the option “take a sample test” and “Quiz me”. The sample tests are created by the publisher for the purpose of practice. Although I am not going to grade them, it is a good idea to use them as a training tool to prepare for our online testing. “Quiz me” option is a feature that allows you to check your mastery of the homework and prepare for quizzes. A disk that comes with your book has all necessary answers for the tests.

The button “E-Book Chapter Contents ” gives you multimedia E-text and also can guide you to an option “Study Plan” . In a “Study Plan”, if you pick the section number on the left in corresponding Chapter, you can see what exercises have “Animations” which greatly facilitate your active learning. Study Plan is not graded and has more problems than were assigned in your HW. **Do not worry, I am not grading your practice and/or work on tutorial exercises in a Study Plan.**

5)There are various files that I upload in “Doc Sharing” folder (button “Course Tools”)of your MymathLab class, which can be very useful when you prepare for the tests.

Ethics: Any cheating will result in a zero given on the assignment or exam. This score will not be dropped. Any subsequent cheating will result in dismissal from or a failing grade in the class, and your name will be reported to the Vice President of Student Services for further action, including possible expulsion from the school. It's not worth it. **All work should be yours and yours alone.**

Academic dishonesty in an Online learning environment could involve:

- *Having a tutor or friend complete a portion of your assignments*
- *Having a reviewer make extensive revisions to an assignment*

- ***Copying work submitted by another student to a public class meeting***

Academic Integrity:

Academic dishonesty will not be tolerated. All work that you do for this class must be entirely your own unless directed differently by me. This includes projects, homework, programming assignments, quizzes, etc. The college, the division, and I all take this policy seriously. In particular:

- You MAY talk with other people about the assignments and the high-level approach to solving a problem.
- You may have an **authorized tutor either in person or online as a service** to help you with the course. In order for your tutor to be authorized, your tutor **must** have read, understood, and will follow the policies outlined here.
- Your tutor is **not** allowed to do homework , quizzes and /or tests for you online.
- You **MUST NOT** work together with another person, devising just one design or solution between the two of you, unless specifically instructed to do so by me.
- You **MUST NOT** give any other person a copy of your files, not even to use the copy as a "reference". This includes an electronic copy, paper copy, or any other type of copy.
- You **MUST NOT** use a copy of any part of any other person's files, not even to use as a "reference". This includes an electronic copy, paper copy, or any other type of copy.
- You **MUST NOT** use any submitted material from previous students.
- Also, **DO NOT SHARE** your work or quizzes with subsequent students or other entities.

Breaking any of these rules will result in an “F” for the entire course and a letter to your dean, a copy of which will be placed in your permanent file, specifying that the grade was earned as a result of academic dishonesty.

The student who copies the work and the student from whom the work was copied will be held equally responsible.

Grading: Quizzes + HBA assignments – 10%, Five midterm tests – 50%, Homework - 10%,
Final test - 30%

Extra credit: All extra credit cumulatively **cannot exceed 3%** of your final grade and can only be applied **after your scored a “C” or better on the Final test.** Here is how you can earn it:

- 1) You can earn a maximum of **2% extra** credit for scoring at least 80% on each homework .
- 2) If you post in **ALL** forums of “Discussions” forum in www.coursecompass.com class and answer to at least two postings of other students in each of the forums, I will credit another **2%** of the **extra** credit to your final grade.
- 3) If you participate in at least 8 of our virtual sessions on Fridays for a hybrid class. For online class, if you participate in at least 8 of our live office hours on Tuesdays.

Final: FINAL TEST is cumulative, **face-to-face, no exceptions:**

Friday, Dec. 13, 1:30-3:30 P.M., room 1521.

The final exam is comprehensive, required and cannot be dropped. You must take it face-to-face with the rest of the class. **If you miss it, you will get an automatic failing grade in this class.**

However, it is composed of questions that are very similar to those included on the tests and quizzes. You are given 2 hours to complete it. At the end of the semester, I will assign a practice quiz=test online, so you could prepare better. **In order to be admitted to the Final test, you need to show me a pictured ID and your notes for the semester work in this class, also your HBA #11-16. All work should be yours and yours alone.**

You must get a grade of "C" or better on the final exam to get a passing grade in the course.

Pre-requisites: Some assignments in the online homework, quizzes and/or tests may have pre-requisites; they may or may not be clearly marked by a green flag that is placed to the left of their name. For example, most online tests can**not** be attempted for the second time unless quiz=practice for that test was completed with a 70% mastery level.

IMPORTANT DATES: I will honor my add codes for two(2!) days after I gave it to you.

Always check the Admissions for the following dates:

Last day to drop with no course or grade recorded (no W) : -September 1

Last day to withdraw from a full-term course with a "W": October 27th

After this date you cannot receive a "W", but will receive a letter grade.

WITHDRAWING FROM CLASS: If you decide to drop this class, you are responsible for doing so.

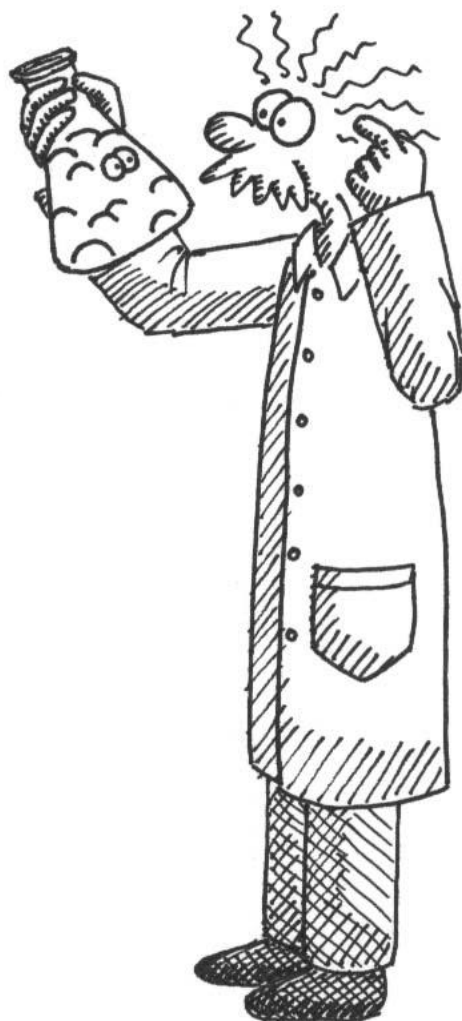
I will not automatically drop you.

The information on this handout may be altered during the semester.

Announcements will be made; please pay attention to what is going on in your class
I am excited to use an online support system MyMathLab for this class. If you master it, you will demonstrate an advanced level of sophistication and maturity. Redesigned MyMathLab is a beautiful example of an online Learning Management System. Online learning is fun and exciting, but can also be frustrating if you are not prepared. Studies show that successful online learning requires VERY active student participation. You must take an active role in educating yourself because there is no one there to "make you" pay attention in class. Online learning is one of the best ways to be a lifelong learner IF you develop good habits and expectations now.

Appendix to Syllabus. READ! GRADE PRESSURE

- Most students taking this course are under a great deal of pressure, both internal and external, to earn an "A" , "B" or "C". While I understand this, I am responsible for maintaining college standards and making sure that your mastery of course material is reflected in your grade. Students who earn an "A" grade have demonstrated an excellent understanding of course material and are able to do challenging problems, on exams. A grade of "B" reflects a good, comprehensive understanding of core course material and the ability to do standard course problems previously demonstrated accurately on exams. A "C" grade represents a satisfactory understanding of course material, perhaps with some gaps. A failing grade means that you have not demonstrated mastery of course material and must repeat the course.
- Since you can get grade information throughout the course, please don't ask for special consideration, extra credit, or retests at the end. Course grades are based on performance on quizzes and exams, not on effort or special needs.



MATH 104 INTERMEDIATE ALGEBRA**Fa 2012****INSTRUCTOR: Svetlana Podkolzina****Office hours (room 1510):** M 1:00-2:00P.M., WF 11-12:00 PM

+ Tuesday online (using e-college administrative part of this class) 8-9:00P.M. CRN 80929
and 9-10:00P.M. CRN 80932

MAC (room 1525): WF 1-2:00 P.M.+ Th 11-12:00P.M.+ Th 2-3:00P.M.

The best way to communicate is via e-mail:Svetlana.Podkolzina@Solano.edu

Please , use the section number (CRN) of your class in the subject line of e-mail if you want me to respond in a timely manner!

Prerequisite: A grade of “C” or better in Elementary Algebra :

Math102 or Math 108, or Math330, or Math330B, or equivalent.

Time:

Section 80929	Friday (hybrid)	2:00-3:50 P.M.	Room 1521
Section 80932	online	however proctored testing is done in room 1521 for both	

classes!

Dates of the Tests : **Two class meetings are face-to-face and can not be missed in both classes:**

Test4 and the Final Test. Students should make arrangements with employers to be free at the appointed time.

Test1 (Ch.1-3)– see you www.coursecompass.com class “Important dates” button.Test2 (CH.4-5)– see you www.coursecompass.com class “Important dates” button.Test3 (Ch.6-7)– see you www.coursecompass.com class “Important dates” button.Test4 (Ch.8) – Friday, **Oct 26th (face-to-face for all classes), 2:00-3:50 P.M.,** Room 1521 (!!!)Test5 – see you www.coursecompass.com class “Important dates” button.**FINAL TEST is face-to-face for ALL classes, no exceptions.****Friday, Dec 14: Final Math104 1:30-3:30 both sections.****Important notice.**

1) You are not allowed to use the book or any notes during the tests. After completing your homework, you should master the material to the level that you do not need any notes when taking quizzes and tests. Only scientific calculator will be allowed on the Final Test.

2) At no time will be grading done on a curve.

Most tests have certain quizzes as pre-requisites. Green flag signifies assignment with pre-requisites.**ORIENTATION FOR HYBRID AND ONLINE CLASSES is conducted on the first day of classes:**

Friday, August 17th, 2:00-3:50 P.M ,room 1521

If you do not show up, you may be dropped from this class **unless you actually start doing your homework in MyMathLab by the day of orientation.** Log in your e-college class for **course ID.**

You can request it directly from me via e-mail about two weeks before classes begin, so you could start early.

Textbook: Intermediate Algebra, Concepts and Applications, 8th edition., by Bittinger, Ellenbogen

Recommended: Student Solution Manual

Technical Requirements To be successful in this course, students need the ability to use MyMathLab learning environment, send, reply, and save email messages, download and configure a web browser with plug-ins such as Real Audio, and download and install programs such as Adobe Acrobat Reader, open files using option “open with”. Just like in real life, they need to be open to the challenges of new technologies every day!

Most of the work is done online and students must register for the *Course Compass* portion of the course at <http://www.coursecompass.com> . You **must purchase an access code for MYMATHLAB**, which is a Windows based program. It may be included in the textbook purchase (depends on the package you buy). Be advised that the on-line software contains the **entire** textbook with many visual enhancements. It is called eBook. If you feel you do not need a hard copy of the textbook, the online access can be purchased directly through the above web site or at the campus bookstore. It is sometimes cheaper online than through the bookstore. The course ID is **podkolzina**<a number that you will find in your e-college class>. Please register with e-college (www.solanonline.org) and look up under the button “Course ID”.

In order to get a credit for this class, students must be registered with e-college. Go to *Solanonline* at <http://www.solanonline.org> to log onto the *eCollege* Web page for this class. This is like the administrative part of the course. It is the other web site **in addition** to Course Compass that we will use in this course. This administrative part is used for our office hours, most of announcements, e-mails and many other things helping to create a live communication for our class!

Read **all** the material that is found in the *eCollege* web page for your class. Everything you need to know to get started is found on this Web page. For example, you will find there your **passwords for the quizzes** you will be taking!

MyMathLab access kit can be packaged with the book or bought separately online. The E-copy of the book is also available online when you have MyMathLab access kit.

Content: We will explore a variety of topics: complex numbers, polynomial, rational, exponential, and logarithmic functions; polynomial equations, inequalities, and central conics.

Class Procedure: We will cover most of material from Chapters 1 through 10. You will have to do your homework online as well as watch the videos of lectures and take quizzes and/or tests.

The first part of the course is very intense, and students are expected to complete all assigned homework in time to prepare for tests and quizzes.

For a **hybrid class**, on the days that we do not have face-to-face testing in 1521, I scheduled lectures and/or tutoring at **2:00-3:50 P.M., every Friday, room 1521**. Pure Online class is also welcome. Although, just like in my face-to-face classes, I do **not** give points for attendance, **I still highly recommend that you participate in all these sessions when your work schedule permits**. I will highlight the difficulties of the course and lecture on the topics that cause the most troubles, for example, the graphing of parabolas, which is a central part of the face-to-face test4 , and conic section.

I will also upload important tutoring files to your “Doc Sharing” area in e-college class at the time before tests.

Calculator: You will need a scientific calculator for this class. Some test and quiz problems will involve calculator skills, but there are tests and quizzes where graphing **calculators are not allowed** : Test4 and a Final Test.

Attendance: Doing work online is counted as your attendance. Being current on your homework is crucial for success in this class. The due dates for homework are for planning purposes only, but once you fall behind, the chances of passing this class are very slim. Although I do not give points for attendance, I highly recommend that you participate in all of our sessions when your work schedule permits.

There is NO MAKE-UP for tests and quizzes. No exceptions!

It is your responsibility to monitor the dates.

It is your responsibility to drop the course if you stop participating or do not want to be enrolled.

Homework:

Homework should be looked at as a learning tool for you and NOT as something you are doing for me. In fact, every student is different, and the number of problems assigned is not enough practice for many students and way too many for others. Therefore, your goal with homework should be not just to finish the assignment, but to do enough so that you understand thoroughly the material presented and **can complete it without using any help from the system.** You can use the button “Study Plan” to do additional tutorial exercises. All quizzes and/or tests (except HBA quizzes) are based on the assigned homework problems. Unless you complete each homework assignment by the deadline, the chances of passing this class with at least a “C” grade, are extremely low to impossible. The practice provided by homework is essential for the success in the class. For each 1 hour spent in the classroom for face-to-face classes you are supposed to spend at least 2 hours on your homework. Math104 requires 5 hours of the face-to-face classes plus one hour in the Math Lab, so plan on at least 12 hours a week spent just on doing the homework. In reality it can take even more of your time. **Most tests have certain quizzes as pre-requisites and some quizzes have certain homework as pre-requisites. Assignments that have pre-requisites should have green flags in MyMathLab tab of assignments.**

If you are unable to make this commitment of time and effort spent on doing your homework every night, please withdraw from this class.

Homework is assigned in MYMATHLAB and is graded only ONLINE.

HW is worth 5 % of your grade. Please stay current on your home work and do not fall behind – this is the key to your success in this class. Join study groups with other students, use forums in Internet Café, but stay current on all assignments.

** If you do **at least 80%** of ALL the homework **in EACH assignment**, you will be granted a **2%** bonus to your final grade.

All testing is closed book, sorry, but no exceptions will be made. I can not monitor you at home, but when you are taking a face-to-face class, this rule will be strictly enforced.

Quizzes and HBA (special “hours by arrival” some of them are called Quizzes). There will be announced and unannounced quizzes on problems from the homework. Quizzes are intended to give you frequent feedback on your progress in class and are normally open for only **a very limited time:** one or two days. If you miss certain quizzes that were set up as pre-requisites, you would waive your chance for a second attempt of taking the test.

In most cases you have two attempts for online tests and/or quizzes to allow for computer input; the average of two attempts becomes your final grade.

HBA-quizzes are separate and special assignments and activities designated specifically for MAC time. They take you beyond doing the homework and usually require at least an hour to complete. You must work **at least one hour per week every week** on your HBA assignment and I will be monitoring and strictly enforcing this rule. HBA quiz is open for a duration of the whole week. You are granted two or three attempts on all of HBA assignments, and you are normally given two attempts on your online quizzes. **By completing an HBA assignment online every week you satisfy a Math Lab requirement for this course.**

- One hour of attendance in the MAC is required each week for Math104, and by working on HBA quizzes **you are doing it online**
- **Students who have not logged in and completed appropriate HBA quiz by August 20 may be dropped from the class even if they are attending and passing.**
- HBA assignments are separate assignments and activities assigned specifically for MAC time. They are graded as quizzes (see grading policy).

There are NO make-up quizzes. I will drop one-two lowest quiz scores at the end of the semester to allow for missed quizzes and absences.

Tests : You will have 4 online midterms and one face-to-face midterm (Test # 4), which will cumulatively give you 50% of your grade (10% each). Pay attention, Test 4 is in room 1521, 2:00-3:50, Oct.26th.

FOR ALL CLASSES: !!!!!!!!!!!!!!!You need to show your student ID or Driving License to take the face-to-face test. You must bring your up to date notes for the class demonstrating your work on homework and quizzes. You are not allowed to use notes and /or the book on face-to-face tests. Only a scientific calculator may be used on tests. A graphing/programmable calculator/cell phone/PDA may NOT be used on any test. Full credit will be awarded on test problems only if your work can be readily followed and solutions are precise and clearly indicated.

At no time will grading be done on a curve

MATH ACTIVITIES CENTER Free tutoring is available in the MAC. I am available in the MAC (room 1525) (see above)

Students of ONLINE and Hybrid classes are concurrently enrolled in the Math Lab class. The requirements for this class **are satisfied** if you spend at least 16 hours **online doing your HBA assignments (one assignment =1 hour per week)**. I will be monitoring this and your progress using MyMathLab tools.

You are graded on these assignments as on all other quizzes except that HBA assignment is 5 points , where a regular quiz is 10 points (cumulatively all quizzes give you 5% of your grade).

Ethics: Any cheating will result in a zero given on the assignment or exam. This score will not be dropped. Any subsequent cheating will result in dismissal from or a failing grade in the class, and your name will be reported to the Vice President of Student Services for further action, including possible expulsion from the school. It's not worth it. **All work should be yours and yours alone.**

Grading: Quizzes + HBA assignments – 10%, Five midterm tests – 50%, Homework - 5%,
Final test - 35%

Extra credit: All extra credit cumulatively **cannot exceed 5%** of your final grade and can only be applied **after your scored a “C” or better on the Final test.**

- 1)You can earn a maximum of **2% extra** credit for scoring at least 80% on each homework .
- 2)You may earn an additional **2%** of the **extra** credit for attending at least 50% of the class sessions on Fridays, 2:00-3:50 P.M., room 1521 or if you actively participate in at least 50% of my online office hours on Tuesdays or any other announced days.
- 3)If you post in **ALL** forums of Internet Café in www.coursecompass.com class and answer to at least two postings of other students in each of the forums, I will credit another **2%** of the **extra** credit to your final grade.

Final: Friday , Dec 14, room 1521,1:30-3:30 P.M.

The final exam is comprehensive, required and cannot be dropped. You must take it face-to-face with the rest of the class. **If you miss it, you will get an automatic failing grade in this class.**

However, it is composed of questions that are very similar to those included on the tests and quizzes. You are given 2 hours to complete it. At the end of the semester, I will assign a practice quiz=test online, so you could prepare better. **In order to be admitted to the Final test, you need to show me a pictured ID and your notes for the semester work in this class. All work should be yours and yours alone.**

You must get a grade of “C” or better on the final exam to get a passing grade in the course.

Pre-requisites: pay attention, please, that some assignments in the online homework, quizzes and/or tests may have pre-requisites; they are clearly marked by a green flag that is placed to the left of their name. For example, most online tests can **not** be attempted for the second time unless quiz=practice for that test was completed with a certain mastery level.

Where to get HELP:

Please use my office hours (see above) which I hold for the purpose of providing help on problems. You are always welcome!! I also recommend making use of the free tutoring assistance available in the Math Activities Center (MAC = room 1525). It is a good place to do homework and get help, if needed.

Usually I am available in the MAC on the first Saturday of Semester, 10-2:00 P.M. to answer all additional questions that you might have and help you to begin your work in this class. So check out MAC schedule or call (707) 864-7138.

There are various files that I upload in “Doc Sharing” area of your e-college class, which can be very useful when you prepare for the tests.

One more resource:

Help is available on-line from MyMathLab if you follow the link www.coursecompass.com. Once you logged in MyMathLab, you will see a button "Study Plan". You can use this button to get into Study Plan Practice. It has the option “take a sample test”. The sample tests are created by the publisher for the purpose of practice. Although I am not going to grade them, it is a good idea to use them as a training tool to prepare for our online testing. A disk that comes with your book has all necessary answers for the tests.

The button “eBook” can guide you to an option “Tracked Tutorial Exercises “ , which is essentially the same place where you get using a “Study Plan” button.

Do not worry, I am not grading your practice and/or work on tutorial exercises.

eBook has many useful resources including video lectures and many other tools for success.

SLO: After completing this course students have to be able to:

- Apply functions as a mathematical tool to model the conceptual ideas of Intermediate Algebra
- Solve mathematical equations appropriate to the intermediate algebra curriculum
- Formulate real-world problems quantitatively and interpret the results

Please note, that in addition to the material of the Elementary Algebra class, in Intermediate Algebra class students are expected to be able to recognize the laws of exponential growth and decay and use their knowledge of properties of exponents and logarithms to solve real life problems. Students should also be able to recognize equations of hyperbolas, parabolas, ellipses, and circles.

IMPORTANT DATES: Always check the Admissions for the following dates:

Add codes expire on August 20th

Last day to drop with no course or grade recorded (no W) : September 2nd, 2012

Last day to withdraw from a full-term course with a “W”: October 28th, 2012

After this date you cannot receive a “W”, but will receive a letter grade.

Final test:=face-to-face= Friday, Dec 14, room 1521,1:30-3:30 P.M. If you miss it, you will get an automatic failing grade in this class.

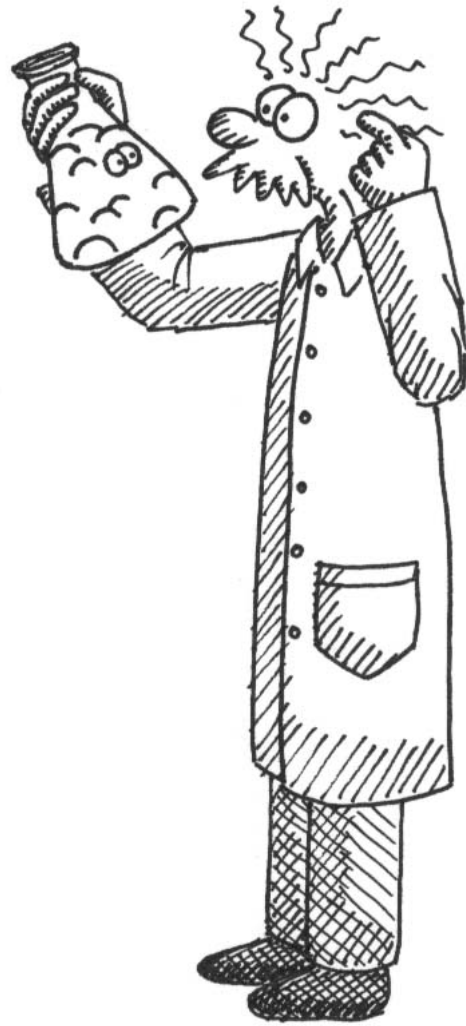
You must bring your own scientific calculator for the test, your notes for the course (so I could validate your work in the course), and your picture ID.

WITHDRAWING FROM CLASS: If you decide to drop this class, you are responsible for doing so.

I will not automatically drop you.

The information on this handout may be altered during the semester.

Announcements will be made; please pay attention to what is going on in your respective class *Online learning is fun and exciting, but can also be frustrating if you are not prepared. Studies show that successful online learning requires VERY active student participation. You must take an active role in educating yourself because there is no one there to "make you" pay attention in class. Online learning is one of the best ways to be a lifelong learner IF you develop good habits and expectations now.*



Solano Community College
Nutrition 10 – Spring 2013

INSTRUCTOR INFORMATION

Robin Sytsma, MS, RD

*Office: Room 1622

*Office Hours: M and F 1:00-3:00pm

W 9:00-10:00am

* Phone Number: 864-7000 x4499

*E-mail: Robin.Sytsma@solano.edu

This is your “contract” with the instructor. You are responsible for understanding it.

COURSE DESCRIPTION

This course is a study of the basic principles of human nutrition. Essential nutrients, functions, chemical compositions of foods and their utilization in the body will be covered. The course will emphasize topics such as weight loss, sports nutrition, global nutrition, and analysis of special nutritional requirements during the lifecycle among others. Students utilize computer technology and nutritional assessment methods to evaluate personal dietary habits. (UC, CSU)

PREREQUISITES

None required. However, it will be difficult to do well in the class without strong high school level math and writing skills. Besides performing addition, subtraction, multiplication and division, students will need to calculate and understand percentages. Additionally, exams and assignments may include essays which require writing skills adequate to communicate understanding of the material.

Nutrition is a science that is very closely linked to anatomy, physiology, chemistry and biochemistry. Reviews of these subjects are available at our course website.

RESOURCES

Required:

- Nutrition: From Science to You by Joan Blake
- MyDiet Analysis
- Six Scantron - Form 886-E
- double pocket folder

STUDENT LEARNING OUTCOMES

As a result of successful completion of this course, a student will be able to:

1. Demonstrate understanding of basic principles of nutrition.
2. Determine nutritional adequacy of personal dietary habits and make scientifically appropriate recommendations for improvement for health promotion and disease prevention.
3. Identify nutrition sensitive diseases and the major risk factors associated with development of these diseases.
4. Demonstrate understanding of the different types of food-borne illness and identify proper food handling practices to avoid illness.

ATTENDANCE AND PROFESSIONALISM:

You are expected to attend all classes and attendance is a large aspect of success in this course. Attendance will be taken each class and is required for the entire class.

Students no longer participating in class will be dropped. A lack of participation is demonstrated by:

- more than 3 unexcused absences
- failure to complete assignments
- missing 2 or more exams

Should it be necessary, students are responsible for withdrawing from the course through the proper administrative procedures. This is the responsibility of the student and will be strictly enforced.

Please be respectful to your fellow students and professor. Do not walk in late or talk to your classmates while in class. Make sure cell phones and other devices are off. The professor reserves the right to ask a disruptive or disrespectful student to leave.

Coming to class is critical but not enough. You cannot learn the material unless you practice on your own. This 3-unit class requires a 9 hour commitment each week. This time includes coming to class, reading your text, completing assignments, and studying for exams.

DROP DATES

The last day to withdraw (drop) class without receiving a "W" is _____.

The last day to withdraw (drop) class and receive a "W" is _____.

GRADING PROCEDURE

Your work will be graded with attention to quality and correctness. Please note that spelling and grammar do count towards your grade. Sloppy grammar and repeated misspellings will result in a lower grade. It is important to proofread your work.

COURSE GRADE

A total of 800 points will be allocated as follows:

Exams	400
Final Exam	150
Personal Diet Analysis	200
Nutrition Exercises	50

At the end of the semester, course grades will be calculated as follows:

A = 90-100% B = 80-89.9% C = 70-79.9% D = 60-69.9% F = 59.9% and below

Exams

There will be five exams (100 points each) during the semester covering lecture material and specific reading assignments. The lowest of these five exam scores will be dropped in calculating the course grade. **There will be no make-up exams.** Students who miss an exam will get a "0" and this will be used as your "low score" and dropped in calculating your course grade. There will be a comprehensive final worth 150 points. This exam score cannot be dropped.

Each exam may have questions that are true-false, multiple-choice, short answer and calculations. Exam reviews will be provided to help students focus their studying. Copying from another student, talking, using notes, answering or receiving cell phone calls during an exam will result in a "0" on the exam.

Assignments

1. An evaluation of your own dietary habits will be required. The assignment will be called your Personal Diet Study. (200 points)
2. There will be seven In Class Exercises offered this semester. You are required to complete five of them (10 points each).

Extra Credit

You can receive up to 30 points extra credit this semester. Extra credit options are available at the course website.

Late Work

Homework assignments must be turned in during class on the day they are due. Assignments turned in after class are considered late. Assignments turned in late will lose 25% of the total points possible for each class meeting turned in late. I will not make allowances for assignments which are handed in late - no excuses. The only exception would be if you submitted a doctor's note (specific to the date the assignment was due) or court documents verifying your absence from class.

COURSE WEBSITE

You can access our class website by going to www.SOLANOnline.org. Class materials (exam reviews and lecture notes) as well as study resources will be available on this website. You will also have access to your grades and a class calendar.

The instructor reserves the right to make any adjustments necessary in the operation of the class that in her judgment are warranted to better meet the needs of the students.

Dates	Topic and Due Dates	Reading
1/14-16	Class Introduction Review of Assignments	
1/18-2/6	<u>Part 1: Nutrition Basics</u> What is Nutrition? Tools for Healthy Eating Digestion, Absorption, and Transport Last Drop Date without W: 2/3 Holiday: Monday 1/21 Exam One: Wednesday 2/6	Chapter 1 Chapter 2 Chapter 3
2/8-3/6	<u>Part 2: Carbohydrate and Lipid</u> Carbohydrates Lipids Diabetes and Heart Disease No School: Friday 2/15 and Monday 2/18 PDS Part I Due: Monday 2/25 Exam Two: Wednesday 3/6	Chapter 4 Chapter 5
3/8-3/27	<u>Part 3: Protein, Metabolism and Food Safety</u> Proteins Your Body's Metabolism Food Safety and Technology No School: Wednesday 3/13 PDS Worksheet Due: Monday 3/18 Exam Three: Wednesday 3/27	Chapter 6 Chapter 8 Chapter 20
3/29-4/19	<u>Part : Energy Balance and Weight Control</u> Personal Diet Study Energy Balance and Body Composition Weight Management and Disordered Eating Last Drop Date with W: 3/30 No School: 4/1-4/5 Last day to submit Extra Credit: 4/6 Exam Four: Friday 4/19	PDS Folder Chapter 14 Chapter 15
4/22-5/10	<u>Part 5: Vitamins and Minerals</u> Fat-Soluble and Water-Soluble Vitamins Water Major and Trace Minerals PDS Part II due: Monday 4/29 Exam Five: Friday 5/10	Chapters 9 and 10 Chapter 11 Chapters 12 and 13
5/13-15	<u>Part 6: Wrap it Up</u> Living Healthy Review for Final Exam	Review all chapters covered this semester.
5/16-5/22 Finals	10959 (10-11) Friday the 17th from <u>10:30-12:30pm</u> 10957 (11-12) Monday the 20 th from <u>9:45-11:45am</u> 10958 (12-1) Monday the 20 th from <u>12:00-2:00pm</u>	

Individual Assessment Form

Course number/name: Nutrition 010

Semester of course: Spring 2013

Date of assessment: 5/22/2013

Assessor's name: Robin Sytsma

SLO 1: Determine understanding of basic principles of Nutrition.

➔ Success criteria: The Personal Diet Study will be evaluated using a faculty constructed grading rubric. Eighty percent of students will achieve a score of seventy percent or better.

➔ Results: I evaluated two sections (11165 online and 10957 face to face) in order to compare results from two different delivery methods.

My online section had 84% of its students achieve a score of 70% or better on the Personal Diet Study. Of the 7 students who did not achieve this score, 6 of them failed to submit the assignment and had stopped participating in the class towards the end of the semester.

My face to face section had 73% of its students achieve a score of 70% or better on the Personal Diet Study. Many of those students submitted the assignment late resulting in a reduction in overall points.

➔ Planned action: (changes, new ideas, or no changes?) I am not planning any changes in how I present this assignment to my online classes. I have changed the format of my face to face classes in terms of the Personal Diet Study. I have included class time to work on the project in my Fall 2013 Syllabus. I am hopeful that time spent working together on this assignment in the classroom will improve scores.

SLO 2: Determine nutritional adequacy of personal dietary habits and make scientifically appropriate recommendations for improvement for health promotion and disease prevention.

➔ Success criteria: The Personal Diet Study will be evaluated using a faculty constructed grading rubric. Eighty percent of students will achieve a score of seventy percent or better._

➔ Results: I evaluated two sections (11165 online and 10957 face to face) in order to compare results from two different delivery methods.

My online section had 84% of its students achieve a score of 70% or better on the Personal Diet Study. Of the 7 students who did not achieve this score, 6 of them failed to submit the assignment and had stopped participating in the class towards the end of the semester.

My face to face section had 73% of its students achieve a score of 70% or better on the Personal Diet Study. Many of those students submitted the assignment late resulting in a reduction in overall points.

➔ Planned action: (changes, new ideas, or no changes?) I am not planning any changes in how I present this assignment to my online classes. I have changed the format of my face to face classes in terms of the Personal Diet Study. I have included class time to work on the project in my Fall 2013 Syllabus. I am hopeful that time spent working together on this assignment in the classroom will improve scores.

DATA/EVIDENCE:

Any data or evidence (sample questions from exams, lab reports, homework, etc.) you would like to attach can be embedded/scanned/copied/pasted at the end of this document (or attached as an email attachment). Below is a copy of the Grading Rubric used to grade the Personal Diet Study assignment.

PDS Evaluation - Grading Rubric

Weight and Activity Level - 14 points

- Listed BMI and category Weight history given
- Described specific physical activity level
- Estimated min per week of activity
- Discussed specifics of muscle-strengthening activities
- Discussed calorie intake vs. needs. Gave specific numbers
- Gave family history of weight-related diseases

Sodium -7 pts

- Indicated maximum sodium intake level
- Indicated specific sodium intakes for 3 days
- Correctly and completely listed high sodium foods, if applicable

Saturated Fat - 3 pts

- Presented specific numbers for intake and recc x 3 days

Added Sugars - 6 pts

- Accurately named foods high in added sugars in study
- Provided commentary on personal intake of sugary foods

Refined Grains - 6 pts

- Accurately named foods high in refined grains in study
- Compared daily intake to max 3 servings/day

Use of Alcohol - 3 points

- Described use of alcohol and indicated if it was moderate.

Vegetable variety and fruits - 8 pts

Complete and accurate listing of fruit/veg intake []

Commented on "half the plate" goal []

General comments on fruits/veg []

Whole Grains - 10 pts

Accurately named whole grain foods in study []

Compared daily intake to min 3 servings/day []

Provided appropriate examples of WG, if needed []

Seafood - 6 pts

Listed all seafood/described usual intake []

Gave info on omega-3 rich foods [] %DRI from study []

Dietary Fiber - 8 pts

Gave specific numbers on fiber intake vs. needs []

Gave good examples of fiber-rich foods if needed []

Vitamins and Minerals - 10 pts

Accurately summarized vit/min intake []

If applic, listed good food sources of folate [] potassium [] other []

Discussed use of dietary supplements

Self evaluation - 7 points

Presented strengths and weaknesses of eating and exercise habits. []

Listed 2 or 3 specific changes to make. []

Overall - 12 points

Corrected errors in Daily Repots and Worksheet before doing Evaluation []

Followed recommended format:

Used required topic headings []

Complete sentences [] Appropriate paragraphing []

Free of grammatical and spelling errors []

Neat, well-organized paper []

Written at a college level. []

Interesting to read []

GEOGRAPHY 1 - Physical Geography Lecture, M & W 2- 3:15 pm, in Room 301			
<i>* Schedule is tentative and may change*</i>			
Week	Day	Date	Lecture/Exam/Assignment/Field Trip
1	M	14-Jan	Course Introduction
	W	16-Jan	Introduction to Geography & Analysis of Scientific Method
2	M	21-Jan	No Classes
	W	23-Jan	Time Management: <i>A Game Plan for Success</i> Workshop from 1-2 pm in Room 101 (3 points extra credit) Introduction to Geography
3	M	28-Jan	The Dynamic Planet
	W	30-Jan	How To Study "Smart" Workshop from 1-2 pm in Room 101 (3 points extra credit) The Dynamic Planet
4	M	4-Feb	The Dynamic Planet
	W	6-Feb	Earthquakes and Volcanoes
5	Sunday	10-Feb	<i>Vocabulary Work due to Dropbox before Midnight & Make four copies for your Success Team for tomorrow</i>
	M	11-Feb	Earthquakes and Volcanoes & Success Team Work
	W	13-Feb	Due to Dropbox by 9 pm: For 5 points of extra credit, watch the 55 minute Documentary entitled Magnetic Storm, write a two-page summary in your own words. http://www.documentary-log.com/d157-magnetic-storm/
			EXAM #1
6	M	18-Feb	No Classes
	W	20-Feb	Weathering, Karst Landscapes, and Mass Movement
7	M	25-Feb	Weathering, Karst Landscapes, and Mass Movement
	W	27-Feb	River Systems and Landforms & Focus Studies and News Reports
8	M	4-Mar	River Systems and Landforms & Focus Studies and News Reports
	W	6-Mar	Glacial and Periglacial Landscapes
9	Sunday	10-Mar	<i>Vocabulary Work due to Dropbox before Midnight & Make four copies for your Success Team for tomorrow</i>
	M	11-Mar	Glacial and Periglacial Landscapes & Success Team Work
	W	13-Mar	No Classes

10	M	18-Mar	Due to Dropbox by 9 pm: For 10 points of extra credit, watch the 85 minute Documentary entitled Cadillac Desert Vol.1 Mulholland's Dream and write a two-page summary in your own words.
			http://www.youtube.com/watch?v=hkbebOhnCjA&feature=youtube_gdata
	W	20-Mar	Marin Headlands Field Investigation: Wednesday (3/20), Thursday (3/21), or Saturday (3/23)
11	M	25-Mar	Solar Energy, Seasons, and Atmosphere
	W	27-Mar	Solar Energy, Seasons, and Atmosphere
12	M	1-Apr	Spring Break! Go outside!
	W	3-Apr	
13	M	8-Apr	Atmospheric Energy and Global Temperatures
	W	10-Apr	Atmospheric Energy and Global Temperatures
14	Sunday	14-Apr	<i>Vocabulary Work due to Dropbox before Midnight & Make four copies for your Success Team for tomorrow</i>
	M	15-Apr	Atmospheric and Oceanic Circulations & Success Team Work
	W	17-Apr	Atmospheric and Oceanic Circulations
15	M	22-Apr	Due to Dropbox by 9 pm: For 5 points of extra credit, watch the Hurricane of 1938 (All 8 parts) and write a two-page summary in your own words.
			http://youtu.be/IRGvSfQarhA
			EXAM #3
	W	24-Apr	Marin Headlands Assignment Due to Dropbox by 9 pm
16	M	29-Apr	Atmospheric Water and Weather
	W	1-May	Global Climate Systems
17	Sunday	5-May	<i>Vocabulary Work due to Dropbox before Midnight & Make four copies for your Success Team for tomorrow</i>
	M	6-May	Global Climate Systems & Success Team Work
	W	8-May	Ecosystems and Biomes
	M	13-May	Due to Dropbox by 9 pm: For 5 points of extra credit, use the link below to learn about Paleoclimatology and write a two-page summary in your own words.
			http://earthobservatory.nasa.gov/Features/Paleoclimatology/paleoclimatology_intro.php

18			EXAM #4
	W	15-May	Any Make-Up Research Papers Due in Dropbox by 9 pm
			Final Exam Review
Final Exam	M	20-May	Mandatory Comprehensive Final Exam 2-4 pm

Individual Assessment Form

Course number/name: ___GEOG 001 (Online compared to In-Person)_____

Semester of course: ___Fall 2012_____

Date of assessment: ___December 13, 2012_____

Assessor's name: ___Danielle Widemann, Geology & Geography Instructor_____

SLO 1: Explain endogenic and exogenic processes as they relate to the cycles of the earth.

- ➔ Success criteria: *The online and in-person students all take the exact same final exam in-person. The following are two questions from the exam. The success criterion is that at least 70% of the students answer the questions correctly.*

Which of the following is endogenic in nature?

- A) **Volcanism - correct answer**
- B) Weathering
- C) Glacial erosion
- D) Stream deposition

Which of the following is exogenic in nature?

- A) volcanism
- B) flows of heat and materials in the mantle
- C) earthquakes
- D) **weathering - correct answer**

- ➔ Results: (Description) As one can see from the results below, the first question did not lead to success for either the in-person or online students while they were successful with the second question. After researching the details of the first question, I did not see a pattern for the incorrectly chosen question; there was an array of wrong answers (B, C, or D). The first question follows the exact same structure and pattern as the second question. In both cases, the online students were less successful than the in-person students by 8% and 5%, respectively.

SLO 1	Online Student Final Exams	# of correct answers	Percentage Correct	versus	In-Person	# of correct answers	Percentage Correct
ENDO	67	44	66%		37	33	89%
EXO	67	39	58%		37	31	84%

(Interpretation) The lack of success for the first question may be due to an overall lack of understanding of earth's internal processes (endo = within), especially relative to their deeper understanding of the external (exo = outer) processes. Perhaps the fact that we experience the sun, water, and wind visually and daily contributes to a deeper understanding of exogenic processes and concepts. Along the same lines, we do not experience radioactive decay and energy from the crystallization of the outer core and their effects of volcanics and earthquakes as frequently. The lack of understanding may be related to the sort of "distance" our daily lives have with the internal forces.

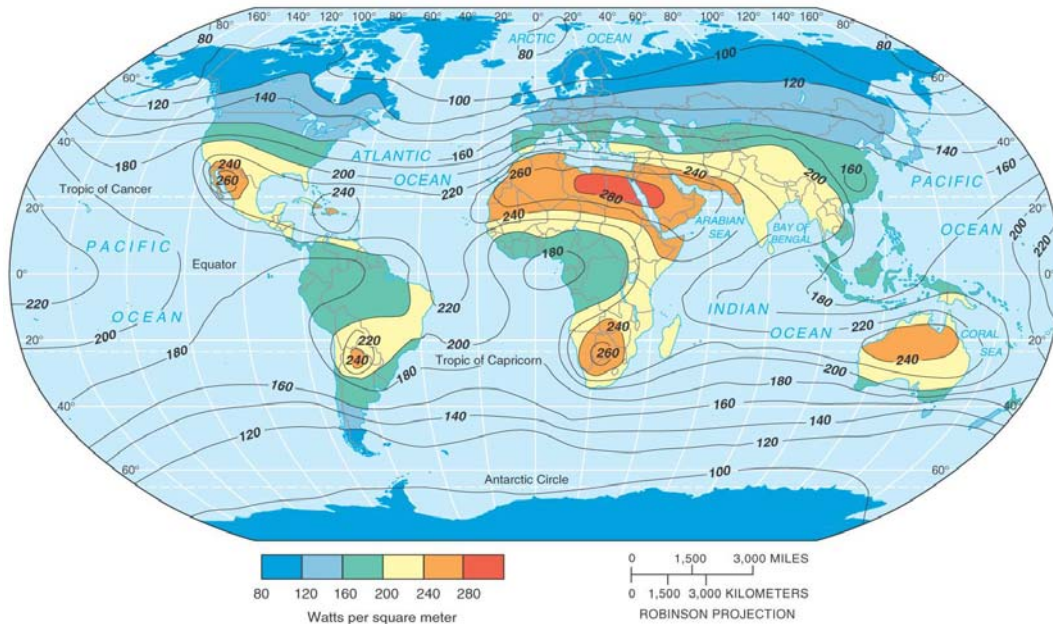
➔ Planned action: (changes, new ideas, or no changes?)

(In-Person Idea) My plan is to work with the concept of endogenic processes to a deeper level with actual work in class with the concept and not just a lecture on the material: *the brain that's doing is the brain that's learning (On Course)*. I am thinking of having the students quietly creating two columns: endogenic versus exogenic processes. Then they list examples of each and the sources of energy. Then, they can exchange their list with a person to the side of them. They read another student's perspective and add a comment or ask a question by writing on the paper, again, quietly. Then, they pass it back again and add more information or answer the question. Then they return the papers once again until the student has their own paper back. We discuss examples that the student would now keep in the columns and which ones they would remove. I learned the method from an On Course workshop and they called it the Socrates method.

(Online Idea) Wow! This is a tough one since my course is already considered a low success and retention rate one. The students drop early because they can take an easier class with less work. Now, I could possibly be adding even more work to remedy the situation of endogenic processes. Maybe I should just stop asking that particular question and add a really easy one...? It is an idea. Instead of adding more work, I might send out a mass email with a similar question related to endogenic processes and encourage online dialogue about the answers. However, they do not all check their Solano email account although they are online. Another idea is that I add the concept to part of a weekly Discussion Question. However, a student can simply read and rephrase another person's reply without critically thinking about the concept. I have been doing optional "lecturettes" during a time that works for 80% of the class; I asked the students for their best days and times to get together and have me teach the more difficult concepts of three chapters for an hour and a half every third week of the semester. However, only 7 out of 80 students actually have shown up (less than 10% of the class). I have done online chat rooms in the evening time hoping to make the time work for day working people. It also creates a transcript of the chat. Typically only three or four students attend the chat. I will try adding the concept to an already existing weekly discussion questions and see if it helps out!

SLO 2: Describe and interpret spatial patterns through thematic maps

➔ Success criteria: Success criteria: *The online and in-person students all take the exact same final exam in-person. The following are two questions from the exam. The success criterion is that at least 70% of the students answer the questions correctly.*



The greatest amount of insolation occurs at 20 to 35 degrees North and South latitudes due to

- A) Intertropical Convergence Zone (ITCZ)
- B) Subtropical High Pressures - correct answer**
- C) Northern Hemisphere
- D) Subpolar Low Pressures
- E) Southern Hemisphere

Where do we see cloud cover and hence, less insolation all year?

- A) Intertropical Convergence Zone (ITCZ) - correct answer**
- B) Subtropical High Pressures
- C) Northern Hemisphere
- D) Subpolar Low Pressures
- E) Southern Hemisphere

Results: (Description) Wow! These results are devastating! I am so happy the SLO has made this clear (no sarcasm at all, I swear). We can just say that all groups were not successful with either question. Something needs to be done! And, fast!

SLO 2	Online Student Final Exams	# of correct answers	Percentage Correct		In-Person	# of correct answers	Percentage Correct
Greatest Insolation	67	34	51%	versus	37	26	70%
Cloud Cover	67	16	24%		37	22	59%

(Interpretation) Students are leaving Physical Geography without knowing how to describe and interpret a map. This concept is a more difficult one, definitely. However, the skill is critical and easy to learn but requires more practice. *Practice, practice, practice!!!!*

➔ Planned action: (changes, new ideas, or no changes?)

(In-Person) I am going to take the time in class to have students actually color in a couple of thematic maps and match the colors with the legends. Hopefully, the patterns will “pop out” better. In addition, I will have the students answer a set of questions related to the maps separating out descriptions from interpretations.

(Online) I will do the exact same assignment with the online students in one or even two of the weekly Discussion Questions.

SLO 3: Analyze climographs and world climate patterns.

➔ Success criteria: *The online and in-person students all take the exact same final exam in-person. The following are two questions from the exam. The success criterion is that at least 70% of the students answer the questions correctly.*

The bulk of the Amazon River drainage basin is dominated by which one of the following Climate classifications?

- A) **Tropical Rainforest - correct answer**
- B) Humid Subtropical
- C) Tropical Savanna
- D) Tropical Monsoon

The principle controls and influences of temperature patterns include

A) Earth's tilt, rotation, revolution, and sphericity

B) latitude, altitude, land-water heating differences, cloud cover, ocean currents - correct answer

C) land-water heating differences only

D) specific heat only

Results: (Description) The results below are very interesting, indeed! The online students had much more success with the answers to both questions, a 37% and 15% increase in success respectively. Less than 60% of the in-person students answered the question correctly about the Amazon being a rainforest. The most common incorrect answer was Humid Subtropical (A).

SLO 3	Online Student Final Exams	# of correct answers	Percentage Correct	versus	In-Person	# of correct answers	Percentage Correct
Controls	67	57	85%		37	26	70%

(Interpretation) Obviously, the question related to the controls of climate is a more challenging one compared to the previous question about the Amazon being a Tropical Rainforest. However, the in-person students still did not choose the more correct answer but did choose the one that has correct parts: “humid” and “...tropical.”

➔ Planned action: (changes, new ideas, or no changes?)

I will not change a thing with the online students! However, the in-person students will need more work with climographs. In addition, I am going to change that particular question to one that is not as confusing with commonalities between the several answers. It was not meant to be a “trick” question but it did end up throwing off the in-person students.

Also, I plan to have the in-person students work in “Success Teams” where they learn the material working together developing a deeper understanding of the terms and concepts through each other while appreciating the benefits of interdependence, “team work.” Again, I learned the Success Team method from an On Course workshop.

DATA/EVIDENCE: Any data or evidence (sample questions from exams, lab reports, homework, etc.) you would like to attach can be embedded/scanned/copied/pasted at the end of this document (or attached as an email attachment).

All data and evidence is provided above.

Michael J. Wylly
English Department/Humanities Division
Fall 2011

SLO Report for English 1: College Composition (Online)

English 1 SLO's used in this report:

1. Read college-level essays and/or imaginative literature accurately for the main points, inferences, and tone.
2. Evaluate critically the major ideas and their methods of presentation in the essays and/or imaginative literature read.
3. Write responsive, analytical essays based on thoughtful understanding of these readings or personal experience.
4. Write logical, effective essays which are coherent, well-organized, and well-supported pieces of communication in the appropriate rhetorical mode.
5. Understand the principles of research and documentation.

Core Competencies assessed in this report:

- I. Communication: A, C, and D
- II. Critical Thinking & Information Competency: A and C
- III. Global Awareness: B and C
- IV. Personal Responsibility: A, B, and C

Assessment Tool/Assignment:

Per my Spr 2011 SLO Report wherein I suggested the next steps in my online classroom should include the continued practice of optional meetings with students and the piloting of a mandatory one-on-one conference in preparation for the final research paper (in lieu of a proctored exam), Fall 2011 students in English 1 online were provided two regular opportunities for face-to-face contact with the instructor (in addition to the obligatory orientation). The goals of these opportunities/assignments were to increase student access and sense of accountability, to impact positively the likelihood of student success, and to model patterns/practices of a successful student for English 1 Online as well as future online and face-to-face courses. (In addition, these practices continue to satisfy in part the Humanities policy for online courses which mandates obligatory in-person contact.)

1. Students were invited to attend on a voluntary basis a two-hour introduction for each course unit—four sessions total—scheduled in a classroom setting during alternate Wednesday and Thursday evenings. Sessions therefore were held every three to five weeks. Specific desired outcomes for these meetings included the following goals:
 - a. Increased comprehension of the unit including its correlating assignments and how each assignment functioned as a scaffold for the final essay, the capstone of the unit;
 - b. Increased contact with the instructor including the opportunity to ask questions, schedule conferences or the like to increase the instructor's ability to address individual student needs;
 - c. The creation of a more developed, inter-personal relationship between students and the instructor, a demonstrated factor in a student's willingness to reach out for help when needed.
2. Students were obligated to meet one-on-one with the instructor to review drafts of the annotated bibliography and the final, research essay. Students scheduled with the instructor via specialized discussion threads ten to fifteen minute conferences during one

of a series of one-hour blocks allocated for this purpose (with no more than four to five students per hour). During this conference, each student presented her research, an outline *and* complete working draft of the final essay, and two to three questions the student hoped to address during the conference. Specific desired outcomes for this conference included the following goals:

- a. Instructor assurance that the student composed her own work through the analysis of the drafting process and student awareness of her own work;
- b. Student commitment to the process of composition through planning and drafting;
- c. Increased meta-cognitive comprehension by the student of the essay-in-progress and the writing process;
- d. Receipt of constructive feedback from the instructor previous to the submission of the final essay to enhance further the likelihood of success;
- e. Modeling the positive effects of drafting and consultation to enhance the likelihood of future success of the student at SCC and transfer institutions, including a stronger understanding of the purpose of office hours and the significance of arriving prepared with pointed questions.

Overall goals included the increase of instructor-student communications during and outside of the above sessions; the increase of a sense of community and “connected-ness” to the course for the online student; the increase of retention and student success in online English 1; instructor surety of the integrity of the submitted work including academic honesty.

Assessment results:

1. Some form of face-to-face contact should be maintained in online courses in English 1 which should at least in part continue to be obligatory.
 - a. Students seem to have a stronger connection to the course and its instructor sooner as a result of face-to-face contact. Appointments for conferences, emails for assistance and the use of looking for assistance boards built into the course architecture were more prevalent.
 - b. Students are generally more immediately comfortable with the architecture of the course thus further eliminating the potential for confusion.
 - c. Success rates for the completion of the first major assignments—up through week four of the semester—increase to 100% of all registered students in both sections taught (with zero drops or failing grades for un-submitted work in the first week).
2. While they were useful for those students who selected to participate, substantially fewer students took advantage of the optional meetings. (While those students who did participate tended to be successful, many students who did not participate were also successful.)
 - a. After the initial obligatory meeting, only about 10% of students took advantage of the optional sessions.
 - b. While some students came to most or all of the sessions, new faces appeared as the semester progressed. Students did not disappear after coming the first time; i.e., once I had buy-in, they continued to participate.
 - c. Of the students who did participate in these sessions 100% completed the course with the grade of C or better. Of note, about one-third of these students would likely have not passed English 1 had it not been for these sessions.
3. Proctored, mandated conferences for the final project are essential to student success and instructor confidence in the academic integrity of student work.

Michael J. Wly
English Department/Humanities Division
Fall 2011

- a. All students who participated in the final, obligatory meeting with the instructor submitted stronger essays at the final with all but one receiving a grade of C or higher on the final paper.
- b. Of note, the few students who did not participate did not submit final essays at the end of term.

Next Steps in the Classroom

- A. Continue the above practices.
- B. Institute an earlier (midterm) obligatory conference to work to catch those students who struggle earlier to increase further retention/success.
- C. Continue to question/analyze the disparity of success between sections in any given semester in identical courses.

What Steps Might the Department/Institution Take?

- A. Continue to support the guidelines for online courses in the Humanities which include mandatory face-to-face contact for online students.
- B. Compare/measure retention and success rates of online courses in English to ascertain effects of guidelines in Humanities.
- C. Develop a better approach to the logistics of room assignments, times, and the like. This point is especially true for obligatory orientations which must be held over multiple days and time offerings.
- D. Work to develop a stronger and more consistent message regarding the profile of the successful online student.

Michael J. Wylly
English Department/Humanities Division
Spring 2011

SLO Report for English 1: College Composition (Online)

English 1 SLO's used in this report:

1. Read college-level essays and/or imaginative literature accurately for the main points, inferences, and tone.
2. Evaluate critically the major ideas and their methods of presentation in the essays and/or imaginative literature read.
3. Write responsive, analytical essays based on thoughtful understanding of these readings or personal experience.
4. Write logical, effective essays which are coherent, well-organized, and well-supported pieces of communication in the appropriate rhetorical mode.
5. Understand the principles of research and documentation.

Core Competencies assessed in this report:

- I. Communication: A, C, and D
- II. Critical Thinking & Information Competency: A and C
- III. Global Awareness: B and C
- IV. Personal Responsibility: A, B, and C

Assessment Tool/Assignment:

Students participate in a mandatory face-to-face orientation during the first week of the spring semester. The goal of this assignment was to increase student access and sense of accountability to English 1 Online to address sharper drop-offs during the weeks previous to first census which ideally would affect positively course retention over the whole of the semester. The assignment was made available via email and on the course shell previous to the start of the spring semester. Reminders were sent out at the beginning of the semester and again just previous to the start of the orientations. The text provided for the students follows:

As a part of this class, you are required to attend an orientation to be held on the main campus.

As a result of the orientation you may expect the following outcomes:

1. You should get to know me a little bit. My hope is that this will be the beginning of a partnership wherein you feel comfortable approaching me with problems or questions as they arise. Ideally, this relationship should better equip the both of us to work for your success.
2. You should understand what is required of you in this class as per the course syllabus, including the opportunity to ask questions for clarification. You should also understand my responsibilities to you, including availability such as email, office hours and the like.
3. You should understand how the course shell is organized, including the opportunity to ask questions for clarification.
4. You should be aware of some of the teaching strategies I will employ as the semester advances, including the required face-to-face midterm and final exams and intermittent, voluntary face-to-face workshops. Included in this discussion will be reference to resources available on campus to help you succeed.

Michael J. Wily
English Department/Humanities Division
Spring 2011

5. You should understand how English 1 works with LR 10 to enhance your success in English 1.
6. You should understand the main ideas behind our first essay assignment, to be assigned on Monday, 1/24, including the opportunity to ask questions.

That said, we will only have about an hour in which to deliver all of this information. As such, I expect you to be on time and prepared as the orientation will begin promptly at the assigned time. If you are not present on-time, at the beginning of the orientation, you will not receive credit for it.

Not to participate in one of the orientations will result in being dropped from the course.

Orientations will be held on the following days and times. Note that the location is different for each day and time.

- Monday, 1/24, 2:15-3:20PM, Room 801
- Tuesday, 1/25, 6-7:30PM, Room 704
- Wednesday, 1/26, 8:15-9:30AM, Room 811

(Should you have unique circumstances—such as an active military serviceperson who is stationed overseas—there is a process by which you may request an alternative method of orientation. However, I need you to apprise me of your situation no later than Monday, 1/24. Please note that any accommodations are subject to my approval which is reserved for unique scenarios wherein I cannot reasonably expect a student to participate.)

What you will need at the orientation:

- Legal picture identification such as a driver's license or passport.
- Note-taking materials. (You may bring a laptop if you wish. Internet access on campus is available.)

Please contact me with any questions, and I look forward to meeting each of you next week.

Assessment results:

Section 10694

- 30/30 students enrolled previous to start of semester. Five add codes sent out via email to students on waitlist.
- Unanimous diagnostic with one student missing orientation. Taken 2/5/2011.
- 26 students responded to Week 2 discussion re: assigned readings.
- 23 students submitted first reading response assignment.
- 17 students responded to Week 3 discussion re: proposed topic and purpose for first essay.

Michael J. Wylly
English Department/Humanities Division
Spring 2011

- As of 2/5, contact with students much increased over the course of the first weeks incl. dramatic inc. in email traffic and use of office hours. Easily on par with face to face courses in this regard.
- As of 2/5, no students were dropped for lack of completion of introductory course materials—orientation and diagnostic. However, two students failed to participate in the orientation although they did complete other coursework. Both students were sent emails warning of their danger of being dropped unless they were proactive with a deadline of Monday, 2/7, for contact.
- 2/5 Drops--Section 10694. None.
- Total students after drops: 30/30
- 2/9 24 submissions of the major first essay.
- 2/10 Unable to reschedule orientations with above students to my satisfaction. One student did show-up for two separate appointments nor submit the first essay and the other submitted first essay late without any other correspondence including replies to emails re: orientation. Both dropped. A third repeat student—this semester was her fourth attempt at English 1 Online—did not submit the first essay nor did she reply to emails. I also dropped her, and advised taking this course face-to-face (again). Total students to date: 23 students.

Section 10695

- 30/30 students enrolled previous to start of semester. Five add codes sent out via email to students on waitlist.
- 26/30 students completed online diagnostic by deadline.
- 27/30 students did not attend orientation (all three also failed to take the diagnostic—see above).
- 27 students responded to Week 2 discussion re: assigned readings.
- 23 students submitted first reading response assignment.
- 21 students responded to Week 3 discussion re: proposed topic and purpose for first essay.
- As of 2/5, contact with students much increased over the course of the first weeks incl. dramatic inc. in email traffic and use of office hours. Easily on par with face to face courses in this regard.
- As of 2/5, 4 students were dropped for lack of completion of introductory course materials—orientation and diagnostic.
- 2/5 Total students after drops: 25/30
- 2/9 25 submissions of the first major essay.

Conclusions:

- Students seem to have a stronger connection to the course and its instructor sooner as a result of face-to-face contact.
- More students feel comfortable sooner in making contact with instructor for aid/support in the first few weeks.
- Students are generally more immediately comfortable with the architecture of the course thus further eliminating the potential for confusion.
- Success rates for the completion of the first major assignments are increased with fewer drops or failing grades for un-submitted work. Still, I would like to see more students succeed in the first weeks.

Michael J. Wylly
English Department/Humanities Division
Spring 2011

Next Steps in the Classroom

- A. As the orientations seem to impact positively success and retention in the first weeks, continue to hold orientations. That said, I will make the orientations two hours instead of one to allow for more time to introduce the next unit and follow-up questions (as all orientations went over the allotted time). I hope this extended time may allow for a higher rate of completion of the first major essay for the semester.
- B. In addition to the above, I also held optional meetings for the remainder of the semester. Continue this practice while also adding one more mandatory meeting with the instructor—will pilot a mandatory one-on-one meeting with the instructor in preparation for the final research paper next semester.

What Steps Might the Department Take?

- A. Continue to support the guidelines for online courses in the Humanities which include mandatory face-to-face contact for online students.
- B. Compare/measure retention and success rates of online courses in English to ascertain effects of guidelines in Humanities.

Individual Assessment Form

Course number/name: English 001

Semester of course: Spring 2013

Date of assessment: June 5, 2013

Assessor's name: Michael Wlyly

SLO 1: Identify and evaluate main ideas, themes and logic in college-level reading to use as the basis for writing text-based essays.

- ➔ Success criteria: Students develop a working thesis and supporting rationale based on sustained research on the subject of journalism and ethics per the AB developed in LR 10 as well as additional readings on the subject supplied in class which include additional selections from popular, academic and web-based sources. Students compose effective annotations which focus on possibilities for source inclusion. Students compose an outline and working draft of a final essay which demonstrates source comprehension through summary and evaluation. Students meet one-on-one with instructor to review the above in preparation for the submission of a final draft of this researched essay.
- ➔ Results (10441): Out of the 26 remaining students in my face-to-face section of English 1, four students did not attend the mandatory conference: all four of these students failed to participate or attend class in the last month of the semester, and all failed the class. Of the remaining 22 students, 13 students were very prepared for the conference whereas the remaining were at various states of readiness for a variety of reasons ranging from time management issues to lack of comprehension. In all cases, the student and instructor were able to conference over and discuss progress, problems and solutions with the aim of increasing that student's success on submission of the final draft. As a result of the conferences, 18 students received grades of C or better on the assignment; the remaining students either made less-than-satisfactory progress as a result of under-preparedness for the conferences or they made no significant changes to their draft despite comments which called for revision. Still, sufficient progress was made to allow for final passing grades for all but two active students: 20 students passed the class (8 Cs, 9 Bs, 4 As).
- ➔ Results (10569): Out of the 23 remaining students in my online section of English 1, six students did not attend the mandatory conference (either via telephone or in-person): all five of these students failed to participate in the last month of the semester whereas one submitted an incomplete, non-passing paper, and all failed to pass the class. Of the remaining 17 students, all 17 students were very prepared for the conference, in contrast with the face-to-face session which had degrees of preparedness. That said, about one-half of the submitted drafts demonstrated the need for substantial rewrites, a larger percentage than the face-to-face. In all cases, the student and instructor were able to conference over and discuss progress, problems and solutions with the aim of increasing that student's success on submission of the final draft. As a result of the conferences, all 17 participating students received grades of C or better on the assignment! Sufficient progress was made to allow for final passing grades for all but two active students: 15 students passed the class (6 Cs, 7 Bs, 2 As).

→ Planned action:

- 1 Students need more reading-intensive assignments and related work, including summary and evaluation. The planned increase in units should help to create more time for the necessary intense instruction needed by our SCC students. Too, I plan on modifications to related reading responses wherein they more routinely practice for grade source inclusion of sources located through LR 10.
- 2 There continues to be separate patterns related to online students. I am optimistic that the “forced” conference time not only helps to maintain academic integrity but also provides a much-needed touchstone for these students. I plan to continue this practice. Perhaps the inclusion of a second meeting earlier one would help with the greater attrition in online courses, but the logistics make it all but impossible to accomplish twice, something which should be more manageable with the increase to unit values.

SLO 2: Write logical, effective analytical essays that are coherent, well-organized, and well-supported.

- Success criteria: Students compose a thesis-driven researched academic argument wherein they successfully integrate multiple sources into a textual analysis. They are to be evaluated on the appropriateness of source selections, the development of an essay through each stage of the writing process, and the effectiveness and completeness of the final essay in supporting the proposed point of view. This is in addition to sentence, paragraph and essay structure worthy of a transfer-level writing course.
- Results (10441): Out of the 26 remaining students in my face-to-face section of English 1, four students did not attend the mandatory conference: all four of these students failed to participate or attend class in the last month of the semester, and all failed the class. Of the remaining 22 students, 13 students were very prepared for the conference whereas the remaining were at various states of readiness for a variety of reasons ranging from time management issues to lack of comprehension. In all cases, the student and instructor were able to conference over and discuss progress, problems and solutions with the aim of increasing that student’s success on submission of the final draft. As a result of the conferences, 18 students received grades of C or better on the assignment; the remaining students either made less-than-satisfactory progress as a result of under-preparedness for the conferences or they made no significant changes to their draft despite comments which called for revision. Still, sufficient progress was made to allow for final passing grades for all but two active students: 20 students passed the class (8 Cs, 9 Bs, 4 As).
- Results (10569): Out of the 23 remaining students in my online section of English 1, six students did not attend the mandatory conference (either via telephone or in-person): all five of these students failed to participate in the last month of the semester whereas one submitted an incomplete, non-passing paper, and all failed to pass the class. Of the remaining 17 students, all 17 students were very prepared for the conference, in contrast with the face-to-face session which had degrees of preparedness. That said, about one-half of the submitted drafts demonstrated the need for substantial rewrites, a larger percentage than the face-to-face. In all cases, the student and instructor were able to conference over and discuss progress, problems and solutions with the aim of increasing that student’s success on submission of the final draft. As a result of the conferences, all 17 participating students received grades of C or better on the

assignment! Sufficient progress was made to allow for final passing grades for all but two active students: 15 students passed the class (6 Cs, 7 Bs, 2 As).

→ Planned action:

- 1 Students need more practice earlier on in regards to the development and honoring of the writing process. The working drafts presented at the conferences should be better at this stage of the game previous to the delivery of my comments. I am optimistic that increased instructional time will enhance overall success.
- 2 Students need more work/time to work on the integration of the formal elements of argument, especially logic and the integration of sufficient evaluation and refutation. At present, I am not sure how I might address this issue more thoroughly without additional time in the classroom.

SLO 3: Apply proper methods of research and documentation.

- Success criteria: Students develop a working thesis and supporting rationale based on sustained research on the subject of journalism and ethics per the AB developed in LR 10 as well as additional readings on the subject supplied in class which include additional selections from popular, academic and web-based sources. Students compose effective annotations which focus on possibilities for source inclusion. Students compose an outline and working draft of a final essay which demonstrates source comprehension through summary and evaluation. Students meet one-on-one with instructor to review the above in preparation for the submission of a final draft of this researched essay.
- Results (10441): Out of the 26 remaining students in my face-to-face section of English 1, four students did not attend the mandatory conference: all four of these students failed to participate or attend class in the last month of the semester, and all failed the class. Of the remaining 22 students, 13 students were very prepared for the conference whereas the remaining were at various states of readiness for a variety of reasons ranging from time management issues to lack of comprehension. In all cases, the student and instructor were able to conference over and discuss progress, problems and solutions with the aim of increasing that student's success on submission of the final draft. As a result of the conferences, 18 students received grades of C or better on the assignment; the remaining students either made less-than-satisfactory progress as a result of under-preparedness for the conferences or they made no significant changes to their draft despite comments which called for revision. Still, sufficient progress was made to allow for final passing grades for all but two active students: 20 students passed the class (8 Cs, 9 Bs, 4 As).
- Results (10569): Out of the 23 remaining students in my online section of English 1, six students did not attend the mandatory conference (either via telephone or in-person): all five of these students failed to participate in the last month of the semester whereas one submitted an incomplete, non-passing paper, and all failed to pass the class. Of the remaining 17 students, all 17 students were very prepared for the conference, in contrast with the face-to-face session which had degrees of preparedness. That said, about one-half of the submitted drafts demonstrated the need for substantial rewrites, a larger percentage than the face-to-face. In all

cases, the student and instructor were able to conference over and discuss progress, problems and solutions with the aim of increasing that student's success on submission of the final draft. As a result of the conferences, all 17 participating students received grades of C or better on the assignment! Sufficient progress was made to allow for final passing grades for all but two active students: 15 students passed the class (6 Cs, 7 Bs, 2 As).

➔ Planned action:

- 3 Students need more reading-intensive assignments and related work, including summary and evaluation. The planned increase in units should help to create more time for the necessary intense instruction needed by our SCC students. Too, I plan on modifications to related reading responses wherein they more routinely practice for grade source inclusion of sources located through LR 10.
- 4 There continues to be separate patterns related to online students. I am optimistic that the "forced" conference time not only helps to maintain academic integrity but also provides a much-needed touchstone for these students. I plan to continue this practice. Perhaps the inclusion of a second meeting earlier one would help with the greater attrition in online courses, but the logistics make it all but impossible to accomplish twice, something which should be more manageable with the increase to unit values.

News? News! News.

**YOU WRITE WHAT
YOU'RE TOLD!**



Assignments:

- **Annotated Bibliography:** Rough draft due to LR 10 on Friday, May 3. Final is due in LR 10 on Wednesday, May 15. I will download a copy from the LR 10 dropbox.
- **Peer Editing/Conferences:** One-on-one conferences to occur on 5/6, 5/8 and 5/10. Details TBA in class.
- **Final Draft:** Monday, 5/15. Absolutely no late drafts will be accepted.

Please note that your final exam will be on 5/20, 7:30 AM – 9:30 AM. Preparatory readings will be assigned during the week of our conferences.

As always, contact me for assistance.

M. Wyly

Truth-telling and Manipulation, Objectivity and Omission in Journalism

Preparatory Readings: See lecture schedule for readings.

Assignment: Write a researched essay in which you argue how well a SINGLE newspaper of your choice covers a specific incident, also of your choice, over a time period of no more than one week. The event of your choice should have occurred within the last THREE TO FOUR MONTHS.

You should be able to refer to at least **three related articles** from your SINGLE primary source (the newspaper). This essay must also include additional references to secondary sources that must include sources which discuss the role of journalism or the journalist. Other sources you may include might discuss the same event for comparison, investigate related media issues, or supply necessary background information re: your chosen topic. Your argument should be well-researched and should include sufficient evidence from both primary and secondary sources.

In your essay, you will need to provide appropriate background information regarding the ideal role of the media. You will also need to inform or remind your reader of the specific event your media agency is discussing. Evidence for your argument should come from the news agency's articles as well as the secondary sources. Note that you might wish to include a secondary source from another news agency which does a better or worse job than your chosen subject for comparison.

Remember that even excellent coverage of an event will contain some bias, if only through the omission of information; thus, make sure that you represent the whole of the issue. You might accomplish this through *concession*, if not outright *refutation*. This essay should follow MLA format to the letter. *Please note that this essay assignment will be preceded by an Annotated Bibliography.*

For example:

You might choose the *San Francisco Chronicle's* coverage of the Terri Schiavo case. First, you would need to choose a one week period on which to analyze the *Chronicle's* coverage. This choice should help narrow your topic even further as different events occur every week. Thus, after choosing a more specific time period, your topic might be the acts of the U.S. Congress and Terri Schiavo, a much narrower focus.

Then, you would need to construct an Annotated Bibliography. Please see the separate assignment sheet and guidelines to help you here. This Annotated Bibliography should be as complete as possible and will involve a substantial amount of work as a result.

Then, from your Annotated Bibliography, you will need to select three representative articles from the *Chronicle* from that one-week period. Read over the articles carefully for QUALITY OF COVERAGE. Use the discussion topics, eReadings and any results from your research to help you make the necessary determinations.

Then, you will need to construct your thesis. Please note, your opinions/argument regarding the case of Terri Schiavo DO NOT MATTER to this example. Instead, you are to develop an argument which critiques the *Chronicle's* coverage of the incident, a very different agenda meant to steer your argument towards what you consider to be quality journalism.

Other examples might include any other newsworthy event, nationally, internationally or locally. Please select a topic of interest to you.

(Make sure that you review the appropriate lectures extensively before commencing this essay.)

Criteria for Evaluation: You will be graded on the appropriateness of your news agency selections, the development of your essay through each stage of the process (see due dates below), and the effectiveness and completeness of your final essay in supporting your proposed point of view. This is in addition to sentence, paragraph and essay structure worthy of a transfer-level writing course. Please address any questions you might have as early as possible. This essay should be five to seven complete pages in length.

Ethics Essay

“Ethics Essay.” *Journalism.Org*. <www.journalism.org>. 19 November, 2003.

I consider my ethics to be my journalistic underpants.

I put them on every day and I feel very uncomfortable without them. They need to fit me well and move as I do. If they are too tight they will bind and chafe. If they are too loose they will droop down, either tripping me up or exposing my ass.

Like most men, I hate to throw away my underpants - even when they become old and a bit frayed around the edges. It takes a long time to break them in properly.

And my ethics, like my underpants, are very personal. I can wear the same style, color or size as someone else, but it is a bad idea to actually wear their underpants. I need to examine my underwear every day and make sure it is clean and relatively free of holes.

I know I could probably show up for work without my underpants for years and most people would never notice. But then again, you never know when you might be in an accident.

All of this is not to say that ethics are simple. Good journalistic ethics are complex and require constant care. They are definitely not something you should let your mother pick out for you.

Ethics form the foundation on which is built the basic social contract that has to exist between the credible journalist and the public he or she serves. The stronger that foundation, the stronger the ties between writer and reader. But that strong foundation is rarely obvious to the reader, or for that matter the writer. Ethics almost always remain in the background, usually only becoming evident when there is a problem.

So what are the values that comprise and hold together our journalistic underpants? For me there are many. Some are vital, while others appear to be little more than decoration. But they are all necessary for me to feel confident and competent in my role as a daily newspaperman.

FAIRNESS. I believe this is the most important value I have as both a journalist and a person. I am constantly questioning whether I am being fair to the people I am writing about. Have I portrayed their thoughts and words fairly, or have I adulterated them in some way? Would I be comfortable reading my story to the people involved. I think one of the biggest compliments a journalist can receive is to be called tough but fair by someone he has written about in an uncomplimentary way.

BALANCE. Many journalists think balance and fairness are the same, but I am not one. I believe it is possible to write a perfectly balanced story that is totally unfair. To me, balance is what you have to fall back on when you are not able to be totally fair. It usually involves calling the so-called "other side" to get their expected response. Technically, that provides balance, but it rarely enlightens the reader or advances the public debate.

ACCURACY. To me, accuracy is much more than simply making sure I quote someone correctly or spell their name right. It also means I put their words and opinions in the proper context. It means I don't embellish. It means that I report on people and events as truthfully as possible. I don't tidy up what happened to fit neatly into whatever angle me or my editor might want the story to take. It means my writing is not tainted by whatever personal feelings I might have about the selected subject or people.

DIGNITY. The dignity of the people I write about is very important to me. So is the dignity of my readers and my newspaper. That does not mean that I am not an aggressive journalist, but it means I try not to take cheap shots. I have found that most hard-hitting stories are strengthened when the reporter

shows respect toward the people or institutions under examination. Being mean usually hurts your credibility with the reader.

HUMANITY. In the movie "Absence of Malice," there is a great scene where a wise old city editor talks about being a reporter. He says he knows how to report the news and he knows how not to hurt people, but he doesn't know how to do both at the same time. This is a chillingly true statement. The best journalism usually hurts someone, often without meaning to. To me, humanity means I don't hurt the innocent or those who have no idea what they are getting into when they talk to a reporter. Good journalists have a special responsibility when it comes to the unsophisticated. We have to tell them clearly they could be doing great harm to themselves without even knowing it. Avoid the leading questions. And leave the grieving alone. You can come back later if you have to.

The story will still be there and you will sleep better at night.

ASSERTIVENESS. This may sound odd as a journalistic value, but I think it is one of the most vital. As journalists today, we are constantly dealing with media-savvy subjects out to pursue their own agendas. I think we commit a disservice to our readers when we don't go after these folks aggressively. No comment? Why not? Is there something besides covering your own ass or the asses of others that is preventing you from talking to me and helping enlighten the public? Is there some reason you feel entitled to conduct public business in private? If so, can you explain to me what that reason might be?

I believe all these different values combine to form what I like to call journalistic character. They push against one another and strengthen you as a journalist. It is this underlying character, I believe, that gives us the courage we need to stand by our convictions - even when our reasoning might be questioned by those we respect or fear. In the end it is this journalistic character, this incredible pair of underpants, that keep you from feeling naked when your pants fall down.

Re-Thinking Objectivity

Brent Cunningham. Columbia Journalism Review. New York: [Jul/Aug 2003](#). Vol. 42, Iss. 2; pg. 24

In his March 6 press conference, in which he laid out his reasons for the coming war, President Bush mentioned al Qaeda or the attacks of September 11 fourteen times in fifty-two minutes. No one challenged him on it, despite the fact that the CIA had questioned the Iraq-al Qaeda connection, and that there has never been solid evidence marshaled to support the idea that Iraq was involved in the attacks of 9/11.

When Bush proposed his \$726 billion tax cut in January, his sales pitch on the plan's centerpiece - undoing the "double-taxation" on dividend earnings - was that "It's unfair to tax money twice." In the next two months, the tax plan was picked over in hundreds of articles and broadcasts, yet a Nexis database search turned up few news stories - notably, one by Donald Barlett and James Steele in Time on January 27, and another by Daniel Altman in the business section of The New York Times on January 21 - that explained in detail what was misleading about the president's pitch: that in fact there is plenty of income that is doubly, triply, or even quadruply taxed, and that those other taxes affect many more people than the sliver who would benefit from the dividend tax cut.

Before the fighting started in Iraq, in the dozens of articles and broadcasts that addressed the potential aftermath of a war, much was written and said about the maneuverings of the Iraqi exile community and the shape of a postwar government, about cost and duration and troop numbers. Important subjects all. But few of those stories, dating from late last summer, delved deeply into the numerous and plausible complications of the aftermath. That all changed on February 26, when President Bush spoke grandly of making Iraq a model for retooling the entire Middle East. After Bush's speech "aftermath" articles began to flow like the waters of the Tigris - including cover stories in Time and The New York Times Magazine - culminating in The Wall Street Journal's page-one story on March 17, just days before the first cruise missiles rained down on Baghdad, that revealed how the administration planned to hand the multibillion-dollar job of rebuilding Iraq to U.S. corporations. It was as if the subject of the war's aftermath was more or less off the table until the president put it there himself.

There is no single explanation for these holes in the coverage, but I would argue that our devotion to what we call "objectivity" played a role. It's true that the Bush administration is like a clenched fist with information, one that won't hesitate to hit back when pressed. And that reporting on the possible aftermath of a war before the war occurs, in particular, was a difficult and speculative story.

Yet these three examples - which happen to involve the current White House, although every White House spins stories - provide a window into a particular failure of the press: allowing the principle of objectivity to make us passive recipients of news, rather than aggressive analyzers and explainers of it. We all learned about objectivity in school or at our first job. Along with its twin sentries "fairness" and "balance," it defined journalistic standards.

Or did it? Ask ten journalists what objectivity means and you'll get ten different answers. Some, like the Washington Post's editor, Leonard Downie, define it so strictly that they refuse to vote lest they be forced to take sides. My favorite definition was from Michael Bugeja, who teaches journalism at Iowa State: "Objectivity is seeing the world as it is, not how you wish it were." In 1996 the Society of Professional Journalists acknowledged this dilemma and dropped "objectivity" from its ethics code. It also changed "the truth" to simply "truth."

TRIPPING TOWARD THE TRUTH

As EJ. Dionne wrote in his 1996 book, *They Only Look Dead*, the press operates under a number of conflicting diktats: be neutral yet investigative; be disengaged but have an impact; be fair-minded but have an edge. Therein lies the nut of our tortured relationship with objectivity. Few would argue that complete objectivity is possible, yet we bristle when someone suggests we aren't being objective - or fair, or balanced - as if everyone agrees on what they all mean.

Over the last dozen years a cottage industry of bias police has sprung up to exploit this fissure in the journalistic psyche, with talk radio leading the way followed by Shout TV and books like Ann Coulter's *Slander* and Bernard Goldberg's *Bias*. Now the left has begun firing back, with Eric Alterman's book *What Liberal Media?* (CJR, March/April) and a group of wealthy Democrats' plans for a liberal radio network. James Carey, a journalism scholar at Columbia, points out that we are entering a new age of partisanship. One result is a hypersensitivity among the press to charges of bias, and it shows up everywhere: In October 2001, with the war in Afghanistan under way, then CNN chairman Walter Isaacson sent a memo to his foreign correspondents telling them to "balance" reports of Afghan "casualties or hardship" with reminders to viewers that this was, after all, in response to the terrorist attacks of September 11. More recently, a CJR intern, calling newspaper letters-page editors to learn whether reader letters were running for or against the looming war in Iraq, was told by the letters editor at *The Tennessean* that letters were running 70 percent against the war, but that the editors were trying to run as many prowar letters as possible lest they be accused of bias.

Objectivity has persisted for some valid reasons, the most important being that nothing better has replaced it. And plenty of good journalists believe in it, at least as a necessary goal. Objectivity, or the pursuit of it, separates us from the unbridled partisanship found in much of the European press. It helps us make decisions quickly - we are disinterested observers after all - and it protects us from the consequences of what we write. We'd like to think it buoys our embattled credibility, though the deafening silence of many victims of Jayson Blair's fabrications would argue otherwise. And as we descend into this new age of partisanship, our readers need, more than ever, reliable reporting that tells them what is true when that is knowable, and pushes as close to truth as possible when it is not.

But our pursuit of objectivity can trip us up on the way to "truth." Objectivity excuses lazy reporting. If you're on deadline and all you have is "both sides of the story," that's often good enough. It's not that such stories laying out the parameters of a debate have no value for readers, but too often, in our obsession with, as *The Washington Post's* Bob Woodward puts it, "the latest," we fail to push the story, incrementally, toward a deeper understanding of what is true and what is false. Steven R. Weisman, the chief diplomatic correspondent for *The New York Times* and a believer in the goal of objectivity ("even though we fall short of the ideal every day"), concedes that he felt obliged to dig more when he was an editorial writer, and did not have to be objective. "If you have to decide who is right, then you must do more reporting," he says. "I pressed the reporting further because I didn't have the luxury of saying X says this and Y says this and you, dear reader, can decide who is right."

It exacerbates our tendency to rely on official sources, which is the easiest, quickest way to get both the "he said" and the "she said," and, thus, "balance." According to numbers from the media analyst Andrew Tyndall, of the 414 stories on Iraq broadcast on NBC, ABC, and CBS from last September to February, all but thirty-four originated at the White House, Pentagon, and State Department. So we end up with too much of the "official" truth. More important, objectivity makes us wary of seeming to argue with the president - or the governor, or the CEO - and risk losing our access. Jonathan Weisman, an economics reporter for *The Washington Post*, says this about the fear of losing access: "If you are perceived as having a political bias, or a slant, you're screwed."

Finally, objectivity makes reporters hesitant to inject issues into the news that aren't already out there.

"News is driven by the Zeitgeist," says Jonathan Weisman, "and if an issue isn't part of the current Zeitgeist then it will be a tough sell to editors." But who drives the Zeitgeist, in Washington at least? The administration. In short, the press's awkward embrace of an impossible ideal limits its ability to help set the agenda.

This is not a call to scrap objectivity, but rather a search for a better way of thinking about it, a way that is less restrictive and more grounded in reality. As Eric Black, a reporter at the Minneapolis Star Tribune, says, "We need a way to both do our job and defend it."

AN IDEAL'S TROUBLED PAST

American journalism's honeymoon with objectivity has been brief. The press began to embrace objectivity in the middle of the nineteenth century, as society turned away from religion and toward science and empiricism to explain the world. But in his 1998 book, *Just the Facts*, a history of the origins of objectivity in U.S. journalism, David Mindich argues that by the turn of the twentieth century, the flaws of objective journalism were beginning to show. Mindich shows how "objective" coverage of lynching in the 1890s by *The New York Times* and other papers created a false balance on the issue and failed "to recognize a truth, that African-Americans were being terrorized across the nation."

After World War I, the rise of public relations and the legacy of wartime propaganda - in which journalists such as Walter Lippman had played key roles - began to undermine reporters' faith in facts. The war, the Depression, and Roosevelt's New Deal raised complex issues that defied journalism's attempt to distill them into simple truths. As a result, the use of bylines increased (an early nod to the fact that news is touched by human frailty), the political columnist crawled from the primordial soup, and the idea of "interpretive reporting" emerged. Still, as Michael Schudson argued in his 1978 book *Discovering the News*, journalism clung to objectivity as the faithful cling to religion, for guidance in an uncertain world. He wrote: "From the beginning, then, criticism of the 'myth' of objectivity has accompanied its enunciation Journalists came to believe in objectivity, to the extent that they did, because they wanted to, needed to, were forced by ordinary human aspiration to seek escape from their own deep convictions of doubt and drift."

By the 1960s, objectivity was again under fire, this time to more fundamental and lasting effect. Straight, "objective" coverage of McCarthyism a decade earlier had failed the public, leading Alan Barth, an editorial writer at *The Washington Post*, to tell a 1952 gathering of the Association for Education in Journalism: "There can be little doubt that the way [Senator Joseph McCarthy's charges] have been reported in most papers serves Senator McCarthy's partisan political purposes much more than it serves the purposes of the press, the interest of truth." Government lies about the U2 spy flights, the Cuban missile crisis, and the Vietnam War all cast doubt on the ability of "objective" journalism to get at anything close to the truth. The New Journalism of Tom Wolfe and Norman Mailer was in part a reaction to what many saw as the failings of mainstream reporting. In Vietnam, many of the beat reporters who arrived believing in objectivity eventually realized, if they stayed long enough, that such an approach wasn't sufficient. Says John Laurence, a former CBS News correspondent, about his years covering Vietnam: "Because the war went on for so long and so much evidence accumulated to suggest it was a losing cause, and that in the process we were destroying the Vietnamese and ourselves, I felt I had a moral obligation to report my views as much as the facts."

As a result of all these things, American journalism changed. "Vietnam and Watergate destroyed what I think was a genuine sense that our officials knew more than we did and acted in good faith," says Anthony Lewis, the former *New York Times* reporter and columnist. We became more sophisticated in our understanding of the limits of objectivity. And indeed, the parameters of modern journalistic objectivity allow reporters quite a bit of leeway to analyze, explain, and put news in context, thereby

helping guide readers and viewers through the flood of information.

Still, nothing replaced objectivity as journalism's dominant professional norm. Some 75 percent of journalists and news executives in a 1999 Pew Research Center survey said it was possible to obtain a true, accurate, and widely agreed-upon account of an event. More than two-thirds thought it feasible to develop "a systematic method to cover events in a disinterested and fair way." The survey also offered another glimpse of the objectivity fissure: more than two-thirds of the print press in the Pew survey also said that "providing an interpretation of the news is a core principle," while less than half of those in television news agreed with that.

THE MORE THINGS CHANGE

If objectivity's philosophical hold on journalism has eased a bit since the 1960s, a number of other developments have bound us more tightly to the objective ideal and simultaneously exacerbated its shortcomings. Not only are journalists operating under conflicting orders, as EJ. Dionne argued, but their corporate owners don't exactly trumpet the need to rankle the status quo. It is perhaps important to note that one of the original forces behind the shift to objectivity in the nineteenth century was economic. To appeal to as broad an audience as possible, first the penny press and later the new wire services gradually stripped news of "partisan" context. Today's owners have squeezed the newshole, leaving less space for context and analysis.

If space is a problem, time is an even greater one. The nonstop news cycle leaves reporters less time to dig, and encourages reliance on official sources who can provide the information quickly and succinctly. "We are slaves to the incremental daily development," says one White House correspondent, "but you are perceived as having a bias if you don't cover it." This lack of time makes a simpleminded and lazy version of objectivity all the more tempting. In *The American Prospect* of November 6, 2000, Chris Mooney wrote about how "e-spin," a relentless diet of canned attacks and counterattacks e-mailed from the Bush and Gore campaigns to reporters, was winding up, virtually unedited, in news stories. "Lazy reporters may be seduced by the ease of readily provided research," Mooney wrote. "That's not a new problem, except that the prevalence of electronic communication has made it easier to be lazy."

Meanwhile, the Internet and cable news's Shout TV, which drive the nonstop news cycle, have also elevated the appeal of "attitude" in the news, making the balanced, measured report seem anachronistic. In the January/February issue of *CJR*, young journalists asked to create their dream newspaper wanted more point-of-view writing in news columns. They got a heavy dose of it during the second gulf war, with news "anchors" like Fox's Neil Cavuto saying of those who opposed the war, "You were sickening then; you are sickening now."

Perhaps most ominous of all, public relations, whose birth early in the twentieth century rattled the world of objective journalism, has matured into a spin monster so ubiquitous that nearly every word a reporter hears from an official source has been shaped and polished to proper effect. Consider the memo from the Republican strategist Frank Luntz, as described in a March 2 *New York Times* story, that urged the party - and President Bush - to soften their language on the environment to appeal to suburban voters. "Climate change" instead of "global warming," "conservationist" rather than "environmentalist." To the extent that the threat of being accused of bias inhibits reporters from cutting through this kind of manipulation, challenging it, and telling readers about it, then journalism's dominant professional norm needs a new set of instructions.

Joan Didion got at this problem while taking Bob Woodward to task in a 1996 piece in *The New York Review of Books* for writing books that she argued were too credulous, that failed to counter the possibility that his sources were spinning him. She wrote:

The genuflection toward "fairness" is a familiar newsroom piety, in practice the excuse for a good deal of autopilot reporting and lazy thinking but in theory a benign ideal. In Washington, however, a community in which the management of news has become the single overriding preoccupation of the core industry, what "fairness" has often come to mean is a scrupulous passivity, an agreement to cover the story not as it is occurring but as it is presented, which is to say as it is manufactured.

Asked about such criticism, Woodward says that for his books he has the time and the space and the sources to actually uncover what really happened, not some manufactured version of it. "The best testimony to that," he says, "is that the critics never suggest how any of it is manufactured, that any of it is wrong." Then, objectivity rears its head. "What they seem to be saying," Woodward says of his critics, "is that I refuse to use the information I have to make a political argument, and they are right, I won't." Yet some of Woodward's critics do suggest how his material is manufactured. Christopher Hitchens, reviewing Woodward's latest book, *Bush at War*, in the June issue of *The Atlantic Monthly*, argues that, while reporting on a significant foreign-policy debate, Woodward fully presents the point of view of his cooperative sources, but fails to report deeply on the other sides of the argument. Thus he presents an incomplete picture. "Pseudo-objectivity in the nation's capital," Hitchens writes, "is now overripe for regime change."

TO FILL THE VOID

Jason Riley is a young reporter at the *Louisville Courier-Journal*. Along with a fellow reporter, R.G. Dunlop, he won a Polk award this year for a series on dysfunction in the county courts, in which hundreds of felony cases dating back to 1983 were lost and never resolved. Riley and Dunlop's series was a classic example of enterprise reporting: poking around the courthouse, Riley came across one felony case that had been open for several years. That led to more cases, then to a drawer full of open cases. No one was complaining, at least publicly, about this problem. In a first draft, Riley wrote that the system was flawed because it let cases fall off the docket and just disappear for years. "I didn't think it needed attribution because it was the conclusion I had drawn after six months of investigation," he writes in an e-mail. But his editor sent it back with a note: "Says who?"

In a follow-up profile of the county's lead prosecutor, a man Riley has covered for three years, many sources would not criticize the prosecutor on the record. He "knew what people thought of him, knew what his strengths and weaknesses were," Riley says. "Since no one was openly discussing issues surrounding him, I raised many in my profile without attribution." Again his editors hesitated. There were discussions about the need to remain objective. "Some of my conclusions and questions were left out because no one else brought them up on the record," he says.

Riley discovered a problem on his own, reported the hell out of it, developed an understanding of the situation, and reached some conclusions based on that. No official sources were speaking out about it, so he felt obliged to fill that void. Is that bias? Good reporters do it, or attempt to do it, all the time. The strictures of objectivity can make it difficult. "I think most journalists will admit to feeding sources the information we want to hear, for quotes or attribution, just so we can make the crucial point we are not allowed to make ourselves," Riley says. "But why not? As society's watchdogs, I think we should be asking questions, we should be bringing up problems, possible solutions . . . writing what we know to be true."

Last fall, when America and the world were debating whether to go to war in Iraq, no one in the Washington establishment wanted to talk much about the aftermath of such a war. For the Bush administration, attempting to rally support for a preemptive war, messy discussions about all that could go wrong in the aftermath were unhelpful. Anything is better than Saddam, the argument went. The Democrats, already wary of being labeled unpatriotic, spoke their piece in October when they voted to authorize the use of force in Iraq, essentially putting the country on a war footing. Without the force of a

"she said" on the aftermath story, it was largely driven by the administration, which is to say stories were typically framed by what the administration said it planned to do: work with other nations to build democracy. Strike a blow to terrorists. Stay as long as we need to and not a minute longer. Pay for it all with Iraqi oil revenue. There were some notable exceptions - a piece by Anthony Shadid in the October 20 Boston Globe, for instance, and another on September 22 by James Dao in The New York Times, pushed beyond the administration's broad assumptions about what would happen when Saddam was gone - but most of the coverage included only boilerplate reminders that Iraq is a fractious country and bloody reprisals are likely, that tension between the Kurds and Turks might be a problem, and that Iran has designs on the Shiite region of southern Iraq.

David House, the reader advocate for the Fort Worth Star-Telegram, wrote a piece on March 23 that got at the press's limitations in setting the agenda. "Curiously, for all the technology the news media have, for all the gifted minds that make it all work . . . it's a simple thing to stop the media cold. Say nothing, hide documents."

In November, James Fallows wrote a cover story for The Atlantic Monthly entitled "The Fifty-First State? The Inevitable Aftermath of Victory in Iraq." In it, with the help of regional experts, historians, and retired military officers, he gamed out just how difficult the aftermath could be. Among the scenarios he explored: the financial and logistical complications caused by the destruction of Baghdad's infrastructure; the possibility that Saddam Hussein would escape and join Osama bin Laden on the Most Wanted list; how the dearth of Arabic speakers in the U.S. government would hinder peace-keeping and other aftermath operations; how the need for the U.S., as the occupying power, to secure Iraq's borders would bring it face to face with Iran, another spoke in the "axis of evil"; the complications of working with the United Nations after it refused to support the war; what to do about the Iraqi debt from, among other things, UN-imposed reparations after the first gulf war, which some estimates put as high as \$400 billion.

Much of this speculation has since come to pass and is bedeviling the U.S.'s attempt to stabilize - let alone democratize - Iraq. So are some other postwar realities that were either too speculative or too hypothetical to be given much air in the prewar debate. Looting, for instance, and general lawlessness. The fruitless (thus far) search for weapons of mass destruction. The inability to quickly restore power and clean water. A decimated health-care system. The difficulty of establishing an interim Iraqi government, and the confusion over who exactly should run things in the meantime. The understandably shallow reservoir of patience among the long-suffering Iraqis. The hidden clause in Halliburton's contract to repair Iraq's oil wells that also, by the way, granted it control of production and distribution, despite the administration's assurances that the Iraqis would run their own oil industry.

In the rush to war, how many Americans even heard about some of these possibilities? Of the 574 stories about Iraq that aired on NBC, ABC, and CBS evening news broadcasts between September 12 (when Bush addressed the UN) and March 7 (a week and a half before the war began), only twelve dealt primarily with the potential aftermath, according to Andrew Tyndall's numbers.

The Republicans were saying only what was convenient, thus the "he said." The Democratic leadership was saying little, so there was no "she said." "Journalists are never going to fill the vacuum left by a weak political opposition," says The New York Times's Steven R. Weisman. But why not? If something important is being ignored, doesn't the press have an obligation to force our elected officials to address it? We have the ability, even on considerably less important matters than war and nation-building. Think of the dozens of articles The New York Times published between July 10, 2002 and March 31 about the Augusta National Country Club's exclusion of women members, including the one from November 25 that carried the headline CBS STAYING SILENT IN DEBATE ON WOMEN JOINING AUGUSTA. Why couldn't there have been headlines last fall that read: BUSH STILL MUM ON AFTERMATH, or BEYOND SADDAM: WHAT COULD GO RIGHT, AND WHAT COULD GO WRONG? And while you're at it, consider the criticism the Times's mini-crusade on Augusta engendered in the media world, as

though an editor's passion for an issue never drives coverage.

This is not inconsequential nitpicking. The New Yorkers editor, David Remnick, who has written in support of going to war with Iraq, wrote of the aftermath in the March 31 issue: "An American presence in Baghdad will carry with it risks and responsibilities that will shape the future of the United States in the world." The press not only could have prepared the nation and its leadership for the aftermath we are now witnessing, but should have.

THE REAL BIAS

In the early 1990s, I was a statehouse reporter for the Charleston Daily Mail in West Virginia. Every time a bill was introduced in the House to restrict access to abortion, the speaker, who was solidly pro-choice, sent the bill to the health committee, which was chaired by a woman who was also pro-choice. Of course, the bills never emerged from that committee. I was green and, yes, prochoice, so it took a couple of years of witnessing this before it sunk in that - as the antiabortion activists had been telling me from day one - the committee was stacked with pro-choice votes and that this was how "liberal" leadership killed the abortion bills every year while appearing to let the legislative process run its course. Once I understood, I eagerly wrote that story, not only because I knew it would get me on page one, but also because such political maneuverings offended my reporter's sense of fairness. The bias, ultimately, was toward the story.

Reporters are biased, but not in the oversimplified, left-right way that Ann Coulter and the rest of the bias cops would have everyone believe. As Nicholas Confessore argued in *The American Prospect*, most of the loudest bias-spotters were not reared in a newsroom. They come from politics, where everything is driven by ideology. Voting Democratic and not going to church - two bits of demography often trotted out to show how liberal the press is - certainly have some bearing on one's interpretation of events. But to leap to the conclusion that reporters use their precious column inches to push a left-wing agenda is specious reasoning at its worst. We all have our biases, and they can be particularly pernicious when they are unconscious. Arguably the most damaging bias is rarely discussed - the bias born of class. A number of people interviewed for this story said that the lack of socioeconomic diversity in the newsroom is one of American journalism's biggest blind spots. Most newsroom diversity efforts, though, focus on ethnic, racial, and gender minorities, which can often mean people with different skin color but largely the same middle-class background and aspirations. At a March 13 panel on media bias at Columbia's journalism school, John Leo, a columnist for *U.S. News & World Report*, said, "It used to be that anybody could be a reporter by walking in the door. It's a little harder to do that now, and you don't get the working-class Irish poor like Hamill or Breslin or me. What you get is people from Ivy League colleges with upper-class credentials, what you get is people who more and more tend to be and act alike." That, he says, makes it hard for a newsroom to spot its own biases.

Still, most reporters' real biases are not what political ideologues tend to think. "Politically I'm a reporter," says Eric Nalder, an investigative reporter at the *San Jose Mercury News*. Reporters are biased toward conflict because it is more interesting than stories without conflict; we are biased toward sticking with the pack because it is safe; we are biased toward event-driven coverage because it is easier; we are biased toward existing narratives because they are safe and easy. Consider the story - written by reporters around the country - of how Kenneth L. Lay, the former CEO of Enron, encouraged employees to buy company stock as he was secretly dumping his. It was a conveniently damning narrative, and easy to believe. Only

it turned out, some two years later, to be untrue, leading The New York Times's Kurt Eichenwald to write a story correcting the record on February 9.

Mostly, though, we are biased in favor of getting the story, regardless of whose ox is being gored. Listen to Daniel Bice, an investigative columnist at the Milwaukee Journal-Sentinel, summarize his reporting philosophy: "Try not to be boring, be a reliable source of information, cut through the political, corporate, and bureaucratic bullshit, avoid partisanship, and hold politicians' feet to the fire." It would be tough to find a reporter who disagrees with any of that.

In his 1979 book *Deciding What's News*, the Columbia sociologist Herbert Gans defined what he called the journalist's "paraideology," which, he says, unconsciously forms and strengthens much of what we think of as news judgment. This consists largely of a number of "enduring values" - such as "altruistic democracy" and "responsible capitalism" - that are reformist, not partisan. "In reality," Gans writes, "the news is not so much conservative or liberal as it is reformist; indeed, the enduring values are very much like the values of the Progressive movement of the early twentieth century." My abortion story, then, came from my sense that what was happening violated my understanding of "altruistic democracy." John Laurence distills Gans's paraideology into simpler terms: "We are for honesty, fairness, courage, humility. We are against corruption, exploitation, cruelty, criminal behavior, violence, discrimination, torture, abuse of power, and many other things." Clifford Levy, a reporter for The New York Times whose series on abuse in New York's homes for the mentally ill won a Pulitzer this year, says, "Of all the praise I got for the series, the most meaningful was from other reporters at the paper who said it made them proud to work there because it was a classic case of looking out for those who can't look out for themselves."

This "paraideology," James Carey explains, can lead to charges of liberal bias. "There is a bit of the reformer in anyone who enters journalism," he says. "And reformers are always going to make conservatives uncomfortable to an extent because conservatives, by and large, want to preserve the status quo."

Gans, though, notes a key flaw in the journalist's paraideology. "Journalists cannot exercise news judgment," he writes, "without a composite of nation, society, and national and social institutions in their collective heads, and this picture is an aggregate of reality judgments In doing so, they cannot leave room for the reality judgments that, for example, poor people have about America; nor do they ask, or even think of asking, the kinds of questions about the country that radicals, ultraconservatives, the religiously orthodox, or social scientists ask as a result of their reality judgments."

This understanding of "the other" has always been - and will always be - a central challenge of journalism. No individual embodies all the perspectives of a society. But we are not served in this effort by a paralyzing fear of being accused of bias. In their recent book *The Press Effect*, Kathleen Hall Jamieson and Paul Waldman make a strong case that this fear was a major factor in the coverage of the Florida recount of the 2000 presidential election, and its influence on journalists was borne out in my reporting for this piece. "Our paper is under constant criticism by people alleging various forms of bias," says the *Star-Tribune's* Eric Black. "And there is a daily effort to perform in ways that will make it harder to criticize. Some are reasonable, but there is a line you can cross after which you are avoiding your duties to truth-telling." In a March 10 piece critical of the press's performance at Bush's prewar press conference, USA Today's Peter Johnson quoted Sam Donaldson as saying that it is difficult for the media - especially during war - "to press very hard when they know that a large segment of the population doesn't want to see a president whom they have anointed having to squirm." If we're about to go to war - especially one that is controversial - shouldn't the president squirm?

It is important, always, for reporters to understand their biases, to understand what the accepted narratives are, and to work against them as much as possible. This might be less of a problem if our newsrooms were more diverse - intellectually and socioeconomically as well as in gender, race, and ethnicity - but it

would still be a struggle. There is too much easy opinion passing for journalism these days, and this is in no way an attempt to justify that. Quite the opposite. We need deep reporting and real understanding, but we also need reporters to acknowledge all that they don't know, and not try to mask that shortcoming behind a gloss of attitude, or drown it in a roar of oversimplified assertions.

TOWARD A BETTER DEFINITION OF OBJECTIVITY

In the last two years, Archbishop Desmond Tutu has been mentioned in more than 3,000 articles on the Nexis database, and at least 388 (11 percent) included in the same breath the fact that he was a Nobel Peace Prize winner. The same search criteria found that Yasser Arafat turned up in almost 96,000 articles, but only 177 (less than .2 percent) mentioned that he won the Nobel prize. When we move beyond stenography, reporters make a million choices, each one subjective. When, for example, is it relevant to point out, in a story about Iraq's weapons of mass destruction, that the U.S. may have helped Saddam Hussein build those weapons in the 1980s? Every time? Never?

The rules of objectivity don't help us answer such questions. But there are some steps we can take to clarify what we do and help us move forward with confidence. A couple of modest proposals:

Journalists (and journalism) must acknowledge, humbly and publicly, that what we do is far more subjective and far less detached than the aura of objectivity implies - and the public wants to believe. If we stop claiming to be mere objective observers, it will not end the charges of bias but will allow us to defend what we do from a more realistic, less hypocritical position.

Secondly, we need to free (and encourage) reporters to develop expertise and to use it to sort through competing claims, identify and explain the underlying assumptions of those claims, and make judgments about what readers and viewers need to know to understand what is happening. In short, we need them to be more willing to "adjudicate factual disputes," as Kathleen Hall Jamieson and Paul Waldman argue in *The Press Effect*. Bill Marimow, the editor of the *Baltimore Sun*, talks of reporters "mastering" their beats. "We want our reporters to be analysts," he told a class at Columbia in March. "Becoming an expert, and mastering the whole range of truth about issues will give you the ability to make independent judgments."

Timothy Noah, writing in *The Washington Monthly* for a 1999 symposium on objectivity, put it this way: "A good reporter who is well-steeped in his subject matter and who isn't out to prove his cleverness, but rather is sweating out a detailed understanding of a topic worth exploring, will probably develop intelligent opinions that will inform and perhaps be expressed in his journalism." This happens every day in ways large and small, but it still happens too rarely. In a March 18 piece headlined **BUSH CLINGS TO DUBIOUS ALLEGATIONS ABOUT IRAQ**, *The Washington Post's* Walter Pincus and Dana Milbank laid out all of Bush's "allegations" about Saddam Hussein "that have been challenged - and in some cases disproved - by the United Nations, European governments, and even U.S. intelligence." It was noteworthy for its bluntness, and for its lack of an "analysis" tag. In commenting on that story, Steven Weisman of *The New York Times* illustrates how conflicted journalism is over whether such a piece belongs in the news columns: "It's a very good piece, but it is very tendentious," he says. "It's interesting that the editors didn't put it on page one, because it would look like they are calling Bush a liar. Maybe we should do more pieces like it, but you must be careful not to be argumentative."

Some reporters work hard to get these same "argumentative" ideas into their stories in more subtle ways. Think of Jason Riley's comment about "feeding information" to sources. Steven Weisman calls it making it part of the "tissue" of the story. For example, in a March 17 report on the diplomatic failures of the Bush administration, Weisman worked in the idea that the CIA was questioning the Iraq-al Qaeda connection by attributing it to European officials as one explanation for why the U.S. *casus belli* never

took hold in the UN.

The test, though, should not be whether it is tendentious, but whether it is true.

There are those who will argue that if you start fooling around with the standard of objectivity you open the door to partisanship. But mainstream reporters by and large are not ideological warriors. They are imperfect people performing a difficult job that is crucial to society. Letting them write what they know and encouraging them to dig toward some deeper understanding of things is not biased, it is essential. Reporters should feel free, as Daniel Bice says, to "call it as we see it, but not be committed to one side or the other." Their professional values make them, Herbert Gans argues, akin to reformers, and they should embrace that aspect of what they do, not hide it for fear of being slapped with a bias charge. And when actual bias seeps in - as it surely will - the self-policing in the newsroom must be vigorous. Witness the memo John Carroll, editor of the Los Angeles Times, wrote last month to his staff after a front-page piece on a new Texas abortion law veered left of center: "I want everyone to understand how serious I am about purging all political bias from our coverage."

Journalists have more tools today than ever to help them "adjudicate factual disputes." In 1993, before the computer-age version of "precision journalism" had taken root in the newsroom, Steve Doig helped The Miami Herald win a Pulitzer with his computer-assisted stories that traced damage done by Hurricane Andrew to shoddy home construction and failed governmental oversight of builders. "Precision journalism is arguably activist, but it helps us approach the unobtainable goal of objectivity more than traditional reporting strategies," says Doig, who now teaches computer-assisted reporting at Arizona State University. "It allows you to measure a problem, gives you facts that are less controvertible. Without the computer power, our Hurricane Andrew stories would have essentially been fingerpointing stories, balanced with builders saying there is no way any structure could have withstood such winds."

On April 1, Ron Martz, a reporter from the Atlanta Journal-Constitution embedded with the Army in Iraq, delivered a "war diary" entry on National Public Radio in which he defended his battlefield decision to drop his reporter's detachment and take a soldier's place holding an intravenous drip bag and comforting a wounded Iraqi civilian. The "ethicists," Martz said on NPR, tell us this is murky territory. That Martz, an accomplished reporter, should worry at all that his reputation could suffer from something like this says much about journalism's relationship with objectivity. Martz concluded that he is a human being first and a reporter second, and was comfortable with that. Despite all our important and necessary attempts to minimize our humanity, it can't be any other way.

San Francisco Chronicle

A reporter who thinks objective journalism is a synonym for government mouthpiece:[FINAL Edition]

Jonathan Curiel. San Francisco Chronicle. San Francisco, Calif.: Nov 2, 2003. pg. D.1

Robert Fisk is used to readers' derisive letters. Usually he ignores them, like the one last month from Atlanta that said his article about dead Iraqis was as "appalling" and "subversive" as a speech by Osama bin Laden.

For the piece in question, Fisk -- a foreign correspondent with the London paper the Independent -- interviewed families of Iraqi civilians who've been killed (by thieves, robbers, revenge-seekers and unknown assailants) since American and British forces deposed Saddam Hussein. In typical Fisk fashion, the article is well reported, nicely written -- and full of polemics, aimed in this case at U.S. and British authorities for ignoring "the daily slaughter of Iraq's innocents" (his article estimates 10,000 civilian deaths in five months) and creating an environment that's as bad for Iraqis as it was under Hussein.

"The occupation powers, the 'Provisional Coalition Authority,' love statistics when they are useful," Fisk wrote. "They can tell you the number of newly re-opened schools, newly appointed doctors and the previous day's oil production in seconds. The daily slaughter of Iraq's innocents, needless to say, is not among their figures."

Objective journalism? Not a bit.

Fisk doesn't believe in the concept, calling it a specious idea that, as practiced by American reporters, produces dull and predictable writing weighed down by obfuscating comments from official government sources.

In the world of Robert Fisk, there's a holy template for how to report from the Middle East, Afghanistan and other hot spots: Give readers a "human" look at unfolding events, put yourself in the story (Fisk pieces inevitably use "I" a lot, as in "I came to the conclusion . . ."), don't bog it down with background that readers should know and pepper every piece with a critical eye on the "why" of things. Why are so many Baghdad residents dying under U.S. occupation? Why are American officials underplaying the sabotage of Iraq's oil pipelines? Why are average Iraqis willing to commit suicide-bombings against American soldiers?

Fisk, a brilliant man who has a Ph.D. in political science from Trinity College in Ireland, thinks he knows all the answers and so he never hesitates to finger-point in stories. Fisk's editors at the Independent approve of this approach -- as do Fisk's legions of fans, many of whom live in the Bay Area, where his dispatches from Baghdad, Beirut and elsewhere are devoured like sacred writs for their insight, edge and rhetorical tone.

Fisk is based in Lebanon. He regularly flies to the Bay Area to give speeches for causes he believes in (such as the Middle East Children's Alliance). In person, Fisk is a surprising mixture of funny and absolute -- as if God had cloned Michael Moore and Noam Chomsky into a single, voluminous figure.

"It's our job (as journalists) to challenge the centers of power, and to describe with our own vividness the

tragedies and injustice and viciousness of the world, and to try and name the bad guys," Fisk says in an interview in San Francisco. "American journalists won't say what I can say. I think the New York Times should be called, 'American officials say.' At least, you'd know what you were reading. If journalism is about writing (stories) that look like government reports, then I'll go and do gardening or something."

Fisk's critics believe he's a journalistic provocateur who's blatantly anti-United States and anti-Israel. But Fisk is perhaps Britain's most acclaimed foreign correspondent. He has won the British Press Awards' International Journalist of the Year honor (the equivalent of the Pulitzer Prize for foreign reporting) seven times. Amnesty International and the United Nations have given awards to Fisk, who speaks often at Harvard, Princeton, MIT and other prestigious American universities. He is routinely praised by colleagues, including the New York Times' Chris Hedges, who has said he admires Fisk's ability to perceive important stories ahead of other journalists. And, yet, an op-ed column in the Wall Street Journal will vilify him (after Fisk was severely beaten by vengeful Afghans two years ago). The subtitle to the piece was, "A self-loathing multiculturalist gets his due." And an actor like John Malkovich -- in a speech last year to students at Cambridge University in Britain -- will say he'd like to "shoot" Fisk to death. (Fisk wasn't alone on Malkovich's death list; topping it was British Parliamentarian George Galloway, an anti-war voice who has called President Bush an "imbecile.")

Fisk is an easy target for conservatives because -- like Palestinian scholar Edward Said, a friend who died last month, Chomsky and other liberal intellectuals who've been pegged as rabid ideologues -- Fisk writes sympathetically about Palestinians. It's clear Fisk identifies with the suffering of Palestinians, as well as the suffering of Iraqis -- but he also identifies with the suffering of Israeli civilians and anyone else he writes about.

"I was giving a talk last December to a very large group of British Jews . . . and I said, 'I'm on your side -- let's fight anti-Semitism together, but don't start libeling me,'" Fisk says. "If you stand up to people, they'll respect you for it. I had an e-mail from a Cambridge University American law student, and he said, 'You are an evil f-- man,' so I called him up -- he put his telephone number on it. And I said, 'I'm going to call the police if I have any more messages like this from you. This is an abusive, threatening letter.' And he invited me to give a lecture. I couldn't do it," Fisk continues, starting to laugh, "but I would have done it if I'd had the time."

Even Fisk's detractors have to respect his ability to report from war-torn areas. He has covered the Middle East for more than 20 years and speaks fluent Arabic (and French). He has interviewed bin Laden three times, the second time seven years ago in Afghanistan after the Saudi personally requested a meeting with him there. True to Fisk's independent nature, he didn't rush to meet bin Laden; instead, Fisk told bin Laden's associate that he'd fly there when he could.

"In 1996," Fisk says, "after the Sudanese chucked him out, there were rumors bin Laden had gone to Yemen or Afghanistan; I got a call one day from Switzerland, from a man who said, '(bin Laden) wants to meet you.' I said, 'I'd be happy to see him. What do I do?' He said, 'You fly to Jallalabad (Afghanistan) and you wait at the Spinghar Hotel. When will you leave?' I said, 'I'll let you know. Call me back in a week.' I thought, 'I'm not going to let him snap his fingers and then I come. I have work to do also.' "

The last time Fisk interviewed bin Laden, in 1997 in Afghanistan, bin Laden told him, "From this mountain, Mr. Robert, upon which you are sitting, we beat the Russian army and helped break the Soviet Union. And I pray to God that he allows us to turn America into a shadow of itself." When Fisk first heard about the Sept. 11 attacks -- as he was on an airplane flying from Europe to the United States -- he knew bin Laden was behind them. Fisk used a phone on the jet to dictate a piece to the Independent that condemned the carnage, linked it to bin Laden -- and also said that Arabs would compare the tragedy to the sanctions-related deaths of Iraqi children and Israeli occupation of Palestinian territories, and that

Britain's and America's historic policies contributed to a climate of resentment in the Arab world.

If Fisk were working for a daily U.S. paper, his dispatches would always be pushed to the opinion pages, where they'd be treated as interpretive journalism. The fact that Fisk's stories usually appear in the main news section of the Independent is galling to readers who disagree with his views.

The Internet has given Fisk a more international audience, though The Independent recognized the popularity of Fisk's articles and now charges readers to access them. Some articles are available for free at a Web site devoted to Fisk's work (www.robert-fisk.com), where readers deluge Fisk with requests and plaudits. "I have been an admirer of your work for many years," a public defender from West Virginia recently wrote on the site. "You are an inspiration to many of us; please keep up the good fight."

That's a good description of what Fisk is doing: fighting. The type of journalism he practices is pugilistic and he holds nothing back. Fisk says his style is the most principled kind of writing he can do -- and that he'll never alter it. At a time when the Middle East is a cauldron of violence, Fisk's voice of authority is an important one to hear, whether you agree with him or not.

ARTICLE 19 WORKLOAD

19.0 The parties agree to establish a committee of three (3) faculty appointed by the Association President and approved by the Executive Board and three (3) administrators appointed by the Superintendent-President for the purpose of replacing the activity point workload system with one that is less complicated, manageable, and meets our technology needs. This committee will also determine the feasibility of providing adjunct instructors with rehire rights and examine load limits for regular faculty.

The District and the Association will appoint the committee members by May 15, 2012. The committee will meet in September 2012, provide a progress report by Thanksgiving, and complete its task by February 1, 2013 at which time the committee will provide its recommendations to the Association and the Superintendent-President. The parties agree to meet and negotiate the recommendations by March 15, 2013. (Adopted 5/16/12)

19.1 Work Assignments:

19.101 The District recognizes that there are a number of different kinds of professional responsibilities being performed by members of the unit and that said members may best discharge their professional duties by following varied academic work patterns.

19.102 An instructor contact hour is defined as fifty (50) clock minutes of instruction. No more than one classroom clock hour shall be counted in a sixty-(60) minute clock hour.

19.103 In multiple hour classes, a course will be scheduled to have a ten (10) minute passing period. For example: Tuesday and Thursday, 8 a.m. to 9:20 a.m.; Monday and Wednesday, 9:30 to 10:50 a.m. This schedule pattern maximizes FTEs that may be claimed for these courses.

19.104 All faculty will develop and assess SLOs/SAOs. (Adopted 5/16/12)

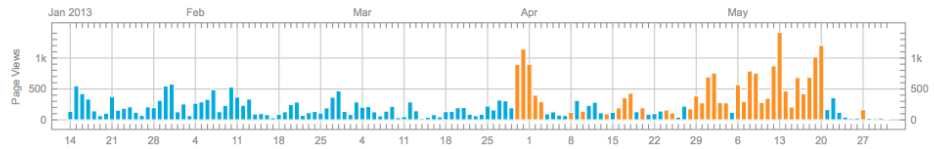
19.105 Adjunct faculty may receive two (2) hours of pay per semester to conduct SLO/SAO assessments with support of the dean or other faculty. This compensation will be at Category 3. (Adopted 5/16/12)

19.106 In disciplines with no full-time faculty to create and assess SLOs/SAOs an adjunct faculty member may receive up to five (5) hours of pay per semester with support from the dean or other faculty. This compensation will be at Category 3. (Adopted 5/16/12)

History 3-Spr2013-OL

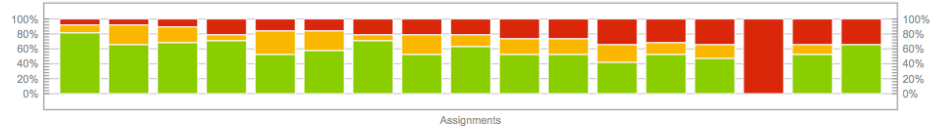
Activity

Each bar represents the number of page views on that day. An orange bar indicates that some user took an action within the course on that day.



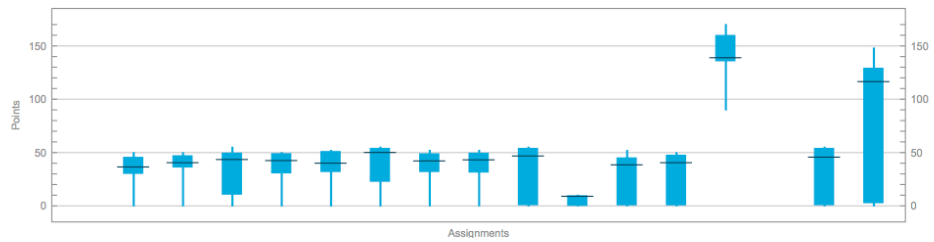
Assignments

Each bar is an assignment. The green layer represents the percentage of students that turned in the assignment on time. Assignments that are late are yellow, and missing assignments are red.



Grades

Each bar is one assignment. The thin vertical whisker extends from the lowest score for any student in the course to the highest score. The thicker bar extends from the 25th percentile to the 75th, with the median marked.



Student ▾	Page Views ▾	Participations ▾	Assignments	Current Score ▾
Azurdia, Jonathan				90.1%
Bautista, Lota				93.4%
Bruns, Jessica				55.3%
Castaneda, Alexandria				93.5%
Cho, Dahye				17%
Church, Megan				96.9%
Cooley, Evan				86.4%
Stephanie Cousins				80.2%
Cruz, Jeaneen				79.5%

Multimedia Essay Rubric

Multimedia Essay Rubric						
Criteria	Ratings					Pts
<p>■ SLO-3a: Overall</p> <p>view longer description</p> <p>threshold: 35 pts</p>	<p>Clear, well-written essay, with excellent analysis and a proven thesis</p> <p>50 pts</p>	<p>Fairly clear essay with a good analysis</p> <p>40 pts</p>	<p>Discussion of topic, but not clearly argued; no clear unifying theme</p> <p>35 pts</p>	<p>Poorly written essay; some ideas but not sustained argument or theme</p> <p>25 pts</p>	<p>Inadequate presentation of the assignment</p> <p>0 pts</p>	50 pts
<p>■ SLO-3b: Primary Documents</p> <p>view longer description</p> <p>threshold: 25 pts</p>	<p>Excellent presentation and analysis of primary documents</p> <p>35 pts</p>	<p>Good presentation and analysis of primary documents</p> <p>30 pts</p>	<p>Some examples from documents presented, but little analysis</p> <p>25 pts</p>	<p>Few examples presented; little analysis or integration</p> <p>20 pts</p>	<p>No examples from the primary evidence</p> <p>0 pts</p>	35 pts
<p>■ SLO-3c: Visual Evidence</p> <p>view longer description</p> <p>threshold: 25 pts</p>	<p>Excellent presentation and analysis of primary visual evidence</p> <p>35 pts</p>	<p>Good presentation and analysis of visual evidence</p> <p>30 pts</p>	<p>Some examples of visual evidence presented, but little analysis</p> <p>25 pts</p>	<p>Few examples presented; little analysis or integration</p> <p>20 pts</p>	<p>No examples from the visual evidence</p> <p>0 pts</p>	35 pts
<p>■ SLO-3d: Other Evidence</p> <p>view longer description</p> <p>threshold: 25 pts</p>	<p>Excellent presentation and analysis of cinema or other evidence</p> <p>35 pts</p>	<p>Good presentation and analysis of cinema or other evidence</p> <p>30 pts</p>	<p>Some examples of cinema or other evidence presented, but little analysis</p> <p>25 pts</p>	<p>Few examples from cinema or other evidence presented; little analysis or integration</p> <p>20 pts</p>	<p>No examples from other evidence</p> <p>0 pts</p>	35 pts
<p>■ SLO-3e: Citation of Sources</p> <p>view longer description</p> <p>threshold: 10 pts</p>	<p>Accurate citation of all sources; with quotation marks</p> <p>15 pts</p>	<p>Accurate quotation & citation of most sources</p> <p>12 pts</p>	<p>Partial quotation & citation of sources</p> <p>10 pts</p>	<p>Little quotation or citation of sources</p> <p>5 pts</p>	<p>No quotation or citation of sources</p> <p>0 pts</p>	15 pts
Total Points: 170						

Comment
1 of 8

Megan Church

Professor Dale Crandall-Bear

History 3

May 5, 2013

The Lasting Impact of Colonialism

Though France pursued an aggressive policy of colonial expansion during the 19th century, there was a great division in France's public approval for these expansion efforts. The opposition cried, "Don't these populations, these inferior races, have the same rights as you? Aren't they masters of their own houses? Have they called upon you? You come to them against their will, you offer them violence, but not civilization." (Ferry). While opponents suggested that colonialism was just another form of slavery and contradicted "The Declaration of Rights and Man." Jules Ferry offered rebuttals to these claims in "A Defense of French Colonial Expansion" stating that though "The Declaration of the Rights of Man" did originate in France, these innate rights of man do not pertain to inferior races. He proclaimed the commonly held view of the time, that civilized nations were superior races, and as such should claim rights over inferior races. "I repeat that superior races have a right, because they have a duty. They have the duty to civilize inferior races."

This suggestion of Ferry's is resonant of "The Strong Will Survive and Conquer" by Karl Pearson, where Pearson scorns the ideas of those who oppose growth and expansion. The competition for trade-routes, free markets, raw material, and food supply spurred the greater nations on in their desire for power and economic growth. Pearson adamantly claimed that people in opposition to this competition for colonies are

Grading

Multimedia Essay Rubric						
Criteria	Ratings					Pts
SLO-3a: Overall view longer description threshold: 35 pts	Clear, well-written essay, with excellent analysis and a proven thesis 50 pts	Fairly clear essay with a good analysis 40 pts	Discussion of topic, but not clearly argued; no clear unifying theme 35 pts	Poorly written essay; some ideas but not sustained argument or theme 25 pts	Inadequate presentation of the assignment 0 pts	50 / 50 pts
SLO-3b: Primary Documents view longer description threshold: 25 pts	Excellent presentation and analysis of primary documents 35 pts	Good presentation and analysis of primary documents 30 pts	Some examples from documents presented, but little analysis 25 pts	Few examples presented; little analysis or integration 20 pts	No examples from the primary evidence 0 pts	30 / 35 pts
SLO-3c: Visual Evidence view longer description threshold: 25 pts	Excellent presentation and analysis of primary visual evidence 35 pts	Good presentation and analysis of visual evidence 30 pts	Some examples of visual evidence presented, but little analysis 25 pts	Few examples presented; little analysis or integration 20 pts	No examples from the visual evidence 0 pts	25 / 35 pts
SLO-3d: Other Evidence view longer description threshold: 25 pts	Excellent presentation and analysis of cinema or other evidence 35 pts	Good presentation and analysis of cinema or other evidence 30 pts	Some examples of cinema or other evidence presented, but little analysis 25 pts	Few examples from cinema or other evidence presented; little analysis or integration 20 pts	No examples from other evidence 0 pts	30 / 35 pts
SLO-3e: Citation of Sources view longer description threshold: 10 pts	Accurate citation of all sources; with quotation marks 15 pts	Accurate quotation & citation of most sources 12 pts	Partial quotation & citation of sources 10 pts	Little quotation or citation of sources 5 pts	No quotation or citation of sources 0 pts	15 / 15 pts

canvas

[Courses](#) ▾
 [Assignments](#) ▾
 [Grades](#)
[Calendar](#)

Hist3-S13-OL

Home

Syllabus

Announcements

Modules

Assignments

Discussions

Pages

Files

Grades

Conferences

Outcomes

People

Collaborations

Quizzes

Settings

[Home](#) > [Hist3-S13-OL](#) > [Outcomes](#) > [SLO-3a: Overall](#)

[← Back to Outcomes](#)

Aligned Items

- [Multimedia Essay](#)

Outcome Artifacts

- [Woods, Joshua](#) , [Multimedia Essay](#)
 35 out of 50 (✔ mastered)
 attempt #1, May 27 at 12:32pm
[all outcome results for this student](#)
- [Nguyen, Lisa Thuy](#) , [Multimedia Essay](#)
 40 out of 50 (✔ mastered)
 attempt #1, May 23 at 2:19pm
[all outcome results for this student](#)
- [Murphy, Lindsey](#) , [Multimedia Essay](#)
 50 out of 50 (✔ mastered)
 attempt #1, May 23 at 2:17pm
[all outcome results for this student](#)
- [Lundstrom, Margaret](#) , [Multimedia Essay](#)
 50 out of 50 (✔ mastered)
 attempt #1, May 23 at 2:11pm
[all outcome results for this student](#)
- [Rosalyn Lomack](#) , [Multimedia Essay](#)
 40 out of 50 (✔ mastered)
 attempt #1, May 23 at 2:08pm
[all outcome results for this student](#)
- [Williams, Jennifer](#) , [Multimedia Essay](#)
 35 out of 50 (✔ mastered)
 attempt #1, May 23 at 2:03pm
[all outcome results for this student](#)
- [Crystal Hunter](#) , [Multimedia Essay](#)
 40 out of 50 (✔ mastered)
 attempt #1, May 23 at 1:51pm
[all outcome results for this student](#)
- [Alex Thackara](#) , [Multimedia Essay](#)
 35 out of 50 (✔ mastered)
 attempt #1, May 23 at 1:40pm
[all outcome results for this student](#)
- [King, Laura](#) , [Multimedia Essay](#)
 40 out of 50 (✔ mastered)
 attempt #1, May 23 at 1:33pm
[all outcome results for this student](#)
- [Pangilla, Sadie](#) , [Multimedia Essay](#)
 50 out of 50 (✔ mastered)
 attempt #1, May 23 at 12:26pm
[all outcome results for this student](#)

« Previous 1 2 3 Next »

BY INSTRUCTURE

[Help](#) | [Privacy policy](#) | [Terms of service](#) | [Facebook](#) | [Twitter](#)

canvas
Courses ▾
Assignments ▾
Grades
Calendar

Hist3-S13-OL

Home

Syllabus

Announcements

Modules

Assignments

Discussions

Pages

Files

Grades

Conferences

Outcomes

People

Collaborations

Quizzes

Settings

🏠 > Hist3-S13-OL > Outcomes

Outcome	Attempts	Latest Score	Avg Percent
SLO-2	3 attempts <small>from 3 artifacts</small>	1 out of 2	66.66666666666667%
SLO-3e: Citation of Sources	1 attempt <small>from 1 artifact</small>	12 out of 15	80%
SLO-3d: Other Evidence	1 attempt <small>from 1 artifact</small>	30 out of 35	85.7142857142857%
SLO-3c: Visual Evidence	1 attempt <small>from 1 artifact</small>	30 out of 35	85.7142857142857%
SLO-3b: Primary Documents	1 attempt <small>from 1 artifact</small>	30 out of 35	85.7142857142857%
SLO-3a: Overall	1 attempt <small>from 1 artifact</small>	40 out of 50	80%
Outcome 2 for FFT	0 attempts <small>from 0 artifacts</small>	-	-
Outcome 3 for FFT	0 attempts <small>from 0 artifacts</small>	-	-
Outcome 1 For FFT	0 attempts <small>from 0 artifacts</small>	-	-

Show All Artifacts

BY INSTRUCTURE
[Help](#) | [Privacy policy](#) | [Terms of service](#) | [Facebook](#) | [Twitter](#)