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|  Nashua Community College | College Composition ENGL101N-A Spring 2020 |
| Department | Arts, Humanities, Communications & Design |
| Instructor | Patrick Meighan |
| NCC Email | pmeighan@ccsnh.edu |
| Office Hours | By appointment |
| Office Location | Adjunct Faculty Center located in Room 100 |
| CRN | 20884 |
| Class Days/Meeting Time | 1 to 2:50 p.m. Tuesday, Thursday |
| Class Location | Gregg Hall H280 |

Rationale:

College Composition is the gateway course for all NCC students because the ability to write and communicate in a clear, concise manner is important in all college classes and careers. This class focuses both on the writing process and the final product because the steps taken to brainstorm, draft, edit, and revise are what lead to a quality final essay. The skills students learn to research and write compelling, stylistically interesting, grammatically sound, correctly formatted essays will serve them well at NCC and beyond.

Course Description: In this course, students learn to write clearly and effectively for defined audiences through a variety of strategies. Emphasis is on the writing process from pre-writing through drafting, revising and editing. Students gain confidence through learning the basic principles of effective expository composition and the application of these principles in writing essays and documented papers. Students become aware of the variety of strategies, behaviors, habits and attitudes and choose those that help them improve. Students will also read and examine a wide variety of writers and writing styles. This class is a core requirement for all degree programs at NCC. Students who do not satisfactorily place into ENGL101N with the required Accuplacer or SAT scores will be required to enroll in the corresponding Co-Requisite Workshop.

Students are requested to bring their own laptop or tablet to class (we have 10 computers available in the ENGL101 Writing Lab). The device should have Office 365 installation (specifically Word) and wireless capabilities. Here is a link to a free version of Office 365 that all NCC students are eligible to use: <https://www.microsoft.com/en-us/education/products/office>. Be sure to use your CCSNH email address.

Course Competencies

Upon completion of this course, students will be able to:

1. Use the following steps in the writing process as the way to develop writing product:
 - Prewrite
 - Write/draft
 - Revise
 - Edit
2. Adapt the writing process to produce writing product that:
 - Has a focus
 - Is developed

- Is organized
 - Uses language appropriate to the purpose and audience or uses standard written English
 - Uses appropriate format
 - Is a communicating, readable document
3. Recognize writing problems.
4. Experience writing as a complex process involving recursive steps.

Essential Questions

- How does reading make us stronger writers?
- What is the relationship between critical thinking and writing?
- Why are sound research skills essential in today's society?
- Why is revision important in the writing process?
- How does the use of good grammar help us to be articulate communicators?

Required Textbook

The textbook for this class is free and available on Canvas. You can find it under the Textbook button on Canvas. (If you prefer a hard copy, you can buy one at the campus bookstore for \$15.75, but you will still need to use the online version for videos, which are part of some of the chapter readings.)

One book (novel or nonfiction) of your choosing to read during the semester. A used paperback or eBook is fine.

Supplemental Materials

A notebook and pen for class notes
A folder or binder for handouts and essays
Laptop computer or tablet you can type on
A journal of some sort for in-class writing

Instructor's Communication Policy

Email Response Time: 24 hours on weekdays. 48 hours on weekends.

Course Expectations

Course Objectives

- To help you discover and develop your own writing process, style and voice.
- To help you write prose that is organized, grammatically accurate and audience-focused.
- To help you understand the revision process and the importance of revising your own work.
- To increase your confidence in your ability to write.
- To help you develop research skills and methods of documentation.

Course Requirements

- **You will be required to keep a journal for in-class writing based on prompts.**
- **You will be required to read a book of your choosing in any genre.**
- **You will be required to write four (4) essays during the semester.**
 - **Three (3) of these essays will be three to four (3-4) typed pages in length.**
 - **The persuasive essay will be five to seven (5-7) typed pages in length**
 - **Two (2) essays (cause/effect and persuasive essays) will be documented, requiring you to use research methods.**
- All essays must be typed and double-spaced, using MLA format.
- Attach rough drafts and workshop review sheets to all final essays.
- All research papers must be accompanied by a Works Cited page as well as parenthetical, in-text citations or papers will receive an F.
- You will orally present your persuasive argument in a 5-10 minute presentation to the class during the last two weeks of class.
- You are responsible for all missed work. Please refer to the attendance policy.
- Students will be assigned grammar usage lessons. It is your responsibility to teach the class the proper use of the grammar rule on your assigned day.
- There will be occasional quizzes on text and/or lecture material. You will need to take notes during class and while reading.
- Please come to each class prepared with your journal, your notebook, your writing utensils, etc.
- If you are absent, it is your responsibility to get class notes from a classmate and to check Canvas for assignments and handouts.

Teaching Strategies

- Individual and small group exercises on all phases of the writing process, including peer review workshop
- Class discussions
- Examples of each essay style through text selections and class handouts
- Individual writing conferences
- Instructor lecture and student presentations

Attendance

All students are required to attend all classes and are responsible for all assigned work.

Students are expected to be on time and to attend the entire class period. If a student is absent more than four times (or 8 hours), the instructor may recommend an AF, which means the student is withdrawn from class. An AF is calculated into the GPA at the same weight as an F. Coming in late and leaving early will count towards absent hours. Missing class for any reason is no excuse for late or missing work. Please be present and on time.

Late papers

Assignments must be completed by the due dates and submitted on Canvas or at the beginning of class.

Assignments that are turned in late will not be accepted for full credit unless they have been discussed with me prior to the due date and an exception has been granted on a case-by-case basis. Late assignments will be graded one letter grade lower per class day late even in the event of an absence, which means you start with a B even if your paper is perfect. Mistakes will lower your grade below the B. Late papers will not be accepted more than five classes late. If you will be absent and have your work finished, submit it through Canvas to avoid losing a letter grade. Even if your paper is several days late, it is better to turn it in than take a zero. A

zero can mean a 10%-25% lower grade for the course. If you have a medical or other emergency that has kept you from class, contact me when it happens, and we can make arrangements to keep you up to date.

Revisions

Revising is a critical part of writing. You will revise each essay at least once: once based on classmate feedback, and for certain essays (persuasive) once more based on instructor feedback. You may also choose to revise one graded essay for a better grade. **Revision means an entire reworking of the paper, not just correcting grammatical errors.** The original and revised essays must be turned in together for a grade.

Assignment Format

Papers must be typed and double-spaced. Use MLA format. Papers must have one-inch margins. Include your name, my name, course, date and essay type in the left-hand corner of the first page. Your title should be centered on the next line. The title should be original and creative. All pages should include your last name and page number in the upper right-hand corner. Please use Times New Roman 12 point font. Do not put extra space between paragraphs. **(See assignment MLA format sheet.)**

Reading Quizzes

There will be occasional, unannounced quizzes on reading assignments. I encourage you to take notes while reading. You MAY use your notes on reading quizzes.

Usage Lessons

Each week, a student or two will teach the class a short grammar usage lesson, such as comma splices, parallel structure, or run-on sentences. Dates will be assigned in the first week of class. Students should come prepared with a mini-lesson and handout on the day they are to present their usage lessons. This will count as a presentation grade.

Cell Phones

Please turn off your cell phone while you are in class. Put it away and out of sight. If you expect an emergency call, set your phone to vibrate. Should you receive an emergency call while in class, quietly exit the classroom before taking the call. **Text messaging in class is prohibited.**

Grading

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| Narrative Essay | 15 % |
| Cause/Effect Essay (documented research essay) | 25 % |
| Persuasive Essay (documented research essay) | 30 % |
| Process Essay (completed entirely in class) | 10 % |
| Journaling, rough drafts, class participation | 15 % |
| Oral Defense of Persuasive Argument (final exam) | 5 % |

The narrative, cause and effect, and process essays must be 3-4 pages long, not counting the Works Cited page for the cause and effect essay.

The persuasive essay must be 5-7 pages long, not counting the Works Cited page.

The cause/effect essay must have a minimum of three sources, and the persuasive essay must have a minimum of five sources.

Grades will be assigned according to the following department scale:

A = 100 – 94

A- = 93 - 90

B+ = 89 – 87

B = 86 - 84

B- = 83 - 80

C+ = 79 – 77

C = 76 – 74

C- = 73 – 70

D+ = 69 – 67

D = 66 – 64

D- = 63—60

F = 59 or Below

****ALL Humanities and Communications Department courses must use this grading scale when determining final grades.**

Available Support Services

Tutoring, The Writing Center, Available Academic Services: The Academic Success Center, located in the library, offers academic support services which are open to all NCC students looking for additional help with their college assignments. Math tutoring and writing assistance are available. The Writing Center is for any student seeking assistance with the writing process for any class, not just College Composition. For more information and to view the tutoring schedules view here: <http://www.nashuacc.edu/student-services/academic-success-center>

Classroom Accommodations: Students who have a documented disability (physical, learning, or mental health) and require reasonable classroom accommodations must meet with the Disabilities Support Coordinator to set up a NCC Reasonable Accommodation Plan (RAP). If you had an IEP or 504 in high school, you may qualify for a plan. If you would like more information or if you are not sure if you qualify for a plan, please contact Jodi Quinn, Disabilities Support Coordinator, located in The Academic Success Center in the library, 603-578-8900 ext. 1451. View additional information and the application here: <http://www.nashuacc.edu/student-services/academic-success-center/disability-services> In order to receive classroom accommodations, it is the student's responsibility to meet with his/her instructor privately and provide a hard copy of the signed Reasonable Accommodation Plan (RAP) each term the student wants to utilize classroom accommodations even if the student has had that instructor in a previous term.

Audio Record Classroom Lecture: Please note that as a student in this class, you may have a classmate who by permission can audio record class lectures for his/her learning purposes. *Only students with prior written permission* from the instructor or the Disabilities Support Coordinator may audio record class lectures - *for educational purposes only*. Students who audio record class lectures are prohibited from selling, transcribing, or distributing the recordings in *any manner* and are asked to delete the recordings when it is no longer essential for their learning purposes.

Title IX Statement: Classroom instructors at Nashua Community College are encouraged to create and maintain a safe learning environment in which students feel able to share opinions and related life experiences in classroom discussions, in written work, and in meetings with professors. To the greatest extent possible, this information will be kept private. However, staff and faculty have a legal obligation to report information concerning sexual misconduct, violence and exploitation of individuals per federal statute and in compliance with established policies and procedures at Nashua Community College. If you have been subjected to sexual misconduct, violence or

exploitation, we encourage you to contact your Title IX representative Lizbeth Gonzalez, 603-578-8900 x1528_ or lgonzalez@ccsnh.edu for support and assistance. You may also contact Bridges, the local crisis center, for free and confidential services at their 24hr support line 603-883-3044. You do not need to be in a crisis to call.

Additional information including resources can be found at:

New Hampshire Coalition Against Domestic and Sexual Violence:

https://www.nhcadv.org/uploads/1/0/7/5/107511883/nhcadv_catchment_map.pdf

uSafeUS <https://usafeus.org/app3/webviewer.html>

Bridges <https://www.bridgesnh.org/>

Additional Student Support Services: Information on additional support services for NCC students can be found at <http://nashuacc.edu/student-services/where-to-find-assistance-at-ncc>

Department Policies

Students are expected to attend all their regularly scheduled classes, laboratory periods, and other academic exercises. Should an absence from regularly scheduled academic exercise be unavoidable (beyond a student's control), it will be the student's responsibility to communicate with the professor, preferably beforehand, concerning the absence. Documentation of said absence may be required by the professor.

Students are advised that absence from class, for whatever reason, does not excuse them from meeting course requirements and objectives.

If a student is absent more than six hours (for a four-credit course, the total is eight hours) of class time during the term or semester, the instructor may withdraw the student from class using an AF grade, which means an F will be averaged into the GPA. In addition to absences from class, tardiness and leaving class early also calculate into missed class time. To avoid this AF, if a student cannot continue to attend class for any reason, he/she should obtain a withdrawal slip from the registrar and follow the process to officially withdraw. Students should also understand an AF grade can be assigned by an instructor or an administrator at any time for reasons other than poor grade performance or failure to meet attendance requirements e.g., violation of the Student Code of Conduct, disruptive behavior, etc. Students should refer to the student handbook for additional information about the AF policy.

It is the responsibility of the student to make up any missed class work, homework assignment, quizzes, or tests in accordance with the instructor's make-up policy.

Depending on the instructor's policy, late papers may or may not be accepted for full credit. See this syllabus for policy details.

All assignments must be typewritten, unless otherwise instructed by the teacher. Any work that is not typewritten will not be accepted.

Specific policy details for the above are outlined in this syllabus.

Revised: 12/18/17

College Policies

AF Policy: If a student misses more than the number of hours the course meets during a two-week period (e.g. six hours for a three credit course), the faculty may withdraw a student from the course with an "AF" grade. Please note that absences, tardies, and leaving class early all count towards "missed class time."

Students should also understand an AF grade can be assigned by an instructor or an administrator at any time for reasons other than poor grade performance or failure to meet attendance requirements e.g., violation of the Student Code of Conduct, disruptive behavior, etc.

Please be advised that if the behavior of any student (or students) continually disrupts the learning of his/her classmates, the following steps will be taken 1) verbal warning; 2) meeting with instructor and department chair; 3) referral to Vice President of Academic Affairs and/or removal from the course with AF grade.

An "AF" grade is calculated in the GPA as an "F". Students should refer to the student handbook for additional information about the AF policy.

Canvas: All instructors at NCC will be using Canvas. Canvas is the online learning management system used by instructors and learners at Nashua Community College. Instructors may post syllabi, course related documents and grades in Canvas. Students may be required to submit assignments and/or take assessments through Canvas and/or participate in discussion boards.

To directly link to Canvas On Demand tutorials, please visit the following link:

https://community.canvaslms.com/community/answers/guides/video-guide#jive_content_id_Students

If you have forgotten your Easy Login Password information, please visit the following link:

<https://password.ccsnh.edu/accounts/Reset>

If class is ever cancelled because of instructor illness or inclement weather, students will need to check Canvas for their assignments.

College Email System: Nashua Community College has established a College electronic mail ("email") system as a means of the College sending official information to enrolled students, and for students to send communication to their instructors and College personnel. All students registered at NCC will be assigned a College email account/address to be used as the only email address for all email communication: 1) sent to the students from their instructors and from all College personnel; and, 2) sent by the students to their instructors and to all College personnel.

In addition:

- Students should check their College email account regularly to ensure they are staying current with all official communications. Official communication includes, but is not limited to, policy announcements, registration and billing information, schedule changes, emergency notifications and other critical and time sensitive information.

- Students should also check their college email account to be sure that they are current with all email communication from their faculty.
- The student email account/address should be the only e-mail address students use to send email to faculty and College personnel so that student email is recognized and opened.
- This service is provided exclusively to the students of NCC. Accounts are for individual use only, and are not transferable or to be used by any other individual.
- Students using their College email account do so under the policies set forth in the Student Handbook under "Student Computer Conduct Code".

Sensitive Materials Policy: During the semester, in order to cover certain academic topics, there may be occasions to view or discuss material which may not meet the student's own personal definition of appropriateness. At such times, every student has the right to decide not to participate. Every effort will be made by the instructor to notify students in advance of when such sensitive material will be used so that students can make alternative arrangements. Faculty will guide students in the identification of alternate learning opportunities consistent with relevant course objectives so that students opting out of scheduled "sensitive" learning experiences will not be penalized academically in any way. Please note the opportunity to leave the classroom discretely is always available to each student when such sensitive material is being discussed. The student then has the responsibility before the next class meeting to inform the instructor as to the reason for leaving.

Plagiarism Policy: Plagiarism is a serious violation of a student's academic integrity and the trust between a student and his or her teachers. Plagiarism is the act of a person presenting another person's work as if it were his or her own original work. Such acts of plagiarism include, but are not limited to:

1. A student submitting as his or her own work an entire essay or other assignment written by another person.
2. A student taking word for word a section or sections of another person's work without proper acknowledgment of the source and that the material is quoted.
3. A student using statistics or other such facts or insights as if these were the result of the student's efforts and thus lacking proper acknowledgment of the original source.
4. The paraphrasing of another person's unique work with no acknowledgment of the original source.
5. Copying another student's work on a quiz or test.

When a student is found to have plagiarized an academic assignment, it will be up to each instructor to determine the penalty. Depending on the severity of the incident, this could range from a warning to a loss of credit for the assignment. In all cases of plagiarism, the student's program coordinator will automatically be notified and the incident will be documented. If any further incidents of plagiarism are reported to the student's program coordinator, additional sanctions will be imposed. These may include notification of the Vice President of Academic Affairs; loss of credit for the course; suspension or dismissal from a department program; academic probation; and/or expulsion from the College.

Credit Hour Guidelines

1. A credit hour shall be the equivalent of one (1) hour of classroom or direct faculty instruction and a minimum of two (2) hours of out-of-class student work each week for 15 or 16 weeks.
2. A credit hour shall be allocated based on the following:

| Category | Contact Hours per Week | Contact Hours per Sem. (based on minimum 15 |
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| | | week semester) |
| Class | 1 | 15 |
| Laboratory | 2 or 3 | 30-45 |
| Clinical | 3 to 5 | 45-75 |
| Practicum, Fieldwork | 3 | 45 |
| Internship | 3 to 6 | 45-90 |
| Co-op | Variable by Dept. | Variable by Dept. |

Course Calendar

| Week | Month | Day | Class schedule | Assignments | Course Competency |
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| 1 | Jan | 21 | <p>Introduction to ENGL 101. Show don't tell: Sensory detail in writing. "A View from the Bridge"</p> <p>In-class writing assignment: The 5-paragraph essay (three words that describe yourself). Due Jan. 23.</p> <p>Description of first essay: Narrative.</p> <p>In-class journaling: Write about a significant event in your life.</p> <p>Rough draft of Narrative essay is due Feb. 4</p> | <p>Read and take notes on Chapter "PREWRITING" (Assignments are due the following class unless otherwise noted.)</p> <p><i>(Read each link in this chapter in our online textbook. Do not click the "next" button at the end of each link, as this will take you to something you don't necessarily have to read. Instead, when you have read to the bottom of each link, go back to the textbook and click on the next link in the chapter that way. This is true for all the reading in the textbook this semester.)</i></p> | #1 & #4 |
| 1 | Jan | 23 | <p>Share and collect 5-paragraph essay.</p> <p>Read "The Chase"</p> <p>Discussion of thesis; what is the thesis of a Narrative essay?</p> <p>In-class journaling: Write about a time in your life when you did something a bit naughty (no felonies or Class A misdemeanors, please).</p> <p>Discussion of your assignment to choose one book to read during the semester.</p> <p>Choose your book by Jan. 30 and begin reading.</p> | <p>Read and take notes on Chapter "THESIS"</p> | <p>#2 & #4</p> <p>#1 & #2</p> |

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| 2 | Jan. | 28 | <p>Discussion of the three cardinal sins of sentences: fragments, run-ons, comma splices.</p> <p>Handout to practice grammar.</p> <p>Reading: “Shacks”</p> <p>In-class journaling: What tools do you have to build your “shack” in life?</p> <p>Writing assignment: Choose one of your first two prompts (significant event or time you got into mischief) and develop it into your Narrative essay. Topic is due Thursday.</p> | <p>Read and take notes on Chapter “NARRATIVE”</p> <p><i>NOTE: There are quite a few videos in this chapter. While I encourage you watch them all, be sure to watch The Danger of a Single Story Narrative TED talk. Also, pay particular attention to the excellent narrative: 69 Cents by Gary Shteyngart</i></p> | #1, #2 & #4 #4 |
| 2 | Jan. | 30 | <p>Narrative essay topic is due today.</p> <p>Book choice is due today.</p> <p>In-class journaling: Write the title of your book and the author’s name. Why did you choose this particular book?</p> <p><i>Feb. 3—Last day to withdraw with a full refund from full semester courses.</i></p> | <p>Write personal narrative rough draft (4 copies). Due Feb. 4</p> | #1, #2 & #4 |
| 3 | Feb. | 4 | <p>Peer editing of rough draft of Essay #1: Personal Narrative.</p> <p>Structure of peer editing and peer editing sheets. TAKE YOUR TIME!</p> | <p>Read and take notes on the following links in Chapter “ESSAY STRUCTURE:</p> <ul style="list-style-type: none"> • Intros and Outros • Conclusions • Moving Beyond The Five Paragraph Theme | #4 |
| 3 | Feb. | 6 | <p>Complete peer editing. In-class journaling: Reflect on the peer-editing experience.</p> | <p>Revise personal narrative. Final Draft DUE Feb. 11</p> | #3 |

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| 4 | Feb | 11 | <p>Final draft of Narrative Essay is due</p> <p>Discussion of Cause and Effect essay and possible essay topics. Choose a topic by Thursday.</p> <p>Discussion of research and MLA.</p> <p>In-class journaling: Which topic or topics seem most significant to your life?</p> | Read and take notes on Chapter "CAUSE AND EFFECT" | #4 |
| 4 | Feb. | 13 | <p>Cause and Effect reading due</p> <p>Discussion of using library databases for research.</p> <p>In-class journaling: Summarize what you've read in your book so far.</p> <p>Reading: "The Men We Carry in Our Minds"</p> <p>In-class journaling: Who has it tougher today, men or women?</p> | Read and take notes on Chapter "PROPER USE OF SOURCES FOR RESEARCH" | #1, #2 & #4 |
| 5 | Feb. | 18 | <p>Grammar discussion: The comma, restrictive and nonrestrictive clauses.</p> <p>Practice quiz on grammar and MLA style.</p> | Read and take notes on chapter "DRAFTING" | #1, #2 & #4 |
| 5 | Feb. | 20 | <p>Short one-on-on conferences with the professor: Bring the book you're reading.</p> | Read and take notes on Chapter "RESEARCH: SOURCE ANALYSIS" | #1, #2 & #4 |
| 6 | Feb. | 25 | <p>Work on Cause and Effect research. Evaluating sources in the Internet age.</p> | Rough draft of Cause and Effect essay is due March 24. | #2 & #4 |

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| | | | In-class journaling: How do you know whether you can trust a source? | | |
| 6 | Feb. | 27 | Modern threats to information: Video, Russian interference. In-class journaling: How can you know whether you can trust the information in the video we just watched. | Work on collecting and evaluating sources. | #3 |
| 7 | March | 3 | Integrating research into our writing: Introduce, Cite, Explain (I.C.E.) exercise | Two excerpts of your choice from your journals are due March 12 | #2 & #4 |
| 7 | March | 5 | MLA review In-class reading: "Privacy Has a Politics" (handout). In-class journaling: Do you self-censor what you post on social media? Does your social media footprint worry you? | Continue work on collecting and evaluating sources | #2 & #4 |
| 8 | March | 10 | Research: source analysis reading due | Write Cause and Effect introduction. (3 copies) and outline (1 copy) Due March 12 | #1, #2 & #4 |
| 8 | March | 12 | Cause and Effect intros and outlines due today Collect journal excerpts In-class reading: "The Santa Anna" by Joan Didion (handout) In-class journaling (for second half of course): Write about an instance when weather strongly affected your mood. | Write Cause and Effect Rough Draft (4 copies). Due March 24 | #1, #2 & #4 |

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| 9 | March | 16-21 | Spring Break! | | |
| 10 | March | 24 | Peer editing of Cause and Effect essay | Revise Cause and Effect essay. Final Draft Due March 31 | #3 |
| 10 | March | 26 | Complete peer editing of Cause and Effect essay In-class journaling: What surprising fact did you learn from your research about your Cause and Effect topic? <i>March 30—Last day to withdraw with a “W” grade for full semester courses.</i> | Read and take notes on chapter “PERSUASION” | #2 & #4 |
| 11 | March | 31 | Final draft of Cause and Effect Essay due Discussion of Persuasive Essay format and topics Counter-point and rebuttal (Video and College essay examples) In-class journaling: What is the best fast-food sandwich? | Choose Persuasive Essay topic for April 2. Bring laptops to class Thursday for Research Day. | #2 & #3 |
| 11 | April | 2 | Research Day Let’s find sources for your Persuasive Essay. | Read Chapter “RESEARCH: FINDING SOURCES” | #2 & #4 |
| 12 | April | 7 | Research Finding Sources Further discussion of MLA style Discussion of Persuasive essay outline due. | Write Outline, Introduction, and Thesis Statement for Essay #4 Persuasive Essays DUE April 9 . | #1, #2 & #4 |
| 12 | April | 9 | Outline, Introductions and Thesis Statements for Essay #4: Persuasive Essay Due Edit Intros and Thesis statements Short one-on-one instructor | Research and write persuasive essay. Rough draft Due April 14 & 16 | #1, #2 & #4 |

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| | | | conference, discussing outline <i>I will pass around a sign-up sheet for conferences. You can either sign up for April 14 or 16.</i> | | |
| 13 | April | 14 | Rough draft of essay #4: Persuasive Essay due Individual conferences today instead of class. | Research and write persuasive essay. Rough draft Due April 14 & 16 | #1, #2 & #4 |
| 13 | April | 16 | Individual conferences continued today | Revise Persuasive essay. Final draft due April 21 | #3 |
| 14 | April | 21 | Final Draft of Essay #4: Persuasive due Discussion of Process Essay Read in Class: “Dumpster Diving” In-class journaling: What are your thoughts on Eighner’s claim that the very rich and very poor are similar? | Write outline for process essay—come to class on April 23 prepared to write the entire essay in class. Due April 23 | #1, #2 & #4 |
| 14 | April | 23 | Outline for process essay due Write process essay in class | Journal excerpts from second half of the course due April 30 | #3 |
| 15 | April | 28 | Discuss final persuasive presentation requirements In-class journaling: Summary and thoughts on the book you read this semester. Would you recommend it to a friend? Why or why not? | Prepare persuasive oral presentations (5-10 minutes) DUE April 30 and Finals Week | 1, #2 & #4 |
| 15 | April | 30 | Second half journal excerpts due. | Prepare persuasive oral presentations (5-10 minutes) Due April 30 and Finals Week | 1, #2 & #4 |

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| | | | Persuasive oral presentations <i>May 1—Last Day to Withdraw with a Grade of “WP/WF” for Full Semester Courses.</i> | | |
| 16 | May | 5-8 TB A | Finals Week: Persuasive oral presentations | We’re Done! | |

*Targeted competencies refer to the established course competencies listed above.

This schedule is subject to change. In the event of class cancellation due to inclement weather or instructor illness, students are directed to the course Canvas site for an alternate assignment for that day

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|  Nashua Community College | Quantitative Reasoning – MATH103N Spring 2020 |
| Department | Department of Mathematics |
| Instructor | Christine Morris |
| NCC Email | cmorris@ccsnh.edu |
| Telephone Number | (603) 578-8900 ext. 1667 |
| Office Hours | Monday 1:00 – 3:00 Wednesday 8:30-9:30 Wednesday 10:00-12:00 @ ASC – Library |
| Office Location | Room 216 |
| Class Days/Meeting Time | Tuesday & Thursday 8:00 – 9:50 am |
| Class Location | Room 221 |

Rationale:

The ability to apply quantitative reasoning and problem-solving skills has become increasingly more important as our technological society advances. Virtually all areas of study and careers require sound analytical skills.

This course introduces students to a variety of mathematical applications that develop logical and abstract reasoning skills as well as numerical literacy.

Course Description:

This course is designed to expose the student to a wide range of general mathematics. Problem Solving and Critical Thinking skills, along with the use of technology, will be emphasized and reinforced throughout the course as the student becomes actively involved solving applied problems. Topics included: Number Theory and Systems, Functions and Modeling, Finance, Geometry and Measurement, Probability and Statistics, and selected subtopics.

Course Competencies:

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

1. Solve annuity, amortization, and compound interest applications
2. Discuss the fundamentals of set theory
3. Analyze data using statistical tools including charts, histograms, graphs and formulas
4. Model data using equations, graphs, formulas and tables
5. Demonstrate critical thinking and a variety of problem solving strategies
6. Convert data to different units of measurement including English and Metric systems
7. Create and accurately interpret data expressed in a Venn diagram
8. Solve basic problems involving probability and counting principles
9. Solve problems involving basic geometric figures and apply basic geometric principles.

Essential Questions:

- How does the time value of money affect the future value of an investment?
- How can data be organized and represented to provide insight into the relationship between quantities?
- What strategies are available to solve unfamiliar problems?
- How do measurements change when we change dimensions?
- Why is it important to understand how probability is determined?

Required Textbook(s): Thinking Mathematically, 7th Edition, Robert Blitzer, Pearson. ISBN: 9780134683713

Supplemental Materials: A scientific calculator is required for this course. I recommend a TI30X.

Course Expectations:

Attendance/Phones/Laptops:

Attendance is absolutely vital to the student's success in this course. You are expected to attend all classes and to be on time. It is extremely difficult to make up for lost hours of instruction time. You are responsible for all material and information given in class whether present or not.

Please turn off all cell phones and pagers upon entering class. If you need to leave your cell phone on, please use the vibrate mode. Please use appropriate technology etiquette.

Homework and Assignments:

An outline of assignments and practice for each section is attached to this syllabus and can be found on Canvas. The expectation is that you will complete the assignment after each lesson. All assignments and work will be collected and graded on the day of the unit test. Late work will not be accepted. Assignments will be graded based on completeness of work shown. Credit will not be given for solutions only. All work must be organized, labelled and neatly presented.

Your homework not only contributes 10% to your overall course grade, but it is the means by which you practice the material in order to master it and perform well on the corresponding quizzes and tests. It is very important that you set aside an appropriate amount of time each week to do the homework assignments.

Quizzes:

There will be in class quizzes throughout the semester. These will be opportunities for you to receive feedback on your progress before the test. Quizzes may not be made up. If you are late or absent the day of a quiz you will receive a zero.

Tests and Final Exam:

There will be 5 unit tests throughout the semester. I do understand that sometimes life happens and you may be absent the day of the test. For this reason I give you one free pass for exams. Because of this policy I do not allow missed tests to be made up. If you do not use this free pass than your lowest score of the five will be dropped.

The Final Exam must be taken on the scheduled day, which will be announced mid-semester. Only in an extreme case will a makeup be permitted for the final exam. The student must provide documentation for

the absence, and it is the student's responsibility to notify the instructor of the absence prior to the final exam.

Course Cancellation Expectation:

If for some reason I need cancel a class you will be notified through your CCSNH email. I will also have a note posted on the door. In this situation I will post a reading assignment or video related to the lesson on Canvas as well as a practice assignment to be completed before the next class. This will also be the case if campus is closed due to weather or an emergency. You are responsible for the posted lesson and practice assignment.

Statement:

This class is a partnership. We will be engaging in many mathematical discussions both as a whole class and small groups. Be an active participant. Do not let yourself fall behind, nor assume that it is ok to not understand a topic here and there. You should always ask for clarification of anything you do not understand and you are strongly encouraged to communicate any other matters relevant to your learning to me.

Grading:

- Tests 60%
- Quizzes 10%
- Homework and Assignments 10%
- Final Exam (comprehensive) 20%

Your course average will be kept up to date in Canvas as the semester progresses.

Mid-term and final grades are determined according to the following chart.

| | | | | | | | | | |
|----|--------|----|-------|----|-------|----|-------|---|------|
| | | B+ | 87-89 | C+ | 77-79 | D+ | 67-69 | | |
| A | 93-100 | B | 83-86 | C | 73-76 | D | 63-66 | F | < 60 |
| A- | 90-92 | B- | 80-82 | C- | 70-72 | D- | 60-62 | | |

Available Support Services

Tutoring, The Writing Center, Available Academic Services: The Academic Success Center | located in the library offers academic support services which are open to all NCC students looking for additional help with their college assignments. Math tutoring and writing assistance are available. The Writing Center is for any student seeking assistance with the writing process for any class, not just College Composition. For more information and to view the tutoring schedules view here: <http://www.nashuacc.edu/student-services/academic-success-center>

Classroom Accommodations: Students who have a documented disability (physical, learning, or mental health) and require reasonable classroom accommodations must meet with the Disabilities Support Coordinator to set up a NCC Reasonable Accommodation Plan (RAP). If you had an IEP or 504 in high school, you may qualify for a plan. If you would like more information or if you are not sure if you qualify for a plan, please contact Jodi Quinn, Disabilities Support Coordinator, located in The Academic Success Center in the library, 603-578-8900 ext. 1451. View additional information and the application here: <http://www.nashuacc.edu/student-services/academic-success-center/disability-services> In order to receive classroom accommodations, it is the student's responsibility to meet with his/her instructor privately and provide a hard copy of the signed Reasonable Accommodation Plan (RAP) each term the student wants to utilize classroom accommodations even if the student has had that instructor in a previous term.

Audio Record Classroom Lecture: Please note that as a student in this class, you may have a classmate who by permission can audio record class lectures for his/her learning purposes. *Only students with prior written permission* from the instructor or the Disabilities Support Coordinator may audio record class lectures - *for educational purposes only*. Students who audio record class lectures are prohibited from selling, transcribing, or distributing the recordings in *any manner* and are asked to delete the recordings when it is no longer essential for their learning purposes.

Title IX Statement: Classroom instructors at Nashua Community College are encouraged to create and maintain a safe learning environment in which students feel able to share opinions and related life experiences in classroom discussions, in written work, and in meetings with professors. To the greatest extent possible, this information will be kept private. However, staff and faculty have a legal obligation to report information concerning sexual misconduct, violence and exploitation of individuals per federal statute and in compliance with established policies and procedures at Nashua Community College. If you have been subjected to sexual misconduct, violence or exploitation, we encourage you to contact your NCC Title IX representative Lizbeth Gonzalez, 603-578-8900 x1528_ or lgonzalez@ccsnh.edu for support and assistance. You may also contact Bridges, the local crisis center, for free and confidential

services at their 24hr support line 603-883-3044. You do not need to be in crisis to call.

Additional information including resources can be found at:

New Hampshire Coalition Against Domestic and Sexual Violence:

https://www.nhcadv.org/uploads/1/0/7/5/107511883/nhcadv_catchment_map.pdf

uSafeUS <https://usafeus.org/app3/webviewer.html>

Bridges <https://www.bridgesnh.org/>

Additional Student Support Services: Information on additional support services for NCC students can be found at <http://nashuacc.edu/student-services/where-to-find-assistance-at-ncc>

Department Policies

Policy for Students Enrolled in the Co-Requisite Workshop:

The Co-Requisite Workshop is an integral component of this course for students that did not meet the pre-requisite placement requirements. In order to achieve the optimum experience for success, attendance in the Workshop is essential. To that end, a student enrolled in the Co-Requisite Workshop may not miss more than two (2) Workshop classes. In the event that you should miss more than two meetings of the co-requisite workshop you will be dropped from this class and receive an AF grade in the course.

College Policies

AF Policy: If a student misses more than the number of hours the course meets during a two-week period (e.g. six hours for a three credit course), the faculty may withdraw a student from the course with an "AF" grade. Please note that absences, tardies, and leaving class early all count towards "missed class time."

Students should also understand an AF grade can be assigned by an instructor or an administrator at any time for reasons other than poor grade performance or failure to meet attendance requirements e.g., violation of the Student Code of Conduct, disruptive behavior, etc.

Please be advised that if the behavior of any student (or students) continually disrupts the learning of his/her classmates, the following steps will be taken 1) verbal warning; 2) meeting with instructor and department chair; 3) referral to

Vice President of Academic Affairs and/or removal from the course with AF grade.

An "AF" grade is calculated in the GPA as an "F". Students should refer to the student handbook for additional information about the AF policy.

Canvas: All instructors at NCC will be using Canvas. Canvas is the online learning management system used by instructors and learners at Nashua Community College. Instructors may post syllabi, course related documents and grades in Canvas. Students may be required to submit assignments and/or take assessments through Canvas and/or participate in discussion boards.

To directly link to Canvas On Demand tutorials, please visit the following link:

https://community.canvaslms.com/community/answers/guides/video-guide#jive_content_id_Students

If you have forgotten your Easy Login Password information, please visit the following link: <https://password.ccsnh.edu/accounts/Reset>

If class is ever cancelled because of instructor illness or inclement weather, students will need to check Canvas for their assignment.

College Email System: Nashua Community College has established a College electronic mail ("email") system as a means of the College sending official information to enrolled students, and for students to send communication to their instructors and College personnel. All students registered at NCC will be assigned a College email account/address to be used as the only email address for all email communication: 1) sent to the students from their instructors and from all College personnel; and, 2) sent by the students to their instructors and to all College personnel.

In addition:

- Students should check their College email account regularly to ensure they are staying current with all official communications. Official communication includes, but is not limited to, policy announcements, registration and billing information, schedule changes, emergency notifications and other critical and time sensitive information.
- Students should also check their college email account to be sure that they are current with all email communication from their faculty.
- The student email account/address should be the only e-mail address students use to send email to faculty and College personnel so that student email is recognized and opened.

- This service is provided exclusively to the students of NCC. Accounts are for individual use only, and are not transferable or to be used by any other individual.
- Students using their College email account do so under the policies set forth in the Student Handbook under "Student Computer Conduct Code".

Sensitive Materials Policy: During the semester, in order to cover certain academic topics, there may be occasions to view or discuss material which may not meet the student's own personal definition of appropriateness. At such times, every student has the right to decide not to participate. Every effort will be made by the instructor to notify students in advance of when such sensitive material will be used so that students can make alternative arrangements. Faculty will guide students in the identification of alternate learning opportunities consistent with relevant course objectives so that students opting out of scheduled "sensitive" learning experiences will not be penalized academically in any way. Please note the opportunity to leave the classroom discretely is always available to each student when such sensitive material is being discussed. The student then has the responsibility before the next class meeting to inform the instructor as to the reason for leaving.

Plagiarism Policy: Plagiarism is a serious violation of a student's academic integrity and the trust between a student and his or her teachers. Plagiarism is the act of a person presenting another person's work as if it were his or her own original work. Such acts of plagiarism include, but are not limited to:

1. A student submitting as his or her own work an entire essay or other assignment written by another person.
2. A student taking word for word a section or sections of another person's work without proper acknowledgment of the source and that the material is quoted.
3. A student using statistics or other such facts or insights as if these were the result of the student's efforts and thus lacking proper acknowledgment of the original source.
4. The paraphrasing of another person's unique work with no acknowledgment of the original source.
5. Copying another student's work on a quiz or test.

When a student is found to have plagiarized an academic assignment, it will be up to each instructor to determine the penalty. Depending on the severity of the incident, this could range from a warning to a loss of credit for the assignment. In all cases of plagiarism, the student's advisor will be notified and the incident will be documented. If any further incidents of plagiarism are reported to the student's advisor, additional sanctions will be imposed. These may include notification of the Vice President of Academic Affairs; loss of credit for the course; suspension or dismissal from a department program; academic probation; and/or expulsion from the College.

Credit Hour Guidelines

1. A credit hour shall be the equivalent of one (1) hour of classroom or direct faculty instruction and a minimum of two (2) hours of out-of-class student work each week for 15 or 16 weeks.
2. A credit hour shall be allocated based on the following:

| Category | Contact Hours per Week | Contact Hours per Sem. (based on minimum 15 week semester) |
|----------------------|------------------------|------------------------------------------------------------------|
| Class | 1 | 15 |
| Laboratory | 2 or 3 | 30-45 |
| Clinical | 3 to 5 | 45-75 |
| Practicum, Fieldwork | 3 | 45 |
| Internship | 3 to 6 | 45-90 |
| Co-op | Variable by Dept. | Variable by Dept. |

Course Calendar

| Date | Section and Topic | Assignment |
|-------|-----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 01/21 | 9.1 Measuring Length & The Metric System | Section 9.1 – pg. 590 - #1, 7, 13, 17, 23, 27, 35, 41, 45, 47, 67, 69, 71, 81, 83 |
| 01/23 | 9.2 Measuring Area and Volume 9.3 Measuring Weight and Temperature | Section 9.2 – pg. 599 – #1, 5, 11, 13, 15, 21, 23, 27, 35, 37, 53, 55, 67, 75 Section 9.3 – pg. 608 - #3, 7, 11, 13, 19, 23, 31, 33, 39, 49, 73 |
| 01/28 | 10.2 Triangles 10.3 Perimeter 10.4 Area and Circumference | Section 10.2 – pg. 633 - #1, 3, 21, 23, 25 Section 10.3 – pg. 643 - #13, 15, 17, 19, 21, 23, 47, 49, 51 Section 10.4 – pg. 653 - #1, 5, 7, 11, 13, 15, 17, 19, 21, 23, 31, 37 |
| 01/30 | 10.5 Volume and Surface Area 10.6 Right Triangle Trigonometry | Section 10.5 – pg. 663 - #1, 5, 9, 11, 13, 17, 21, 25, 27, 39, 43 Section 10.6 – pg. 672 - #1, 5, 9, 13, 17, 21, 23, 25, 35, 37, 41 |
| 02/04 | Unit 1 Review 8.1 Percent, Sales Tax, and Discounts | Section 8.1 – pg. 501 - #1 – 55 odd |
| 02/06 | Unit 1 Exam 8.2 Income Tax | Section 8.2 – pg. 512 - #1, 3, 5, 7, 15, 17, 19, 21 |
| 02/11 | More 8.2 8.3 Simple Interest | Section 8.3 – pg. 518 - #1, 3, 5, 9, 11, 15, 17, 21, 25, 31, 33 |
| 02/13 | 8.4 Compound Interest | Section 8.4 – pg. 526 - #1, 5, 9, 13, 17, 21, 39, 43, 49 |
| 02/18 | 8.5 Annuities, Methods of Saving, and Investments 8.6 Cars | Section 8.5 – pg. 542 - #1, 5, 11, 15, 21, 25, 27, 33 Section 8.6 – pg. 552 - #1, 3, 5, 9 |

| | | |
|-------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 02/20 | 8.7 The Cost of Home Ownership | Section 8.7 – pg. 561 - # 1, 3, 7, 9 |
| 02/25 | Unit 2 Review 11.1 The Fundamental Counting Principle | Section 11.1 – pg. 698 - #1, 3, 5, 7, 9, 13, 15, 17, 19, 21 |
| 02/27 | Unit 2 Exam 11.2 Permutations | Section 11.2 – pg. 706 - #1, 3, 5, 7, 9, 11, 13, 15, 17, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53 |
| 03/03 | 11.3 Combinations 11.4 Fundamentals of Probability 11.5 Probability using Counting Methods | Section 11.3 – pg. 713 - #1, 3, 5, 7, 13, 17, 29, 31, 33, 35, 37, 39, 41, 43, 45, 49, 53, 57 Section 11.4 – pg. 721 - # 1, 3, 5, 9, 21, 23, 25, 27, 31, 35, 37, 39, 55, 57, 59 Section 11.5 – pg. 729 - #1, 3, 5, 7, 9, 11, 13, 15 |
| 03/05 | 11.6 Events Involving Not and Or; Odds 11.7 Events Involving And; Conditional Probability | Section 11.6 – pg. 741 - #11, 13, 15, 23, 25, 31, 33, 35, 37, 39, 41, 45, 49, 51, 53 Section 11.7 – pg. 753 - #1, 3, 5, 7, 9, 11, 13, 23, 25, 33, 35, 37, 39, 41, 57, 59, 63, 67, 69 |
| 03/10 | Unit 3 Review | |
| 03/12 | Unit 3 Exam 7.3 Systems of Linear Equations in Two Variables | Section 7.3 – pg. 449 - #5, 7, 9, 11, 25, 27, 29, 31, 51, 52, 53, 55 |
| 03/24 | 7.4 Linear Inequalities in Two Variables | Section 7.4 – pg. 460 - #23, 25, 27, 29, 31, 33, 35, 37, 45, 47 |
| 03/26 | 7.5 Linear Programming | Section 7.5 – pg. 466 - #1, 3, 5, 7, 9, 11 |
| 03/31 | Introduction to Linear Programming Project | Handout |
| 04/02 | More Linear Programming and Review | |

| | | |
|-------|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 04/07 | 12.1 Sampling Frequency and Distributions Unit 4 Exam | Section 12.1 – pg. 782 - #1, 3, 5, 7, 17, 22, 23, 24, 25, 26, 27, 28, 31 |
| 04/09 | 12.2 Measures of Central Tendency 12.3 Measures of Dispersion | Section 12.2 – pg. 797 - #1, 5, 7, 9, 11, 13, 17, 21, 25, 31, 37, 39, 49, 51, 53 Section 12.3 – pg. 806 - #1, 5, 17, 19, 27, 29, 30, 31, 32, 33, 35 |
| 04/14 | 12.4 The Normal Distribution 12.5 Problem Solving with the Normal Distribution | Section 12.4 – pg. 819 - #1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 49, 51, 53, 55, 57, 59, 61, 63 Section 12.5 – pg. 826 - #1, 5, 9, 13, 17, 21, 25 |
| 04/16 | 12.6 Scatter Plots, Correlations and Regression Lines | Section 12.6 – pg. 835 - #5, 7, 9, 11, 13, 15, 17, 27, 28, 29, 30 |
| 04/21 | Unit 5 Review 2.1 Basic Set Concepts | Section 2.1 – pg. 61 - #9, 11, 17, 25, 27, 33, 39, 41, 51, 55, 59, 63, 67, 77, 83, 89, 91, 93 |
| 04/23 | Unit 5 Exam 2.2 Subsets | Section 2.2 – pg. 71 - #1, 3, 21, 41, 43 |
| 04/28 | 2.3 Venn Diagrams and Set Operations 2.4 Using Three Sets | Section 2.3 – pg. 84 - #3, 5, 17, 19, 21, 23, 31, 33, 35, 67, 69, 71, 73, 75, 77, 109, 111, 113, 115 Section 2.4 – pg. 94 - # 1, 3, 5, 9, 11, 33, 35, 37, 39, 41, 43 |
| 04/30 | Final Exam Review | |
| TBA | Final Exam | |

[This calendar is subject to change](#)

| | |
|-----------------------------------------------------------------------------------|-------------------------------------------|
|  | Nashua Community College |
| | Science and Adv. Manufacturing Department |
| | PHYS101N-ZZ Physical Science I |
| | Spring 2020 |
| | Instructor: Bob Bragdon |
| | Instructor Email: rbragdon@ccsnh.edu |
| | |

Syllabus Items

[Academic Honesty](#)

[Assessment](#)

[Available Support and Additional Policies](#)

[Canvas Student Orientation](#)

[Course Competencies](#)

[Course Description](#)

[Course Calendar](#)

[Instructor's Communication Policy](#)

[Netiquette](#)

[Overview of Course Structure](#)

[Prerequisites](#)

[Required Resources](#)

Syllabus

Last updated: January 14, 2020

Rationale

Physics encompasses the study of the universe from the largest galaxies to the smallest subatomic particles. Moreover, it's the basis of many other sciences, including chemistry, oceanography, seismology, and astronomy (and can be applied to biology or medical science).

Course Description

This course studies the impact of physics on everyday life. Topics include motion, gravity, heat, electricity and magnetism, waves, sound, light and the physics of the atom. Conceptual understanding is emphasized over mathematical manipulation.

Prerequisites

MATH099N Algebra I or higher or appropriate Accuplacer Score

Course Competencies

| | |
|-------------------------------------------------------------------------------------------------------------------|-------------------------|
| Competency (Knowledge and Skills) Upon Completion of this course students will be able to: | Critical Thinking Level |
| Read and demonstrate an understanding of appropriate physics articles that appear in the general media | Comprehension |
| Plot and interpret simple graphs of physical situations | Application |
| Demonstrate an understanding of direct and inverse relations between physical properties | Application |
| Demonstrate lab techniques based on the scientific method | Application |
| Demonstrate the ability to analyze simple physical situations by identifying the key scientific concepts involved | Analysis |
| Identify and analyze situations in everyday life where physics plays a key role | Analysis |

Essential Questions

How does physics serve to improve our understanding of physical systems?

How do the principles of physics effect your daily life?

Describe something in nature that has become more compelling because of an understanding of physics principles

Is it possible to describe the whole natural world (chemical and biological) with a small number of physical principles? If so, how?

Canvas Student Orientation

If this is your first online course at CCSNH, please complete the online student orientation under the NCC Online Orientation tab. Be sure to check your syllabus to see if the instructor requires the assignments. Also, CCSNH offers the opportunity to familiarize you with online courses at <http://www.ccsnh.edu/students/orientation-online-learning>

Available Technical Support

24/7 Canvas Support: Students and faculty seeking help can now call a toll free number, begin a Live Chat, submit a ticket or search a FAQ knowledgebase, all 24/7 by going to this site: <http://ccsnh.edusupportcenter.com>

CCSNH Online Student Policies:

Students registered for online courses must comply with all policies and guidelines (such as civil rights, disabilities services, harassment, and plagiarism) in the student handbook and other publications of the college offering the course. For more information, refer to: <http://www.ccsnh.edu/online-learning-policies>

Academic Honesty

Students registered in online courses shall abide by the academic honesty principles as defined in the Student Handbook of the college offering the course.

Netiquette

Students shall comply with CCSNH Netiquette as articulated on the system web site <http://www.ccsnh.edu/students/netiquette-at-ccsnh>

Required Resources

Textbooks: Hewitt; Conceptual Physical Science (with Mastering Physics Access); 6th Edition; Pearson; ISBN 9780134060484.

All homework will be completed online using Mastering Physics. Students will need to register online at www.masteringphysics.com. You will need the access code from the textbook (or be prepared to purchase access if you bought a used textbook that didn't come with a code) and the course ID, which is MPBRAGDON7866797.

Materials: Scientific Calculator

Software: In order to successfully use the Canvas Learning Management System you will need to access the internet using either Internet Explorer or Firefox and:

- ✓ JAVA! <http://java.com/en/>
- ✓ ****Java JRE plugin** (very important so that everything in the system works properly!)
- ✓ [Microsoft Office](#) (free with your CCSNH account)
- ✓ [Adobe Acrobat Reader](#) (for viewing and printing PDF files)
- ✓ [Real Player](#) (for viewing streaming video or listening to streaming audio clips)
- ✓ [QuickTime](#) (for viewing QuickTime video)
- ✓ [Flash Player](#) (for viewing animations or using interactive content)
- ✓ [Shockwave Player](#) (for viewing animations or using interactive content)
- ✓ [Windows Media Player](#) (for viewing streaming video or listening to streaming audio clips)

If you are prompted to “only display secure items,” when logged in to Canvas, select “No.”

Hardware:

- ✓ 128 MB of RAM (512MB or higher is highly recommended)
- ✓ 2 GB of free disk space
- ✓ Sound card with speakers (for courses with multimedia)
- ✓ Ethernet or Wireless network card (for high-speed Internet connection) or 56K modem (for dial-up Internet connection)
- ✓ T1, DSL, Cable, or Satellite high-speed connection (56K dial-up will work, but the online course system will run slowly).

Additional information about information about system requirements can be found at <http://www.ccsnh.edu/students/browser-and-operating-system-requirements>.

Textbooks, materials and software are available online at: <http://www.efollett.com> unless specified by your instructor.

- Under “Select your Bookstore”, choose “New Hampshire”
- Under “Select Your Institution”, choose the campus offering the course.

Overview of Course Structure

Weekly modules will be posted in the content and assignments area on Sunday evening, with all work required for each module to be completed by midnight the following Sunday. There are two exceptions to this – the first module is not due until Sunday February 2nd, and there is no module due the weekend of Spring Break.

Each module will represent one chapter of the text, and will generally have the following:

- a) Required Reading
- b) Homework Assignments on Mastering Physics
- c) Lab assignments using physics simulations found on the PhET website
- d) A discussion board question pertaining to the chapters

In addition, there are 3 exams that will be given after the Mechanics section (covering chapters 1-5), after the Electricity and Magnetism section (covering chapters 6-9), and at the end of the course (covering chapters 10-13). The exams are given on Mastering Physics. Once you start a given exam, you will have three hours to complete it, and it may not be restarted.

There will be an optional Final Exam that will cover all the material in the class. The grade for the Final Exam will replace your lowest exam score. The format for the Final Exam will be similar to that of other 3 exams.

Course Expectations:

Discussion board responses must be done during the assigned week. There will be no credit given for late responses.

Homework and lab assignments that are late will be penalized by 5% per day they are late, up to a maximum deduction of 50%.

The exams must be done during the assigned week (unless there are exceptional circumstances), and once started must be completed in 3 hours.

Online Course Participation:

“Attendance” in an online course is indicated through academic engagement, including but not limited to:

- Submitting an academic assignment
- Taking an exam
- Participating in an interactive tutorial or computer-assisted instruction
- Attending a study group that was assigned by the institution
- Contributing to an academic online discussion (e.g. posting and responding to Discussion Board)
- Initiating contact with the faculty member to ask a question about the academic subject studied in the course.

Lack of participation in an online course will count as missed class time per the college’s AF policy.

Instructor's Communication Policy

Email Response Time: Response within 24 hours during the week and within 48 hours on the weekend

Assignment/Homework Response Time: All homework and assignments will be graded within one week of submission

Assessment

| Assignment | Weight |
|---------------------------|---------------------|
| Discussion Board Postings | 15% |
| Mastering Physics | 20% |
| Simulations (Labs) | 20% |
| Exams | 45% (3 at 15% each) |
| Total | 100% |

Grading:

| | | | | |
|----------------|-------------|-----------|-----------|-----------|
| 93 or above: A | 90-92: A - | 87-89: B+ | 83-86: B | 80-82: B- |
| 77-79: C+ | 73-76: C | 70-72: C- | 67-69: D+ | 63-66: D |
| 60-62: D- | under 60: F | | | |

Available Support Services

Tutoring, The Writing Center, Available Academic Services: The Academic Success Center, located in the library, offers academic support services which are open to all NCC students looking for additional help with their college assignments. Math tutoring and writing assistance are available. The Writing Center is for any student seeking assistance with the writing process for any class, not just College Composition. For more information and to view the tutoring schedules view here: <http://www.nashuacc.edu/student-services/academic-success-center>

Classroom Accommodations: Students who have a documented disability (physical, learning, or mental health) and require reasonable classroom accommodations must meet with the Disabilities Support Coordinator to set up a NCC Reasonable Accommodation Plan (RAP). If you had an IEP or 504 in high school, you may qualify for a plan. If you would like more information or if you are not sure if you qualify for a plan, please contact Jodi Quinn, Disabilities Support Coordinator, located in The Academic Success Center in the library,

603-578-8900 ext. 1451. View additional information and the application here: <http://www.nashuacc.edu/student-services/academic-success-center/disability-services> In order to receive classroom accommodations, it is the student's responsibility to meet with his/her instructor privately and provide a hard copy of the signed Reasonable Accommodation Plan (RAP) each term the student wants to utilize classroom accommodations even if the student has had that instructor in a previous term.

Audio Record Classroom Lecture: Please note that as a student in this class, you may have a classmate who by permission can audio record class lectures for his/her learning purposes. **Only students with prior written permission** from the instructor or the Disabilities Support Coordinator may audio record class lectures - *for educational purposes only*. Students who audio record class lectures are prohibited from selling, transcribing, or distributing the recordings in *any manner* and are asked to delete the recordings when it is no longer essential for their learning purposes.

Title IX Statement: Classroom instructors at Nashua Community College are encouraged to create and maintain a safe learning environment in which students feel able to share opinions and related life experiences in classroom discussions, in written work, and in meetings with professors. To the greatest extent possible, this information will be kept private. However, staff and faculty have a legal obligation to report information concerning sexual misconduct, violence and exploitation of individuals per federal statute and in compliance with established policies and procedures at Nashua Community College. If you have been subjected to sexual misconduct, violence or exploitation, we encourage you to contact your NCC Title IX representative Lizbeth Gonzalez, 603-578-8900 x1528_ or lgonzalez@ccsnh.edu for support and assistance. You may also contact Bridges, the local crisis center, for free and confidential services at their 24hr support line 603-883-3044. You do not need to be in crisis to call.

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New Hampshire Coalition Against Domestic and Sexual Violence:
https://www.nhcadv.org/uploads/1/0/7/5/107511883/nhcadv_catchment_map.pdf

uSafeUS <https://usafeus.org/app3/webviewer.html>

Bridges <https://www.bridgesnh.org/>

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College Policies

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Students should also understand an AF grade can be assigned by an instructor or an administrator at any time for reasons other than poor grade performance or failure to meet attendance requirements e.g., violation of the Student Code of Conduct, disruptive behavior, etc.

Please be advised that if the behavior of any student (or students) continually disrupts the learning of his/her classmates, the following steps will be taken 1) verbal warning; 2) meeting with instructor and department chair; 3) referral to Vice President of Academic Affairs and/or removal from the course with AF grade.

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24/7 Canvas Support: Students and faculty seeking help can now call a toll free number, begin a Live Chat, submit a ticket or search a FAQ knowledgebase, all 24/7 by going to this site: <http://www.ccsnh.edu/online-resources>

From your Canvas account, please click on the "Help" button at the bottom right of your screen. This menu will bring up a menu of options

To directly link to Canvas On Demand tutorials, please visit the following link:

<https://community.canvaslms.com/docs/DOC-10701>

If you have forgotten your Easy Login Password information, please visit the following link: <https://passwordstu.ccsnh.edu/>

College Email System: Nashua Community College has established a College electronic mail ("email") system as a means of the College sending official information to enrolled students, and for students to send communication to their instructors and College personnel. All students registered at NCC will be assigned a College email account/address to be used as the only email address for all email communication:

1) sent to the students from their instructors and from all College personnel; and, 2) sent by the students to their instructors and to all College personnel.

In addition:

- Students should check their College email account regularly to ensure they are staying current with all official communications. Official communication includes, but is not limited to, policy announcements, registration and billing information, schedule changes, emergency notifications and other critical and time sensitive information.
- Students should also check their college email account to be sure that they are current with all email communication from their faculty.
- The student email account/address should be the only e-mail address students use to send email to faculty and College personnel so that student email is recognized and opened.
- This service is provided exclusively to the students of NCC. Accounts are for individual use only, and are not transferable or to be used by any other individual.
- Students using their College email account do so under the policies set forth in the Student Handbook under "Student Computer Conduct Code".

Sensitive Materials Policy: During the semester, in order to cover certain academic topics, there may be occasions to view or discuss material which may not meet the student's own personal definition of appropriateness. At such times, every student has the right to decide not to participate. Every effort will be made by the instructor to notify students in advance of when such sensitive material will be used so that students can make alternative arrangements. Faculty will guide students in the identification of alternate learning opportunities consistent with relevant course objectives so that students opting out of scheduled "sensitive" learning experiences will not be penalized academically in any way. Please note the opportunity to leave the classroom discretely is always available to each student when such sensitive material is being discussed. The student then has the responsibility before the next class meeting to inform the instructor as to the reason for leaving.

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1. A student submitting as his or her own work an entire essay or other assignment written by another person.
2. A student taking word for word a section or sections of another person's work without proper acknowledgment of the source and that the material is quoted.
3. A student using statistics or other such facts or insights as if these were the result of the student's efforts and thus lacking proper acknowledgment of the original source.

4. The paraphrasing of another person's unique work with no acknowledgment of the original source.
5. Copying another student's work on a quiz or test.

When a student is found to have plagiarized an academic assignment, it will be up to each instructor to determine the penalty. Depending on the severity of the incident, this could range from a warning to a loss of credit for the assignment. In all cases of plagiarism, the student's program coordinator will automatically be notified and the incident will be documented. If any further incidents of plagiarism are reported to the student's program coordinator, additional sanctions will be imposed. These may include notification of the Vice President of Academic Affairs; loss of credit for the course; suspension or dismissal from a department program; academic probation; and/or expulsion from the College.

Credit Hour Guidelines

1. A credit hour shall be the equivalent of one (1) hour of classroom or direct faculty instruction and a minimum of two (2) hours of out-of-class student work each week for 15 or 16 weeks.
2. A credit hour shall be allocated based on the following:

| Category | Contact Hours per Week | Contact Hours per Sem. (based on minimum 15 week semester) |
|----------------------|------------------------|---------------------------------------------------------------|
| Class | 1 | 15 |
| Laboratory | 2 or 3 | 30-45 |
| Clinical | 3 to 5 | 45-75 |
| Practicum, Fieldwork | 3 | 45 |
| Internship | 3 to 6 | 45-90 |
| Co-op | Variable by Dept. | Variable by Dept. |

Course Calendar/Outline
(This calendar is subject to change- See Canvas for assignments)

Content:

| Content Topic | Subtopics (a., b., etc.) |
|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I. Mechanics Chapters 1 – 5 Weeks 1-6 | A. Motion B. Newton's Laws C. Energy D. Momentum E. Gravity F. Fluids |
| II. Thermodynamics Chapters 6 + 7 Weeks 7 & 8 | A. Temperature B. Thermal Expansion C. Heat Capacity D. Heat Transfer E. Laws of Thermodynamics |
| III. Electricity and Magnetism Chapters 8 + 9 Weeks 9 & 10 | A. Electric Forces and Charge B. Electric Potential C. Current D. Magnetic Forces E. Ampere's Law F. Faraday's Law |
| IV. Waves and Sound Chapter 10 Weeks 11 & 12 | A. Vibrations and Waves B. Sound Waves C. Reflection and Refraction of Sound D. Superposition of Wave E. Resonance and Standing Waves F. Diffraction G. Doppler Effect |
| V. Light Chapter 11 Week 13 | A. Electromagnetic Spectrum B. Reflection and Refraction of Light C. Interference and Diffraction of Light D. Color E. Wave-Particle Duality |
| VI. The Atom Chapters 12 + 13 Weeks 14 & 15 | A. Electrons, Protons and Neutrons B. Bohr's Model C. Quantum Mechanics D. The Periodic Table of the Elements E. The Nucleus F. Radioactivity G. Fission and Fusion |

| | |
|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
|  Nashua Community College | Introduction to Psychology PSYC101 – Spring 2019 Online |
| Department | Social, Behavioral and Educational Sciences : Psychology |
| Instructor | David Rondeau, MA |
| NCC Email | drondeau@ccsnh.edu |
| Telephone Number | 603-578-8900 |
| Office Hours | Wednesdays 10-11, Fridays 10-12 & By Appointment |
| Office Location | Gregg Hall Room H279 |
| Class Days/Meeting Time | ONLINE |
| Class Location | FULL ONLINE |

Rationale: The study of Psychology has had a profound impact on the world we live in. Psychological principles are not only used in psychology, but are also an integral part of several fields, including medicine, marketing, social reform, academics and national defense. Psychology is the study of humans and is therefore the study of you. When we understand ourselves, and others, we can impact the course our lives take and be better prepared to take on the challenges that are facing the world today.

Course Description:

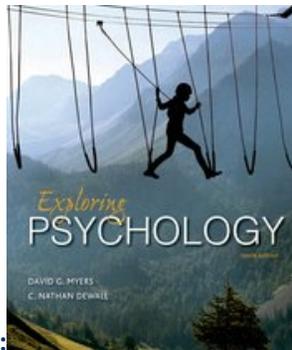
Psychology is the study of cognitions, emotions, and behavior. Core topics include human social behavior, personality, psychological disorders and treatment, learning, memory, human development, biological influences, and research methods. Related topics may include sensation, perception, states of consciousness, thinking, intelligence, language, motivation, emotion, stress and health, cross-cultural psychology, and applied psychology. Psychology also critically evaluates “common sense” assumptions about how people function and relate.

Course Competencies:

1. **Describe the concepts of neurological growth and change, human growth and development, and neuroscience and behavior.**
2. **Explain current controversies regarding the development and types of intelligence, and intelligence/performance testing.**
3. **Apply the principles of cognitive development to learning, memory, emotions, and motivation.**
4. **Describe and apply the principles of critical thinking and analysis to the concept of personality.**
5. **Integrate sensation and perception theory to explain the process of consciousness and altered states of consciousness.**
6. **Discuss and evaluate human social behavior by comparing evolutionary psychology, genetic and behavioral medicine theories with attention paid to the rekindled controversy between nature and nurture theories.**

Essential Questions:

- Is heredity (nature) or environment (nurture) more influential to human behavior?
- Is human personality the product of learning and conditioning or is it more complex?
- What motivates human behavior?
- How is psychology a scientific enterprise?
- How does knowing the structure and functions of the nervous system help us to understand how we function?
- How does psychology challenge the “common sense” that people hold?
- How does the study of psychological science and theories affect our own lives, and how does it affect how we look at the lives of others, whether they are close to us or in larger society?



Required Textbook(s):

Exploring Psychology with Launchpad, Eleventh Edition. Authors: David Myers and C. Nathan DeWall. ISBN-13: 978-1-319-10419-1

****LAUNCH PAD ACCESS REQUIRED****

ISBN: 9781319092801

Course Expectations:

1. Instructional methods will include reading from the text, launch pad and learning curve assignments, video activities, lecture slides, discussion forums and journal assignments. Textbook chapters are expected to be read prior to attempting course quizzes`. The study of Psychology is both historical and contemporary and we will often relate our textbook material to the news and current events. Various supplemental short readings will be assigned and discussed to support this connection.
2. Online Quizzes will be taken for each chapter and you can take each quiz up to three times and the highest grade will be kept.
3. Whenever you email me please note your which class you are in at the start of the email. I teach several sections per semester and also advise more than eighty students so identifying which course is very helpful.
4. It is expected that students will exhibit personal responsibility for their performance in the course. This is demonstrated by communicating with me regarding any class issues

(For example: expected time away from the course material, difficulty understanding material, etc.)

5. Students **MUST** check their email and Canvas messages regularly- *multiple times per week*. Not checking your email and sending me a note saying "*I just saw this*" will not be accepted as an excuse for missing the instruction or assignments. It is an online class so regular engagement is expected.
6. **Read the syllabus.** Most questions that are asked during the semester are explained in this document.
7. Late work is generally not accepted. See the Department Policy section of the syllabus for details. When accepted at all, a 15 point penalty per day is applied. After three days the work will not be accepted. All Launch Pad assignments are available to work on for at least a week. Late work usually results from procrastination followed by some "event" at that last minute which the student reports prevented them from completing the assignment. Should you wish to speak to me about why you were unable to complete an assignment by the due date I will assess each situation on an individual basis. I will expect documentation be provided to support any claim of inability to complete an assignment due to external factors or illness. Keep in mind if the assignment was available for a week a glitch 30 minutes before the due date is not a valid excuse so please plan ahead and be proactive.
8. Each semester at the end of the semester some students ask to be allowed to go back and make up work they missed earlier in the semester or to have "extra credit" work made available to them. They will at times explain how important it is that their grade be a certain level. The answer will always be no to these late requests to get serious about a full term course. The time to worry about your grade is during the semester. Closing week prayers for a "do-over" are unfair to your classmates who worked hard week after week to meet deadlines. You should understand the content builds sequentially. Completing work from chapter two at the end of the semester has little learning value. If you need a certain grade that is your responsibility and you should approach the work with that in mind. I will help you in any way I can if you reach out to me during the term. I can't help you at the end once the term is wrapping up.
9. Stay caught up and reach out for help or support as soon as you start to struggle. I am here to help you but in an online format it is not as easy to detect a struggling student. Don't wait until it's too late to ask for added support. I am happy to talk with you by phone, host an online zoom meeting or have you in during office hours for some extra help. You only need ask.
10. Students should be aware that ALL assignments must be completed for the course in order to receive credit.
11. This instructor does not give or accept extra credit assignments.

12. Under no circumstances will discussion boards be accepted late for any reason as they do not work as intended after peers have completed posting and replying.
13. Make-up tests/examinations will be arranged at the discretion of the instructor, taking into account both the student and instructor's schedules. Any excuse for a missed exam will require written documentation. Simply forgetting or losing track of due dates will NOT be justification for a make up exam.
14. All assignments must be typewritten; handwritten assignments will not be accepted. Do not upload in pages (Apple) format to Canvas or via email attachment. An attachment that cannot be read is the same as one not submitted.
15. Canvas discussions are an important component of the course. It is the responsibility of the student to participate and successful participation means posting early and checking back **in at least three times** during the assignment period.
16. If a student has an issue with technology or if an unforeseen circumstance (long term power outage due to weather, emergency medical situation) impacts participation – the student will contact the instructor immediately to explain the situation or make arrangements. **You are expected to attempt to find internet access at a café, public wifi or the college campus or library.** The mere absence of internet at your home within the final hours of an assignment period is not an acceptable excuse to miss due dates. Documentation of emergencies or outages is required.
17. Sometimes students share personal information that parallels our class discussions. Students are cautioned about what they choose to share. However, this shared information must remain confidential.

Grading:

Include a grade weight breakdown showing the specific components of the student's final grade. For example:

10% Online Launch Pad Learning Curve and other chapter assignments

15% Online Chapter Quizzes (Best grade of three attempts)

20% Canvas Discussion Posts and Other Canvas Assignments

15% Research Skills Project

40% Module Exams

Grades will be assigned according to the following department scale:

| | | |
|------------|-------------|-------------|
| A : 100-94 | B- : 83-80 | D+: 69-67 |
| A-: 93-90 | C + : 79-77 | D: 66-64 |
| B+: 89-87 | C: 76-74 | D-: 63-60 |
| B: 86-84 | C-: 73-70 | F: Below 60 |

Course Calendar

| Module Date | Topic | Assignment Due | Targeted Competencies* |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| MODULE ONE 1/21 -2/16 | Introduction to course, syllabus, <i>Thinking Critically With Psychological Science</i> <i>The Biology of Behavior</i> <i>Consciousness and The Two Track Mind</i> <i>Developing Through The Lifespan</i> | Chapter 1 Welcome Assignments (1/26) Chapter 2 (2/2) Chapter 3 (2/9) Chapter 4 (2/16) MODULE ONE EXAM (Chs 1-4) 2/18/20 | 1,2,3,4,5 |
| MODULE TWO 2/17-3/15 | <i>Sex, Gender and Sexuality</i> <i>Sensation and Perception</i> <i>Learning</i> <i>Memory</i> | Chapter 5 (2/23) Chapter 6 (3/1) Chapter 7 (3/8) Chapter 8 (3/15) MODULE TWO EXAM (Chs 5-8) 3/17/20 | 3,5,6,7 |
| MODULE THREE 3/21-4/12 | <i>Thinking Language and Intelligence</i> <i>Motivation and Emotion</i> <i>Stress, Health and Human Flourishing</i> <i>Social Psychology</i> | Chapter 9 (3/29) Chapter 10 (3/29) Chapter 11 (4/5) Chapter 12 (4/12) MODULE THREE EXAM (Ch 9-12) (4/14/20) | 2,3,5,6,7 |
| MODULE FOUR 4/13-5/5 | <i>Personality</i> <i>Psychological Disorders</i> <i>Therapy</i> | Chapter 13 (4/19) <i>Research skills Project Due 4/19</i> Chapter 14 (4/26) Chapter 15 (5/3) MODULE FOUR EXAM (Chs 13-15) 5/7/20 | 3,5,6,7 |

*Targeted competencies refer to the established course competencies listed above.

This schedule is subject to change. In the event of class cancellation due to inclement weather or instructor illness, students are directed to the course Canvas site for an alternate assignment for that day.

Available Support Services

Tutoring, The Writing Center, Available Academic Services: The Academic Success Center | Room 100 offers academic support services which are open to all NCC students looking for additional help with their college assignments. Math tutoring and writing assistance are available. The Writing Center is for any student seeking assistance with the writing process for any class, not just College Composition. For more information and to view the tutoring schedules view here: <http://www.nashuacc.edu/student-services/academic-success-center>

Classroom Accommodations: Students who have a documented disability (physical, learning, or mental health) and require reasonable classroom accommodations must meet with the Disabilities Support Coordinator to set up a NCC Reasonable Accommodation Plan (RAP). If you had an IEP or 504 in high school, you may qualify for a plan. If you would like more information or if you are not sure if you qualify for a plan, please contact Jodi Quinn, Disabilities Support Coordinator, located in The Academic Success Center (Room 100), 603-578-8900 ext. 1451. View additional information and the application here: <http://www.nashuacc.edu/student-services/academic-success-center/disability-services> In order to receive classroom accommodations, it is the student's responsibility to meet with his/her instructor privately and provide a hard copy of the signed Reasonable Accommodation Plan (RAP) each term the student wants to utilize classroom accommodations even if the student has had that instructor in a previous term.

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Department Policies

Missing classes and not keeping up with the chapter reading and homework will most likely cause you to feel confused and reduce the chances of succeeding in the course. When you study without having been to class you are learning the material for the first time. When you study after you have been to class you are reviewing. Attendance is especially important in our class since here learning is cumulative with each class building on the previous one. If you fall behind it becomes increasingly difficult to catch up.

Students are expected to attend ALL classes and log into Canvas during any online weeks and library reserve assignments. This is essential to your academic success at college and specifically to this class.

Students are expected to be on time. Students are expected to check email at least twice a week.

Students are responsible for any information presented in class. If you must be absent, contact one of your peers for missed notes.

An assigned paper is LATE if it is not turned in at the beginning of class (or if in an online week) on the day it is due. A late paper will be penalized 10 points for every day it is late. After 3 days, the paper will not be accepted. Problems with your computer, printer, disk or CD are not valid reasons for work being turned in late.

There are no extra credit opportunities in this course. Students are expected to submit all assessment to demonstrate proficiency of the student learning objectives.

Under EXTREME circumstances (accompanied by a doctor's note) students may make-up an examination at a time and place agreed upon by the student and the instructor. The make-up examination must be done within 5 days from the original scheduled exam date.

Please turn off all cell phones and any other devices. If you need to have it on, please notify me at the beginning of class and then use the vibrate mode. Please no texting during class. If this does occur more than once after a warning, a meeting with the instructor will be required.

College Policies

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https://community.canvaslms.com/community/answers/guides/video-guide#jive_content_id_Students

If you have forgotten your Easy Login Password information, please visit the following link: <https://password.ccsnh.edu/accounts/Reset>

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limited to, policy announcements, registration and billing information, schedule changes, emergency notifications and other critical and time sensitive information.

- Students should also check their college email account to be sure that they are current with all email communication from their faculty.
- The student email account/address should be the only e-mail address students use to send email to faculty and College personnel so that student email is recognized and opened.
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2. A credit hour shall be allocated based on the following:

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|----------------------|------------------------|---------------------------------------------------------------|
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| Laboratory | 2 or 3 | 30-45 |
| Clinical | 3 to 5 | 45-75 |
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