



Fall 2016  
Course Syllabi

***Dakota College at Bottineau***  
***Course Syllabus***

***Instructor:*** Swain Benson

***Course Title & Number:*** ACCT 215/Business in the Legal Environment

***Credits:*** 3

***Prerequisites:*** None

***Course Description:*** The legal environment of business, governmental regulation, contract, and property.

***Required Text:*** *Law for Business*, Ashcroft & Ashcroft, 16<sup>th</sup> Edition

***Course Objectives:***

To become more familiar with lawful and ethical practices in business.

***General Education Goals/Objectives:***

- Goal 1: Explains the interrelationships between humans and their environment and the role of science in their lives.
- Goal 4: Demonstrate effective communication

***Course Content:***

This course introduces the legal environment of business, governmental regulation, contracts, and property. It examines the legal and regulatory environment in which business firms operate.

Topics include:

Part 1: The Legal System and the Legal Environment of Business

- Introduction to Law, Courts and Court Procedure, Business Torts and Crimes  
Government Regulation of Business

Part 2: Contracts

- Nature and Classes of Contracts, Offer and Acceptance, Capacity to Contract, Consideration, Defective Agreements, Illegal Agreements, Written Contracts, Third Parties and Contracts, Termination of Contracts

Part 3: Personal Property

- Nature of Personal Property and Special Bailments

Part 4: Sales

- Sales of Personal Property, Formalities of a Sale, Transfer of Title and Risk in Sales Contracts, Warranties, Product Liability, and Consumer Protection

Part 5: Negotiable Instruments

- Nature of Negotiable Instruments, Essentials of Negotiability, Promissory Notes and Drafts, Negotiation and Discharge, Liabilities of Parties and Holders in Due Course

Part 6: Agency and Employment

- Nature and Creation of an Agency, Operation and Termination of an Agency, Employer and Employee Relations, Employee's Rights, Labor Legislation

Part 7: Business Organization

- Introduction to Business Organization, Creation and Operation of a Partnership, Dissolution of a Partnership, Nature of a Corporation, Ownership of a Corporation, Management and Dissolution of a Corporation

Part 8: Risk-Bearing Devices

- Principles of Insurance, Types of Insurance, Security Devices, Bankruptcy

Part 9: Real Property

- Nature of Real Property, Transfer of Real Property, Real Estate Mortgages, Landlord and Tenant, Will, Inheritances, and Trusts

**DAKOTA COLLEGE AT BOTTINEAU**  
**Fall 2016**  
**ACCT 215 - Business in the Legal Environment**  
**Online**

**Professor:** Dr. George Ackerman,  
*PhD, JD, MBA, MS, Police Officer,*  
*United States Coast Guard, Aux.*

**E-mail:** Please use the in class email.  
  
*Email is preferred since all correspondence must be recorded for the school.*

**Office Location:** Online

**Office hours:** MONDAY TO THURSDAY 11am to 4 pm Eastern  
  
*Do not send texts, I do not use this service.*

**Phone (for emergencies):** 561-667-4209

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**Course Description -**

This course examines and gives an overview of the legal environment of business, including Contracts, Sales of Property, Negotiable Instruments, Agency, Business Organizations, Risk Bearing Devices & Real Property.

**Textbook -**

Title : Law for Business  
Author : Ashcroft  
Publisher : South-Western, a Thomson Business  
Edition/Year : 15 Edition  
Additional information : none  
Type : Required resource

**Course Objectives -**

Objectives : It is expected that students will be able to identify and understand specific legal issues that may arise in the business environment.

**Course Requirements -**

Requirements : There are no educational prerequisites for this course.

**Chapters**

Each student must read the assigned chapters.

### Online Lectures

□ Each chapter has an e-lecture which is a slide presentation with audio. To hear the lecture, students must use a computer with audio capabilities.

### Exams

□ Student progress and understanding are evaluated through a number of timed, online exams. Exams consist of matching, multiple choice and true and false questions. There are 10 exams upon which grades will be determined. Links to each exam are found in the content area of the course and on the course calendar.

□ When you look at the course calendar, the specific exam will be released to you on the date shown and that exam will be available for 72 hours. You **MUST** take the exam during this time block.

□ Also, the exams are timed. Once you begin to take the exam, you will have 1 hour to complete it, so plan accordingly. Once you begin an exam, you must finish it during that hour. You will not be given another opportunity to take a particular exam, absent special circumstances and consent from the instructor.

### Evaluation -

Grades : Grades will be calculated by dividing total points earned by the total points possible and will be based on the following percentages:

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F=0-59%

The grades for each test will be determined by a curve formula when there are two or more students in the class, which is as follows: The difference between the total points possible for the particular test and the highest score earned on that test will be divided by 2, and that number will then be added to each student's test score. Each student's score will then be determined using the percentage formula listed above.

With this curve system, if, hypothetically, for a specific test all test scores were to fall into the lower percentiles using a straight application of the percentile system listed above, each student's test score will be fairly measured in relation to the rest of the class.

8/22-12/16

### **CLASS RUNS Sunday to Saturday (deadline each week Sat night, 11:59 pm time)**

WEEK 1      8/22-8/27                      TOPICS 1,2

WEEK 2      8/28-9/3                              TOPICS 3,4

WEEK 3	9/4-9/10	TOPIC 5
WEEK 4	9/11-9/17	TOPICS 6, 7
WEEK 5	9/18-9/24	TOPICS 8, 9
WEEK 6	9/25-10/1	TOPICS 10 and 11
WEEK 7	10/2-10/8	TOPICS 12 and 13
WEEK 8	10/9-10/15	TOPICS 14 and 15
WEEK 9	10/16-10/22	TOPICS 16, and 17
WEEK 10	10/23-10/29	TOPICS 18, 19
WEEK 11	10/30-11//5	TOPICS 20, 21
WEEK 12	11/6-11/12	TOPICS 22 AND 23
WEEK 13	11/13-11/19	TOPICS 24 AND 25
Thanksgiving Break	11/20-11/26	
WEEK 14	11/27-12/3	TOPICS 26 AND 27
WEEK 15	12/4-12/10	TOPIC 28
WEEK 16	12/11-12/16 (Ends Friday night)	TOPICS 29 AND 31

**Class ends 12/16, Final grades posted by 12/16, I am unable to respond or accept late work after 12/16. No exceptions**

**Reminder: Once the term ends I do not check back to the course and cannot accept anything under any circumstances once the final date passes of this course as stated on the syllabus. No exceptions.**

### **ACADEMIC DISHONESTY**

Plagiarism is the use of ideas, facts, opinions, illustrative material, data, direct or indirect wording of another scholar and/or writer—professional or student—without giving proper credit. Expulsion, suspension, or any lesser penalty may be imposed for plagiarism.

Any student found to have engaged in academic dishonesty shall fail the assignment and may fail the course. The student may also be referred to the Chair for additional disciplinary action. See [www.citationmachine.net](http://www.citationmachine.net) and <http://owl.english.purdue.edu/owl/resource/560/01/> for help with APA.

### **AMERICANS WITH DISABILITIES ACT AS AMENDED (ADAAA)**

We are committed to providing the highest quality of education and supporting students' academic success and safety. Therefore, in accordance with the ADA, we will provide reasonable accommodations and services to all students with documented disabilities in order to facilitate learning. Though a request for services may be made at any time, it is best to request services at or before the start of the semester.

To receive accommodations and services, students should immediately contact the ADA Director.

### **ATTENDANCE**

While physical attendance is not a requirement for online classes, students are expected to log into the class at the earliest opportunity to check the class web site every day for announcements. Weekly forum discussions are a required part of class participation.

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**LATE WORK POLICY** (*Documentation is REQUIRED*) See the announcements for detailed policy.

Points are deducted for late submissions/late work.

With appropriate documentation, the following absences may be classified as excused for permitting make up work for missed deadlines:

Emergency medical treatment for self may be considered as an excused absence with appropriate written documentation from the health care facility; Unavoidable jury duty may be considered an excused absence with appropriate written documentation; Employment related training or special assignments may be considered an excused absence with appropriate written documentation; Military reserve or active duty obligations may be considered excused with appropriate written documentation; Students must maintain a clear channel of communication with the instructor.

See the announcements and course for in depth information on the late work policy.

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**APA Formatting and Reference Guidelines:** I know I do not need to tell you that it is considered plagiarism - academic fraud - to represent someone else's thoughts and words as you own. Therefore students must be careful to give credit to authors by citing all resources. As standard practice, graduate students are expected to cite all resource references using MLA or APA formatting and reference guidelines. If you are using APA style, I recommend the use of The APA Pocket Handbook (ISBN 978-097422184), or Rossiter, J. (2007). The APA pocket handbook. DW Publishing Co.

Grading Rubric: Tasks/Papers/Assignments

<b>LETTER GRADE</b>	<b>LANGUAGE SKILLS</b>	<b>CONTENT &amp; FORMAT</b>	<b>APA STYLE</b>
<b>A= Exceeds most assignment criteria</b>	Perfect spelling, grammar, tense, and voice, with liberal use of synonyms to exhibit clear mastery of language/communication	Surpasses minimal length, with meaningful, relevant, individualized, insightful, and organized ideas that flow very well together	Citations are frequent and correct, while making good use of primary or original reference sources.
<b>B = Exceeds some/meets other assignment criteria</b>	Almost perfect spelling or grammar, but with varying tense or voice, and/or irregular use of synonyms	Attains minimal length, with significant, pertinent, important, connected, yet typical thoughts that flow cleanly throughout	Citations are common and mostly correct with minor faults, but with too much reliance on secondary or already referenced sources.
<b>C = Meets most assignment criteria</b>	Occasional errors in spelling, grammar, tense, and voice, with repetitive use of several words	Barely reaches minimal length, with a collection of unorganized, but correct facts, that flow poorly	Heavy frequency of block quotes and/or lacking citations, with a few major errors in APA style.
<b>D = Meets some/fails other assignment criteria</b>	Many mistakes in spelling, grammar, tense, and voice, with replicated use of many of the same terms	Just below minimal length, with disorganized and confusing thoughts that flow disjointedly	Citations are infrequent or uncommon with poor sources and many major mistakes in APA style.
<b>F = Fails most assignment criteria</b>	Constant inaccuracies in spelling, grammar, tense, and voice, with the same vocabulary used tediously	Short of minimal length, with unrelated or incorrect ideas, that have no flow or reach wrong conclusions	Citations absent, or APA style is so badly presented as to make the entire task suspect for plagiarism.

**Discussion Boards:**

Tips for Discussion Posts

1. Make sure that you complete all of the assigned readings, homework etc. before drafting your main post.
2. Use multivariate thinking and reasoning to assure that you have identified and considered ALL of the variables associated with the topic before drafting your main post.
3. You will be evaluated based on your differentiation between simply subject familiarity and topical mastery. (The more you write and the more variables you offer in your assertions, the greater the likelihood that you will meet the criteria for display of subject mastery.)
4. DO NOT simply cut and paste references from outside sources without offering analysis and commentary. Please make sure that NO MORE than 25% of your post contains reference materials. And, ALWAYS use quotation



marks, indent, and reference your sources. All posts and papers are checked against Turnitin to assure academic integrity.

5. Your main post should be NOT LESS than 3-4 paragraphs in length (depending on the complexity of the topics, and you should always post a sufficient number of follow ups posts during the week to provide examples of your subject knowledge and mastery.

6. The university requires that you be graded on a qualitative basis and assess your level of subject knowledge based on a rubric that distinguishes between recitation of facts, topical understanding, or subject mastery.

7. Full credit for assignments is reserved for those who demonstrate subject mastery. Partial credit is assigned to those demonstrate a lesser level of understanding and awareness about topical issues.

8. Part of the assessment is a determination as to your involvement, participation, and submission of comprehensive posts that showcase subject mastery.

### **SAMPLE "A" GRADED DISCUSSION BOARD POST**

The following is an illustration of how to respond with a fully developed answer.

Q: Why is it necessary for a crisis worker to remain continually vigilant when intervening with a person in crisis.

#### **POOR RESPONSE:**

Answer. Because each stage of the intervention may present danger.

#### **STRONG RESPONSE:**

Answer:

#### **CRISIS**

A crisis worker should remain vigilant at all times during a crisis intervention for several reasons. First of all, during the initial communication with the client, the worker must try to determine the client's level of lethality; that is, does he or she want to harm himself or herself or others. The worker can then attempt to defuse the client's intention (Ackerman, 2010). (*EXAMPLE OF PARAPHRASE*)

#### **STAGES**

The next stage of intervention, as the client "cools down," can be quite unpredictable. Even though the client's problem may appear to be resolving, the worker must remain vigilant because the client is still unstable. In the final steps of an intervention, the client may seem amenable to the resolution, but there is no way to determine with certainty that he or she will actually comply. If the client is being taken into institutional custody as part of the agreement the worker has made, there is always the chance that the client will use the opportunity for "suicide by cop" (Author Last name, 2010, p. 11). (*EXAMPLE OF DIRECT QUOTE*) Finally, post-intervention, the worker must resolve any issues which he or she (the worker) may encounter as a result of the highly charged situation.

#### **References**

Sampson, F. (2010). U.S. Constitution: Fourth Amendment. Retrieved April 14, 2010 from <http://caselaw.lp.findlaw.com/data/constitution/amendment04/>

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**I reserve the right to change the syllabus, with or without advance notice**

## Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: **AGRI #242 Advanced Farm Management Education**

### Course Description:

The course is designed to provide farm and/or ranch families with the skills needed to successfully manage their business.

### Course Objectives:

- A. To develop an appreciation of good farm management skills.
- B. To develop the ability to choose a record keeping system that will meet the needs of the farm/ranch business.
- C. To develop the ability to keep a complete and accurate set of records, including inventories, balance sheets and farm production records.
- D. To develop the skills needed to close records at the end of the year and prepare information needed for financial analysis of the business including enterprise analysis.
- E. To develop the abilities needed to set farm/ranch, family and personal goals and the ability to evaluate, revise and adjust those goals.
- F. To develop the ability to interpret the farm/ranch business analysis and to use the information provided by the analysis to make management decisions.

### Instructors:

Allen Graner, BillieJo Shae, Rodney Armstrong, Keith Knudson

### Office:

Allen Graner – Rugby High School

BillieJo Shae – North Central Research & Extension Center

Keith Knudson – Molberg 26

Rodney Armstrong– Molberg 21

### Office Hours:

By appointment

### Phone:

Allen Graner – (701) 776-5095

BillieJo Shae – (701) 857-7682

Keith Knudson – (701) 228-5489

Rodney Armstrong – (701) 228-5481

### Email:

[allen.graner@dakotacollege.edu](mailto:allen.graner@dakotacollege.edu)

[billiejoshae@dakotacollege.edu](mailto:billiejoshae@dakotacollege.edu)

[keith.knudson@dakotacollege.edu](mailto:keith.knudson@dakotacollege.edu)

[rodney.armstrong@dakotacollege.edu](mailto:rodney.armstrong@dakotacollege.edu)

### Lecture/Lab Schedule:

Individual instruction by appointment

### Textbook(s):

None. The enrollee, will however, use the Dakota College Farm and Ranch Management Education Program Record Book, the North Dakota Farm and Ranch Management Education Program Record Book, or an approved computer accounting program.

**Course Requirements:**

At the end of the financial year the farm/ranch will have completed an accurate set of farm/ranch business records, be prepared to use those records in completing a farm/ranch whole farm analysis and be developing the skills needed in using the information to make sound management decisions.

**Tentative Course Outline:**

- A. Introduction to Farm and Ranch Business Management Education.
- B. Taking and recording accurate inventories.
- C. Record keeping systems.
- D. Importance of complete records.
- E. Record book closeout procedures.
- F. Farm/ranch business, family and personal goals.
- G. Farm/ranch business analysis interpretation.
- H. Enterprise analysis interpretation.
- I. Making management decisions using information provided by the business analysis.
- J. FSA Farm Program decisions
- K. Marketing Decisions

**General Education Goals/Objectives:**

Goal #3: Demonstrates the ability to convert, calculate, and analyze a variety of mathematical problems.

Objective 2: Applies practical application of mathematics to everyday life.

Skill 2: Defines and demonstrates the use of decimals, percentages, and fractions.

Skill 4: Applies mathematical knowledge in personal life, such as keeping track of a checkbook, identifying rates of interest, etc.

Objective 3: Employs problem solving and critical thinking skills in order to solve a variety of different problems.

Skill 2: Analyzes materials to determine their validity.

Skill 3: Draws conclusions from information collected.

**Relationship to Campus Theme:**

Farmers and ranchers enrolled in the Farm Management course continually deal with nature and technology while managing their farms. The major use of technology in teaching the course is in the use of computer programs for keeping business records and then using computer technology to analyze the farm/ranch businesses. The information gleaned from the records and analyses helps farmers/ranchers determine where their business is at presently and that information then helps the students determine what direction they should go with their business in the future. In applying these management decisions farmers and ranchers are continually struggling with the dynamics of what new technologies to use and how those technologies with effect the natural resources that they use continually in their business.

**Classroom Policies:**

Individualized instruction with satisfactory/unsatisfactory grading system.

**Academic Integrity:**

Students are strongly encouraged to be completely honest when supplying information to the instructor, to their lending institutions, and everyone they do business with. The instruments used to help the students with their management decisions include numerous accuracy checks that help the student and instructor find inaccuracies and correct them.

**Disabilities and Special Needs:**

If you have a disability for which you need accommodation, contact the Learning Center to request disability support services. Thatcher Hall 1104; phone (701) 228-5477 or toll-free 1-888-918-5623.

## **Dakota College at Bottineau Course Syllabus**

Course Prefix/Number/Title: **AGRI #242 Advanced Farm Management Education**

Course Description:

The course is designed to provide farm and/or ranch families with the skills needed to successfully manage their business.

Course Objectives:

- A. To develop an appreciation of good farm management skills.
- B. To develop the ability to choose a record keeping system that will meet the needs of the farm/ranch business.
- C. To develop the ability to keep a complete and accurate set of records, including inventories, balance sheets and farm production records.
- D. To develop the skills needed to close records at the end of the year and prepare information needed for financial analysis of the business including enterprise analysis.
- E. To develop the abilities needed to set farm/ranch, family and personal goals and the ability to evaluate, revise and adjust those goals.
- F. To develop the ability to interpret the farm/ranch business analysis and to use the information provided by the analysis to make management decisions.

Instructor:

Allen Graner, Lynsey Frey, Tom Hanson (mentor), Rueben Mayer and Keith Knudson

Office:

Allen Graner – Rugby High School

Lynsey Frey and Tom Hanson (mentor) – Northwest Career and Technology Center at Minot

Rueben Mayer – Thatcher Hall 2233

Keith Knudson – Bottineau Tech Center – Suite 5

Office Hours:

By appointment

Phone:

Allen Graner – (701) 776-5095

Lynsey Frey and Tom Hanson (mentor) – (701) 420-1802

Rueben Mayer – (701) 228-5481

Keith Knudson – (701) 228-2160

Email:

[allen.graner@dakotacollege.edu](mailto:allen.graner@dakotacollege.edu)

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[rueben.mayer@dakotacollege.edu](mailto:rueben.mayer@dakotacollege.edu)

[keith.knudson@dakotacollege.edu](mailto:keith.knudson@dakotacollege.edu)

Lecture/Lab Schedule:

Individual instruction by appointment

Textbook(s):

None. The enrollee, will however, use the Dakota College Farm and Ranch Management Education Program Record Book, the North Dakota Farm and Ranch Management Education Program Record Book, or an approved computer accounting program.

Course Requirements:

At the end of the financial year the farm/ranch will have completed an accurate set of farm/ranch business records, be prepared to use those records in completing a farm/ranch whole farm analysis and be developing the skills needed in using the information to make sound management decisions.

Tentative Course Outline:

- A. Introduction to Farm and Ranch Business Management Education.
- B. Taking and recording accurate inventories.
- C. Record keeping systems.
- D. Importance of complete records.
- E. Record book closeout procedures.
- F. Farm/ranch business, family and personal goals.
- G. Farm/ranch business analysis interpretation.
- H. Enterprise analysis interpretation.
- I. Making management decisions using information provided by the business analysis.

General Education Goals/Objectives:

Goal #3: Demonstrates the ability to convert, calculate, and analyze a variety of mathematical problems.

Objective 2: Applies practical application of mathematics to everyday life.

Skill 2: Defines and demonstrates the use of decimals, percentages, and fractions.

Skill 4: Applies mathematical knowledge in personal life, such as keeping track of a checkbook, identifying rates of interest, etc.

Objective 3: Employs problem solving and critical thinking skills in order to solve a variety of different problems.

Skill 1: Locates, evaluates, and applies research information.

Skill 2: Analyzes materials to determine their validity.

Skill 3: Draws conclusions from information collected.

Relationship to Campus Theme:

Farmers and ranchers enrolled in the Farm Management course continually deal with nature and technology while managing their farms. The major use of technology in teaching the course is in the use of computer programs for keeping business records and then using computer technology to analyze the farm/ranch businesses. The information gleaned from the records and analyses helps farmers/ranchers determine where their business is at presently and that information then helps the students determine what direction they should go with their business in the future. In applying these management decisions farmers and ranchers are continually struggling with the dynamics of what new technologies to use and how those technologies with effect the natural resources that they use continually in their business.

Classroom Policies:

Individualized instruction with satisfactory/unsatisfactory grading system.

Academic Integrity:

Students are strongly encouraged to be completely honest when supplying information to the instructor, to their lending institutions, and everyone they do business with. The instruments used to help the students with their management decisions include numerous accuracy checks that help the student and instructor find inaccuracies and correct them.

Disabilities and Special Needs:

Students are asked to inform the instructor about any special arrangement

**Dakota College at Bottineau**  
**Course Syllabus**  
**Medical Disorders Online – AH134 (16-week course)**

**Credits:** 3

**Course Prefix/Number/Title:** AH134 Medical Disorders

**Course Description:** This course is designed to introduce the student to common diseases and disorders of the human body and enforces medical terminology essential for students transitioning into a medical setting. Content includes information on incidence, prevalence, risk factors, symptoms, etiology, diagnosis, treatment, and prevention specific to each disease/disorder and organized by body system.

**Pre-/Co-requisites:** None

**Course Objectives:** Upon completion of this course the student should be able to:

- Discuss and understand common medical disorders of various body systems.
- List signs and symptoms of common system disorders.
- Identify basic tests used for aiding in diagnosis of diseases and disorders.
- Identify appropriate interventions for common diseases and disorders.
- Define basic terminology used in the study of human disease.
- Describe how health promotion and disease prevention reduce the burden of disease.

**Instructor:** Kim McDaniel, MSN RN

**Office:** online

**Office Hours:** online

**Phone:** cell phone (480) 216-9652. Texts welcome.

**Email:** *Use course email* or kim.mcdaniel@dakotacollege.edu

The instructor checks course email once a day, Monday-Friday, excluding holidays. A response can be expected within 24 hours, except on the weekends. A response to weekend emails should be expected on Monday.

**Lecture/Lab Schedule:** This course does not have a required lab. Lecture notes and slide presentations are found online within the course. Instructor will check the course at a minimum of once per day, Monday-Friday, excluding holidays.

**Textbook(s):** Zelman, et.al. Human Diseases: A Systemic Approach. 8<sup>th</sup> Ed. (2015) ISBN-13: 978-0-13-342474-4, ISBN-10: 0-13-342474-X

**Course Requirements:**

- Students are expected to have read the assigned chapters for the week as well as the posted lecture notes and/or Power Point presentations and other links listed.
- Students are responsible for checking their email, the course announcements, and the course discussions on a regular basis. Students are responsible for these contents.
- Discussion questions will be posted throughout the course. All students are expected to respond and take part in each discussion, giving critical thought to their responses. Students will receive credit for their postings and participation in other classmates' posts.
- Students are expected to post a note in the "Introduce Yourself" forum when they sign into the course.

**Course Evaluation:** Final grades are based on the total number of points received for the course.

A => 90%

B = 80 – 89%

C = 70 – 79%

D = 60 – 69%

F <= 59%

**Tentative Course Outline:**

*Week 1:*

- Chapter 1: Introduction to Disease
- Chapter 2: Immunity and Disease

*Week 2:*

- Chapter 3: Infectious Diseases

*Week 3:*

- Chapter 4: Cancer

*Week 4:*

- Chapter 5: Heredity and Disease
- **EXAM I over chapters 1-5.**

*Week 5:*

- Chapter 6: Diseases and Disorders of the Cardiovascular System

*Week 6:*

- Chapter 7: Diseases and Disorders of the Blood

*Week 7:*

- Chapter 8: Diseases and Disorders of the Respiratory System

*Week 8:*

- Chapter 9: Diseases and Disorders of the Gastrointestinal System
- **EXAM II over chapters 6-9.**

*Week 9:*

- Chapter 10: Diseases and Disorders of the Urinary System

*Week 10:*

- Chapter 11: Diseases and Disorders of the Reproductive System
- Week 11:*
- Chapter 12: Diseases and Disorders of the Endocrine System
- Week 12:*
- Chapter 13: Diseases and Disorders of the Nervous System
  - **EXAM III over chapters 10-13**
- Week 13:*
- Chapter 14: Diseases and Disorders of the Eye and Ear
- Week 14:*
- Chapter 15: Mental Disorders
- Week 15:*
- Chapter 16: Diseases and Disorders of the Musculoskeletal System
- Week 16:*
- Chapter 17: Diseases and Disorders of the Integumentary System
  - **EXAM IV over chapters 14-17**

**Relationship to Campus Theme:** The purpose of this course is to provide the student with a basic understanding of common medical disorders and appropriate interventions to enable them to function competently in the healthcare setting.

**Classroom Policies:**

- All students have 16 weeks to complete the course.
- Each student is responsible to keep track of his/her progress through the course.
- Assignment questions will be listed in the course contents. The assignments are mandatory, not optional. All assignments must be submitted by the last day of the term or a grade of zero will be given for the uncompleted assignments.
- There are four exams throughout the semester, and they are timed. You should prepare prior to taking the exams. You are not allowed to “preview” an exam.
- Exams are closed book, closed notes, and closed neighbors.
- The instructor reserves the right to post additional assignments if she deems necessary for student learning.
- All students are required to complete an online evaluation (survey) at the end of the course.

**Student Email Policy:** Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student’s campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

**Academic Integrity:** Respect for fellow students and the instructor is required. All students are expected to adhere to the highest standards of academic integrity. Dishonesty with assignments, quizzes and exams is a serious offense and is subject to disciplinary action by the instructor and college administration. Students must complete all work themselves. Cheating



and/or plagiarism will not be tolerated. All references used must be properly cited. For more information, refer to the Student Handbook.

**Disabilities and Special Needs:** If you have a disability for which you need accommodations, you are encouraged to contact your instructor and the Learning Center (701.228-5479 or 1-888-918-5623) to request disability support services as early as possible during the beginning of the semester.

**Dakota College at Bottineau**  
**Course Syllabus**  
**Clinical Procedures – AH136**

**Credits:** 3

**Course Prefix/Number/Title:** AH 136 – Clinical Procedures

**Course Description:** This course has been designed to introduce the student to the duties and responsibilities of Medical Assistants in clinical practice. Course content includes data collection and documentation, legal issues, physical exams, laboratory and other diagnostic studies, treatment modalities, emergencies, vital signs, and infection control.

**Prerequisites:**

- AH 134 – Medical Disorders
- AH 171 – Medical Terminology

**Course Objectives:**

- Identify the role, including legal and ethical aspects of the Medical Assistant in the health care setting.
- State the boards of nursing rules and regulations relating to unlicensed assistive personnel (UAP).
- Illustrate and apply principles of aseptic technique and infection control.
- Describe and demonstrate basic collections of specimens.
- Demonstrate the ability to obtain patient history, height and weight, and vital signs.
- Demonstrate proper documentation of patient information in the patient's medical record using the SOAP format.
- List the basics of the patient examination, prepare patients for examinations, and demonstrate knowledge of assisting with various patient procedures.
- Demonstrate preparation and administration of medications.
- Describe patient emergencies and appropriate interventions
- State appropriate protocols and patient care coordination information with other health care providers.

**Instructor:** Kim D McDaniel MSN, RN

**Office:** Online

**Office Hours:** Online

**Phone:** Call or text 480-216-9652

**Email:** Use the course email. The instructor checks course email at least once a day Monday through Friday, excluding holidays. A response can be expected within 24 hours, except on weekends. The instructor will respond to weekend emails on Mondays.

**Lecture/Lab Schedule:** The chapters need to be completed in the order they are listed in the syllabus. All assignments/discussions should be completed for that chapter prior to the end of the week that they are assigned. Any assignments you need to complete will be clearly listed on the home page under the specified week. If no assignments are listed, no assignments are due. The majority of the assignments will be in the form of discussions on the discussion board. All exams need to be taken in order and are timed.

**Textbook(s):**

- Delmar's Clinical Medical Assisting, Lindh et al, 5<sup>th</sup> ed. (ISBN-13: 978-1-133-60300-9)
- Saunders Medical Assisting Exam Review, Holmes, D., 4<sup>th</sup> ed. (ISBN: 978-1-4557-4500-5)
- Medical Dictionary of your choice
- Medical Assisting Tote – only available at the DCB bookstore

**Course Requirements:**

- The student is expected to read the assigned chapters for the week as well as any lecture notes that are posted by the instructor.
- Remember to check the email and the announcements daily for any new emails or postings.
- The student is expected to participate and provide feedback on all discussion questions within the week they are assigned. This is not optional and is a part of the grade for the course.
- Students are expected to post an answer to the initial question and comment on at least one other student post to receive the total points for the discussion.
- All discussions need to be well thought out and contain relevant content.
- The student is expected to pay close attention to the end of the chapter review questions in the text as they may appear on exams.
- The student is expected to read/print other resources that are posted within the course as the information may be included in exams.
- Students are expected to practice clinical skills until they are comfortable doing them. It is the student's responsibility to contact the instructor to set a video appointment time for skills demonstration.
- Students are expected to act in a professional manner at all times. Inappropriate communication will not be tolerated.
- The instructor reserves the right to give assignments that may not be listed in this syllabus.

**Tentative Course Outline:****Week 1**

- Chapter 1 – The Medical Assisting Profession
- Chapter 2- Health Care Settings and the Health Care Team

**Week 2**

- **EXAM I** (Chapters 1-2)

**Week 3**

- Chapter 3 – History of Medicine
- Chapter 4- Coping Skills for the Medical Assistant
- Chapter 5- Therapeutic Communication Skills

**Week 4**

- **EXAM II** (Chapters 3-5)

**Week 5**

- Chapter 6- The Therapeutic Approach to the Patient with a Life- Threatening Illness
- Chapter 7- Legal Considerations
- Chapter 8- Ethical Considerations

**Week 6**

- Chapter 9 – Emergency Procedures and First Aid
- **EXAM III** (Chapters 6-9)

**Week 7**

- Chapter 10 – Infection Control and Medical Asepsis

**Week 8**

- **EXAM IV** (Chapter 10)

#### **Week 9**

- Chapter 11 – The Patient History and Documentation
- Chapter 13 – The Physical Examination

#### **Week 10**

- **EXAM V** (Chapters 11, 13)

#### **Week 11**

- Chapter 12 – Vital Signs and Measurements

#### **Week 12**

- **EXAM VI** (Chapters 12)

#### **Week 13**

- Chapter 20 – Nutrition in Health and Disease
- Chapter 23 – Basic Pharmacology
- Chapter 24 - Calculation of Medication Dosage and Medication Administration

#### **Week 14**

- **EXAM VII** (Chapter 20, 23, 24)

#### **Week 15**

- Chapter 28 – Phlebotomy: Venipuncture and Capillary Puncture
- Chapter 30 – Urinalysis

#### **Week 16**

- Chapter 32 - Specialty Laboratory Tests
- Chapter 35 - Preparing for Medical Assisting Credentials
- Chapter 36 - Employment Strategies

#### **Week 17**

- **FINAL EXAM** (Chapters 28, 30, 32)
- Course Evaluation

**General Education Goals/Objectives:** General education exists on the DCB campus to provide students with an opportunity to develop knowledge and skills to become life-long learners in a dynamic, global community that will continue to change. At DCB, general education exists within all programs.

#### **Relationship to Campus Theme:**

##### ***Nature***

- Explains the relationship between humans and our environment and the role of science in our lives
- Works collaboratively with others
- Identifies the differences between healthy life choices and consequences of negative behaviors

##### ***Technology***

- Demonstrates knowledge and application of technology in the medical assistant field
- Uses electronic resources for course related assignments and information
- Relates to the ever changing technology in the healthcare arena

##### ***And Beyond***

- Demonstrates effective communication
- Employs the principles of wellness
- Demonstrates the ability to create and analyze; synthesize relationships among society
- Identifies the differences between healthy life choices and consequences of negative behaviors

**Classroom Policies:**

- The student must maintain a 2.5 grade point average in order to be eligible for internship.
- A skills checklist will be used to show competency regarding the performance of clinical procedures
- Clinical skills will be demonstrated to the instructor via Skype. Links have been placed in the course to assist students in preparing for the demonstration. Students are expected to practice each skill until they are comfortable.
- Students are encouraged to use the premium website. The access code for the website can be found in the front of each new textbook.
- Students will be required to purchase a web cam and download Skype. This is the method the instructor will use to observe the student performing the required clinical skills.
- The student will not be allowed to start/continue/complete internship if they receive a failing grade in the course.
- Any unprofessional conduct by the student may result in dismissal from the course.

**Student Email Policy:** Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

**Course Evaluation Method:** Final grades are based on the total number of points received for the course.

- There are several exams throughout the course.
- Each exam will generally be 40-50 questions.
- Clinical skills practice and return demonstrations via videoconference (Skype) are required and will receive a pass or fail grade.
- All students need to pass the didactic portion of the course as well as receive a "pass" in the demonstration of clinical skills in order to receive a passing grade for the course.

**Grading Scale:**

- A (94% - 100%)
- B (85% - 93%)
- C (75% - 84%)
- D (65% - 74%)
- F (0% - 64%)

**Academic Integrity:** All students are expected to adhere to the highest standards of academic integrity. Students must complete all work themselves. Cheating or plagiarism is a serious offense and is subject to disciplinary action by the instructor and the college administration. Please see campus policies online. All references used must be properly cited.

**Disabilities and Special Needs:** If you have a disability for which you need accommodations, you are encouraged to contact your instructor and the Learning Center (701-228-5479 or 1-888-918-5623) to request disability support services as early as possible.

## Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:** AH 138 Basic Procedure Coding

**Number of Credits:** 3

**Course Description:** This course is designed to provide students with medical coding skills. The focus of the class is on CPT coding.

**Prerequisites:** None

### Course Objectives:

Students are expected to

- Describe the use of codes, modifiers, and symbols found in the coding book.
- Understand the differences among the sections of the CPT manual as well as how the sections are related.
- Follow the guidelines found in each chapter and apply the rules of correct coding.
- Explain how to communicate with physicians, and demonstrate what is needed to successfully code a procedure note.

**Instructor:** Heidi Hall

**Office:** Early Morning & Evening appointments arranged upon request.

**Phone:** Arrangements to discuss class over the phone can be made through iMail.

**Email:** Use the **iMail** block provided within the course. I will be checking that more often.  
[heidi.hall.2@dakotacollege.edu](mailto:heidi.hall.2@dakotacollege.edu)

**Lecture/Lab Schedule:** Online; See outline for deadlines.

### Textbooks:

- Buck, Carol J., *Step-by-Step Medical Coding 2011 Edition*, Elsevier, Inc. (www.elsevierhealth.com), 2011 Edition
- Buck, Carol J., *Workbook for Step-by-Step Medical Coding 2011 Edition*, Elsevier, Inc. (www.elsevierhealth.com), 2011 Edition
- *CPT Standard/Professional Edition*, American Medical Association Press (www.amapress.com)

### Course Requirements:

**Independent Practice:** Answer all section reviews and chapter reviews to make sure that you understand the information in the assigned chapters. If you have questions about any topics or need help, please contact me or another student via the course email.

**Assignments:** Each chapter will have a graded assignment that should be completed prior to tests. All assignments (quizzes) will have an individual score and at the end of the course will be worth part of the total grade. Assignments are also adaptive (each question will allow you

to submit and if incorrect try again with a .1 score penalty per try until answer is correct).

**Tests:** Five tests on the chapters covered during the term will be given. Additionally, a Final Exam consisting of 20 random questions from previous assignments or tests will be given on week 8. Because of the eight-week schedule, this will amount to a test about every week. Tests will cover two to four chapters at a time and will be about 10 to 20 questions each. Scores on your tests will be combined with scores on your assignments to make up your total grade. Tests will allow only 1 attempt and they are not adaptive. Students will only be permitted to submit one answer.

### Course Outline:

Week	Dates	Chapters, Tests
1	August 22-26	Chapters 13-14
2	August 29-September 2	Chapters 15-17, Test 1
3	September 5 September 5-9	Labor Day – Campus Closed Chapters 18-20, Test 2
4	September 12-16	Chapters 21-23, Test 3
5	September 19-23	Chapters 24-26, Test 4
6	September 26-30	Chapters 27-29
7	October 3-7	Chapter 30, Test 5
8	October 10-14	Final Exam

### Relationship to Campus Theme:

The course focuses on health problems of humans and medical responses to injuries, illnesses, and diseases. Current tools in the medical coding industry are utilized to code medical procedures.

### Classroom Policies:

- Regular participation is expected.
- The student is expected to complete all assignments and tests as outlined; assignments and tests must be completed in the order that they are presented.
- **Late assignments will be docked 10% per day late.** I do understand that sometimes emergencies do occur. In this case, arrangements can be made with instructor for a new due date, but **ONLY** if arrangements are made before the original due date.
- The student is expected to complete all section and chapter reviews, even though these reviews will not be graded.
- The student is expected to communicate with other students and instructor via course mail or discussions when it is required.
- The student will complete each assignment before taking the related test.
- Each test will be completed online.
- Each test has a set time limit.
- Once a test is opened, it must be completed. It is up to students to be sure they are ready to take a test before entering it.

- Each test will have sections that require the use of the CPT coding book. For all questions that do not need a “code,” the student is not to use the CPT book.

### **Evaluation:**

Grades will be calculated by dividing total points earned by total points available from assignments and tests. A passing grade will be 60% or higher.

A--90-100%

B--80-89%

C--70-79%

D--60-69%

F--59% or lower

**Student Email Policy:** Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student’s campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

### **Academic Integrity:**

**Plagiarism:** To plagiarize is to “steal and pass off the ideas or words of another as one’s own” (*Webster’s Dictionary*). **Plagiarism will not be tolerated in this course.** When completing a research paper, it is necessary to cite all information gathered from other sources - including direct quotations and paraphrases - within the text of the paper using parenthetical notes at the end of the documents in a works cited list. A handout regarding the MLA guidelines is available at the writing center if you would like further information. Students are expected to follow MLA guidelines for the research paper. If you have any questions - please contact myself or go to the learning center for more information. **Students found plagiarizing material will receive a “0” for the assignment.**

**Cheating:** Cheating will not be tolerated. Any student found to be cheating will receive a 0 on the assignment; an additional incidence of cheating will result in the student being dismissed from the course.

**Disabilities and Special Needs:** If you have a disability for which you need accommodation, contact the Learning Center to request disability support services: phone 701-228-5477 or toll-free 1-888-918-5623.



# Dakota College at Bottineau

## AH 171 Medical Terminology

<b>Course:</b>	AH 171 Medical Terminology
<b>Credit Hours:</b>	3 Semester Hours
<b>Course Description:</b>	This course introduces the basics of medical terminology. Attention will be given to correct definitions, pronunciation, and spelling of medical terms. Common medical abbreviations will be integrated throughout the units.
<b>Prerequisites:</b>	None
<b>Course Objectives:</b>	After completion of this course the learner will be able to: <ol style="list-style-type: none"><li>1. Identify the meanings and uses of common medical terms as related to each body system.</li><li>2. Identify body systems, structures and functions</li><li>3. Demonstrate correct spelling of commonly used medical terms.</li><li>4. Identify medical abbreviations and their meanings.</li><li>5. Describe common diagnostic procedures related to each body system.</li><li>6. Describe common pathological conditions of each body systems.</li></ol>
<b>Instructor:</b>	Lori Slaubaugh, MSN, RN 4341 69 <sup>th</sup> St. NE Wolford, ND 58385 Phone: 701-208-0230 Email: <a href="mailto:Lori.Slaubaugh@dakotacollege.edu">Lori.Slaubaugh@dakotacollege.edu</a> Instructor will reply to all emails within 48 hours.
<b>Lecture Schedule:</b>	See topical outline for lecture schedule and assignment due dates
<b>Technology Required:</b>	All students must have access to high speed internet.
<b>Required Textbook:</b>	Ehrlich, A., & Schroeder C. (2015). Medical Terminology for Health Professions (8th Ed.) ISBN-13: 978-1-305-63435-0
<b>Course Requirements</b>	<ul style="list-style-type: none"><li>• Students are expected to read the assigned chapter(s) for that week, the class notes, and listen to the CD (that accompanies the textbook).</li><li>• Students need to complete each unit assignment prior to the end of the unit. Upload the assignment to the link included in each unit.</li><li>• All units need to be completed in order- you cannot skip around.</li><li>• Student must check email and announcements frequently for messages</li></ul>

**Course Outline:** Refer to course topical outline for course schedule, assignments, exams and a break-down of course grades.

**Relationship to Campus Theme:** The goal of Medical Terminology is to prepare professionals to work in the healthcare industry and provide an educational continuum for degree advancement.

**Classroom Policies** Each student must personally complete all work.

***Assessment Methods-*** Each unit includes a graded assignment. Each unit must be completed prior to progressing to the next unit.

***Grading Policy***

A= 100-90%

B= 89-80%

C = 79- 70%

D= 69-60%

F= 59-0%

**Academic Integrity:** Students are responsible for personally completing all exams, assignments, and discussions

**Disability Policy:** Any students requiring accommodations should notify the instructor and contact the Learning Center for assistance.

# AH 222 Medical Transcription I Syllabus

## Syllabus: AH222 - Medical Transcription I

### Instructor Information

Allison Getzlaff

[allison.getzlaff@dakotacollege.edu](mailto:allison.getzlaff@dakotacollege.edu)

### >Course Requirements

- Medical Terminology (AH 171)
- Medical Disorders (AH 134)
- Introduction to Pharmacology (PHRM 215)
- Proficiency in grammar, punctuation, and spelling.
- Keyboarding skills of 50 words per minute.
- Basic computer skills.

### Course Objectives and Expectations

- Transcribe medical reports without critical patient care errors. Develop speed and accuracy in transcribing medical reports.
- Utilize reference materials and other resources efficiently and faithfully.
- Learn and use editing and proofreading techniques.
- Recognize and use various report formats.
- Learn and apply the AHDI Rules of Style in transcribed reports.
- Produce accurate and error-free documents.

Students are expected to submit all weekly assignments and quizzes. All chapters will be completed in the order presented. Students may work ahead but once a due date has passed, the quizzes are no longer accessible and the transcription assignments are worth only half credit.

A final grade will be based on the quizzes, weekly transcription assignments, and final exam. A computer, headset, and foot pedal are required for completion of weekly assignments. Printer access is also very helpful.

### Required textbooks and materials

- Medical Transcription Fundamentals and Practice 4th Edition (ISBN: 978-0-13-298814-8)
- Pharmaceutical drug reference

- Medical Dictionary: Stedman's or Dorland's preferred. Taber's acceptable.
- USB Foot Pedal
- Headset compatible with student's computer
- Printer access is also a good idea if possible.

All of the above required materials can be ordered over the phone through the Dakota College at Bottineau Bookstore by using your credit card or making other financial arrangements by calling 701-228-5458.

### **Grading Scale**

There are a possible of 1220 points in this course. The breakdowns by letter grade are shown below:

1098 to 1220 A (90%)

976 to 1097 B (80%)

854 to 975 C (70%)

732 to 853 D (60%)

731 or below is Failing.

## Healthcare Law and Ethics – AH 231

**Number of credits:** 3

**Course Description:** This course is designed to provide the student with an overview of medical law and ethics helping them to understand the multiple legal and ethical issues encountered in the healthcare setting.

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

- Describe similarities and differences between law and ethics.
- Describe criminal actions that relate to the healthcare worker.
- Describe conduct that may result in the loss of a license/certification for a healthcare professional.
- Describe the term "standard of care."
- Describe various types of medical malpractice.
- Define patient's rights and patient self-determination acts.
- Define differences between licensure and certification.
- Describe confidentiality and the patient's medical record.
- Describe ethical issues relating to life and death.

**Instructor:** Allison Getzlaff

**Email:** [allison.getzlaff@dakotacollege.edu](mailto:allison.getzlaff@dakotacollege.edu)

**Textbook:** Fundamentals of Law & Health Informatics and Information Management, ISBN 978-1-58426-073-8

**Course Requirements:**

- The student is expected to read the chapter.
- The student is expected to review the powerpoint slides.
- The student is expected to complete the chapter quizzes and exam.
- Once the quiz or test due date has passed, it will not be reopened.
- A comprehensive final exam will be completed at the conclusion of 17 chapters.
- A letter grade will be awarded upon the completion of the course.

**Course Evaluation Method:** Final grades will be based on 585 points in this course.

- 17 chapter quizzes worth 10 points each
- 4 chapter exams worth 60 points each
- Final exam worth 125 points

526 to 585 A = 90%

486 to 525 B = 80%

409 to 485 C = 70%

351 to 408 D = 60%

350 and below =FAIL

**Academic Integrity:** Respect for fellow students and the instructor is required. All students are expected to adhere to the highest standards of academic integrity. Dishonesty in the classroom or laboratory and with assignments, quizzes and exams is a serious offense and is subject to disciplinary action by the instructor and college administration. For more information, refer to the Student Handbook.

**Disabilities and Special Needs:** If you have a disability for which you need accommodations, you are encouraged to contact your instructor and the Learning Center (228-5479 or 1-888-918-5623) to request disability support services as early as possible during the beginning of the semester.

## Dakota College at Bottineau Online Course Syllabus

**Course Prefix/Number/Title:** AH266 Laboratory and Diagnostic Tests- online

**Number of credits:** 2 credits

**Course Description:**

This course provides up-to-date information on clinically relevant laboratory and diagnostic tests, including indications for the test, normal and abnormal values, contraindications, complications, and procedural and client cares.

**Pre-/Co-requisites:** AH 171 Medical Terminology & AH 134 Medical Disorders

**Course Objectives:**

Goal:

The goal of this course is to facilitate student learning about laboratory and diagnostic tests.

Objectives:

The student will:

- 1) Understand commonly performed laboratory methods, standard precautions, and test sequencing.
- 2) Understand procedure and patient care before, during and after testing.
- 3) Identify normal and abnormal values of laboratory and diagnostic tests.
- 4) Understand commonly performed diagnostic tests, such as radiographic studies, endoscopic tests, electrodiagnostic tests and more.

**Instructor:** Erin Williams, BSN, RN

**Office:** Thatcher Hall Room 207

**Office Hours:** online

**Phone:** 701-228-5444

**Email:** erin.beth.williams@dakotacollege.edu

**Textbook(s):**

Pagana & Pagana, Mosby's Manual of Diagnostic and Laboratory Tests 5th Ed. (2014) ISBN: 978-0-323-08949-4

**Course Requirements:**

- Students are expected to have read the assigned chapters for the week, as well as, the posted lecture notes and/or Power Point presentations, and any link listed.
- Students are responsible for checking their email and the course forums on a regular basis and will be responsible for the contents.
- Students are expected to post a note in the "Introduction" forum when they sign onto the course.

**Course Evaluation:**

Grades are based on a standard college curve where students earn a grade based upon the total number of points received for the course.

Final letter grades are based on the following criteria:

- A= 89.5-100%
- B= 79.5-89.4%
- C= 69.5- 79.4%
- D= 59.5-69.4%
- F= 0-59.4%

**Tentative Course Outline: Schedule subject to change**

<b>Week 1</b>	<b>Chapter 1 &amp; 2</b>
<b>Week 2</b>	<b>Chapter 2</b>
<b>Week 3</b>	<b>Chapter 2</b>
<b>Week 4</b>	<b>Chapter 2</b>
<b>Week 5</b>	<b>Chapter 2</b>
<b>Week 6</b>	<b>Chapter 2; Test Chapter 1 &amp; 2</b>
<b>Week 7</b>	<b>Chapter 5 &amp; 9</b>
<b>Week 8</b>	<b>Chapter 7</b>
<b>Week 9</b>	<b>Chapter 11; Test Chapter 5, 7, 9, &amp; 11</b>
<b>Week 10</b>	<b>Chapter 4</b>
<b>Week 11</b>	<b>Chapter 6</b>
<b>Week 12</b>	<b>Chapter 10; Test Chapter 4, 6, &amp; 10</b>
<b>Week 13</b>	<b>Chapter 3</b>
<b>Week 14</b>	<b>Chapter 8</b>
<b>Week 15</b>	<b>Chapter 12; Test Chapter 3, 8, &amp; 12</b>
<b>Week 16</b>	<b>Chapter 13; Final project</b>

**Relationship to campus theme:****Nature**

Explains the relationship between humans and our environment and the role of science in our lives

**Technology**

Demonstrates knowledge and application of technology in the medical field

**And Beyond**

Relates to the ever changing technology in the healthcare arena

**Classroom Policies:**

- All students have 16 weeks to complete the course.
- Each student is responsible to keep track of his/her progress through the course.
- Completion of assignments is mandatory, not optional. All assignments must be submitted by the listed due date or a grade of zero will be given for the uncompleted assignment(s).

- There will be four exams, each worth 100 points, throughout the semester. Exams will be taken in the week assigned. All exams are timed. You are not allowed to “preview” an exam.
- Exams are to be closed book, closed notes, and closed neighbor.
- Passwords for exam access or proctors are not required.
- The instructor reserves the right to post additional assignments if deemed necessary for learning.
- The final exam is a presentation/project worth 300 points and will be graded according to the provided rubric.
- All students are required to complete an online evaluation (survey) at the end of the course.

**Student Email Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student’s campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

**Academic Integrity:**

All students are expected to adhere to the highest standards of academic integrity. Dishonesty in the classroom and with assignments and exams is a serious offense and is subject to disciplinary action by the instructor and college administration. For more information, refer to the Dakota College at Bottineau Student Handbook.

**Disabilities and Special Needs:**

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact your instructor and/or the Student Success Center. The Student Success Center provides a variety of academic support services for eligible students with disabilities.



**Dakota College at Bottineau**

**Course Syllabus**

**AH287 Computer Applications in Health Care (16-week course)**

**Credits:** 3 credits

**Course Description:** This course is designed to be a practical, hands-on introduction for students to the electronic health record (EHR). Students will learn to become proficient in the EHR software before they encounter it in their workplace. The student will gain a thorough knowledge of both the terminology of the EHR systems and the practical uses of similar systems in a healthcare setting.

**Pre-/Co-requisites:** AH 171 – Medical Terminology

**Course Objectives:**

- The student will learn procedures for storing and retrieving patient health records and patient chart notes.
- The student will learn the processes for transferring and importing documents to electronic formats.
- The student will utilize a software application for creating patient health information records.
- The student will learn how to read and interpret health information records.
- The student will learn key terms and abbreviations relative to health information technology.
- The student will learn how to enter patient demographics.
- The student will learn topics such as problem lists, assessments, prescription/medication management, exam notes, transcription, coding, and diagnostic/laboratory orders and results.

**Instructor:** Kim D McDaniel MSN, RN

**Office:** online

**Office Hours:** online

**Phone:** cell phone (480) 216-9652. Texts welcome.

**Email:** *Use course email* or [kim.mcdaniel@dakotacollege.edu](mailto:kim.mcdaniel@dakotacollege.edu)

The instructor checks course email at least once a day, Monday-Friday, excluding holidays. A response can be expected within 24 hours, except on weekends. A response to weekend emails should be expected on Monday.

**Lecture/Lab Schedule:** This course does not have a required lab. All lecture notes and instruction is online.

**Textbook(s):** *Medical Office Workflow: Using the Electronic Health Record (4<sup>th</sup> edition)* by Rick Schanhals

NOTE: The textbook for this class is located online only. You must purchase an access code/key from the Dakota College at Bottineau bookstore to participate in this course, to complete the required assignments and to access needed resources. (janeen.pollman@dakotacollege.edu or 701-228-5458)

**Course Requirements:**

- The student is expected to read the assigned reading material and complete assignments.
- The student is expected to participate in any online class discussions related to the electronic health record.
- The student is required to complete all assignments, chapter quizzes, and final exam. If prior arrangements have not been made, **late assignments are worth half credit.**
- Exams are to be closed book, closed notes, and closed neighbors. Make-up exams are not allowed unless arrangements have been made **in advance** with the instructor. Once the due date has passed, the exam cannot be made up.
- A letter grade will be awarded upon the completion of the course.

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

**Tentative Course Outline:**

*Week 1:*

Part 1: Housekeeping

- Chapter 1: Introduction
- Chapter 2: Logging into MedTrak

*Week 2:*

- Chapter 3: Adding Patients

*Week 3:*

- Chapter 4: Helpful Tips and Navigation
- Chapter 5: Attaching Payers to a Patient

*Week 4:*

- Chapter 6: Scheduling

*Week 5:*

- Chapter 7: Patient Registration

*Week 6:*

- Chapter 8: Clinic Status Screen
- Chapter 9: Patient Intake

*Week 7:*

- Chapter 10: Physician - Initial Contact
- Chapter 11: Open Orders Processing

*Week 8:*

- Chapter 12: Out the Door (Overview)
- Chapter 13: Physician - Additional orders

*Week 9:*

- Chapter 14: Physician - Referrals
- Chapter 15: Physician - Diagnosing

*Week 10:*

- Chapter 16: Physician - Patient History and Physical Exam
- Chapter 17: Physician - Prescribing

*Week 11:*

- Chapter 18: Physician - Aftercare Instructions
- Chapter 19: Physician - Evaluation and Management

*Week 12:*

- Chapter 20: Patient Discharge
- Chapter 21: Payment Collection

*Week 13:*

- Chapter 22: Incomplete Charting
- Chapter 23: Unbilled Charges

*Week 14:*

- Chapter 24: Posting Charges to a Bill
- Chapter 25: Printing Bills

*Week 15:*

- Chapter 26: Payment Processing
- Chapter 27: Accounts Receivable

*Week 16:*

- Chapter 28: Collection Activity
- Chapter 29: Refunds

*Week 17:*

- Final Exam
- Course Evaluation

**General Education Goals/Objectives:** This course is not a general education course.

**Relationship to Campus Theme:** The student will learn up-to-date technology as it applies to the electronic health record in the healthcare setting. These assignments will require problem solving, application of previous course materials, and interaction with other students.

**Classroom Policies:** Attendance in the online course, completion of assignments and quizzes, and respect for the instructor and other students.

**Student Email Policy:** Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one

recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

**Academic Integrity:** Respect for fellow students and the instructor is required. All students are expected to adhere to the highest standards of academic integrity. Dishonesty with assignments, quizzes and exams is a serious offense and is subject to disciplinary action by the instructor and college administration. Refer to the Student Handbook for more information.

**Disabilities and Special Needs:** Students who have a disability for which accommodations are necessary are encouraged to contact the instructor and the Learning Center (701-228-5479 or 1-888-918-5623) to request disability support services as early as possible during the beginning of the semester.

**ART 101**  
**Introduction to the Studio Art**  
**Three (3) Credits**

**Course Description:**

We live in a world full of visual imagery in which we are a part of that scenery. This course studies the structure, meaning and appreciation of visual art forms, using it as a framework on which to build further knowledge and understanding of art. This course will help students understand creation of art and art terminology through various media.

**Pre-/Co Requisites:**

None

**Course times:**

M,W 6:30 – 7:45

**Room number:**

2225 Thatcher Hall

**Instructor:**

Wayne Thomas

**Office number:**

TH 2225

**Office Hours:**

Available during all photo studio hours (see my office doorway)

**Phone:**

701-228-5657

**Email:**

Wayne.Thomas@dakotacollege.edu

**Text:**

*Sketchpad available in the bookstore and pencil*

**Objectives:**

1. To learn art terms and facts in the visual arts
2. To become familiar with a variety of art techniques and media
3. To develop an artistic awareness and understand of art
4. To discuss art aesthetics and how we are emotionally involved with artwork.
5. To develop critical thinking and problem solving skills as it relates to artistic creativity.

**Relationship to Campus Theme:**

This course addresses the campus theme by incorporating modern digital technology with traditional art techniques and artworks in order to understand the importance of art as it relates to our past, present, and future.

**Classroom Policies:**

1. Cell phones usage during instruction is disrespectful and will be reflected in your grade. I should never see texting, social media, or phone conversations in class at all. You may be permitted to listen to music while you work.
2. The internet in the classroom will be used for educational purposes only. Do not use the internet for Facebook, instant messaging, or any other similar websites during class time.
3. Food and beverages are permitted in accordance with IVN classroom policy.
4. Be respectful of other students, technicians, instructors, and guests.

**Communication/Campus Email**

All students at DCB are given a DCB email account. This account is how DCB will communicate with you. You will receive important emails about classes, financial aid, emergencies, school closures, important dates, etc. through this email account. Along with the important emails you will receive, it also gives you access to Microsoft Office software.

I WILL use your DCB email account for ALL communications with you. YOU are responsible for checking your email regularly. I will email homework lists, important dates, information on photo shoots, grades, etc. to your DCB account. You are responsible for knowing all the information sent to your campus email.

**Moodle Classes**

We may use Moodle to assist us in the class including class notes, assignment delivery, grade reports and other communications.

**Academic Integrity:**

All students are expected to adhere to the highest standards of academic integrity. Dishonesty in the classroom or studio and with assignments, quizzes, exams, and papers is a serious offense and is subject to disciplinary action by the instructor and college administration. For more information refer to the Student Handbook. Please note that I have a ZERO tolerance policy for cheating, plagiarism, and copyright violations.

**Disabilities and Special Needs:**

If you have a disability for which you are, or may be, requesting an accommodation, you are encouraged to contact your instructor and Kayla O'Toole in the Learning Center (228-5479) as early as possible during the beginning of the semester.

**Late Assignments:**

I will NOT accept late assignments unless you make arrangements ahead of time. The world is a deadline driven world, and I would be doing you a great disservice to allow late work.

**Grading Philosophy:**

I do not determine your grade. Your grade is controlled entirely by you and only you. Show up to class (or make arrangements with me in advance), work while in class, turn in work on time, make an effort and you will pass this class.

You will be graded on:

- Attendance and tardiness
- Effort
- Timeliness with assignments
- Comprehension and follow through of assignments

We don't expect master artists to take shape in this class, but to enlighten you to basics in the art world. Have fun with the material, keep alert and on point in class, be responsible and this will be the most enjoyable class you have at DCB.

**Grading Scale:**

A (90 – 100%) B (80 – 89%) C (70 – 79%) D (60 – 69%) F (below 60%)

**Attendance:**

If you aren't in class, you aren't learning the material. Don't miss class! And, don't be tardy! Being late or being on time is nothing more than a habit. If you are in the habit of being late, this will be a good time to work on changing that habit to one of being on time. In the career field, being late is a just cause for firing employees, so if you are in the habit of being late, then you can use this class as an opportunity to work on changing that habit. However, I'd rather you were late, than miss class, so if you are running late, please come in quietly and take your seat.

**Critiques:**

Critiques are a crucial part of learning. During critiques, the instructor and students will offer feedback on your work. The following rules apply to critiques.

1. Be respectful!
2. Give positive and negative feedback. Positive feedback is important to learn what is working and to build confidence. Negative feedback is important because we cannot improve without it. All negative feedback should be as constructive as possible.
3. When receiving a critique, keep an open mind and don't get defensive. Remember, no one is attacking you or your work. The goal is to learn. You cannot learn with a closed mind or defensive attitude.

**Disclaimer Statement:**

The instructor of this course reserves the right to make changes to this syllabus without prior notice. Please count on changes occurring. You will be notified if and when they occur in class.

**Tentative Course Outline:****Weeks 1-7: Elements of Art**

- Value
- Line
- Texture
- Shape
- Form
- Space
- Color

**Weeks 8-15: Principals of Art**

- Balance
- Emphasis
- Harmony
- Variety
- Gradation
- Movement
- Rhythm
- Proportion

**ART 110**  
**Introduction to the Understanding of Visual Art (Online)**  
**Three (3) Credits - 8 Weeks**

**Course Description:**

We live in a world full of visual imagery in which we are a part of that scenery. This course studies the structure, meaning and appreciation of visual art forms, using it as a framework on which to build further knowledge and understanding of art. This course will help students understand art terminology, the history of art, artists' works, and the evolution of art through the ages. We will also explore mediums in art such as drawing, painting, printmaking, sculpture, photo and film, through lecture and hands on, in class assignments.

**Pre-/Co Requisites:**

None

**Course times:**

Online

**Instructor:**

Clint Saunders

**Office number:**

Online

**Office Hours:**

See "office hours" section on the information section of the class homepage

**Phone:**

All contact should be done through email.

**Email:**

For anything pertaining to the course, please use the mail feature within the moodle class.

For other questions, you can contact me at - [clint.saunders@dakotacollege.edu](mailto:clint.saunders@dakotacollege.edu)

**Text:**

**The text in this course is optional**

*Experiencing Art Around Us* - By Thomas Buser - 2<sup>nd</sup> Edition  
ISBN 0-534-64114-8



**Objectives:**

1. To learn art terms and facts in the visual arts
2. To become familiar with a variety of art techniques and media
3. To develop an artistic awareness and understand the language of art
4. To discuss art aesthetics and how we are emotionally involved with artwork.
5. To understand the structure and meaning of visual art forms as revealed through the analysis of psychological, sociological, and philosophical applications of art media.
6. To develop a knowledge of historical artworks and famous artists along with the evolution of different art styles.
7. To develop critical thinking and problem solving skills as it relates to artistic creativity.

**Relationship to Campus Theme:**

This course addresses the campus theme by incorporating modern digital technology with traditional text books and artworks in order to understand the importance of art as it relates to our past, present, and future.

**Classroom Policies:**

1. Cell phones and related devices are prohibited in the classroom at all times. You have the option of keeping them turned off or leaving them at home.
2. The internet in the classroom will be used for educational purposes only. Do not use the internet for Facebook, instant messaging, or any other similar websites during class time.
3. Food and beverages are permitted in accordance with IVN classroom policy.
4. Be respectful of other students, technicians, instructors, and guests.

**Communication/Campus Email**

All students at DCB are given a DCB email account. This account is how DCB will communicate with you. You will receive important emails about classes, financial aid, emergencies, school closures, important dates, etc. through this email account. Along with the important emails you will receive, it also gives you access to Microsoft Office software.

I WILL use your DCB email account for ALL communications with you. YOU are responsible for checking your email regularly. I will email homework lists, important dates, information on photo shoots, grades, etc. to your DCB account. You are responsible for knowing all the information sent to your campus email.

Along with DCB email, I will also use the “announcement” section of the Moodle class to communicate, so be sure to check it regularly.

**Academic Integrity:**

All students are expected to adhere to the highest standards of academic integrity. Dishonesty in the classroom or studio and with assignments, quizzes, exams, and papers is a serious offense and is subject to disciplinary action by the instructor and college administration. For more information refer to the Student Handbook. Please note that I have a ZERO tolerance policy for cheating, plagiarism, and copyright violations.

**Disabilities and Special Needs:**

If you have a disability for which you are, or may be, requesting an accommodation, you are encouraged to contact your instructor and Kayla O'Toole in the Learning Center (228-5479) as early as possible during the beginning of the semester.

**Announcements:**

You are responsible for reading ALL announcements. That is where I post IMPORTANT information that can and will effect your grade. Be sure to check it at least once a week for updates.

**Late Assignments:**

All modules are open for a week. They open on Sunday night and close on the following Sunday night. ALL work including homework, discussions, and quizzes MUST be done BEFORE the module closes. I will NOT accept late assignments unless you make arrangements ahead of time. The art world is a deadline driven world, and I would be doing you a great disservice to allow late work. Once the module closes, you will still be able to access the lectures, but you will not be able to post anything.

**Grading Philosophy:**

Please understand that I do not care about your grades, I care about your education. My job is to teach you, your job is to learn what I teach you, and hopefully more. If we both do our jobs, grades shouldn't be necessary.

An instructor once said to me, "if you do everything that is expected of you in this class, then you will earn a "C". Because only doing what is expected is average, and a "C" represents an average grade. If you want a "B," do more than is expected, if you want an "A," do a lot more than is expected."

I embraced this philosophy as a student and discovered something amazing. When I did more than what was expected, I learned more, and when I did a lot more than was expected, I learned a lot more. Amazing huh?

The best way to succeed in my class is to not focus on - "what's my grade" - and instead focus on - "how much can I learn." If you embrace this, you won't

be doing assignments for grades, you'll be doing them in order to learn, and the grade will become secondary and will take care of itself.

### **Discussions:**

Discussions are a very important part of online education. If you want full credit for discussions, then it is very important to participate in the discussions.

Each where there is at least one, usually more, discussion topics. You will be asked a question and required to answer. THAT IS NOT ENOUGH FOR FULL CREDIT. Remember, these are discussions.

I will respond to your initial discussion post, if I ask you further questions in this thread, then you are expected to answer. If you do not answer, you will not receive full credit for the discussion.

Also, please participate and comment on other people's discussions as well. This is a great way to discuss and learn. Keep your comments civil, appropriate, and constructive.

### **Grading Scale:**

A (90 - 100%) B (80 - 89%) C (70 - 79%) D (60 - 69%) F (below 60%)

### **Attendance:**

If you aren't in class, you aren't learning the material. Don't miss class! And, don't be tardy! Being late or being on time is nothing more than a habit. If you are in the habit of being late, this will be a good time to work on changing that habit to one of being on time. In the career field, being late is a just cause for firing employees, so if you are in the habit of being late, then you can use this class as an opportunity to work on changing that habit. However, I'd rather you were late, than miss class, so if you are running late, please come in quietly and take your seat.

### **Critiques:**

Critiques are a crucial part of learning. During critiques, the instructor and students will offer feedback on your work. The following rules apply to critiques.

1. Be respectful!
2. Give positive and negative feedback. Positive feedback is important to learn what is working and to build confidence. Negative feedback is important because we cannot improve without it. All negative feedback should be as constructive as possible.
3. When receiving a critique, keep an open mind and don't get defensive. Remember, no one is attacking you or your work. The goal is to learn. You cannot learn with a closed mind or defensive attitude.

## **HOMEWORK ASSIGNMENTS**

ALL homework must be created for this class. You **MUST** create new work every week. Work created for other classes, or created in the past will **NOT** be accepted.

### **Disclaimer Statement:**

The instructor of this course reserves the right to make changes to this syllabus without prior notice.

### **Tentative Course Outline:**

Week 1 : Introduction and What is art?

Week 2 : Subjects and Their Uses in Art.

Week 3 : Visual elements

- Line, Shape and Mass

Week 4 : Visual elements

- Light and Color

Week 5 : Visual elements

- Surface and Space
- Principles of Design

Week 6: The Visual Arts

- Drawing
- Printmaking

Weeks 7 : The Visual Arts

- Painting - 10
- Sculpture -12

Weeks 8 : The Final Project

- Art movement

## Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: ART 122 - I (16467)

Number of credits: 3

Course Description: Two-dimensional design is a course exploring visual concepts that are necessary to expose the student to the Elements of Art and the Principles of Organization. Students will practice a variety of in class exercises and be responsible for outside assignments that demonstrate specific visual concepts.

Pre-/Co-requisites: Students are required to have an interest in art with the intention of expanding upon their existing perceptions of design and the application of design in everyday life.

Course Objectives: Students are expected to learn an expanded use of line, shape, value, color, texture, space, and form by creating examples of projects that demonstrate specific visual concepts related to two-dimensional art. Principles of organization will be applied to individual art elements with the purpose of creating unity and demonstrating an avenue to individual student expression.

Instructor: Terry Jelsing

Office: Art Room

Office Hours: TBA

Phone: 701-776-7606

Email: tjelsing1@gmail.com

Lecture/Lab Schedule: TBA

Textbook(s): NA

Course Requirements: Students are required to complete all course work on time and are required to make up missing assignments by the next meeting time. If a student is unable to attend a class for any reason it is the students responsibility to get the assignment and be prepared for the next class session.

Students are allowed to miss three classes for any excused reason. Each class after that will be considered unexcused and will result in the reduction of ½ letter grade reduction for the semester. Attendance is required. If students are unable to attend this course they should consider rescheduling when they have the time.

Individual and group critiques are the primary method for evaluating progress. This is a subjective but analytical process that continues through out the semester. It is imperative that students prepare and do their best on critiques as they are the replacement for tests. If a student misses a critique he/she will not be able to make up the interaction with the class.

Students are required to keep a sketchbook for notes and demonstrations. The sketchbook is part of the overall grade and demonstrates the students understanding of material covered in class. Students are required to be respectful at all times.

Absolutely no cell phones in class. This is disrespectful to the instructor, fellow classmates and the integrity of the material being presented. You will be asked to leave until the next class if you can not follow this rule. Foul and abusive language will not be tolerated and students will be asked to leave.

Because this is a hands on course that requires practice to improve, every effort will be evaluated on personal merit and the requirements of the assignment.

Tentative Course Outline: August-October Elements of Art exercises and short assignments. November-December student projects.

General Education Goals/Objectives: Students will learn the Elements of Art and how to organize two-dimensional visual space to produce meaningful expressions with aesthetic value. Students will learn design skills that will create an appreciation and awareness that will be beneficial on many levels of human development. Students will be able to recognize and apply visual improvements to their environment, course work or outside discipline that requires visual organization.

Relationship to Campus Theme: Two-dimensional design is a liberal arts course that is part of student development initiatives that consider the perceptual, intellectual, and emotional development of each individual.

Classroom Policies: Absolutely no cell phones in class. This is disrespectful to the instructor, fellow classmates and the integrity of the material being presented. Foul and abusive language will not be tolerated and you will be asked to leave. If you are ill or must miss a class for any reason let the instructor know. Every one is required to clean up at the end of every class.

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity: It is every student's responsibility to do original work. Examples of visual work on the Internet that is copied for assignments is not considered original research and will receive a failing grade.

Disabilities and Special Needs: All efforts to accommodate students with special needs are in accordance with university policies and ADA504 standards.

## Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:** ART 130 – Drawing I

**Number of credits:** 3 semester credits

**Course Description:** Drawing I is an introduction to the study and application of different drawing media, methods and techniques. The course will introduce the student to historical as well as contemporary examples of drawing as a thinking tool that functions on several levels of involvement and intention.

Students will explore approaches to the conceptual sketch, figure drawing, mechanical/instinctive methods, and alternative media. Students will complete six larger format finished drawings and weekly in-class exercises that demonstrate the specific topic being learned. In addition to various assignments students will maintain a drawing sketchbook that will be evaluated as part of their cumulative grade. Students should plan on spending three to six hours a week on drawing assignments.

**Pre-/Co-requisites:** None

**Course Objectives:** Students will learn several approaches to drawing as a form of visual perception and learning. The class will focus on the two-dimensional drawing techniques that demonstrate an understanding of controlling and manipulating space. Students will study historical examples of artist drawings and be able to recognize how the drawing achieved the artist's purpose. Students will use this analysis to compliment the intention of their own work. Daily practice and weekly assignments will provide the basis for evaluation.

**Instructor:** Terry Jelsing

**Office:** TH 2225

**Office Hours:** By arrangement

**Phone:** (701) 776-7606

**Email:** tjelsing1@gmail.com

**Lecture/Lab Schedule:** 9:30 AM – 12:00 PM on Thursdays

**Textbook(s):** None

**Course Requirements:**

Grading is based on a cumulative average of attendance, completed assignments, and research. Daily work/art exercises are assigned during the class and must be completed to receive credit

for the day. This can only happen if students are present therefore attendance is mandatory. If a student misses more than three classes their grade will be reduced by one half-letter grade for each missed class. In the event of illness or family issues students will be excused with proper documentation. This is a hands-on class that requires students to be on time and cognizant of cumulative learning processes that requires group involvement in critiques and discussions. Individual and group critiques are the primary tool for evaluation in place of tests. Be prepared for critiques in the same way you study for a test.

Students are responsible for all assignments, research, and sketchbooks during the semester. Failure to complete this work will result in a non-passing grade. Makeup assignments are due the following week of the absence. Assignments must be completed on time to receive credit points (no partial credit for partial projects). Extra credit projects will be available to students who want to improve their grade beyond general assignments but will not be accepted in place of the general assignment.

Final letter grades are assigned based on the following criteria:

A =	89.5-100% of the total points
B =	79.5 - <89.5% of the total points
C =	69.5 - <79.5% of the total points
D =	59.5 - <69.5% of the total points
F =	<59.5% of the total points

### Tentative Course Outline:

Week 1: Course intro. / Sketchbook assignment / drawing tools and equipment

Week 2: Elements of art / classroom exercise / use of color in drawing

Week 3: Elements of art / classroom exercise / sketchbook assignment / alternative drawing

Week 4: Principles of organization / classroom exercise / sketchbook assignment

Week 5: Instinctive and mechanical approaches to drawing / classroom exercise

Week 6: Negative space lecture and assignment

Week 7: Overlapping objects and perspective assignment / sketch book review / critique

Week 8: Mark making and spacial transparency – in class collaboration assignment

Week 9: Historical research and master copy assignment / critique

Week 10: Indigenous cultures / Dream drawing and surrealism / critique



Week 11: Large format finished drawing / open studio / critique

Week 12: Large format finished drawing / open studio / critique

Week 13: Large format finished drawing / open studio / critique

Week 14: Large format finished drawing / open studio / critique

Week 15: Final critique / final sketch book review / all projects due

The instructor of this course reserves the right to make changes to this syllabus without prior notice.

### **General Education Goals/Objectives:**

#### **Goal 7: Demonstrates the ability to create and analyze art; evaluate aesthetics; and synthesize interrelationships among the arts, the humanities, and society**

##### **Objective 1: Creates art**

Skill 1: Demonstrates knowledge of fundamentals of drawing

Skill 2: Uses skills learned in class to create original drawings

##### **Objective 2: Analyzes art**

Skill 1: Possesses a base knowledge of drawing principles and elements of art

Skill 2: Uses base knowledge to foster personal creative growth by dialog and analysis of art.

##### **Objective 3: Evaluates aesthetics**

Skill 1: Demonstrates personal appreciation for drawing and shows aptitude for subjective aesthetics.

Skill 2: Evaluates relationship of content and form in art works.

### **Relationship to Campus Theme (Nature, Technology, and Beyond):**

#### **Classroom Policies:**

- 1) Attendance in "a hands on " class is the way students learn. Class participation encourages leadership, communication skill, and maturity conducive to academic learning. Lecture material with out practice will enhance your knowledge of visual art, but will not substitute for the effort that students make towards their assignments.
- 2) Cell phones and related devices are prohibited in the classroom at all times. It is recommended that you do not bring your cell phone or other electronic devices into the classroom or, at the very least, turn it off.
- 3) Food and beverages during breaks are permitted in accordance with classroom policy.

- 4) Be respectful of other students, technicians, instructors, and guests. Disruptive behavior and foul language will result in the student being asked to leave the classroom.

**Student Email Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

**Academic Integrity**

Each student is expected to complete his or her own work. Copying assignments or images on the Internet, plagiarism on papers, and cheating on exams will only guarantee failure! In the creation of works of art, originality is one of the most important factors taken into consideration. Ideas may be derived from others' artwork, but images should not be blatantly copied. Without originality an artist cannot explore the parameters of their own creativity or make an invested analysis of their own thought process. This course is designed to foster a student's knowledge of drawing ideas and to contribute to personal growth and ongoing appreciation. For more information on academic integrity, refer to the Student Handbook.

**Disabilities and Special Needs**

If you have emergency medical information to share with the instructor, if you need special arrangements in case the building must be evacuated, or if you need accommodations in this course because of a disability, please make an appointment with the instructor. If you plan to request disability accommodations, you are encouraged to contact your instructor and Kayla O'Toole in the Learning Center (228-5479) as early as possible during the beginning of the semester.

# **Dakota College at Bottineau**

## **Course Syllabus**

### **Course Prefix/Number/Title**

ASC 087 College Writing Preparation

### **Course Description**

A precollege writing course that prepares students for College Composition, ENGL 110. Provides instruction in writing effective sentences, paragraphs, and essays.

### **Course Objectives**

Students will learn to assimilate techniques for beginning an essay, organizing paragraphs, and writing sentences so students to write clearly and economically for writing situations likely to be encountered in academic writing.

Students will learn revision techniques to replace Vernacular English with an English appropriate for academic writing.

### **Instructor**

Gary Albrightson

### **Office**

Thatcher Hall 2207

### **Office Hours**

Tuesday/Thursday 10-11 a.m.

Monday/Wednesday/Friday 10:30 – 11:00 a.m.

### **Phone**

701-228-5602

### **Email**

[gary.albrightson@dakotacollege.edu](mailto:gary.albrightson@dakotacollege.edu)

### **Student Email Policy**

Dakota College at Bottineau sends official communications to students at their campus-assigned email address and not to other email addresses. Students will not receive information the college sends if they do not check their DCB email or do not forward their email to a provider they prefer. The instructor communicates course information to students at the same campus assigned email address and does not receive email from any other email providers.

## **Lecture/Lab Schedule**

MWF

## **Textbook(s)**

*The St. Martin's Guide to Writing* 9<sup>th</sup> ed by Axelrod/Cooper

*Rhetorical Grammar* by Martha Kolln and Loretta S. Gray

*The Things They Carried* by Tim O'Brien

## **Course Requirements**

Students will read assignments in the textbook and answer questions about the readings, will write weekly in class, and will write paragraphs and an essay.

## **Tentative Course Outline**

Week 1 Introduction to the course

Week 2 Review of sentence structure

Week 3 Review of sentence structure

Week 4 SMG Reading and Quiz and sentence combining

Week 5 SMG Reading and Quiz and paragraph

Week 6 SMG Reading and Quiz and sentence combining

Week 7 SMG Reading and Quiz and paragraph

Week 8 Midterm

Week 9 SMG Reading and Quiz and sentence combining

Week 10 SMG Reading and Quiz and paragraph

Week 11 SMG Reading and Quiz and sentence combining

Week 12 SMG Reading and Quiz and paragraph

Week 13 SMG Reading and Quiz and sentence combining

Week 14 Essay

Week 15 Final draft of essay

Week 16 Final examination

### **Grading**

The final grade in this class is based on the essays and other writing, in-class participation, and the tests on the reading assignments.

### **General Education Goals/Objectives**

Goal 4: Demonstrates effective communication

Objective 1: Expresses ideas through effective writing

Skill 1: Uses the stages of the writing process to develop, organize, and present ideas in writing

Skill 4: Uses Edited Standard Written English in spelling, grammar, punctuation, and syntax, and presents written work in a style and format consistent with the demands of an academic setting

Objective 2: Reads at a level that allows participation in collegiate studies and chosen careers

Skill 1: Anticipates and understands the structure and organization of written work

Skill 2: Recognizes an author's central idea and forms of support

### **Relationship to Campus Theme**

Students in ASC 087 will read essays relevant to the campus theme and will write paragraphs addressing issues relevant to that theme.

### **Classroom Policies**

Students should attend all of the classes, do all of the quizzes and tests, and do all the writing assignments. Late work earns half credit and failure to follow instructions earns half credit. Plagiarized work, defined in the section below, earns a zero and a second occurrence of plagiarism will fail a student in this course.

## **Academic Integrity**

The discussion below comes from the Council of Writing Program Administrators at <http://www.wpacouncil.org/node/9>.

In instructional settings, plagiarism is a multifaceted and ethically complex problem. However, if any definition of plagiarism is to be helpful to administrators, faculty, and students, it needs to be as simple and direct as possible within the context for which it is intended.

Definition: In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source.

This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Most current discussions of plagiarism fail to distinguish between:

1. submitting someone else's text as one's own or attempting to blur the line between one's own ideas or words and those borrowed from another source, and
2. carelessly or inadequately citing ideas and words borrowed from another source.

Such discussions conflate plagiarism with the misuse of sources.

Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately."

## **Disabilities and Special Needs**

Any student with disabilities or special needs should inform the instructor, who will make accommodations so students can meet their educational goals

ASC 087  
College Writing Preparation  
3 credits  
FALL 2016  
M-W-F 10:00 to 10:50 a.m.  
TuTh 1:00 to 2:15 p.m.

Instructor: Margaret Bail  
Phone: 858-4793  
E-mail: margaret.bail@ndus.edu  
Office: MiSU Campus Administration Bldg Rm 160  
Office Hours: Monday through Friday 11:00 a.m. – noon

### **Required Texts**

*Everyday Writing* by Gregory Glau and Chitralkha de Duttgupta

### **Course Description:**

This course will give students confidence in writing for other college courses and for the workplace. Emphasis is placed on writing that is clearly and simply stated. Students will learn to use correct grammar to write error-free sentences, solid paragraphs, and well-organized essays.

### **Course Objectives:**

Students will:

- Demonstrate an understanding of the rules of grammar, punctuation, mechanics, and usage.
- Write clear, error-free sentences.
- Write topic sentences for paragraphs, and use details and examples to support topic sentences in order to create solid paragraphs.
- Organize paragraphs into coherent short essays.
- Learn and practice revision techniques.

### **Grading**

Course requirements will consist of: written revised essays, in-class writing, class discussion, word of the day, a midterm, and a final exam. Grading will be based on a combination of written work, class activities and participation, homework, midterm and final test. Students must have a grade average of C or above in order to receive a passing grade.

### **Course Policies**

#### Attendance and Participation

Attendance and class participation are mandatory. You can't expect to learn what you need to when you miss class. If missing class is unavoidable, please let me know ahead of time (if possible), otherwise it will be considered unexcused.

Participation is important! Many days will be spent in discussion of different elements of writing, and in group work, so come to class prepared and ready to talk to each other. For all reading assignments you will be responsible for preparing at least one discussion question which will be used to prompt discussion among the class.

### Late Work

I will not accept late work. If you will not be able to attend class on a day when something is due, please let me know ahead of time. I will only accept work submitted via e-mail in special circumstances. Otherwise, everything is due in class on the due date.

### Devices Policy

It is your responsibility to **turn off** all cell phones and other electronic devices (this includes music) while in class (this does not mean put them on silent or vibrate and therefore enable them to distract you or others in class). Texting under the desk fools no one, and **texting during class is not allowed**. If you are texting during class I will confiscate your electronic devices and return them to you after class.

### Essay Format

Make sure your assignments (except in-class writing and tests) are typed, double spaced, Times New Roman 12, 1-inch margins all around. They should have titles (when applicable), the pages should be numbered (when more than one page) and have at least your last name on each page, and they should be **stapled**.

***Do not change font size, character spacing, or margins to make your assignments seem longer.***

All materials taken from outside sources must be acknowledged using MLA format.

### Academic Integrity

The academic community is operated on the basis of honesty, integrity and fair play. It is the expectation that all students, as members of the college community, adhere to the highest levels of academic integrity. This means that:

- Students are responsible for submitting their own work. Student work must not be plagiarized.
- Students must not cooperate on oral or written examinations or work together on evaluated assignments without authorization.
- ***Do not ever copy and paste text from any source (specifically internet sources) and claim it as your own.*** If you do this, I will fail the paper. If you do it again I will fail you in the class. No exceptions.

Violations of academic principles such as cheating, plagiarism or other academic improprieties will be handled using the guidelines outlined in DCB's Student Handbook.



If you have additional questions or are not certain about what constitute plagiarism, please feel free to ask.

### Disabilities and Special Needs

Any student with disabilities or special needs should contact Disability Services in Lura Manor. Their phone number is: 701-858-3371. You may also inform me as soon as possible and I can help you connect with Disability Services so you can received whatever accommodations you need help meet your educational goals.

### Non-Discrimination Language Policy

It is my policy that we avoid discriminatory or hateful language in my classroom. When participating in classroom discussions everyone is expected to make every effort to be respectful of each other and the subject matter at hand.

### Student Resources

The **Minot State Writing Center** is staffed with tutors who are qualified to help you at any stage of the writing process. A word of caution: The Writing Center is not an editing service.

You can meet with a tutor in person or correspond with one over the internet. Visit their website for more complete information, including hours of operation, available appointments, and how to submit a paper online – <http://www.minotstateu.edu/writing center>.

Another extremely useful writing resource is the OWL (Online Writing Lab) at Purdue site: <http://owl.english.purdue.edu/>.

### Office Hours and Other Forms of Support

My office hours are listed above, or you can make an appointment. But please don't hesitate to send me an e-mail. My role as an instructor is to work with you and help you with your writing. Your role as a student is to be actively engaged in class discussions and to collaborate with your peers.

Please note: You are entirely responsible for your learning experience and for the grades that you earn in this class. If you are frustrated or overwhelmed, you must let me know. **ASK QUESTIONS!**

## TENTATIVE SCHEDULE

### Unit One – Weeks 1 - 7

- Focus: Grammar and Mechanics
- Essay: Memoir

### Unit Two – Weeks 8-11

- Focus: Essay structure
- Essay: Review

Unit Three – Weeks 12-16

- Focus: Revision and editing
- Essay: Analysis – Analyzing an Advertisement

## **Dakota College at Bottineau Course Syllabus**

### **Course Prefix/Number/Title:**

ASC 88: Composition I: Writing Lab  
1 Credit

### **Course Description:**

ASC 088 Writing Lab, a companion course to ENGL 110, provides additional time and help for students to practice revising skills.

### **Pre-requisite:**

Enrollment in ENGL 110 with an ACT score of 14 or 15

### **Course Objectives:**

To improve skills in starting, drafting, organizing, and revising writing tasks  
To learn grammar as a resource for expression rather than a catalog of prohibited behaviors

### **Instructor:**

Gary Albrightson  
Thatcher Addition 2207  
701-228-5602  
gary.albrightson@dakotacollege.edu

### **Office Hours:**

10:30 to 11:00 MWF

### **Lecture/Lab Schedule:**

Thursday: 1:00-1:50 @ Thatcher 212

### **Textbooks:**

Axelrod, Rise B. and Cooper Charles R. *The St Martin's Guide to Writing*. 9th ed. Boston: Bedford/St. Martin, 2010. Print.  
Strong, William. *Sentence Combining* 3<sup>rd</sup> ed.

### **Course Requirements:**

Students will work in lab to improve revising and editing skills. Grading will be based on in-class activities.

### **Policy on Devices and Class Participation**

Electronic devices should be turned off and put away during class.

### **Relationship to Campus Theme:**

Students will revise a writing assignment that defines a concept central to the campus theme.

**Classroom Policies: Grading**

Student work is assigned a letter grade that indicates the instructor's evaluation of work submitted as Superior, Satisfactory, or Unsatisfactory.

**Academic Integrity:**

The discussion of plagiarism below comes from the Council of Writing Program Administrators at <http://www.wpacouncil.org/node/9>.

“In instructional settings, plagiarism is a multifaceted and ethically complex problem. However, if any definition of plagiarism is to be helpful to administrators, faculty, and students, it needs to be as simple and direct as possible within the context for which it is intended.

*Definition: In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source.*

This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Most current discussions of plagiarism fail to distinguish between:

submitting someone else's text as one's own or attempting to blur the line between one's own ideas or words and those borrowed from another source, and carelessly or inadequately citing ideas and words borrowed from another source. Such discussions conflate *plagiarism* with the *misuse of sources*.

Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.”

**Disabilities and Special Needs:**

Any student with disabilities or special needs should inform the instructor, who will make accommodations so all students can meet their educational goals.

ASC 088  
Composition Lab  
1 credit  
FALL 2016

Instructor: Margaret Bail  
Phone: 858-4793  
E-mail: margaret.bail@ndus.edu  
Office: MiSU Campus Administration Bldg Rm 160  
Office Hours: Monday through Friday 11:00 a.m. to noon

**Prerequisites:**

**Required Texts**

Pearson *MyWritingLab* access code card.

**Course Description**

This course provides supplemental and developmental instruction for students taking ENGL 110 (College Composition I) and is taken during the same semester as ENGL 110.

**Course Objectives:**

Students will:

- Demonstrate an understanding of the rules of grammar, punctuation, mechanics, and usage.
- Write clear, error-free sentences.
- Write topic sentences for paragraphs, and use details and examples to support topic sentences in order to create solid paragraphs.
- Organize paragraphs into coherent short essays.
- Learn and practice revision techniques.

**Tentative Course Outline**

Students will take an in-class skills pretest through MyWritingLab at the beginning of the semester, and then work steadily through the semester on the required competency units based on the results of the pretest. Students will then take a final test at the end of the semester.

**Grading**

Course requirements will consist of: attendance and satisfactory completion of MyWritingLab pretest, modules, and post-test.

**Course Policies**

Attendance and Participation

Attendance and participation are mandatory. You can't expect to learn what you need to when you miss class. If missing class is unavoidable, please let me know ahead of time.

### Devices Policy

It is your responsibility to **turn off** all cell phones and other electronic while in class (this does not mean put them on silent or vibrate and therefore enable them to distract you or others in class).

### Disabilities and Special Needs

Any student with disabilities or special needs should contact Disability Services in Lura Manor. Their phone number is: 701-858-3371. You may also inform me as soon as possible and I can help you connect with Disability Services so you can receive whatever accommodations you need help meet your educational goals.

### Non-Discrimination Language Policy

It is my policy that we avoid discriminatory or hateful language in my classroom. When participating in classroom discussions everyone is expected to make every effort to be respectful of each other and the subject matter at hand.

### Student Resources

The **Minot State Writing Center** is staffed with tutors who are qualified to help you at any stage of the writing process. A word of caution: The Writing Center is not an editing service.

You can meet with a tutor in person or correspond with one over the internet. Visit their website for more complete information, including hours of operation, available appointments, and how to submit a paper online.

Another extremely useful writing resource is the OWL (Online Writing Lab) at Purdue site.

### Office Hours and Other Forms of Support

My office hours are listed above, or by appointment. But please don't hesitate to send me an e-mail! My role as an instructor is to work with you and help you with your writing. Your role as a student is to be actively engaged in class discussions and to collaborate with your peers.

Please note: You are entirely responsible for your learning experience and for the grades that you earn in this class. If you are frustrated or overwhelmed, you must let me know. **ASK QUESTIONS!**

Dakota College at Bottineau, Course Syllabus

**Course Prefix/ Title:** ASC 087 College Writing Preparation

**Credits:** 3 Semester Credits

**Course Description:** Provide strategies to increase writing efficiency, use of correct grammar for writing error free sentences, solid paragraphs, and well organized essays. Emphasis will be placed on writing that is clearly and simply stated. Semester will focus on writing skills and essay skills.

**Course Objectives:** Students will

\* Demonstrate an understanding of the rules of grammar, punctuation, mechanics, and usage.

1. Write clear, error free sentences
2. Write topic sentences and use details and examples
3. Organize paragraphs in coherent short essays
4. Learn and practice revision techniques

**Instructor:** Erika Hamilton

**E mail:** [erika.hamilton@dakotacollege.edu](mailto:erika.hamilton@dakotacollege.edu)

**Lecture Schedule:** MWF, 1:00-1:50 pm, Thatcher Hall, Room 2211

**Final Exam:** Wednesday, December 14, 2016. 3-5 pm, Thatcher 2211

\*\*\* If you are unable to take the final at the scheduled exam time, please speak with me and complete the necessary paperwork to take the exam early. If this paperwork is not completed **and approved**, you will not be able to take the final early.

**Textbook:** The St. Martin's Guide to Writing, 9th Ed., Axelrod/Cooper  
Sentence Combining: A Composing Book, Strong, William.

**Course Requirements:** To be successful in class, it is necessary that students attend all classes and arrive on time. Students will read assignments in the textbook and answer questions about the readings. The goal of this class is to teach students to build writing skills to the college level. Writing exercises will be a daily portion of this class.

**Student Email Policy:** Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus assigned email address will be the only one

recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus e mail rests with the student.

**Tentative Schedule:**

Week 1: First Week Activities, review of syllabus, book, brief writing sample

Week 2: Personal Introductory Essay

Weeks 3 and 4: Remembered Event Essay

Weeks 5 and 6: Profile Essay, summarizing, paraphrasing, direct quotes

Weeks 7: Essay Questions, wordiness, organization

Week 8: MIDTERM, thesis statements, supporting material

Week 9: Explanation of a Concept Essay, Citation and Plagiarism

Week 10: Essay: Argument Supporting a Position

Week 11: Essay: Argument Supporting a Position, continued

Week 12: Essay: Proposal to Solve a Problem

Week 13: Essay: Proposal to Solve a Problem, continued

Weeks 14 and 15: Justifying the Evaluation Essay

Week 16: FINALS WEEK

There will be no class on days the college is closed: September 5 (Labor Day), November 11 (Veteran's Day), November 24 and 25 (Thanksgiving Break)

**General Education Goals/Objectives:** The goal of this course is to build students' writing skills.



**Relationship to Campus Theme:** This course will provide writing skills that are relevant to careers in science, technology, business, and social science.

**Classroom Policies:**

**Attendance and Participation:** Attendance is required. Students earn points for in class attendance, assignments, quizzes, and writings. The final grade is based on points earned through points, class assignments, quizzes and writings.

Grading is based on the standard college curve, where students earn a grade based upon the percent of total points possible. Final letter grades are assigned based on the following criteria.

A= 89.5-100% of the total points

B= 79.5-89.5%

C= 69.5-79.5%

D= 59.5-69.5%

F= < 59.5%

Use of cell phones, Ipads, and other technology are prohibited in class at all times. It is recommended that students do not bring cell phones, but if necessary, must be turned off during class.

This syllabus is subject to change, and any subsequent editions will be given to students. All assignments will be discussed and confirmed in class prior to the due date.

**Academic Integrity:** The academic community operates on honesty, integrity, and fair play. It is the expectation that all students, and members of the college community, adhere to the highest levels of academic integrity. Violations of academic principles such as cheating, plagiarism, or other academic improprieties will be handled using the guidelines outlined in DCB's Student Handbook.

**Disability and Special Needs:** If you have a disability for which you need accommodations, you are encouraged to contact your instructor and the Learning Center to request disability support services as early as possible during the beginning of the semester.

# **CLASS CALENDAR - ASC 87 COLLEGE WRITING PREP**

TBHI = To be handed in

<b>WEEK I</b>	<b>W 8/24</b> <b>F 8/26</b>	
<b>WEEK II</b>	<b>M 8/29</b> <b>W 8/31</b>	Last day to add classes (16 wk) Last day to drop classes for full refund (16 wk)
	<b>F 9/2</b>	
<b>WEEK III</b>	<b>M 9/5</b> <b>W 9/7</b> <b>F 9/9</b>	<b>Labor Day - College is closed and no classes.]</b>  First draft of Essay I due!
<b>WEEK IV</b>	<b>M 9/12</b> <b>W 9/14</b> <b>F 9/16</b>	  Essay I due!
<b>WEEK V</b>	<b>M 9/19</b> <b>W 9/21</b> <b>F 9/23</b>	
<b>WEEK VI</b>	<b>M 9/26</b> <b>W 9/28</b> <b>F 9/30</b>	  First draft of Essay II due!
<b>WEEK VII</b>	<b>M 10/3</b> <b>W 10/5</b>	
	<b>F 10/7</b>	Essay II due!
<b>WEEK VIII</b>	<b>M 10/10</b>	
	<b>W 10/12</b>	Midterms
	<b>F 10/14</b>	
<b>WEEK IX</b>	<b>M 10/17</b>	
	<b>W 10/19</b>	
	<b>F 10/21</b>	
<b>WEEK X</b>	<b>M 10/24</b>	
	<b>W 10/26</b>	
	<b>F 10/28</b>	

**WEEK XI M 10/31** Essay III is due! (This essay will not include a 1st-draft revision.)

**W 11/2**

**F 11/4**

**WEEK XII M 11/7**

**W 11/9**

**[TH 11/10** Last day to drop classes with record or withdraw (16 wk)]

**F 11/11** **Veterans Day - College is closed and no classes.**

**WEEK XIII M 11/14**

**W 11/16**

**F 11/18**

**WEEK XIV M 11/21**

**W 11/23** Essay IV is due!

**[November 24-25 Thanksgiving holiday.]**

**WEEK XV M 11/28**

**W 11/30**

**F 12/2**

**WEEK XVI M 12/5**

**W 12/7**

**F 12/9** Final Exam Review

**FINALS WEEK is Dec. 12 -16**

**WINTER RECESS is Dec. 19-Jan. 6!**

# **COLLEGE WRITING PREP SYLLABUS**

## **Fall 2016**

Title: ASC 87 College Writing Skills

Credits: 3

Day/Time: MWF 10:00 - 10:50 (or MWF 11:00 - 11:50)

Location: Library 207

Instructor: Dr. Valerie Meidinger

Office: McFarland 132

Office Hours: MW 12- 2, F 9-10 or by appointment

Office phone: (701) 845-7490

Email: valerie.meidinger@vcsu.edu

**Course Description:** A precollege writing course that prepares students for ENGL 110 COLLEGE COMPOSITION. This course provides instruction in writing error-free sentences, solid paragraphs, and well organized essays.

### **Course Objectives:**

Students will be able to

- identify and correct common words that are often misspelled or used incorrectly
- understand and practice revision techniques
- recognize and correct non-Standard English that might work against a student achieving success in a workplace or academic situation in which written communication is necessary
- write clearly and economically in writing situations likely to be encountered at the college level
- read publications and reflect on them through the written word

**Textbook:** No textbook required

**Grades:** Grades are based on attendance, participation, weekly assignments, quizzes, and exams.

**Grade Breakdown:** A = 100-90    B = 89-80    C = 79-70    D = 69-60    F = Below 60

**Attendance: Missing class is not acceptable.** If you choose to miss class, there are consequences. If you miss 5 classes, your grade will automatically be lowered by one letter grade. (Ex.: If you would have gotten a B in the class, your grade will be lowered to a C if you've missed 5 classes.) If you miss 8 classes, lose 2 letter grades; and 10 classes, you will fail the course. Any necessary absences will only be excused if approved by the instructor prior to class time.

**FINAL EXAMS** are scheduled for the week of December 12 - 16. Your Final Exam is mandatory and cannot be taken early. Please do NOT make travel arrangements for Winter Break and expect to take your final early.

**Student Rights and Responsibilities:** Please refer to the DCB Academic Catalog/Student Handbook for issues related to your rights and responsibilities as a student enrolled at Dakota College of Bottineau.

**Academic Dishonesty:** (Cheating and Plagiarism) Dakota College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the DCB Academic Catalog/Student Handbook for more information about this topic.

**Disabilities and Special Needs:**

If you have a disability for which you need accommodation, contact Peggy Gregg at DCB (701) 228-5477 or [peggy.gregg@dakotacollege.edu](mailto:peggy.gregg@dakotacollege.edu).

**Safety Notice:** In case of a fire, students will gather their materials, exit the building using the south stairs and will meet in front of the President's house stairs.

In case of a tornado, students will follow the stairs down to the basement of the library and remain there until the weather improves. Students will not be allowed to leave until an "all clear" notice has been given.

In case of a lockdown, we will remain in the classroom. Students will NOT leave the room until an "all clear" notice has been given. If a lockdown occurs, students are expected to work as a team, silence cell phones, and remain calm.

**Illness:** Please do not come to class if you are sick. If you are sick, and you visit the VCSU school nurse, you will be excused from class (with a written verification from the nurse).

**Classroom Policies:** Please refrain from doing anything that might be offensive, disruptive or disturbing to other students and the instructor. This academic environment is an open and harassment free zone. Participation in class is highly encouraged and is an integral part of the higher education experience. Ask questions, give comments in discussions, etc.

**Offensive language is not tolerated, not only in your speech but in your writing.** You will be asked to leave the classroom for this and any other offensive, disturbing behavior and will receive a failing grade for that day. If negative behavior is a continual issue, you may be asked to withdraw from the class.

**Cell phone use is not necessary in class. Please turn your phones to silent, put them away or turn them over if leaving them on your desk. Refrain from texting, browsing or other use (unless directed by the instructor). Cell phone use is a disrespectful distraction to the rest of the class, whether you believe this or not.**

This syllabus is subject to change by discretion of the instructor.

**Course Name :** ASC 087 College Writing Preparation - Online

**Course Description:** This course will give students confidence in writing for other college courses and for the workplace. Emphasis is placed on writing that is clearly and simply stated. Students will learn to use correct grammar to write error-free sentences, solid paragraphs, and well-organized essays.

**Credits:** 3 semester credits

**Prerequisite(s):** None

**Delivery Method:** Online

**Course Objectives/Student Outcomes:**

It is expected that students will be able to

Demonstrate an understanding of the rules of grammar, punctuation, mechanics, and usage.

Write clear, error-free sentences.

Write topic sentences for paragraphs.

Use details and examples to support topic sentences.

Write solid paragraphs

**Instructor:** Faye Bernstein

**Office:** Online

**Office Hours:** Use the e-mail tool within the online course to communicate with the instructor. Course e-mail messages will be checked daily. If you have a technical problem, contact the Distance Education office (1-888-918-5623, toll free)

**Class Schedule:** Online

**Textbook:**

Sentence Skills, Form A, John Langan, McGraw Hill, 8th Edition, 978-0-07-312374-5

**Order by e-mail:** [bookcell@msub.nodak.edu](mailto:bookcell@msub.nodak.edu)

or

**Order online:**

[https://payment.ndus.nodak.edu/C22800\\_ustores](https://payment.ndus.nodak.edu/C22800_ustores)

**Course Requirements:**

**Independent Practice:**

Read the assigned pages in the textbook and do the chapter activities. Starting with Chapter 4,

you can check your answers from the answers given in the back of the book, pages 568-586.

**A timed Pre-Test** is given at the beginning of the course. The points you get on this test won't count in your total points for the course. Your score shows you and the instructor what you knew about writing skills at the beginning of the course.

**A timed Post-Test** is given at the end of the course. Again, these points do not count in your total score. You and the instructor will compare your score at the beginning of the semester to the score you get at the end.

**Graded Quizzes** are not timed and will show if you have learned the material well enough to get a good grade on the Chapter Tests. **You can retake the quizzes**; your highest score is the one that will count toward total points. If you get a low score the first time you do a Chapter Quiz, you probably need to study more before you take the weekly graded Test.

**Tests:** A timed test is given at the end of every chapter. At the end of the course a 150 point Final Test is given.

**Writing Assignments:** You are required to write 4 paragraphs worth 50 points each.

**Tentative Course Outline:** Consult the Course Content for the Chapter Instructions and Due Dates.

Learn to write correctly written sentences, paragraphs and essays. (**Gen. Ed. goals 1 & 2**)

Read and write about an environmental concern. (**Gen. Ed. goal 5**)

Read and write about an aspect of cultural diversity. (**Gen. Ed. goal 6**)

### **Relationship to Campus Theme:**

This course teaches good written communication skills that are a vital requirement for careers in science, technology, business, and social science.

### **Classroom Policies:**

- Regular Participation is expected.
- Quizzes, tests, and writing assignments can be done on any computer with Internet access.
- For taking tests, students need to have a distraction-free area at home, in a computer lab, at a library, etc.
- The tests can be taken at any time between the given dates and times.
- Each test is timed.

### **Evaluation:**

Grades are based on total points earned and include the points from the retake quizzes. Grades are calculated by dividing total points earned by total points possible.

290 points for Chapter Quizzes  
480 points for Chapter Tests  
50 points for Paragraph #1  
50 points for Paragraph #2  
50 Points for Paragraph #3  
50 Points for Paragraph #4  
150 points for the Final Exam  
1120 total points

A--90-100% (1008-1120 points)  
B--80-89% (896-1007 points)  
C--70-79% (784-895 points)  
D--60-69% (672-783 points)  
F--59% or lower (below 672 points)

**Academic Integrity:** The academic community is operated on the basis of honesty, integrity, and fair play. It is the expectation that all students, as members of the college community, adhere to the highest levels of academic integrity. This means that:

- Students are responsible for submitting their own work. Student work must not be plagiarized.
- Students must not cooperate on oral or written examinations or work together on evaluated assignments without authorization.

To learn how to avoid plagiarism in your work, review the website from Purdue University, "Is It Plagiarism Yet?"

Violations of academic principles such as cheating, plagiarism, or other academic improprieties will be handled using the guidelines outlined in the Student Handbook, pages 18, 19, and 37.

### **Disabilities and Special Needs:**

If you have a disability for which you need accommodation, contact the Learning Center to request disability support services: phone: 701-228-5477 or toll free 1-888-918-5623

**DCB e-mail account:** All students are required to use their DCB assigned e-mail accounts for all school related information they need to receive via e-mail (billings, financial aid, coursework, class assignments, etc.)

**Free access to Microsoft Office:** Available to all students



ASC 088  
Fall 2016

Instructor: Damon Schneider  
E-mail: damon.schneider@dakotacollege.edu

*“The boundaries of my language are the boundaries of my world.” ~ Ludwig Wittgenstein*

**Course Description:**

ASC 088 Writing Lab, a companion course to ENGL 110, provides additional time and help for students to practice revising skills.

Note: Basic skills with Microsoft Word and Internet access either at home or school are required.

**Pre-requisite:**

Enrollment in ENGL 110 with an ACT score of 14 or 15.

**Course Objectives:**

To improve skills in starting, drafting, organizing, and revising writing tasks. To learn grammar as a resource for expression rather than a catalog of prohibited behaviors.

**Textbook and Additional Required Materials:**

Required Textbook – *The St. Martin’s Guide to Writing*, 9<sup>th</sup> Edition, Axelrod, Cooper.

978-0-312-53612-1

*Deeply Rooted* by Lisa Hamilton. 978-1582435862 (this is the school’s “campus read” for 2016-2017).

**Accommodations**

If you need any special accommodations, please see me to supply documentation of your need and to make the necessary arrangements.

**Mondays:** As we are not meeting in a classroom it is important that you check Moodle often. Every other Monday until the end of the course, then, I will post new assignments on Moodle (hence, it would be a really good idea to check Moodle every Monday).

**Reading Assignments:** Reading assignments will come from the textbook as well as from several handouts found on Moodle. Each assignment should be read in full before the following Monday’s posting of the new assignments.

**Writing Assignments:** There will be several written papers assigned throughout the semester – specifications for each paper/assignment will be placed on Moodle every other Monday.

**Short Video Clips:** I will be posting short video clips on Moodle of myself further elaborating on the assignments (if a picture’s worth a thousand words than a one minute clip of video explanation is probably worth a million). These video clips are essential to understanding some of the more abstract points you will have to understand before writing the paper – therefore, please view these clips before beginning any paper.

**Email:** In an effort to acquaint you with appropriate business practices, I will teach you the proper format for sending an email to me. I will only answer email that is sent to me with an appropriate salutation, that uses formal language, and that ends with a formal ending (Sincerely, Joe Smith). Also, I will not answer

e-mails written in “text speak” or shorthand. Further, note that I may not get back to you immediately with a response to your email as the latest that I will check email is 8 pm. Do not email me in the middle of the night and expect a response the next morning.

### **Computer Use**

The College’s computing equipment, and computing resources are owned by the College. All messages composed, sent, forwarded or received are retained by the College and are the property of the College. They are not the private property of any student or other individual. Violations of this policy include, but are not limited to, denial, revocation, removal of unacceptable data, or suspension of Internet/e-mail rights, disciplinary action, including expulsion, and/or appropriate legal action. Refer to the Student Handbook for additional details of this policy.

**Paper Guidelines:** All papers must be double-spaced, Times New Roman, with 12 pt. font. and 1” margins on all sides.

**Late Papers:** Late papers will suffer a one letter grade drop.

### **Grading (on a 100 point scale):**

<b>Assignments and Points</b>	<b>Points (100 total)</b>
Reader Responses (6 total)	30 (five points each)
Weekly Exercises (6 total)	15 (.5 for each question)
Paragraph Exercises (8 total)	10 (1.25 for each paragraph)
Midterm Quiz	15
Final Quiz	15
Campus Read	15

*A 93 and above*  
*B 80-92*  
*C 70-79*  
*D 60-69*

**Policy on Plagiarism:** You are responsible for knowing and understanding the school’s policy regarding academic honesty. This policy includes plagiarism: the use of someone else’s ideas as your own. You may use the ideas and language of others in your writing, but you must acknowledge the source (using in-text citations and a Works Cited page).

<b>Week</b>	<b>Reading Schedule</b>	<b>Written Assignment</b>
Weeks 1 and 2 – Beginning Aug. 22	St. Martin’s H115-131 Begin reading Campus Read	Exercises 1 + Reader Response 1 + Paragraph 1
Week 3 and 4 – Beginning Sept. 5	St. Martin’s H5-21 Continue reading Campus Read	Exercises 2 + Reader Response 2 + Paragraph 2
Weeks 5 and 6 – Beginning Sept. 19	St. Martin’s H22-38 Continue reading Campus Read	Exercises 3 + Reader Response 3 + Paragraph 3
Weeks 7 and 8 – Beginning Oct. 3	St. Martin’s H39-55 Continue reading Campus Read	<b>Midterm Quiz</b> + Paragraph 4
Week 9 and 10 – Beginning Oct. 17	St. Martin’s H56-72 Continue reading Campus Read	Exercises 4 + Reader Response 4 + Paragraph 5
Weeks 11 and 12 – Beginning Oct. 31	St. Martin’s H73-89 Continue reading Campus Read	Exercises 5 + Reader Response 5 + Paragraph 6
Weeks 13 and 14 – Beginning Nov. 14	St. Martin’s H90-103 Continue reading Campus Read	Exercises 6 + Reader Response 6 + Paragraph 7
Weeks 15 and 16 – Beginning Nov. 28	St. Martin’s H115-131 Begin reading Campus Read	<b>Final Quiz</b> + Paragraph 8
Weeks 17 – Beginning Dec. 12	Finish Reading Campus Read	Campus Read due Thursday, Dec. 15, by 4pm.

**Please note, this syllabus may change as unforeseen concerns or situations arise.**

## Dakota College at Bottineau Course Syllabus

### Course Prefix/Number/Title:

ASC 88: Composition I: Writing Lab  
1 Credit

### Course Description:

Composition 110: writing lab is a companion course to Composition I that provides additional time and help for students in drafting and revising skills.

### Pre-requisite:

Placement in Composition 110 with a score of 14 or above on the ACT.

### Course Objectives:

To improve skills in structuring paragraphs and essays  
To use writing and revising strategies to produce short essays.  
To edit all final drafts, eliminating all grammatical and typing errors.

### Instructor:

Mr. Michael Porter  
Office: Thatcher Addition: Room 2209  
Telephone: 228-5445  
E-mail: mike.porter@dakotacollege.edu

### Office Hours:

Tuesday, Thursday: 9:00 to 11:00  
Monday and Friday: 2:00 to 3:00

### Lecture/Lab Schedule:

Thursday: 1:00 to 1:50

### Textbooks:

Axelrod, Rise B. and Cooper Charles R. *The St Martin's Guide to Writing*. 9<sup>th</sup> ed. Boston: Bedford/St. Martin, 2010. Print.  
Hamilton, Lisa M. *Deeply Rooted: Unconventional Farmers in the Age of Agribusiness*. Berkeley: Counterpoint, 2009. Print.  
O'Brien, Tim. *The Things They Carried*. New York: Broadway Books, 1990. Print.

### Course Requirements:

Students will work in class to improve drafting revising and grammar skills. Grading will be based on in class activities, worksheet scores, written work, and the pretest-posttest scores.

**General Education Goals/Objectives:**

**Goal 4: Demonstrates effective communication**

Objective 1: Expresses ideas through effective writing

Objective 4: Works collaboratively with others

**Relationship to Campus Theme:**

Students will expand their communication skills which is an essential element of their human nature.

**Classroom Policies: Grading**

Weekly check list

Written assignments

Worksheet scores

Pretest/posttest improvement

**Academic Integrity:**

All assignments, tests, and quizzes will meet the standards of accepted Academic Integrity.

**Disabilities and Special Needs:**

Students with disabilities or special needs must inform the instructor of those needs as soon as possible.

**Student Email Policy**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

**ASC 88: Writing Lab: Fall 2016**

**Syllabus:**

August 25

Introduce Class

Basic sentence Structure Worksheet

September 1

Revise Persuasive Paragraphs

Sentence boundary worksheet

September 8

Revise Descriptive paragraphs

Pronoun case worksheet

September 15  
Develop thesis statement for the first paper

September 22  
Revise first paper  
Grammatical Sentences: Verbs Adjective and Adverbs

September 29  
Revise first paper

October 6  
Thesis statement for the second paper  
Review for the midterm

October 13  
Draft Second Paper

October 20  
Effective Sentences Subordination Worksheet  
Revise second paper

October 27  
Revise second paper

November 3  
Concise Writing Worksheet  
Brainstorm topics for the final paper

November 10  
Thesis statement for the third paper

November 17  
Draft third paper  
Worksheet: Diction

December 1  
Revise final paper  
Review for Final

December 8  
Review for Final







## Dakota College at Bottineau Course Syllabus

### Course Prefix/Number/Title:

ASC 88: Composition I: Writing Lab  
1 Credit

### Course Description:

Composition 110: writing lab is a companion course to Composition I that provides additional time and help for students in drafting and revising skills.

### Pre-requisite:

Placement in Composition 110 with a score of 14 or above on the ACT.

### Course Objectives:

To improve skills in structuring paragraphs and essays  
To use writing and revising strategies to produce short essays.  
To edit all final drafts, eliminating all grammatical and typing errors.

### Instructor:

Mr. Michael Porter  
Office: Thatcher Addition: Room 2209  
Telephone: 228-5445  
E-mail: mike.porter@dakotacollege.edu

### Office Hours:

Tuesday, Thursday: 9:00 to 11:00  
Monday and Friday: 2:00 to 3:00

### Lecture/Lab Schedule:

Wednesday: 1:00 to 1:50

### Textbooks:

Axelrod, Rise B. and Cooper Charles R. *The St Martin's Guide to Writing*. 9<sup>th</sup> ed. Boston: Bedford/St. Martin, 2010. Print.  
Hamilton, Lisa M. *Deeply Rooted: Unconventional Farmers in the Age of Agribusiness*. Berkeley: Counterpoint, 2009. Print.  
O'Brien, Tim. *The Things They Carried*. New York: Broadway Books, 1990. Print.

### Course Requirements:

Students will work in class to improve drafting revising and grammar skills. Grading will be based on in class activities, worksheet scores, written work, and the pretest-posttest scores.

**General Education Goals/Objectives:**

**Goal 4: Demonstrates effective communication**

Objective 1: Expresses ideas through effective writing

Objective 4: Works collaboratively with others

**Relationship to Campus Theme:**

Students will expand their communication skills which is an essential element of their human nature.

**Classroom Policies: Grading**

Weekly check list

Written assignments

Worksheet scores

Pretest/posttest improvement

**Academic Integrity:**

All assignments, tests, and quizzes will meet the standards of accepted Academic Integrity.

**Disabilities and Special Needs:**

Students with disabilities or special needs must inform the instructor of those needs as soon as possible.

**Student Email Policy**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

## **ASC 88: Writing Lab: Fall 2016**

Syllabus:

August 24

Introduce Class

Basic sentence Structure Worksheet

August 31

Revise Persuasive Paragraphs

Sentence boundary worksheet

September 7

Revise Descriptive paragraphs

Pronoun case worksheet

September 14  
Develop thesis statement for the first paper

September 21  
Revise first paper  
Grammatical Sentences: Verbs Adjective and Adverbs

September 28  
Revise first paper  
Review for Midterm

October 5  
Assessment Day

October 12  
Draft Second Paper

October 19  
Effective Sentences Subordination Worksheet  
Revise second paper

October 26  
Revise second paper

November 2  
Concise Writing Worksheet  
Brainstorm topics for the final paper

November 9  
Thesis statement for the third paper

November 16  
Draft third paper  
Worksheet: Diction

November 23  
Revise Third Paper

December 1  
Revise final paper  
Review for Final

December 8  
Review for Final



# ASC 91 – Algebra Prep I

2 credits

Instructor: Tracy Chisholm

**Course Description:** This course is a beginning level algebra course. Topics covered include fractions, decimals, real numbers, algebraic properties, simplifying and solving equations and inequalities, and algebraic applications. The class does not satisfy college graduation requirements for math.

**Prerequisite:** none

**Course Objectives:** It is expected that students will be able to:

- Perform basic algebraic operations using positive and negative numbers, fractions, and exponents. Demonstrate an understanding of terms and rules used in algebra.
- Utilize problem-solving strategies to solve problems.
- Simplify expressions & solve equations and inequalities.
- Analyze and solve various types of math problems

**Class Schedule:** MTWTF 1<sup>st</sup> 8-weeks 9:00am – 9:50am & 2pm – 2:50pm

Monday	Tuesday	Wednesday	Thursday	Friday
NSC 126	NSC 124	NSC 126		NSC 126
9-9:50am	9-9:50am	9-9:50am		9-9:50am
2-2:50pm	2-2:50pm	2-2:50pm		2-2:50pm

**Instructor:** Tracy Chisholm

*Office:* Nelson Science Center, Room 112

*Phone:* (701) 228-5424

*E-mail:* [tracy.chisholm@dakotacollege.edu](mailto:tracy.chisholm@dakotacollege.edu)

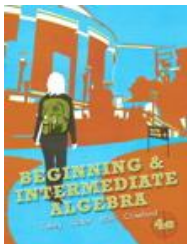
*Office Hours:* Mon-Wed, Fri 10-12am or by appointment

*Website:* [www.chisholmalgebraprep.weebly.com](http://www.chisholmalgebraprep.weebly.com)

### Tentative Course Outline:

<b>Chapter</b>	<b>Topics</b>	<b>Dates</b>
Chapter 0 Sections 0.1 – 0.5	Prealgebra Review	Weeks 1-3
Chapter 1 Sections 1.1 – 1.9	Real Numbers and Variables	Weeks 3-5
Chapter 2 Sections 2.1 – 2.6,2.8	Equations, Inequalities, and Applications	Week 6-8
Final Exam	COMPREHENSIVE	Week 8

**Required Text:** *Beginning & Intermediate Algebra 4th Edition* by Tobey, Slater, Blair and Crawford with MyMathLab online learning software. Pearson Publishing



MyMathLab Learning Software Website: [www.mymathlab.com](http://www.mymathlab.com)

### Course Requirements:

Learning algebra is an investment of time. Algebra is learned best by practice, reflect, and practice some more. Understanding the examples provided by the instructor and textbook is a good first step. However, to truly know the material, you should be able to look at a problem, know how to proceed, and carry out the steps WITHOUT ASSISTANCE. The independent practice and graded homework provide opportunities for you to get to that point. Passing grades on quizzes and tests demonstrate that you have indeed learned the skills taught.

**Homework & Quizzes (25%):** These are graded assignments that can be done multiple times. Only the highest score will be used. These assignments close at 11:59 PM, Central Daylight Time on the due date. Do the work well in advance. If the assignment is done after the posted due date, 30% will be deducted from your score.

Quizzes will be given periodically. These may be announced or unannounced. Only announced quizzes can be made up. You will be deducted 10% for each day it is late up to two days. You cannot make it up after two days.

**In-Class Activities (25%):** Almost every section will have a graded activity that is meant to be completed in class. Some of these will be individual activities, some will be collaborative activities.

**Tests (50%):** Three graded tests and a comprehensive final are administered over the eight-week term. Students are allowed one attempt on each test and must be completed in one sitting. If a student leaves the classroom during a test, the test will be collected and graded. Tests must be taken on the day they are given or previous arrangements must be made prior to the test day. **If you miss an exam you must contact me within 24 hours of the missed exam to arrange for a time to make up the exam. Exams must be made up within 72 hours of the original exam time. If you do not contact me within 24 hours, a grade of 0 will be entered for the exam that was missed. Students are only allowed to make up ONE exam per course. The exam grade will be docked 10% per day for late points. Cheating on tests will not be tolerated. If you are caught cheating, that will result in an automatic 0 for the exam.**



A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

### Classroom Policies:

- Respect is to be shown towards the instructor and fellow students in the classroom.
- Attendance and participation is expected. Twenty-five percent of your grade is based solely on participation and in-class activities. You are responsible for the activities of each class period. If you know of a conflict ahead of time, you are welcome to submit assignments early.
- Show up to class on time and be prepared (pencil, notebook, calculator, etc).
- Learning activities and evaluation will occur in the MyMathLab learning system and requires Internet connectivity.
- **Electronic Devices:** Silence cellular phones, pagers, CD players, radios, and similar devices in the classroom and laboratory facilities. If this is an IVN course, cell phone must be turned off at all times in class! I will not tolerate texting, playing games, watching videos or anything else that is disruptive to the class and others around you. You will be asked once to put the phone away, if asked again you will be asked to leave. (If you are expecting an important phone call, please inform me before class.)
- **Do NOT wear headphones during class or tests. They are not allowed.**
- The syllabus is a living document that is subject to change. All assignments will be confirmed during the class prior to their due date. The instructor reserves the right to allow the class agenda to fluctuate as the course progresses.

**Student Email Policy:** Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

**General Education Goals/Objectives:**

- Goal 2: Demonstrates knowledge and application of technology.
  - Objective 2: Uses electronic resources for course related assignments and information
    - Skill 1: Selects appropriate program on the graphing calculator to solve problems
  
- Goal 3: Demonstrates the ability to convert, calculate, and analyze a variety of mathematical problems
  - Objective 1: Utilizes mathematical equations to solve problems
    - Skill1: Solves equations and problems using the appropriate method
  - Objective 2: Applies practical application of mathematics to everyday life
    - Skill3: Solves word problems

**Relationship to Campus Theme:** This course develops algebra skills that are used to solve problems in science, technology, business, and social sciences.

**Academic Integrity:** The academic community is operated on the basis of honesty, integrity and fair play. It is the expectation that all students, as members of the college community, adhere to the highest levels of academic integrity. This means that:

- Students are responsible for submitting their own work. Student work must not be plagiarized.
- Students must not cooperate on oral or written examinations or work together on evaluated assignments without authorization.
- Cheating will not be tolerated. Any student found to be cheating will receive a 0 on the assignment; an additional incidence of cheating will result in the student being dismissed from the course.

**Disabilities and Special Needs:** If you have a disability for which you need accommodation, contact the Learning Center to request disability support services: phone 701-228-5477 or toll-free 1-888-918-5623.



# ASC 91 – Algebra Prep I

2 credits

Instructor: Tracy Chisholm

**Course Description:** This course is a beginning level algebra course. Topics covered include fractions, decimals, real numbers, algebraic properties, simplifying and solving equations and inequalities, and algebraic applications. The class does not satisfy college graduation requirements for math.

**Prerequisite:** none

**Course Objectives:** It is expected that students will be able to:

- Perform basic algebraic operations using positive and negative numbers, fractions, and exponents. Demonstrate an understanding of terms and rules used in algebra.
- Utilize problem-solving strategies to solve problems.
- Simplify expressions & solve equations and inequalities.
- Analyze and solve various types of math problems

**Class Schedule:** online

**Instructor:** Tracy Chisholm

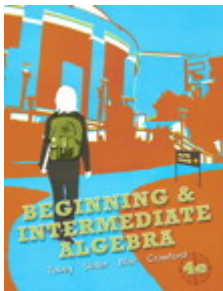
Office: Nelson Science Center, Room 112

Phone: (701) 228-5424

E-mail: [tracy.chisholm@dakotacollege.edu](mailto:tracy.chisholm@dakotacollege.edu)

Office Hours: online

**Required Text:** *Beginning & Intermediate Algebra 4th Edition* by Tobey, Slater, Blair and Crawford with MyMathLab online learning software. Pearson Publishing



MyMathLab Learning Software Website: [www.mymathlab.com](http://www.mymathlab.com)



## Tentative Course Outline:

This schedule is designed to give you an idea of where you should be in the course. All of the homework assignments and quizzes are open through the end of the semester, but this timeline will help keep you on track to complete all of the material in the course.

Chapter	Topics	Dates
Chapter 0 Sections 0.1 – 0.5	Prealgebra Review	Weeks 1-3
Chapter 1 Sections 1.1 – 1.9	Real Numbers and Variables	Weeks 3-5
Chapter 2 Sections 2.1 – 2.6,2.8	Equations, Inequalities, and Applications	Week 6-8
Final Exam	COMPREHENSIVE	Week 8

## Course Requirements:

Learning algebra is an investment of time. Algebra is learned best by practice, reflect, and practice some more. Understanding the examples provided by the instructor and textbook is a good first step. However, to truly know the material, you should be able to look at a problem, know how to proceed, and carry out the steps WITHOUT ASSISTANCE. The independent practice and graded homework provide opportunities for you to get to that point. Passing grades on quizzes and tests demonstrate that you have indeed learned the skills taught.

Specific sections will be assigned each week and they will be due Sunday night at 11:59 PM, Central Daylight Time of that week. Do not leave all of these until Sunday, but instead make sure to do the work well in advance.

**Lessons:** The online learning environment will include video lessons for each section covered in the course. Students are expected to take notes.

**Homework Assignments:** These are graded assignments that can be done multiple times. Only the highest score will be calculated into the student's overall grade.

**Quick Quizzes:** Each lesson and homework is followed by a graded quiz of three questions. The due dates correspond with those of the related homework assignments.

**Tests:** An *ungraded* pre-test is given early in the course. Five graded tests and a comprehensive final are administered over the eight-week term. Students are allowed one attempt on each test. It is the student's responsibility to take tests on (or before) the dates they are available.



A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

**General Education Goals/Objectives:**

- Goal 2: Demonstrates knowledge and application of technology.
  - Objective 2: Uses electronic resources for course related assignments and information
    - Skill 1: Selects appropriate program on the graphing calculator to solve problems
- Goal 3: Demonstrates the ability to convert, calculate, and analyze a variety of mathematical problems
  - Objective 1: Utilizes mathematical equations to solve problems
    - Skill1: Solves equations and problems using the appropriate method
  - Objective 2: Applies practical application of mathematics to everyday life
    - Skill3: Solves word problems

**Relationship to Campus Theme:** This course develops algebra skills that are used to solve problems in science, technology, business, and social sciences.

**Classroom Policies:**

- Regular participation is expected.
- Learning activities and evaluation will occur in the MyMathLab learning system and requires Internet connectivity. Students need to set up or select an environment conducive to study and testing.
- Tests will be available for a limited period of time. Students should complete the tests without the use of notes or other materials.

**Academic Integrity:** The academic community is operated on the basis of honesty, integrity and fair play. It is the expectation that all students, as members of the college community, adhere to the highest levels of academic integrity. This means that:

- Students are responsible for submitting their own work. Student work must not be plagiarized.
- Students must not cooperate on oral or written examinations or work together on evaluated assignments without authorization.
- If there is evidence of cheating on an exam the student will receive an F on the respective exam.

**Disabilities and Special Needs:** If you have a disability for which you need accommodation, contact the Learning Center to request disability support services: phone 701-228-5477 or toll-free 1-888-918-5623.

# Algebra Prep 1 – 1<sup>st</sup> 8 Weeks

ASC 91 Algebra Prep 1 (2 semester credits)

**Course Description:** This course is a beginning level algebra course. Topics covered include fundamental operations of fractions, decimals, real numbers, expressions, equations and inequalities. This class does not satisfy college graduation requirements for math.

**Prerequisite(s):** none

Harmony Richman <b>Email:</b> harmony.richman@vcsu.edu <b>Phone:</b> 701- 845-7685 <b>Office Location:</b> McFarland 134  <b>Course Website:</b> <a href="http://mrsrichmanprep.weebly.com">http://mrsrichmanprep.weebly.com</a>  <b>Textbook:</b> <i>Beginning and Intermediate Algebra by Tobey, Slater, Blair, and Crawford 4<sup>th</sup> edition.</i>	<b><u>Class Schedule:</u></b>	
	Monday	
	Tuesday	
	Wednesday	
	Thursday	
	Friday	
	<b><u>Office Hours:</u></b>	
MTWF: 11 – 11:50PM & 1 – 1:50 or by appointment		

**Course Requirements:** Learning algebra is an investment of time. Algebra is learned best by practice, reflect, and practice some more. Understanding the steps in the topic explanations and video presentations is a good start. However, to truly know the material, you should be able to look at a problem, know how to proceed, and carry out the steps without assistance. There are multiple attempts in completing the homework which helps to provide opportunities for you to get to that point. It is expected to invest a minimum of 2 hours per semester credit hours outside of the classroom. Students are expected to be active learners in the classroom activities which helps enhance the students learning experience. Learning will take place utilizing the following; take home homework, in-class activities, supplemental instruction provided by the instructor; project; homework, and tests/exams.

**Course Objectives/Student Outcomes:** The students will be able to:

- Perform basic algebraic operations using positive and negative numbers, fractions and exponents
- Demonstrate an understanding of terms and rules used in algebra.
- Utilize problem solving strategies to solve problems.
- Simplify and solve equations and inequalities.
- Analyze and solve various types of math problems.
- Gain the skills need to participate in ASC 92 Algebra Prep II

**Relationship to Campus Theme:** This course introduces algebra skills that are used to solve problems in science, technology, business and social sciences. These problems will require critical thinking and interaction with other students.

**Grading Criteria:** Your grade will be weighted on the following:

Homework	25%
In-Class Activities	25%
Tests/Exams	35%
Project	15%

Final letter grades are assigned based on the following:

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

**Late Homework/Assignments:** It is the **responsibility of the student** to obtain an assignment if they are absent on the day it is given. If a student is absent on the day the assignment is due, it is his/her responsibility to get the assignment to the instructor **on time**. Missed assignments will be graded as a zero. In class activities are meant to be completed in class. Late tests/exams will not be given unless prior approval from the instructor is given.

**Schedule (subject to change):**

Date	Topic
August 23 <sup>rd</sup>	✓ Welcome! ✓ Overview of Course
August 24 <sup>th</sup>	✓ 0.1 - Simplifying Fractions
August 25 <sup>th</sup>	✓ 0.2 - Adding and Subtracting Fractions
August 29 <sup>th</sup>	✓ 0.3 - Multiplying and Dividing Fractions
August 30 <sup>th</sup>	✓ 0.4 - Using Decimals
August 31 <sup>st</sup>	✓ 0.5 - Percents, Rounding, and Estimating
September 2 <sup>nd</sup>	✓ Chapter 0 Review
September 5 <sup>th</sup> - Labor Day	No Class
September 6 <sup>th</sup>	✓ Chapter 0 Test
September 7 <sup>th</sup>	✓ 1.1 - Adding Real Numbers
September 9 <sup>th</sup>	✓ 1.2 - Subtracting Real Numbers
September 12 <sup>th</sup>	✓ 1.3 - Multiplying and Dividing Real Numbers
September 13 <sup>th</sup>	✓ 1.4 - Exponents
September 14 <sup>th</sup>	✓ 1.5 - The Order of Operations
September 16 <sup>th</sup>	✓ 1.6 - Using the Distributive Property to Simplify Algebraic Expressions

September 19 <sup>th</sup>	✓ 1.7 – Combining Like Terms
September 20 <sup>th</sup>	✓ 1.8 – Using Substitution to Evaluate Algebraic Expressions and Formulas
September 21 <sup>st</sup>	✓ 1.9 – Grouping Symbols
September 23 <sup>rd</sup>	✓ Chapter 1 Review
September 26 <sup>th</sup>	✓ Chapter 1 Review
September 27 <sup>th</sup>	✓ Chapter 1 Test
September 28 <sup>th</sup>	✓ 2.1 – The Addition Principle of Equality
September 30 <sup>th</sup>	✓ 2.2 – The Multiplication Principle of Equality
October 3 <sup>rd</sup>	✓ 2.3 – Using the Addition and Multiplication Principle Together
October 4 <sup>th</sup>	✓ 2.4 – Solving Equations with Fractions
October 5 <sup>th</sup>	✓ 2.5 – Translating English Phrases into Algebraic Expressions
October 7 <sup>th</sup>	✓ 2.6 – Using Equations to Solve Word Problems
October 10 <sup>th</sup>	✓ 2.8 – Solving Inequalities in One Variable
October 11 <sup>th</sup>	✓ Chapter 2 Review
October 12 <sup>th</sup>	✓ Live Binders Project Due ✓ Chapter 2 Review
October 14 <sup>th</sup>	✓ Chapter 2 Test



# ASC 92 – Algebra Prep II

2 credits

Instructor: Tracy Chisholm

**Course Description:** This course is a beginning level algebra course. Topics covered include graphing & functions, exponents, polynomials, factoring, systems of linear equations & their applications. The class does not satisfy college graduation requirements for math.

**Prerequisite:** ASC 91 Algebra Prep I, placement by math placement test or instructor approval.

**Course Objectives:** It is expected that students will be able to:

- Perform basic algebraic operations using positive and negative numbers, fractions, and exponents. Demonstrate an understanding of terms and rules used in algebra.
- Utilize problem-solving strategies to solve problems.
- Simplify expressions & solve equations and inequalities.
- Factor using greatest common factor, factor by grouping, and factor trinomials.
- Plot points, graph linear equations, and find slope of a line.
- Analyze and solve various types of math problems  
Utilize a hand-held calculator when solving algebra problems
- Gain the skills needed to participate in a college algebra course

**Class Schedule:** MTWF 1<sup>st</sup> 8-weeks 10 – 10:50am, 11– 11:50am, 1 – 1:50pm

Monday	Tuesday	Wednesday	Thursday	Friday
NSC 126	NSC 124	NSC 126		NSC 126
10:00 – 10:50am	10:00 – 10:50am	10:00 – 10:50am		10:00 – 10:50am
11:00 – 11:50am	11:00 – 11:50am	11:00 – 11:50am		11:00 – 11:50am
1:00 – 1:50pm	1:00 – 1:50pm	1:00 – 1:50pm		1:00 – 1:50pm

**Instructor:** Tracy Chisholm

*Office:* Nelson Science Center, Room 112

*Phone:* (701) 228-5424

*E-mail:* [tracy.chisholm@dakotacollege.edu](mailto:tracy.chisholm@dakotacollege.edu)

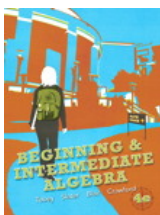
*Office Hours:* Mon-Wed, Fri 10-12am or by appointment

*Website:* [www.chisholmalgebraprep.weebly.com](http://www.chisholmalgebraprep.weebly.com)

### Tentative Course Outline:

<b>Chapter</b>	<b>Topics</b>	<b>Dates</b>
Chapter 3 Sections 3.1 – 3.6	Graphing & Functions	Weeks 1-3
Chapter 5 Sections 5.1 – 5.6	Exponents & Polynomials	Weeks 4-6
Chapter 6 Sections 6.1 – 6.7	Factoring	Week 6-8
Final Exam	COMPREHENSIVE	Week 8

**Required Text:** *Beginning & Intermediate Algebra 4th Edition* by Tobey, Slater, Blair and Crawford with MyMathLab online learning software Pearson Publishing



MyMathLab Learning Software Website: [www.mymathlab.com](http://www.mymathlab.com)

### Course Requirements:

Learning algebra is an investment of time. Algebra is learned best by practice, reflect, and practice some more. Understanding the examples provided by the instructor and textbook is a good first step. However, to truly know the material, you should be able to look at a problem, know how to proceed, and carry out the steps WITHOUT ASSISTANCE. The independent practice and graded homework provide opportunities for you to get to that point. Passing grades on quizzes and tests demonstrate that you have indeed learned the skills taught.

**Homework & Quizzes (25%):** These are graded assignments that can be done multiple times. Only the highest score will be used. These assignments close at 11:59 PM, Central Daylight Time on the due date. Do the work well in advance. If the assignment is done after the posted due date, 30% will be deducted from your score. Quizzes will be given periodically. These may be announced or unannounced. Only announced quizzes can be made up. You will be deducted 10% for each day it is late up to two days. You cannot make it up after two days.

**In-Class Activities (25%):** Almost every section will have a graded activity that is meant to be completed in class. Some of these will be individual activities, some will be collaborative activities.

**Tests (50%):** Three graded tests and a comprehensive final are administered over the eight-week term. Students are allowed one attempt on each test and must be completed in one sitting. If a student leaves the classroom during a test, the test will be collected and graded. Tests must be taken on the day they are given or previous arrangements must be made prior to the test day. **If you miss an exam you must contact me within 24 hours of the missed exam to arrange for a time to make up the exam. Exams must be made up within 72 hours of the original exam time. If you do not contact me within 24 hours, a grade of 0 will be entered for the exam that was missed. Students are only allowed to make up ONE exam per course. The exam grade will be docked 10% per day for late points. Cheating on tests will not be tolerated. If you are caught cheating, that will result in an automatic 0 for the exam.**



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

### Classroom Policies:

- Respect is to be shown towards the instructor and fellow students in the classroom.
- Attendance and participation is expected. Twenty-five percent of your grade is based solely on participation and in-class activities. You are responsible for the activities of each class period. If you know of a conflict ahead of time, you are welcome to submit assignments early.
- Show up to class on time and be prepared (pencil, notebook, calculator, etc).
- Learning activities and evaluation will occur in the MyMathLab learning system and requires Internet connectivity.
- **Electronic Devices:** Silence cellular phones, pagers, CD players, radios, and similar devices in the classroom and laboratory facilities. If this is an IVN course, cell phone must be turned off at all times in class! I will not tolerate texting, playing games, watching videos or anything else that is disruptive to the class and others around you. You will be asked once to put the phone away, if asked again you will be asked to leave. (If you are expecting an important phone call, please inform me before class.)
- **Do NOT wear headphones during class or tests. They are not allowed.**
- The syllabus is a living document that is subject to change. All assignments will be confirmed during the class prior to their due date. The instructor reserves the right to allow the class agenda to fluctuate as the course progresses.



**Student Email Policy:** Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

**General Education Goals/Objectives:**

- Goal 2: Demonstrates knowledge and application of technology.
  - Objective 2: Uses electronic resources for course related assignments and information
    - Skill 1: Selects appropriate program on the graphing calculator to solve problems
- Goal 3: Demonstrates the ability to convert, calculate, and analyze a variety of mathematical problems
  - Objective 1: Utilizes mathematical equations to solve problems
    - Skill1: Solves equations and problems using the appropriate method
  - Objective 2: Applies practical application of mathematics to everyday life
    - Skill3: Solves word problems

**Relationship to Campus Theme:** This course develops algebra skills that are used to solve problems in science, technology, business, and social sciences.

**Academic Integrity:** The academic community is operated on the basis of honesty, integrity and fair play. It is the expectation that all students, as members of the college community, adhere to the highest levels of academic integrity. This means that:

- Students are responsible for submitting their own work. Student work must not be plagiarized.
- Students must not cooperate on oral or written examinations or work together on evaluated assignments without authorization.
- If there is evidence of cheating on an exam the student will receive an F on the respective exam.

**Disabilities and Special Needs:** If you have a disability for which you need accommodation, contact the Learning Center to request disability support services: phone 701-228-5477 or toll-free 1-888-918-5623.



# ASC 92 – Algebra Prep II

2 credits  
Instructor: Tracy Chisholm

**Course Description:** This course is a beginning level algebra course. Topics covered include graphing & functions, exponents, polynomials, factoring, systems of linear equations & their applications. The class does not satisfy college graduation requirements for math.

**Prerequisite:** ASC 91 Algebra Prep I, placement by math placement test or instructor approval.

**Course Objectives:** It is expected that students will be able to:

- Perform basic algebraic operations using positive and negative numbers, fractions, and exponents. Demonstrate an understanding of terms and rules used in algebra.
- Utilize problem-solving strategies to solve problems.
- Simplify expressions & solve equations and inequalities.
- Factor using greatest common factor, factor by grouping, and factor trinomials.
- Plot points, graph linear equations, and find slope of a line.
- Analyze and solve various types of math problems  
Utilize a hand-held calculator when solving algebra problems
- Gain the skills needed to participate in a college algebra course

**Class Schedule:** MTWF 2<sup>nd</sup> 8-weeks 9:00am – 9:50am & 2pm – 2:50pm

Monday	Tuesday	Wednesday	Thursday	Friday
NSC 126	NSC 124	NSC 126		NSC 126
9-9:50am	9-9:50am	9-9:50am		9-9:50am
2-2:50pm	2-2:50pm	2-2:50pm		2-2:50pm

**Instructor:** Tracy Chisholm

*Office:* Nelson Science Center, Room 112

*Phone:* (701) 228-5424

*E-mail:* [tracy.chisholm@dakotacollege.edu](mailto:tracy.chisholm@dakotacollege.edu)

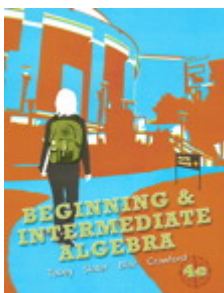
*Office Hours:* Mon-Wed, Fri 10-11am or by appointment

*Website:* [www.chisholmalgebraprep.weebly.com](http://www.chisholmalgebraprep.weebly.com)

### Tentative Course Outline:

<b>Chapter</b>	<b>Topics</b>	<b>Dates</b>
Chapter 3 Sections 3.1 – 3.6	Graphing & Functions	Weeks 1-3
Chapter 5 Sections 5.1 – 5.6	Exponents & Polynomials	Weeks 4-6
Chapter 6 Sections 6.1 – 6.7	Factoring	Week 6-8
Final Exam	COMPREHENSIVE	Finals Week 9:00 – December 12 2:00 – December 13

**Required Text:** *Beginning & Intermediate Algebra 4th Edition* by Tobey, Slater, Blair and Crawford with MyMathLab online learning software Pearson Publishing



MyMathLab Learning Software Website: [www.mymathlab.com](http://www.mymathlab.com)

### Course Requirements:

Learning algebra is an investment of time. Algebra is learned best by practice, reflect, and practice some more. Understanding the examples provided by the instructor and textbook is a good first step. However, to truly know the material, you should be able to look at a problem, know how to proceed, and carry out the steps **WITHOUT ASSISTANCE**. The independent practice and graded homework provide opportunities for you to get to that point. Passing grades on quizzes and tests demonstrate that you have indeed learned the skills taught.

**Homework & Quizzes (25%):** These are graded assignments that can be done multiple times. Only the highest score will be used. These assignments close at 11:59 PM, Central Daylight Time on the due date. Do the work well in advance. If the assignment is done after the posted due date, 30% will be deducted from your score.

Quizzes will be given periodically. These may be announced or unannounced. Only announced quizzes can be made up. You will be deducted 10% for each day it is late up to two days. You cannot make it up after two days.

**In-Class Activities (25%):** Almost every section will have a graded activity that is meant to be completed in class. Some of these will be individual activities, some will be collaborative activities.

**Tests (50%):** Three graded tests and a comprehensive final are administered over the eight-week term. Students are allowed one attempt on each test and must be completed in one sitting. If a student leaves the classroom during a test, the test will be collected and graded. Tests must be taken on the day they are given or previous arrangements must be made prior to the test day. **If you miss an exam you must contact me within 24 hours of the missed exam to arrange for a time to make up the exam. Exams must be made up within 72 hours of the original exam time. If you do not contact me within 24 hours, a grade of 0 will be entered for the exam that was missed. Students are only allowed to make up ONE exam per course. The exam grade will be docked 10% per day for late points. Cheating on tests will not be tolerated. If you are caught cheating, that will result in an automatic 0 for the exam.**



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

### Classroom Policies:

- Respect is to be shown towards the instructor and fellow students in the classroom.
- Attendance and participation is expected. Twenty-five percent of your grade is based solely on participation and in-class activities. You are responsible for the activities of each class period. If you know of a conflict ahead of time, you are welcome to submit assignments early.
- Show up to class on time and be prepared (pencil, notebook, calculator, etc).
- Learning activities and evaluation will occur in the MyMathLab learning system and requires Internet connectivity.
- **Electronic Devices:** Silence cellular phones, pagers, CD players, radios, and similar devices in the classroom and laboratory facilities. If this is an IVN course, cell phone must be turned off at all times in class! I will not tolerate texting, playing games, watching videos or anything else that is disruptive to the class and others around you. You will be asked once to put the phone away, if asked again you will be asked to leave. (If you are expecting an important phone call, please inform me before class.)
- **Do NOT wear headphones during class or tests. They are not allowed.**
- The syllabus is a living document that is subject to change. All assignments will be confirmed during the class prior to their due date. The instructor reserves the right to allow the class agenda to fluctuate as the course progresses.

**Student Email Policy:** Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

**General Education Goals/Objectives:**

- Goal 2: Demonstrates knowledge and application of technology.
  - Objective 2: Uses electronic resources for course related assignments and information
    - Skill 1: Selects appropriate program on the graphing calculator to solve problems
  
- Goal 3: Demonstrates the ability to convert, calculate, and analyze a variety of mathematical problems
  - Objective 1: Utilizes mathematical equations to solve problems
    - Skill1: Solves equations and problems using the appropriate method
  - Objective 2: Applies practical application of mathematics to everyday life
    - Skill3: Solves word problems

**Relationship to Campus Theme:** This course develops algebra skills that are used to solve problems in science, technology, business, and social sciences.

**Academic Integrity:** The academic community is operated on the basis of honesty, integrity and fair play. It is the expectation that all students, as members of the college community, adhere to the highest levels of academic integrity. This means that:

- Students are responsible for submitting their own work. Student work must not be plagiarized.
- Students must not cooperate on oral or written examinations or work together on evaluated assignments without authorization.
- If there is evidence of cheating on an exam the student will receive an F on the respective exam.

**Disabilities and Special Needs:** If you have a disability for which you need accommodation, contact the Learning Center to request disability support services: phone 701-228-5477 or toll-free 1-888-918-5623.

## Algebra Prep 2 – 1<sup>st</sup> 8 weeks

ASC 92 Algebra Prep 2 (2 semester credits)

**Course Description:** This course is a continuation of Algebra Prep I as a beginning level algebra course. Topics covered include fundamental operations, linear graphing, functions, exponents, polynomials, factoring and systems of equations. This class does not satisfy college graduation requirements for math.

**Prerequisite(s):** none

Harmony Richman <b>Email:</b> harmony.richman@vcsu.edu <b>Phone:</b> 701- 845-7685 <b>Office Location:</b> McFarland 134  <b>Course Website:</b> <a href="http://www.mrsrichmanprep.weebly.com">http://www.mrsrichmanprep.weebly.com</a>  <b>Textbook:</b> <i>Beginning and Intermediate Algebra by Tobey, Slater, Blair, and Crawford 4<sup>th</sup> edition.</i>	<b>Class Schedule:</b>	
	Monday	
	Tuesday	
	Wednesday	
	Thursday	
	Friday	
	<b>Office Hours:</b> Monday, Tuesday, Wednesday and Friday 11:00 AM – 11:50 AM and 1:00PM – 1:50PM and by appoint.	

**Course Requirements:** Learning algebra is an investment of time. Algebra is learned best by practice, reflect, and practice some more. Understanding the steps in the topic explanations and video presentations is a good start. However, to truly know the material, you should be able to look at a problem, know how to proceed, and carry out the steps without assistance. There are multiple attempts in completing the homework which helps to provide opportunities for you to get to that point. It is expected to invest a minimum of 2 hours per semester credit hours outside of the classroom. Students are expected to be active learners in the classroom activities which helps enhance the students learning experience. Learning will take place utilizing the following; in-class activities, supplemental instruction provided by the instructor; project; daily lesson homework, and tests/exams. Homework will be completed using pencil/paper.

**Course Objectives/Student Outcomes:** The students will be able to:

- Demonstrate an understanding of terms and rules used in algebra.
- Utilize the rules of exponents to simplify exponential expressions.
- Utilize problem solving strategies to solve problems.
- Perform the basic algebraic operations with polynomials.
- Factor using greatest common factor, factor by grouping and factor trinomials of the form  $x^2 + bx + c$

- Plot points, graph linear equations and find slope of a line.
- Analyze and solve various types of math problems.
- Gain the skills need to participate in ASC 93 Algebra Prep III.

**Relationship to Campus Theme:** This course introduces algebra skills that are used to solve problems in science, technology, business and social sciences. These problems will require critical thinking and interaction with other students.

**Grading Criteria:** Your grade will be calculated by taking the total points earned and dividing by total course points.

Final letter grades are assigned based on the following:

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

**Late Homework/Assignments:** It is the **responsibility of the student** to obtain an assignment if they are absent on the day it is given. If a student is absent on the day the assignment is due, it is his/her responsibility to get the assignment to the instructor **on time**. Missed assignments will be graded as a zero. In class activities are meant to be completed in class. Late tests/exams will not be given unless prior approval from the instructor is given.

**Schedule (subject to change):**

Date	Topic
August 23 <sup>rd</sup>	✓ Welcome! ✓ Overview of Course
August 24 <sup>th</sup>	✓ 3.1 – The Rectangular Coordinate System
August 25 <sup>th</sup>	✓ 3.2 Graphing Linear Equations
August 29 <sup>th</sup>	✓ 3.3 – The Slope of a Line
August 30 <sup>th</sup>	✓ 3.4 – Writing the Equation of a Line
August 31 <sup>st</sup>	✓ 3.5 - Graphing Linear Inequalities
September 2 <sup>nd</sup>	✓ 3.6 - Functions
September 5 <sup>th</sup> – Labor Day	No School
September 6 <sup>th</sup>	✓ Chapter 3 Review
September 7 <sup>th</sup>	✓ Chapter 3 Review
September 9 <sup>th</sup>	✓ Chapter 3 Test
September 12 <sup>th</sup>	✓ 5.1 – The Rules of Exponents
September 13 <sup>th</sup>	✓ 5.2 – Negative Exponents and Scientific Notation.
September 14 <sup>th</sup>	✓ 5.3 – Fundamental Polynomial Operations
September 16 <sup>th</sup>	✓ 5.4 – Multiplying Polynomials
September 19 <sup>th</sup>	✓ 5.5 – Multiplication: Special Cases

September 20 <sup>th</sup>	✓ 5.6 – Dividing Polynomials
September 21 <sup>st</sup>	✓ Chapter 5 Review
September 23 <sup>rd</sup>	✓ Chapter 5 Review
September 26 <sup>th</sup>	No School
September 27 <sup>th</sup>	✓ Chapter 5 Test
September 28 <sup>th</sup>	✓ 6.1 – Removing a Common Factor
September 30 <sup>th</sup>	✓ 6.2 – Factoring by Grouping
October 3 <sup>rd</sup>	✓ 6.3 – Factoring Trinomials of the Form $x^2 + bx + c$
October 4 <sup>th</sup>	✓ 6.4 - Factoring Trinomials of the Form $ax^2 + bx + c$
October 5 <sup>th</sup>	✓ 6.5 – Special Cases Factoring
October 7 <sup>th</sup>	✓ 6.6 – A Brief Review of Factoring
October 10 <sup>th</sup>	✓ 6.7 – Solving Quadratic Equations by Factoring
October 11 <sup>th</sup>	✓ Chapter 6 Review
October 12 <sup>th</sup>	✓ Algebra Art Due! ✓ Chapter 6 Review
October 14 <sup>th</sup>	✓ Chapter 6 Test



## Algebra Prep 2 – 2<sup>nd</sup> 8 weeks

ASC 92 Algebra Prep 2 (2 semester credits)

**Course Description:** This course is a continuation of Algebra Prep I as a beginning level algebra course. Topics covered include fundamental operations, linear graphing, functions, exponents, polynomials, factoring and systems of equations. This class does not satisfy college graduation requirements for math.

**Prerequisite(s):** none

Harmony Richman <b>Email:</b> harmony.richman@vcsu.edu <b>Phone:</b> 701- 845-7685 <b>Office Location:</b> McFarland 134  <b>Course Website:</b> <a href="http://www.mrsrichmanprep.weebly.com">http://www.mrsrichmanprep.weebly.com</a>  <b>Textbook:</b> <i>Beginning and Intermediate Algebra by Tobey, Slater, Blair, and Crawford 4<sup>th</sup> edition.</i>	<b>Class Schedule:</b>	
	Monday	
	Tuesday	
	Wednesday	
	Thursday	
	Friday	
	<b>Office Hours:</b> Monday, Tuesday, Wednesday and Friday 7:30 AM – 7:50 AM and 1:00PM – 1:50PM and by appoint.	

**Course Requirements:** Learning algebra is an investment of time. Algebra is learned best by practice, reflect, and practice some more. Understanding the steps in the topic explanations and video presentations is a good start. However, to truly know the material, you should be able to look at a problem, know how to proceed, and carry out the steps without assistance. There are multiple attempts in completing the homework which helps to provide opportunities for you to get to that point. It is expected to invest a minimum of 2 hours per semester credit hours outside of the classroom. Students are expected to be active learners in the classroom activities which helps enhance the students learning experience. Learning will take place utilizing the following; in-class activities, supplemental instruction provided by the instructor; project; daily lesson homework, and tests/exams. Homework will be completed using pencil/paper.

**Course Objectives/Student Outcomes:** The students will be able to:

- Demonstrate an understanding of terms and rules used in algebra.
- Utilize the rules of exponents to simplify exponential expressions.
- Utilize problem solving strategies to solve problems.
- Perform the basic algebraic operations with polynomials.
- Factor using greatest common factor, factor by grouping and factor trinomials of the form  $x^2 + bx + c$

- Plot points, graph linear equations and find slope of a line.
- Analyze and solve various types of math problems.
- Gain the skills need to participate in ASC 93 Algebra Prep III.

**Relationship to Campus Theme:** This course introduces algebra skills that are used to solve problems in science, technology, business and social sciences. These problems will require critical thinking and interaction with other students.

**Grading Criteria:** Your grade will be calculated by taking the total points earned and dividing by total course points.

Final letter grades are assigned based on the following:

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

**Late Homework/Assignments:** It is the **responsibility of the student** to obtain an assignment if they are absent on the day it is given. If a student is absent on the day the assignment is due, it is his/her responsibility to get the assignment to the instructor **on time**. Missed assignments will be graded as a zero. In class activities are meant to be completed in class. Late tests/exams will not be given unless prior approval from the instructor is given.

**Schedule (subject to change):**

Date	Topic
October 17th	✓ Welcome! ✓ Overview of Course
October 18 <sup>th</sup>	✓ 3.1 – The Rectangular Coordinate System
October 19 <sup>th</sup>	✓ 3.2 Graphing Linear Equations
October 21 <sup>st</sup>	✓ 3.3 – The Slope of a Line
October 24 <sup>th</sup>	✓ 3.4 – Writing the Equation of a Line
October 25 <sup>th</sup>	✓ 3.5 - Graphing Linear Inequalities
October 26 <sup>th</sup>	✓ 3.6 - Functions
October 28 <sup>th</sup>	✓ Chapter 3 Review
October 31 <sup>st</sup>	✓ Chapter 3 Review
November 1 <sup>st</sup>	✓ Chapter 3 Test
November 2 <sup>nd</sup>	✓ 5.1 – The Rules of Exponents
November 4 <sup>th</sup>	✓ 5.2 – Negative Exponents and Scientific Notation.
November 7 <sup>th</sup>	✓ 5.3 – Fundamental Polynomial Operations
November 8 <sup>th</sup>	✓ 5.4 – Multiplying Polynomials
November 9 <sup>th</sup>	✓ 5.5 – Multiplication: Special Cases
November 11 <sup>th</sup> – Veteran’s Day	No School

November 14 <sup>th</sup>	✓ 5.6 – Dividing Polynomials
November 15 <sup>th</sup>	✓ Chapter 5 Review
November 16 <sup>th</sup>	✓ Chapter 5 Review
November 18 <sup>th</sup>	✓ Chapter 5 Test
November 21 <sup>st</sup>	✓ 6.1 – Removing a Common Factor
November 22 <sup>nd</sup>	✓ 6.2 – Factoring by Grouping
November 23 <sup>rd</sup>	✓ 6.3 – Factoring Trinomials of the Form $x^2 + bx + c$
November 25 <sup>th</sup> - Thanksgiving Break	No School
November 28 <sup>th</sup>	✓ 6.4 - Factoring Trinomials of the Form $ax^2 + bx + c$
November 29 <sup>th</sup>	✓ 6.5 – Special Cases Factoring
November 30 <sup>th</sup>	✓ 6.6 – A Brief Review of Factoring
December 2 <sup>nd</sup>	✓ 6.7 – Solving Quadratic Equations by Factoring
December 5 <sup>th</sup>	✓ Chapter 6 Review
December 6 <sup>th</sup>	✓ Algebra Art Due! ✓ Chapter 6 Review
December 7 <sup>th</sup>	✓ Chapter 6 Test
December 9 <sup>th</sup>	✓ Final Exam



# ASC 92 – Algebra Prep II

2 credits

Instructor: Tracy Chisholm

**Course Description:** This course is a beginning level algebra course. Topics covered include graphing & functions, exponents, polynomials, factoring, systems of linear equations & their applications. The class does not satisfy college graduation requirements for math.

**Prerequisite:** ASC 91 Algebra Prep I, placement by math placement test or instructor approval.

**Course Objectives:** It is expected that students will be able to:

- Perform basic algebraic operations using positive and negative numbers, fractions, and exponents. Demonstrate an understanding of terms and rules used in algebra.
- Utilize problem-solving strategies to solve problems.
- Simplify expressions & solve equations and inequalities.
- Factor using greatest common factor, factor by grouping, and factor trinomials.
- Plot points, graph linear equations, and find slope of a line.
- Analyze and solve various types of math problems  
Utilize a hand-held calculator when solving algebra problems
- Gain the skills needed to participate in a college algebra course

**Class Schedule:** online

**Instructor:** Tracy Chisholm

*Office:* Nelson Science Center, Room 112

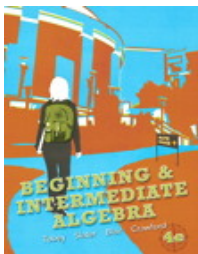
*Phone:* (701) 228-5424

*E-mail:* [tracy.chisholm@dakotacollege.edu](mailto:tracy.chisholm@dakotacollege.edu)

*Office Hours:* by appointment

*Website:* [www.chisholmalgebraprep.weebly.com](http://www.chisholmalgebraprep.weebly.com)

**Required Text:** *Beginning & Intermediate Algebra 4th Edition* by Tobey, Slater, Blair and Crawford with MyMathLab online learning software Pearson Publishing



*MyMathLab Learning Software Website:* [www.mymathlab.com](http://www.mymathlab.com)

### Tentative Course Outline:

This schedule is designed to give you an idea of where you should be in the course. All of the homework assignments and quizzes are open through the end of the semester, but this timeline will help keep you on track to complete all of the material in the course.

<b>Chapter</b>	<b>Topics</b>	<b>Dates</b>
Chapter 3 Sections 3.1 – 3.6	Graphing & Functions	Weeks 1-3
Chapter 5 Sections 5.1 – 5.6	Exponents & Polynomials	Weeks 4-5
Chapter 6 Sections 6.1 – 6.7	Factoring	Week 6-8
Final Exam	COMPREHENSIVE	Week 8

### Course Requirements:

Learning algebra is an investment of time. Algebra is learned best by practice, reflect, and practice some more. Understanding the examples provided by the instructor and textbook is a good first step. However, to truly know the material, you should be able to look at a problem, know how to proceed, and carry out the steps **WITHOUT ASSISTANCE**. The independent practice and graded homework provide opportunities for you to get to that point. Passing grades on quizzes and tests demonstrate that you have indeed learned the skills taught.

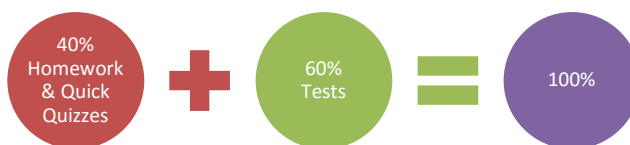
Specific sections will be assigned each week and they will be due Sunday night at 11:59 PM, Central Daylight Time of that week. Do not leave all of these until Sunday, but instead make sure to do the work well in advance.

**Lessons:** The online learning environment will include video lessons for each section covered in the course. Students are expected to take notes.

**Homework Assignments:** These are graded assignments that can be done multiple times. Only the highest score will be calculated into the student's overall grade.

**Quick Quizzes:** Each lesson and homework is followed by a graded quiz of three questions. The due dates correspond with those of the related homework assignments.

**Tests:** An *ungraded* pre-test is given early in the course. Six graded tests and a comprehensive final are administered over the eight-week term. Students are allowed one attempt on each test. It is the student's responsibility to take tests on (or before) the dates they are available.



A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

**General Education Goals/Objectives:**

- Goal 2: Demonstrates knowledge and application of technology.
  - Objective 2: Uses electronic resources for course related assignments and information
    - Skill 1: Selects appropriate program on the graphing calculator to solve problems
- Goal 3: Demonstrates the ability to convert, calculate, and analyze a variety of mathematical problems
  - Objective 1: Utilizes mathematical equations to solve problems
    - Skill1: Solves equations and problems using the appropriate method
  - Objective 2: Applies practical application of mathematics to everyday life
    - Skill3: Solves word problems

**Relationship to Campus Theme:** This course develops algebra skills that are used to solve problems in science, technology, business, and social sciences.

**Classroom Policies:**

- Regular participation is expected.
- Learning activities and evaluation will occur in the MyMathLab learning system and requires Internet connectivity. Students need to set up or select an environment conducive to study and testing.
- Tests will be available for a limited period of time. Students should complete the tests without the use of notes or other materials.

**Academic Integrity:** The academic community is operated on the basis of honesty, integrity and fair play. It is the expectation that all students, as members of the college community, adhere to the highest levels of academic integrity. This means that:

- Students are responsible for submitting their own work. Student work must not be plagiarized.
- Students must not cooperate on oral or written examinations or work together on evaluated assignments without authorization.
- If there is evidence of cheating on an exam the student will receive an F on the respective exam.

**Disabilities and Special Needs:** If you have a disability for which you need accommodation, contact the Learning Center to request disability support services: phone 701-228-5477 or toll-free 1-888-918-5623.

## Algebra Prep 3 – 1<sup>st</sup> 8 weeks

ASC 93 Algebra Prep 3 (2 semester credits)

**Course Description:** This course is a continuation of Algebra Prep 2 as a beginning level algebra course. Topics covered include operations of linear equations, factoring, simplifying radical, rational expressions and quadratic equations. This class does not satisfy college graduation requirements for math.

**Prerequisite(s):** none

Harmony Richman <b>Email:</b> harmony.richman@vcsu.edu <b>Phone:</b> 701- 845-7685 <b>Office Location:</b> McFarland 134  <b>Course Website:</b> <a href="http://www.mrsrichmanprep.weebly.com">www.mrsrichmanprep.weebly.com</a>  <b>Textbook:</b> <i>Beginning and Intermediate Algebra by Tobey, Slater, Blair, and Crawford 4<sup>th</sup> edition.</i>	<b>Class Schedule:</b>	
	Monday	
	Tuesday	
	Wednesday	
	Thursday	
	Friday	
	<b>Office Hours:</b> Monday, Tuesday, Wednesday and Friday 11:00 AM – 11:50 AM and 1:00 PM – 1:50 PM and by appointment	

**Course Requirements:** Learning algebra is an investment of time. Algebra is learned best by practice, reflect, and practice some more. Understanding the steps in the topic explanations and video presentations is a good start. However, to truly know the material, you should be able to look at a problem, know how to proceed, and carry out the steps without assistance. There are multiple attempts in completing the homework which helps to provide opportunities for you to get to that point. It is expected to invest a minimum of 2 hours per semester credit hours outside of the classroom. Students are expected to be active learners in the classroom activities which helps enhance the students learning experience. Learning will take place utilizing the following; in-class activities, supplemental instruction provided by the instructor; project; homework, and tests/exams. Homework will be completed using pencil/paper.

**Course Objectives/Student Outcomes:** The students will be able to:

- Demonstrate an understanding of terms and rules used in algebra.
- Utilize the rules of exponents to simplify exponential expressions.
- Utilize problem solving strategies to solve problems.
- Simplify and solve equations and expressions.
- Perform the basic algebraic operations with polynomials.
- Factor trinomials using a variety of techniques.

- Utilize the quadratic formula to identify solutions to quadratic equations.
- Perform basic algebraic operations to simplify radical and rational expressions.
- Analyze and solve various types of math problems.
- Gain the skills need to participate in MATH 103 College Algebra or MATH 104 Finite Mathematics. A grade of “C or better” is required in ASC 93 to move onto either MATH 103 or MATH 104.

**Relationship to Campus Theme:** This course introduces algebra skills that are used to solve problems in science, technology, business and social sciences. These problems will require critical thinking and interaction with other students.

**Grading Criteria:** Your grade will be calculated by taking the total points earned and dividing by total course points.

Final letter grades are assigned based on the following:

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

**Late Homework/Assignments:** It is the **responsibility of the student** to obtain an assignment if they are absent on the day it is given. If a student is absent on the day the assignment is due, it is his/her responsibility to get the assignment to the instructor **on time**. Missed assignments will be graded as a zero. In class activities are meant to be completed in class. Late tests/exams will not be given unless prior approval from the instructor is given.

**Schedule (subject to change):**

Date	Topic
August 23 <sup>rd</sup>	<ul style="list-style-type: none"> <li>✓ Welcome!</li> <li>✓ Overview of Course</li> </ul>
August 24 <sup>th</sup>	<ul style="list-style-type: none"> <li>✓ 6.1 Remove a Common Factor</li> <li>✓ 6.2 Factoring by Grouping</li> </ul>
August 25 <sup>th</sup>	<ul style="list-style-type: none"> <li>✓ 6.3 Factoring Trinomials of the Form <math>x^2 + bx + c</math></li> <li>✓ 6.4 Factoring Trinomials of the Form <math>ax^2 + bx + c</math></li> </ul>
August 29 <sup>th</sup>	<ul style="list-style-type: none"> <li>✓ 6.5 Special Case Factoring</li> <li>✓ 6.7 Solving Quadratic Equations by Factoring</li> </ul>
August 30 <sup>th</sup>	<ul style="list-style-type: none"> <li>✓ Chapter 6 Review</li> </ul>
August 31 <sup>st</sup>	<ul style="list-style-type: none"> <li>✓ 7.1 Simplifying Rational Expressions</li> </ul>
September 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>✓ 7.2 Multiplying and Dividing Rational Expressions</li> </ul>
September 5 <sup>th</sup> – Labor Day	No Class



September 6 <sup>th</sup>	✓ 7.2 Multiplying and Dividing Rational Expressions
September 7 <sup>th</sup>	✓ 7.3 Adding and Subtracting Rational Expressions
September 9 <sup>th</sup>	✓ 7.3 Adding and Subtracting Rational Expressions
September 12 <sup>th</sup>	✓ 7.1 – 7.3 Mid-chapter Review
September 13 <sup>th</sup>	✓ 7.4 Simplifying Complex Rational Expressions
September 14 <sup>th</sup>	✓ 7.5 Solving Equations Involving Rational Expressions
September 16 <sup>th</sup>	✓ 7.6 Ratio, Proportion and Other Applied Problems
September 19 <sup>th</sup>	✓ Chapter 7 Review
September 20 <sup>th</sup>	✓ Chapter 7 Test
September 21 <sup>st</sup>	✓ 8.1 Rational Exponents
September 23 <sup>rd</sup>	✓ 8.2 Radical Expressions and Functions
September 26 <sup>th</sup>	✓ 8.2 Radical Expressions and Functions
September 27 <sup>th</sup>	✓ 8.3 Simplifying Radical Expressions
September 28 <sup>th</sup>	✓ 8.3 Adding and Subtracting Radicals
September 30 <sup>th</sup>	✓ 8.4 Multiplying and Dividing Radicals
October 3 <sup>rd</sup>	✓ 8.5 Radical Equations
October 4 <sup>th</sup>	✓ 8.6 Complex Numbers
October 5 <sup>th</sup>	✓ Chapter 8 Review
October 7 <sup>th</sup>	✓ Chapter 8 Test
October 10 <sup>th</sup>	✓ 9.1 Quadratic Equations
October 11 <sup>th</sup>	✓ 9.2 The Quadratic Formula and Solutions to the Quadratic Equation
October 12 <sup>th</sup>	✓ 9.3 Equations that Can Be Transformed Into Quadratic Form
October 14 <sup>th</sup>	✓ History of Math Paper DUE ✓ Chapter 9 Review
August 23 <sup>rd</sup>	✓ Chapter 9 Test

# Algebra Prep 3 – 2<sup>nd</sup> 8 weeks

ASC 93 Algebra Prep 3 (2 semester credits)

**Course Description:** This course is a continuation of Algebra Prep 2 as a beginning level algebra course. Topics covered include operations of linear equations, factoring, simplifying radical, rational expressions and quadratic equations. This class does not satisfy college graduation requirements for math.

**Prerequisite(s):** none

Harmony Richman <b>Email:</b> harmony.richman@vcsu.edu <b>Phone:</b> 701- 845-7685 <b>Office Location:</b> McFarland 134  <b>Course Website:</b> <a href="http://www.mrsrichmanprep.weebly.com">www.mrsrichmanprep.weebly.com</a>  <b>Textbook:</b> <i>Beginning and Intermediate Algebra by Tobey, Slater, Blair, and Crawford 4<sup>th</sup> edition.</i>	<b><u>Class Schedule:</u></b>	
	Monday	
	Tuesday	
	Wednesday	
	Thursday	
	Friday	
	<b><u>Office Hours:</u></b> Monday, Tuesday, Wednesday and Friday 7:30 AM – 7:50 AM and 1:00 PM – 1:50 PM and by appointment	

**Course Requirements:** Learning algebra is an investment of time. Algebra is learned best by practice, reflect, and practice some more. Understanding the steps in the topic explanations and video presentations is a good start. However, to truly know the material, you should be able to look at a problem, know how to proceed, and carry out the steps without assistance. There are multiple attempts in completing the homework which helps to provide opportunities for you to get to that point. It is expected to invest a minimum of 2 hours per semester credit hours outside of the classroom. Students are expected to be active learners in the classroom activities which helps enhance the students learning experience. Learning will take place utilizing the following; in-class activities, supplemental instruction provided by the instructor; project; homework, and tests/exams. Homework will be completed using pencil/paper.

**Course Objectives/Student Outcomes:** The students will be able to:

- Demonstrate an understanding of terms and rules used in algebra.
- Utilize the rules of exponents to simplify exponential expressions.
- Utilize problem solving strategies to solve problems.
- Simplify and solve equations and expressions.
- Perform the basic algebraic operations with polynomials.
- Factor trinomials using a variety of techniques.

- Utilize the quadratic formula to identify solutions to quadratic equations.
- Perform basic algebraic operations to simplify radical and rational expressions.
- Analyze and solve various types of math problems.
- Gain the skills need to participate in MATH 103 College Algebra or MATH 104 Finite Mathematics. A grade of “C or better” is required in ASC 93 to move onto either MATH 103 or MATH 104.

**Relationship to Campus Theme:** This course introduces algebra skills that are used to solve problems in science, technology, business and social sciences. These problems will require critical thinking and interaction with other students.

**Grading Criteria:** Your grade will be calculated by taking the total points earned and dividing by total course points.

Final letter grades are assigned based on the following:

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

**Late Homework/Assignments:** It is the **responsibility of the student** to obtain an assignment if they are absent on the day it is given. If a student is absent on the day the assignment is due, it is his/her responsibility to get the assignment to the instructor **on time**. Missed assignments will be graded as a zero. In class activities are meant to be completed in class. Late tests/exams will not be given unless prior approval from the instructor is given.

**Schedule (subject to change):**

Date	Topic
October 17th	<ul style="list-style-type: none"> <li>✓ Welcome!</li> <li>✓ Overview of Course</li> </ul>
October 18 <sup>th</sup>	<ul style="list-style-type: none"> <li>✓ 6.1 Remove a Common Factor</li> <li>✓ 6.2 Factoring by Grouping</li> </ul>
October 19 <sup>th</sup>	<ul style="list-style-type: none"> <li>✓ 6.3 Factoring Trinomials of the Form <math>x^2 + bx + c</math></li> <li>✓ 6.4 Factoring Trinomials of the Form <math>ax^2 + bx + c</math></li> </ul>
October 21 <sup>st</sup>	<ul style="list-style-type: none"> <li>✓ 6.5 Special Case Factoring</li> <li>✓ 6.7 Solving Quadratic Equations by Factoring</li> </ul>
October 24 <sup>th</sup>	<ul style="list-style-type: none"> <li>✓ Chapter 6 Review</li> </ul>
October 25 <sup>th</sup>	<ul style="list-style-type: none"> <li>✓ 7.1 Simplifying Rational Expressions</li> </ul>
October 26 <sup>th</sup>	<ul style="list-style-type: none"> <li>✓ 7.2 Multiplying and Dividing Rational Expressions</li> </ul>

October 28 <sup>th</sup>	✓ 7.2 Multiplying and Dividing Rational Expressions
October 31 <sup>st</sup>	✓ 7.3 Adding and Subtracting Rational Expressions
November 1 <sup>st</sup>	✓ 7.3 Adding and Subtracting Rational Expressions
November 2 <sup>nd</sup>	✓ 7.1 – 7.3 Mid-chapter Review
November 4 <sup>th</sup>	✓ 7.4 Simplifying Complex Rational Expressions
November 7 <sup>th</sup>	✓ 7.5 Solving Equations Involving Rational Expressions
November 8 <sup>th</sup>	✓ 7.6 Ratio, Proportion and Other Applied Problems
November 9 <sup>th</sup>	✓ Chapter 7 Review
November 11 <sup>th</sup> – Veteran’s Day	No School
November 14 <sup>th</sup>	✓ Chapter 7 Test
November 15 <sup>th</sup>	✓ 8.1 Rational Exponents
November 16 <sup>th</sup>	✓ 8.2 Radical Expressions and Functions
November 18 <sup>th</sup>	✓ 8.3 Simplifying Radical Expressions
November 21 <sup>st</sup>	✓ 8.3 Adding and Subtracting Radicals
November 22 <sup>nd</sup>	✓ 8.4 Multiplying and Dividing Radicals
November 23 <sup>rd</sup>	✓ 8.5 Radical Equations
November 25 <sup>th</sup> – Thanksgiving Break	No School
November 28 <sup>th</sup>	✓ 8.6 Complex Numbers
November 29 <sup>th</sup>	✓ Chapter 8 Review
November 30 <sup>th</sup>	✓ Chapter 8 Test
December 2 <sup>nd</sup>	✓ 9.1 Quadratic Equations
December 5 <sup>th</sup>	✓ 9.2 The Quadratic Formula and Solutions to the Quadratic Equation
December 6 <sup>th</sup>	✓ 9.3 Equations that Can Be Transformed Into Quadratic Form
December 7 <sup>th</sup>	✓ History of Math Paper DUE ✓ Chapter 9 Review
December 9 <sup>th</sup>	✓ Chapter 9 Test



# ASC 93 – Algebra Prep III

2 credits

Instructor: Tracy Chisholm

**Course Description:** This course is a beginning level algebra course. Topics covered include equations, inequalities, applications, factoring, rational expressions & equations, and rational exponents & radicals. The class does not satisfy college graduation requirements for math.

**Prerequisite:** ASC 92 Algebra Prep II, placement by math placement test or instructor approval.

**Course Objectives:** It is expected that students will be able to:

- Perform basic algebraic operations using positive and negative numbers, fractions, and exponents. Demonstrate an understanding of terms and rules used in algebra.
- Utilize problem-solving strategies to solve problems.
- Simplify expressions & solve equations and inequalities.
- Factor using greatest common factor, factor by grouping, and factor trinomials.
- Plot points, graph linear equations, and find slope of a line.
- Analyze and solve various types of math problems  
Utilize a hand-held calculator when solving algebra problems
- Gain the skills needed to participate in a college algebra course

**Class Schedule:** MTWF 2<sup>nd</sup> 8-weeks 10 – 10:50am, 11– 11:50am, 1 – 1:50pm

Monday	Tuesday	Wednesday	Thursday	Friday
NSC 126	NSC 124	NSC 126		NSC 126
10:00 – 10:50am	10:00 – 10:50am	10:00 – 10:50am		10:00 – 10:50am
11:00 – 11:50am	11:00 – 11:50am	11:00 – 11:50am		11:00 – 11:50am
1:00 – 1:50pm	1:00 – 1:50pm	1:00 – 1:50pm		1:00 – 1:50pm

**Instructor:** Tracy Chisholm

*Office:* Nelson Science Center, Room 112

*Phone:* (701) 228-5424

*E-mail:* [tracy.chisholm@dakotacollege.edu](mailto:tracy.chisholm@dakotacollege.edu)

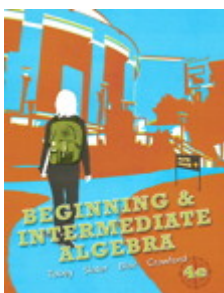
*Office Hours:* Mon-Wed, Fri 10-11am or by appointment

*Website:* [www.chisholmalgebraprep.weebly.com](http://www.chisholmalgebraprep.weebly.com)

## Tentative Course Outline:

<b>Chapter</b>	<b>Topics</b>	<b>Dates</b>
Chapter 6 (Review) Sections 6.1 – 6.7	Factoring	Week 1
Chapter 7 Sections 7.1-7.6	Rational Expressions & Equations	Weeks 2-4
Chapter 8 Sections 8.1-8.6	Rational Exponents & Radicals	Weeks 4-7
Chapter 9 Sections 9.1-9.3	Quadratic Equations & Inequalities	Weeks 7-8
Final Exam	COMPREHENSIVE	Finals Week 1:00 – December 16 3:00 – December 14

**Required Text:** *Beginning & Intermediate Algebra 4th Edition* by Tobey, Slater, Blair and Crawford with MyMathLab online learning software Pearson Publishing



MyMathLab Learning Software Website: [www.mymathlab.com](http://www.mymathlab.com)

## Course Requirements:

Learning algebra is an investment of time. Algebra is learned best by practice, reflect, and practice some more. Understanding the examples provided by the instructor and textbook is a good first step. However, to truly know the material, you should be able to look at a problem, know how to proceed, and carry out the steps WITHOUT ASSISTANCE. The independent practice and graded homework provide opportunities for you to get to that point. Passing grades on quizzes and tests demonstrate that you have indeed learned the skills taught.

**Homework & Quizzes (25%):** These are graded assignments that can be done multiple times. Only the highest score will be used. These assignments close at 11:59 PM, Central Daylight Time on the due date. Do the work well in advance. If the assignment is done after the posted due date, 30% will be deducted from your score.

Quizzes will be given periodically. These may be announced or unannounced. Only announced quizzes can be made up. You will be deducted 10% for each day it is late up to two days. You cannot make it up after two days.

**In-Class Activities (25%):** Almost every section will have a graded activity that is meant to be completed in class. Some of these will be individual activities, some will be collaborative activities.

**Tests (50%):** Three graded tests and a comprehensive final are administered over the eight-week term. Students are allowed one attempt on each test and must be completed in one sitting. If a student leaves the classroom during a test, the test will be collected and graded. Tests must be taken on the day they are given or previous arrangements must be made prior to the test day. **If you miss an exam you must contact me within 24 hours of the missed exam to arrange for a time to make up the exam. Exams must be made up within 72 hours of the original exam time. If you do not contact me within 24 hours, a grade of 0 will be entered for the exam that was missed. Students are only allowed to make up ONE exam per course. The exam grade will be docked 10% per day for late points. Cheating on tests will not be tolerated. If you are caught cheating, that will result in an automatic 0 for the exam.**



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

**Students need a 70% final grade to move onto MATH 103 – College Algebra.**

### **Classroom Policies:**

- Respect is to be shown towards the instructor and fellow students in the classroom.
- Attendance and participation is expected. Twenty-five percent of your grade is based solely on participation and in-class activities. You are responsible for the activities of each class period. If you know of a conflict ahead of time, you are welcome to submit assignments early.
- Show up to class on time and be prepared (pencil, notebook, calculator, etc).
- Learning activities and evaluation will occur in the MyMathLab learning system and requires Internet connectivity.
- **Electronic Devices:** Silence cellular phones, pagers, CD players, radios, and similar devices in the classroom and laboratory facilities. If this is an IVN course, cell phone must be turned off at all times in class! I will not tolerate texting, playing games, watching videos or anything else that is disruptive to the class and others around you. You will be asked once to put the phone away, if asked again you will be asked to leave. (If you are expecting an important phone call, please inform me before class.)
- **Do NOT wear headphones during class or tests. They are not allowed.**
- The syllabus is a living document that is subject to change. All assignments will be confirmed during the class prior to their due date. The instructor reserves the right to allow the class agenda to fluctuate as the course progresses.

**Student Email Policy:** Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

**General Education Goals/Objectives:**

- Goal 2: Demonstrates knowledge and application of technology.
  - Objective 2: Uses electronic resources for course related assignments and information
    - Skill 1: Selects appropriate program on the graphing calculator to solve problems
- Goal 3: Demonstrates the ability to convert, calculate, and analyze a variety of mathematical problems
  - Objective 1: Utilizes mathematical equations to solve problems
    - Skill1: Solves equations and problems using the appropriate method
  - Objective 2: Applies practical application of mathematics to everyday life
    - Skill3: Solves word problems

**Relationship to Campus Theme:** This course develops algebra skills that are used to solve problems in science, technology, business, and social sciences.

**Academic Integrity:** The academic community is operated on the basis of honesty, integrity and fair play. It is the expectation that all students, as members of the college community, adhere to the highest levels of academic integrity. This means that:

- Students are responsible for submitting their own work. Student work must not be plagiarized.
- Students must not cooperate on oral or written examinations or work together on evaluated assignments without authorization.
- If there is evidence of cheating on an exam the student will receive an F on the respective exam.

**Disabilities and Special Needs:** If you have a disability for which you need accommodation, contact the Learning Center to request disability support services: phone 701-228-5477 or toll-free 1-888-918-5623.





# ASC 93 – Algebra Prep III

2 credits

Instructor: Tracy Chisholm

**Course Description:** This course is a beginning level algebra course. Topics covered include equations, inequalities, applications, factoring, rational expressions & equations, and rational exponents & radicals. The class does not satisfy college graduation requirements for math.

**Prerequisite:** ASC 92 Algebra Prep II, placement by math placement test or instructor approval.

**Course Objectives:** It is expected that students will be able to:

- Perform basic algebraic operations using positive and negative numbers, fractions, and exponents. Demonstrate an understanding of terms and rules used in algebra.
- Utilize problem-solving strategies to solve problems.
- Simplify expressions & solve equations and inequalities.
- Factor using greatest common factor, factor by grouping, and factor trinomials.
- Plot points, graph linear equations, and find slope of a line.
- Analyze and solve various types of math problems  
Utilize a hand-held calculator when solving algebra problems
- Gain the skills needed to participate in a college algebra course

**Class Schedule:** online

**Instructor:** Tracy Chisholm

*Office:* Nelson Science Center, Room 112

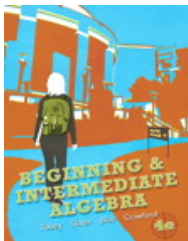
*Phone:* (701) 228-5424

*E-mail:* [tracy.chisholm@dakotacollege.edu](mailto:tracy.chisholm@dakotacollege.edu)

*Office Hours:* by appointment

*Website:* [www.chisholmalgebraprep.weebly.com](http://www.chisholmalgebraprep.weebly.com)

**Required Text:** *Beginning & Intermediate Algebra 4th Edition* by Tobey, Slater, Blair and Crawford with MyMathLab online learning software Pearson Publishing



*MyMathLab Learning Software Website:* [www.mymathlab.com](http://www.mymathlab.com)

## Tentative Course Outline:

This schedule is designed to give you an idea of where you should be in the course. All of the homework assignments and quizzes are open through the end of the semester, but this timeline will help keep you on track to complete all of the material in the course.

Chapter	Topics	Dates
Chapter 6 Review	Factoring	Weeks 1-2
Chapter 7 Sections 7.1-7.6	Rational Expressions & Equations	Weeks 2-4
Chapter 8 Sections 8.1-8.6	Rational Exponents & Radicals	Weeks 5-6
Chapter 9 Sections 9.1-9.3	Quadratic Equations & Inequalities	Weeks 7
Final Exam	COMPREHENSIVE	Week 8

## Course Requirements:

Learning algebra is an investment of time. Algebra is learned best by practice, reflect, and practice some more. Understanding the examples provided by the instructor and textbook is a good first step. However, to truly know the material, you should be able to look at a problem, know how to proceed, and carry out the steps WITHOUT ASSISTANCE. The independent practice and graded homework provide opportunities for you to get to that point. Passing grades on quizzes and tests demonstrate that you have indeed learned the skills taught.

Specific sections will be assigned each week and they will be due Sunday night at 11:59 PM, Central Daylight Time of that week. Do not leave all of these until Sunday, but instead make sure to do the work well in advance.

**Lessons:** The online learning environment will include video lessons for each section covered in the course. Students are expected to take notes.

**Homework Assignments:** These are graded assignments that can be done multiple times. Only the highest score will be calculated into the student's overall grade.

**Quick Quizzes:** Each lesson and homework is followed by a graded quiz of three questions. The due dates correspond with those of the related homework assignments.

**Tests:** An *ungraded* pre-test is given early in the course. Six graded tests and a comprehensive final are administered over the eight-week term. Students are allowed one attempt on each test. It is the student's responsibility to take tests on (or before) the dates they are available.



A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

**Students need a 70% final grade to move onto MATH 103 – College Algebra.**

**General Education Goals/Objectives:**

- Goal 2: Demonstrates knowledge and application of technology.
  - Objective 2: Uses electronic resources for course related assignments and information
    - Skill 1: Selects appropriate program on the graphing calculator to solve problems
- Goal 3: Demonstrates the ability to convert, calculate, and analyze a variety of mathematical problems
  - Objective 1: Utilizes mathematical equations to solve problems
    - Skill1: Solves equations and problems using the appropriate method
  - Objective 2: Applies practical application of mathematics to everyday life
    - Skill3: Solves word problems

**Relationship to Campus Theme:** This course develops algebra skills that are used to solve problems in science, technology, business, and social sciences.

**Classroom Policies:**

- Regular participation is expected.
- Learning activities and evaluation will occur in the MyMathLab learning system and requires Internet connectivity. Students need to set up or select an environment conducive to study and testing.
- Tests will be available for a limited period of time. Students should complete the tests without the use of notes or other materials.

**Academic Integrity:** The academic community is operated on the basis of honesty, integrity and fair play. It is the expectation that all students, as members of the college community, adhere to the highest levels of academic integrity. This means that:

- Students are responsible for submitting their own work. Student work must not be plagiarized.
- Students must not cooperate on oral or written examinations or work together on evaluated assignments without authorization.
- If there is evidence of cheating on an exam the student will receive an F on the respective exam.

**Disabilities and Special Needs:** If you have a disability for which you need accommodation, contact the Learning Center to request disability support services: phone 701-228-5477 or toll-free 1-888-918-5623.



DAKOTA COLLEGE  
AT BOTTINEAU

Minot Campus

# *Welcome to Beginning Algebra !*

ASC 094 MWF Syllabus – Fall 2016  
Three Credits

© Randy Glasbergen www.glasbergen.com.



**“If I have 3 bones and Mr. Jones takes away 2,  
how many fingers will he have left?”**

**Instructor:** Sarah B Joy

**Office:** Administration 159

**Contact:** [sarah.joy@ndus.edu](mailto:sarah.joy@ndus.edu), or 701-858-4339 (Office)

**Office Hours:** By Appointment

**Technical Problems:** If you have a technical problem with MyMathLab, please visit  
<http://www.pearsonmylabandmastering.com/northamerica/mymathlab/students/support>

**Class Schedule:** MWF 10:00-10:50 AM, TTH 9:30-10:45 AM, TTH 11:00-12:15 PM  
in Memorial Hall, Room 228

**Prerequisites:** None

**Welcome to Beginning Algebra!** This three credit course will be sixteen weeks. This class does not satisfy college graduation requirements for math. Throughout this course you will be asked to complete daily homework assignments, quizzes, chapter tests and a final exam. Topics covered will include properties of numbers, fundamental operations, factoring, fractions, exponents, radicals and equations. This course will utilize the MyMathLab system for homework, while quizzes and tests will be taken on paper in the classroom. If you do not understand something in or out of the class, don't forget that you are not in this alone. Stop me in class when you do not understand, utilize the "help me solve this!" feature in MyMathLab when you are stuck on a question, or make a special time to meet with me about the question. You can also create study groups with classmates, and/or ask for a tutor. This class will be challenging, *but you can do it!*

### **Course Objectives**

As an active participant in this class, you will learn techniques to analyze and solve various types of beginning algebra problems and utilize a calculator to solve algebra problems, when necessary.

### **Learning Environment**

As an active participant in this class, you will be attending class for three hours each week. These classes will utilize both direct instruction and collaborative learning. This course utilizes an online learning system called MyMathLab. Through MyMathLab, students will have access to worked out explanations, textbook lessons and video demonstrations. Students may also utilize the email tool to ask students and the instructor questions about assignments.

Note: While you do have access to helpful learning tools in MyMathLab, these tools are not a replacement for classroom instruction and participation. *Expect to attend every class!*

### **Textbook**

***Beginning and Intermediate Algebra, Tobey, Slater, Blair and Crawford; 5<sup>th</sup> edition. Pearson.***

You have to option of purchasing the online only text with MyMathLab, or the textbook with the online component. I suggest you use the free two-week trial of the online textbook before making your final decision. You can purchase your textbook or online access code at the MSU bookstore.

### **Course requirements**

Learning algebra is an investment of time. Algebra is learned best by practicing, reflecting and practicing some more. While understanding the steps in the topic explanations and video presentations is a good first step, to truly master the material you should be able to look at a problem, know how to proceed and be able to carry out the steps without assistance. The multiple attempts allowed during independent practice (including homework and practice tests) in MyMathLab provides opportunities for you to get to that point. Passing grades on quizzes and chapter tests demonstrates that you have mastered the skills taught.

## **Evaluation**

### **Homework – 20%**

Homework can be found under the homework tab in MyMathLab. You may work ahead, but each homework assignment should be completed by the time of the mid-chapter quiz. You will need to achieve 70% or more to proceed to the next section. You will have three tries to complete each homework problem, so use your thinking carefully as you proceed.

### **Quizzes – 30%**

Mid chapter quizzes will be taken on paper in class unless otherwise stated. Missed quizzes must be made up within three business days.

### **Tests – 50%**

There will be five exams throughout the semester. Your final exam may replace your lowest test score. **There will be no make-ups.**

Based on North Dakota state policy, students must earn a grade of C or higher to be promoted to the next level of college mathematics. Letter grades are assigned using the following scale.

<b>A</b>	89.5%-100%
<b>B</b>	79.5-89.49%
<b>C</b>	69.5%-79.49%
<b>D</b>	59.5%-69.49%
<b>F</b>	59.49% or lower

## **Relationship to Campus Theme**

The student will begin to see applications of algebra in nature, business, health, construction, etc. As they use a graphing calculator, they can solve real life problems with large numbers. These problems will require critical thinking and interaction with other students.

## **Class Policies**

### **Attendance**

The sequential nature of mathematics makes it necessary for students to attend class and participate on a regular basis. Attendance is not mandatory, but be aware that your learning may suffer if you are not present.

## **Assignments**

Students may work ahead; but make sure that you are at least complete to the level we are covering in class as it is very easy to fall behind in math.

## **Electronic Devices**

Turn off (or mute) cell phones, pagers or other electronic devices as a courtesy to others. Students may use their phones for emergencies and step out of the classroom for calls a necessary. Above all, be respectful to your classmates and the process of learning. If there is discourtesy students will be asked to leave.

**Student Email Policy**

Dakota College at Bottineau increasingly depends on email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting on important information conveyed via campus email rests with the student. Therefore, you **MUST** use your school email address to create your MyMathLab account.

**Disabilities and Special needs**

If you have a disability for which you need accommodation, please see me immediately. If you have already met with Student Developmental personnel, please provide me with the information regarding your needs so that I can make the appropriate accommodations.

# August 2016

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22 Evening and Online classes begin after 4 pm	23	24 First day of class, review syllabus and complete MML overview	25	26 Introduction to numbers, fractions	27
28	29 Simplifying fractions HW: Chapter 0.1	30	31 Adding, subtracting fractions HW: Chapter 0.2			

# September 2016

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2 Multiplying, dividing fractions HW: Chapter 0.3	3
4	5 Labor day	6	7 Decimals, percents HW: Chapter 0.4, 0.5	8	9 Problem solving, Quiz 1: Ch 0.1- 0.4 HW: Chapter 0.6	10
11	12 Chapter 0 test review	13	14 <u>Chapter 0 test</u>	15	16 Adding, subtracting real numbers HW: Ch 1.1, 1.2	17
18	19 Multiplying, dividing numbers HW: Ch. 1.3	20	21 Exponents HW: Chapter 1.4	22	23 Order of operations HW: Chapter 1.5	24
25	26 Order of operations Quiz 2: Ch. 1.1-1.5	27	28 Distributive property, combining like terms HW: Ch. 1.6, 1.7	29	30 Evaluating expressions, grouping symbols HW: Ch. 1.8, 1.9	



# October 2016

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3 Chapter 1 review	4	5 <u>Chapter 1 test</u>	6	7 Addition, multiplication, principles of equality HW: Chapter 2.3	8
9	10 Using addition, multiplication principles HW: Ch. 2.3	11	12 Solving equations with fractions HW: Ch. 2.4	13	14 Solving equations with fractions Quiz 3: Ch. 2.1- 2.4	15
16	17 Translating English to Algebra HW: Ch. 2.5	18	19 Solving word problems Ch. 2.6	20	21 Solving word problems Ch. 2.6	22
23	24 Chapter 2.8: solving inequalities, one variable HW: Ch. 2.8	25	26 Chapter 2 test review	27	28 <u>Chapter 2 test</u>	29

# November 2016

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30	31 Rules of exponents HW: Ch. 5.1	1	2 Negative exponents, scientific notation HW: Ch. 5.2	3	4 Fundamental polynomial operations HW: Ch. 5.3	5
6	7 Exponent review, quiz 4: Ch. 5.1- 5.3	8	9 Multiplying polynomials, HW: HW: Ch. 5.4, 5.5	10	11 <b>Veteran's Day</b>	12
13	14 Dividing polynomials HW: Chapter 5.6	15	16 Working with multiplying, dividing polynomials	17	18 Chapter 5 test review	19
20	21 <u>Chapter 5 test</u>	22	23 To be determined	24 Thanksgiving	25	26
27	28 Removing a common factor HW: Ch. 6.1	29	30 Removing factoring by grouping HW: Ch. 6.2			

# December 2016

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2 Factoring trinomials HW: Ch. 6.3	3
4	5 Rectangular coordinate system, graphing HW: Ch. 3.1	6	7 <u>Chapters 6, 3 test</u>	8	9 Final exam review	10
11	12 <u>Final Exams</u>	13	14	15	16	17
18	19	20	21	22	23	24
25 Christmas	26	27	28	29	30	31

## Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:** BADM 120—Introduction to Business

**Number of Credits:** 3 semester hours

**Pre/Co-requisites:** None

**Course Description:** This is an introduction of basic business principles and functions. This study will include types of business ownership, accounting, finance, marketing, management, legal and regulatory systems and contemporary issues that affect business.

**Course Objectives:** Upon successful completion of this course, the student should be able to:

- Understand basic terms and concepts related to business
- Explore the role and relationship of business with economic, social, and political environments
- Identify and describe functional areas of business
- Analyze ethical and social issues related to business operations
- Identify areas of business that are of particular interest to the student in terms of further study or potential careers
- Apply concepts learned to better understand current events that relate to business

**Instructor:** Professor Russ Gagnon, 852-3463, not after 9 p.m.

**Office:** Minot Campus Administration Building Room 159

**Office Hours:** M-F 9:00 a.m. to 4:00 p.m. and by appointment when not in class.

**Phone:** 800-777-0750 ext:4338 or 701-858-4338, Fax: 701-858-4232,

**Email:** [russ.gagnon@ndus.edu](mailto:russ.gagnon@ndus.edu)

**Textbook(s):** *BUSN*, 6<sup>th</sup> Ed., Kelly, McGowen/Williams, ISBN 978-1-133-18893-3

### Tentative Course Outline:

Chapter 1 Business Now: Change Is the Only Constant

Chapter 2 Economics: The Framework for Business

Chapter 3 The World Marketplace: Business Without Borders

Chapter 4 Business Ethics and Social Responsibility

Chapter 5 Business Communication: Creating and Delivering Messages that Matter

Chapter 6 Business Formation: Choosing the Form that Fits

Chapter 7 Small Business and Entrepreneurship: Economic Rocket Fuel

Chapter 8 Accounting: Decision Making by the Numbers

Chapter 9 Finance: Acquiring and Using Funds to Maximize Value

Chapter 10 Finance: Acquiring and Using Funds to Maximize Value

Chapter 11 Marketing: Building Profitable Customer Connections

Chapter 12 Product and Promotion: Creating and Communicating Value

Chapter 13 Distribution and Pricing: Right Product, Right Person, Right Place, Right Price

Chapter 14 Management, Motivation, and Leadership: Bringing Business to Life

Chapter 15 Human Resource Management: Building a Top-Quality Workforce

Chapter 16 Managing Information and Technology: Finding New Ways to Learn and Link

Chapter 17 Operations Management: Putting It All Together

**Relationship to Campus Theme:** Dakota College at Bottineau emphasizes nature, technology, and beyond as a focus for the unique blend of courses and programs offered here. This course will emphasize communications and the diverse makeup of the business community, which enhances the “Human” nature.

## **Classroom Policies:**

**Missed Classes:** Attendance is expected. Unannounced quizzes, tests, and class projects can be made-up only when the instructor excuses students prior to class. You are responsible for the activities of each class period. If you know of a conflict ahead of time, you are welcome to submit assignments early. Recognizing the importance of student participation and interaction with classmates, excessive absences necessitate failure in the class.

**Assignments:** All assignments are due at the beginning of class on the date due unless specified prior. Late assignments receive one-half credit minus errors. All late assignments are due before the final examination is administered. Make sure the class name, your name, date due, and exercise number appear in the upper-right corner. If handing in multiple pages, sequence them according to the order in the exercise, and staple in the upper left corner.

**Electronic Devices:** Turn off or mute cellular phones and pagers, **NO TEXTING** during class, prior permission for computer use is required. I will have my cell phone on for campus emergency notifications. Basically, do not be rude to other students trying to learn.

**Academic Dishonesty and Grade Appeals:** plagiarism and cheating are serious offenses and may be punished by failure on exam, paper or project; failure in course; and/or expulsion from the university. For more information, refer to the "Academic Dishonesty" or "Grade Appeal" policy in the university catalog or the student handbook online: <http://www.dakotacollege.edu/handbook/>

**Disabilities and Special Needs:** If you have any condition, such as a physical or learning disability, for which you need extra assistance, please see me immediately. If you have already met with Student Development personnel, please provide me with information regarding your special needs as soon as possible so that I can make appropriate accommodations.

**Student Email Policy:** Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the **ONLY** one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

**GRADING:** Assignments, quizzes, and tests are computed for total points for the final grade. Percentages (%) are listed below.

**90-100= A    80-89=B    70-79=C    60-69=D    below 60=F**

**STUDENTS PLEASE NOTE: Videoconferencing classes can be videotaped or streamed at the instructor's discretion."**

## **Inclement Weather Information – For IVN Sites**

In the event of poor weather conditions, please call 701-777-6486, press option #5 for the latest information on class cancellations.

**Trouble Call Phone Number:** Students should call the host site number first if a problem occurs during the event.

# Dakota College at Bottineau Course Syllabus

## Course Prefix/Number/Title:

BADM 201 – Principles of Marketing

## Course Description:

This is an introductory course which incorporates both traditional and contemporary aspects of marketing. Topics include environmental analysis and marketing research, consumer analysis, product (service) planning, distribution planning, pricing, promotion planning, social responsibility, overall marketing implementation and program evaluation.

## Course Objectives:

After taking this course students should be able to:

- Identify important marketing concepts and be able to apply them.
- Analyze and critically discuss important marketing issues.
- Analyze and discuss diversity as it affects marketing.
- Understand that marketing is truly all around us and affects everyone.
- Identify and effectively communicate the marketing process.
- Understand consumer behavior and target markets.
- Develop a marketing plan.

## Instructor:

Keri J. Keith

## Office:

Thatcher Hall 205

## Office Hours:

2-3:00 pm: Monday, Wednesday and Friday

11-12 pm: Tuesday and Thursday

## Phone:

701-228-5624

## Email:

keri.keith@dakotacollege.edu

## Lecture/Lab Schedule:

T/R: 9:30-10:45

TH 2211

## Textbook(s):

Marketing, 10th Edition – Kerin, Berkowitz, Hartley, & Rudelius. ISBN: 978-0-07-352993-6

## Course Requirements:

Course requirements consist of class participation, assignments, quizzes, and exams.

## Grade Weighting

4 exams @ 100 points each:	400 points
Research assignment (census):	25 points
In-class videos and Questions (3 at 25 pts)	75 points
You bought what?	100 points
Product Creation assignment:	200 points
Participation:	75 points
Total:	875 points

## Grading Scale

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
Less than 60%	F

## Tentative Course Outline

Date	Planned Activities
August 23 W1	Start to Class  Introduction, syllabus, student introductions.
August 25 W1	Lecture, chapter 1
August 30 W2	Lecture chapter 2

Sept 1  W2	Lecture chapter 3, part one.
September 6  W3	Lecture chapter 3, part two.  Assignment: Go to <a href="http://www.census.gov">www.census.gov</a> and find the following market-related information: A. Population of the United States B. Population of North Dakota C. Population of Bottineau County D. Population of Ward County E. Population of Cass County.
September 8  W3	Lecture chapter 4.  Review for Exam 1.
September 13  W4	<b>Exam 1</b>
September 15  W4	Lecture chapter 8.
September 20  W5	Lecture chapter 5.  Assign "You bought what?"
September 22  W5	You bought what? Work on paper
September 27  W6	You bought what? Presentations and all papers due
September 29  W6	Keri Gone at Norsk Hostfest – No class

October 4 W7	Complete Presentations and Lecture chapter 6
October 6 W7	Complete Chapter 6 and if time an in class Movie and activity
October 11 W8	Lecture chapter 7.
October 13 W8	Lecture chapter 9.
October 18 W9	Review for Exam 2 In-Class video and questions
October 20 W9	<b>Exam 2</b>
October 25 W10	Lecture chapter 10. Assign Creating a Product and Developing a Marketing Strategy
October 27 W10	Lecture chapter 13
November 1 W11	In-Class Assignment: Creating a Product and Developing a Marketing Strategy  In-Class Assignment: Present Product and Marketing Strategy
November 3 W11	<b>Class time to work on presentation</b>
November 8 W12	<b>Complete Presentations</b> <b>All Papers are Due</b>
November 10 W12	<b>Complete Presentations</b>
November 15	Lecture chapter 15



W13	
November 17 W13	Lecture chapter 18.
November 22 W14	Review for Exam 3 In-Class video and questions
November 24 W15	No Class – Thanksgiving Break
November 29 W16	Exam 3
December 1 W16	Lecture chapter 11.
December 6 W17	Lecture chapter 19. Review for Final Exam
December 8 W17	Final Exam

**Relationship to Campus Theme:**

A focus on the growing “green” movement in business marketing and management. Also addressing consumption and the new technologies that are affecting the business industry. Students will also understand how to utilize these new ideologies and tools to their benefit, as well as the benefit of the world and society as a whole as emerging leaders.

**Classroom Policies:**

**Absences and Assignment Due Dates:** If a student must miss class, he/she must contact the instructor within 24 hours of the class period. Late assignments will be docked 10% per day late. This is the policy for all assignments in all circumstances. If you email me an assignment, you will get a reply from me to verify that I have received the assignment. If you do not get a

receipt from me, I did not get the assignment. It is your job to ensure that I have received the assignment, so if you do not get a response from me within 24 hours of submitting your assignment by email, you need to resend the email. The assignment continues to lose 10% per day during this time.

Attendance and participation is expected. Ten percent of your grade is based solely on attendance and participation. You are responsible for the activities of each class period. If you know of a conflict ahead of time, you are welcome to submit assignments early.

**If you miss an exam you must contact me within 24 hours of the missed exam to arrange for a time to make up the exam.** Exams must be made up within 72 hours of the original exam time. If you do not contact me within 24 hours a grade of 0 will be entered for the exam that was missed. **Students are only allowed to make up ONE exam per course.** The exam grade will be docked 10% per day for late points.

**Electronic Devices:** Silence cellular phones, pagers, CD players, radios, and similar devices in the classroom and laboratory facilities. Reasonable laptop-size computers may be used in lecture for taking notes. If this is an IVN course, cell phone must be turned off at all times in class! I will not tolerate texting, playing games, watching videos or anything else that is disruptive to the class and others around you. **You will be asked once to put the phone away, if asked again you will be asked to leave.**

**Do NOT wear headphones during tests. They are not allowed.**

This class will be a place where all thoughts are welcome, no one fears sharing their opinion, and minds are open to new ideas. You have all EARNED the opportunity to be here by completing the same criteria, thus making you equals. As emerging leaders, you are expected to show respect for each other's differences. Conflicting opinions are part of life and will create dynamic discussions. The instructor reserves the right to end these discussions and the participants will agree to disagree.

It is your responsibility to keep all assignments that are graded and handed back to you. In the case of a grade dispute, it is the student's responsibility to provide past assignments to confirm grades.

The syllabus is a living document that is subject to change. All assignments will be confirmed during the class prior to their due date. The instructor reserves the right to allow the class agenda to fluctuate as the course progresses.

**Electronic Communication:** If you are contacting me through email – you must use your Dakota College email account. Emailed assignments that are not sent through your Dakota College account will not be accepted. This is a school-wide policy.

### **Academic Integrity:**

**Plagiarism:** To plagiarize is to “steal and pass off the ideas or words of another as one's own” (*Webster's Dictionary*). **Plagiarism will not be tolerated in this course.** When completing a research paper, it is necessary to cite all information gathered from other sources - including direct quotations and paraphrases - within the text of the paper using parenthetical notes at the end of the documents in a works cited list. A handout regarding the MLA guidelines is available at the writing center if you would like further information. Students are expected to follow MLA guidelines for the research paper. If you have any questions - please contact myself or go to

the learning center for more information. **Students found plagiarizing material will receive a “0” for the assignment.**

**Cheating:** Cheating will not be tolerated. Any student found to be cheating will receive a 0 on the assignment; an additional incidence of cheating will result in the student being dismissed from the course.

**Disabilities and Special Needs:**

If you have any condition, such as a physical or learning disability, for which you need extra assistance, please inform me immediately. If you have already met with Student Development personnel, please provide me with information regarding your special needs as soon as possible so that appropriate accommodations can be made.

# Principles of Marketing

BADM 201

3 Credits

## Instructor:

### Keri J. Keith, MA

Office: Thatcher Hall, 205

Telephone: 228-5624

E-mail: [keri.keith@dakotacollege.edu](mailto:keri.keith@dakotacollege.edu)

## Office Hours:

10:00 – 11:00 am: Monday, Wednesday and Friday

2-3:00 pm: Tuesday and Thursday

## Course Description:

This is an introductory course which incorporates both traditional and contemporary aspects of marketing. Topics include environmental analysis and marketing research, consumer analysis, product (service) planning, distribution planning, pricing, promotion planning, social responsibility, overall marketing implementation and program evaluation.

## Required Text:

Marketing, 10th Edition – Kerin, Berkowitz, Hartley, & Rudelius.

## Course Objectives:

After taking this course students should be able to:

- Identify important marketing concepts and be able to apply them.
- Analyze and critically discuss important marketing issues.
- Analyze and discuss diversity as it affects marketing.
- Understand that marketing is truly all around us and affects everyone.
- Identify and effectively communicate the marketing process.
- Understand consumer behavior and target markets.
- Develop a basic marketing plan.
- These course objectives meet the following MSU-B General Education Goals; #1, to develop the ability to communicate, #2, to develop thinking skills, #8, to understand and appreciate cultural diversity, and #9, to develop lifelong learning skills.

## Course Requirements and Evaluation:

Course requirements consist of class participation, assignments, quizzes, and exams.

## Grade Weighting

4 exams @ 100 points each:	400 points
Research assignment:	25 points
Product Creation assignment:	200 points
In class Assignments:	150 points
Total:	775 points

## Grading Scale

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
Less than 60%	F

## Tentative Course Outline

### Relationship to Campus Theme:

A focus on the growing “green” movement in business marketing and management. Also addressing consumption and the new technologies that are affecting the business industry. Students will also understand how to utilize these new ideologies and tools to their benefit, as well as the benefit of the world and society as a whole as emerging leaders.

### Classroom Policies:

**Absences and Assignment Due Dates:** Late assignments will be docked 10% per day late. This is the policy for all assignments in all circumstances. If you email me an assignment, you will get a reply from me to verify that I have received the assignment. If you do not get a receipt from me, I did not get the assignment. It is your job to ensure that I have received the assignment, so if you do not get a response from me within 24 hours of submitting your assignment by email, you need to resend the email. The assignment continues to lose 10% per day during this time.

**If you do not complete an exam before the closing time and date of the exam you must contact me immediately to reopen the exam. Students are only allowed to make up ONE exam per course.** The exam grade will be docked 10% per day for late points. This is the policy in all situations. **Please do not wait until the last day and the last hour to take an exam in order to avoid issues with completing the exams on time.**

This class will be a place where all thoughts are welcome, no one fears sharing their opinion, and minds are open to new ideas. You have all EARNED the opportunity to be here by completing the same criteria, thus making you equals As emerging leaders, you

are expected to show respect for each other's differences. Conflicting opinions are part of life and will create dynamic discussions. The instructor reserves the right to end these discussions and the participants will agree to disagree.

It is your responsibility to keep all assignments that are graded and handed back to you. In the case of a grade dispute, it is the student's responsibility to provide past assignments to confirm grades.

The syllabus is a living document that is subject to change. All assignments will be confirmed during the class prior to their due date. The instructor reserves the right to allow the class agenda to fluctuate as the course progresses.

**Electronic Communication:** If you are contacting me through email – you must use your Dakota College email account. Emailed assignments that are not sent through your Dakota College account will not be accepted. This is a school-wide policy.

### **Academic Integrity:**

**Plagiarism:** To plagiarize is to “steal and pass off the ideas or words of another as one's own” (*Webster's Dictionary*). **Plagiarism will not be tolerated in this course.** When completing a research paper, it is necessary to cite all information gathered from other sources - including direct quotations and paraphrases - within the text of the paper using parenthetical notes at the end of the documents in a works cited list. A handout regarding the MLA guidelines is available at the writing center if you would like further information. Students are expected to follow MLA guidelines for the research paper. If you have any questions - please contact myself or go to the learning center for more information. **Students found plagiarizing material will receive a “0” for the assignment.**

**Cheating:** Cheating will not be tolerated. Any student found to be cheating will receive a 0 on the assignment; an additional incidence of cheating will result in the student being dismissed from the course.

### **Disabilities and Special Needs:**

If you have any condition, such as a physical or learning disability, for which you need extra assistance, please inform me immediately. If you have already met with Student Development personnel, please provide me with information regarding your special needs as soon as possible so that appropriate accommodations can be made.

The syllabus is a living document that is subject to change. All assignments will be confirmed during the class prior to their due date. The instructor reserves the right to allow the class agenda to fluctuate as the course progresses.

Week 1: Start to class, introductions, Chapter 1  
Week 2: Chapter 2 and 3  
Week 3: Chapter 4 and **Assignment:**  
Week 4: Exam 1, chapters 1-4. Chapter 8  
Week 5: Chapters 5 and 6  
Week 6: Chapters 7 and 9  
Week 7: Exam 2 - Chapters 5-9  
Week 8: Chapter 10, Assignment – Create product and marketing strategy  
Week 9: Class time for assignment  
Week 10: Product and strategy due  
Week 11: Chapter 13  
Week 12: Chapter 15 and 18  
Week 13: Exam 3 - Chapters 10, 13, 15 and 18  
Week 14: Chapter 11  
Week 15: Chapter 19  
Week 16: Final exam - Chapters 11 and 19

# DCB Course Syllabus

## Course Prefix/Number/Title:

BADM 202 - Management

## Course Description:

This course is designed to study the basic functions of management which include planning, organizing, directing and controlling. This course introduces students to effective conflict management, communication, leadership, and decision making techniques. Additional management issues that are addressed include human resources management, ethics, and diversity.

## Course Objectives:

After taking this course students should be able to:

- Describe what management is, why management is important, what managers do, and how managers utilize organizational resources efficiently and effectively to achieve organizational goals.
- Distinguish among planning, organizing, leading, and controlling (the four main management functions) and explain how managers' ability to handle each one can affect organizational performance.
- Discuss the principle challenges facing managers in today's increasingly competitive global environment.
- Describe how the need to increase organizational efficiency and effectiveness has guided the evolution of management theory.
- Explain the principle of job specialization and division of labor
- Describe the various personality traits that affect how managers think, feel, and behave.
- Describe the nature of emotional intelligence and its role in management.
- Define organizational culture and explain how managers both create, and are influenced by, organizational culture.
- Describe conflict management strategies that managers can use to resolve conflict effectively.
- Describe important communication skills that managers need as senders and as receivers of messages.
- Explain why effective human resources management can help an organization gain a competitive advantage.
- Describe the six steps that managers should take to make the best decisions.
- Understand the steps managers can take to effectively manage diversity.
- Understand the relationship between ethics and the law.



**Instructor:**

Keri Keith

**Office:**

Thatcher Hall 204

**Office Hours:**

1-2:00 M,W,F

11-12:00 T/R

**Phone:**

701-228-5642

**Email:**

Keri.keith@dakotacollege.edu

**Textbook(s):**

Contemporary Management, Sixth Edition –Jones and George.

**Course Requirements:**

Course requirements consist of class participation, assignments, quizzes, and exams.

**Grade Weighting**

Case Studies and in class

Assignments. 8 @25 points each 200 points

Test 1 100 points

Test 2 100 points

Test 3 100 points

Test 4 100 points

Participation (discussion questions) 75 points

Total: 675 points

**Grading Scale**

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
Less than 60%	F

## **Tentative Course Outline**

### **Relationship to Campus Theme:**

A focus on the growing “green” movement in business marketing and management. Also addressing consumption and the new technologies that are affecting the business industry. Students will also understand how to utilize these new ideologies and tools to their benefit, as well as the benefit of the world and society as a whole as emerging leaders.

### **Classroom Policies:**

**Absences and Assignment Due Dates:** Late assignments will be docked 10% per day late. This is the policy for all assignments in all circumstances. If you email me an assignment, you will get a reply from me to verify that I have received the assignment. If you do not get a receipt from me, I did not get the assignment. It is your job to ensure that I have received the assignment, so if you do not get a response from me within 24 hours of submitting your assignment by email, you need to resend the email. The assignment continues to lose 10% per day during this time.

**If you do not complete an exam before the closing time and date of the exam you must contact me immediately to reopen the exam. Students are only allowed to make up ONE exam per course.** The exam grade will be docked 10% per day for late points. This is the policy in all situations. **Please do not wait until the last day and the last hour to take an exam in order to avoid issues with completing the exams on time.**

This class will be a place where all thoughts are welcome, no one fears sharing their opinion, and minds are open to new ideas. You have all EARNED the opportunity to be here by completing the same criteria, thus making you equals As emerging leaders, you are expected to show respect for each other’s differences. Conflicting opinions are part of life and will create dynamic discussions. The instructor reserves the right to end these discussions and the participants will agree to disagree.

It is your responsibility to keep all assignments that are graded and handed back to you. In the case of a grade dispute, it is the student’s responsibility to provide past assignments to confirm grades.

The syllabus is a living document that is subject to change. All assignments will be confirmed during the class prior to their due date. The instructor reserves the right to allow the class agenda to fluctuate as the course progresses.

**Electronic Communication:** If you are contacting me through email – you must use your Dakota College email account. Emailed assignments that are not sent through your Dakota College account will not be accepted. This is a school-wide policy.

### **Academic Integrity:**

**Plagiarism:** To plagiarize is to “steal and pass off the ideas or words of another as one’s own” (*Webster’s Dictionary*). **Plagiarism will not be tolerated in this course.** When completing a research paper, it is necessary to cite all information gathered from other sources - including

direct quotations and paraphrases - within the text of the paper using parenthetical notes at the end of the documents in a works cited list. A handout regarding the MLA guidelines is available at the writing center if you would like further information. Students are expected to follow MLA guidelines for the research paper. If you have any questions - please contact myself or go to the learning center for more information. **Students found plagiarizing material will receive a "0" for the assignment.**

Cheating: Cheating will not be tolerated. Any student found to be cheating will receive a 0 on the assignment; an additional incidence of cheating will result in the student being dismissed from the course.

### **Disabilities and Special Needs:**

If you have any condition, such as a physical or learning disability, for which you need extra assistance, please inform me immediately. If you have already met with Student Development personnel, please provide me with information regarding your special needs as soon as possible so that appropriate accommodations can be made.

# Dakota College at Bottineau Course Syllabus

## Course Prefix/Number/Title:

BADM 210 - Advertising

## Course Description:

As the field of advertising and promotion continues to dramatically change, marketers must look beyond traditional media in order to achieve success. In order to best communicate with consumers, advertisers must utilize a myriad of tools (advertising, public relations, direct marketing, interactive/Internet marketing, sales promotion, and personal selling). This course focuses on the shift from the conventional methods of advertising to the more widely recognized approach of implementing an integrated marketing communications strategy.

## Course Objectives:

After taking this course students should be able to:

- Identify important advertising concepts and be able to apply them.
- Analyze and critically discuss important advertising issues.
- Develop a basic advertising plan.
- Recognize that a firm must use all promotional tools available to convey a unified message to the consumer (integrated marketing communications).
- Create effective integrated marketing communications.
- Understand basic advertising placement strategies.

## Instructor:

Keri J. Keith

## Office:

Thatcher Hall 205

## Office Hours:

2-3:00 pm: Monday, Wednesday and Friday

11-12:00 pm: Tuesday and Thursday

## Phone:

701-228-5624

## Email:

keri.keith@dakotacollege.edu

**Lecture/Lab Schedule:**

T/R 12:30-1:45  
TH 2211

**Textbook(s):**

Advertising & Promotion, 10th Edition – Belch and Belch. ISBN: 978-0-07-802897-7

Various Handouts

**Course Requirements:**

Course requirements consist of class participation, assignments, quizzes, and exams.

**Grade Weighting**

Ad Analysis Assign:	50 points
Comm Process Assign:	50 points
Execution Style Assign:	75 points
Sales Promo and Corp Publicity Assign:	35 points
In-Class Video and Questions	50 points
Exam #1:	100 points
Exam #2:	100 points
Exam #3:	100 points
Exam #4:	100 points
Participation:	<u>70 points</u>
Total:	730 points

**Grading Scale**

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
Less than 60%	F

## Tentative Course Outline

Date	Planned Activities
August 23  W1	Start to Class  Introduction, syllabus, student introductions.
August 25  W1	Lecture Chapter 1
August 30  W2	Lecture chapter 3
September 1  W2	Lecture chapter 2
September 6  W3	Lecture chapter 4
September 8  W3	In-class Assignment: Ad analysis: More details to come.  Review 2 print ads. Evaluate them based on:  1. Geographic Target (City, Nation, Region)  2. Demographic Target (Age, Gender, Income, Education)  3. Psychographic Target (Lifestyles, Personalities)  4. Benefit Target (What customers

	expect from a product/service
September 13  W4	Ad analysis due  Review for Exam 1
September 15  W4	<b>Exam 1</b>
September 20  W5	Lecture chapter 5  Lecture chapter 6  <b>Review Comm Process</b>  <b>Assignment: Communication Process Assignment. Details will be available in class.</b>
September 22  W5	Lecture chapter 7  Comm Process assign. Due
September 27  W6	Lecture chapter 8.
September 29  W6	Keri Gone at Norsk Hostfest – No Class
October 4  W7	Lecture Chapter 9  In Class Assignment  <i>Assignment: Find an example of each of the following execution styles:</i>  <i>1. Straight-sell or factual message (or</i>

	<i>Scientific/technical evidence)</i> 2. <i>Demonstration</i> 3. <i>Comparison</i> 4. <i>Testimonials</i> 5. <i>Slice of life</i> 6. <i>Animation</i> 7. <i>Personality symbol</i> 8. <i>Humor</i>
October 6 W7	Present assignment
October 11 W8	In- Review for Exam Class Video and Questions
October 13 W8	<b>Exam 2</b>
October 18 W9	Lecture chapter 10.
October 20 W9	Lecture chapter 11.
October 25 W10	Lecture chapter 12.
October 27 W10	(Lecture chapter 12, part 2)
November 1 W11	Lecture chapter 13
November 3 W11	Lecture chapter 15. Review for exam 3
November 8 W12	<b>Exam 3</b>
November 10 W12	Chapter 16 Lecture



November 15 W13	In Class Assignment  Assignment: Find five examples of advertisements that feature sales promotions.  Assignment: Find two examples of articles that contain corporate-generated publicity
November 17 W13	Chapter 17 Lecture
November 22 W14	Present Examples of promotions and corporate generated publicity.
W14 November 24	No class – Thanksgiving break
November 29 W15	Chapter 18 Lecture
December 1 W15	Chapter 20 Lecture Review for Final Exam
December 6	<b>Exam 4 (FINAL)</b>
December 8	<b>Wrap up and had back final grades.</b>

**Relationship to Campus Theme:**

A focus on the growing “green” movement in business marketing and management. Also addressing consumption and the new technologies that are affecting the business industry. Students will also understand how to utilize these new ideologies and tools to their benefit, as well as the benefit of the world and society as a whole as emerging leaders.

**Classroom Policies:**

**Absences and Assignment Due Dates:** If a student must miss class, he/she must contact the instructor within 24 hours of the class period. Late assignments will be docked 10% per day late. This is the policy for all assignments in all circumstances. If you email me an assignment,

you will get a reply from me to verify that I have received the assignment. If you do not get a receipt from me, I did not get the assignment. It is your job to ensure that I have received the assignment, so if you do not get a response from me within 24 hours of submitting your assignment by email, you need to resend the email. The assignment continues to lose 10% per day during this time.

Attendance and participation is expected. Ten percent of your grade is based solely on attendance and participation. You are responsible for the activities of each class period. If you know of a conflict ahead of time, you are welcome to submit assignments early.

**If you miss an exam you must contact me within 24 hours of the missed exam to arrange for a time to make up the exam.** Exams must be made up within 72 hours of the original exam time. If you do not contact me within 24 hours a grade of 0 will be entered for the exam that was missed. **Students are only allowed to make up ONE exam per course.** The exam grade will be docked 10% per day for late points.

**Electronic Devices:** Silence cellular phones, pagers, CD players, radios, and similar devices in the classroom and laboratory facilities. Reasonable laptop-size computers may be used in lecture for taking notes. If this is an IVN course, cell phone must be turned off at all times in class! I will not tolerate texting, playing games, watching videos or anything else that is disruptive to the class and others around you. **You will be asked once to put the phone away, if asked again you will be asked to leave.**

**Do NOT wear headphones during tests. They are not allowed.**

This class will be a place where all thoughts are welcome, no one fears sharing their opinion, and minds are open to new ideas. You have all EARNED the opportunity to be here by completing the same criteria, thus making you equals. As emerging leaders, you are expected to show respect for each other's differences. Conflicting opinions are part of life and will create dynamic discussions. The instructor reserves the right to end these discussions and the participants will agree to disagree.

It is your responsibility to keep all assignments that are graded and handed back to you. In the case of a grade dispute, it is the student's responsibility to provide past assignments to confirm grades.

The syllabus is a living document that is subject to change. All assignments will be confirmed during the class prior to their due date. The instructor reserves the right to allow the class agenda to fluctuate as the course progresses.

**Electronic Communication:** If you are contacting me through email – you must use your Dakota College email account. Emailed assignments that are not sent through your Dakota College account will not be accepted. This is a school-wide policy.

**Academic Integrity:**

**Plagiarism:** To plagiarize is to “steal and pass off the ideas or words of another as one's own” (*Webster's Dictionary*). **Plagiarism will not be tolerated in this course.** When completing a research paper, it is necessary to cite all information gathered from other sources - including direct quotations and paraphrases - within the text of the paper using parenthetical notes at the end of the documents in a works cited list. A handout regarding the MLA guidelines is available at the writing center if you would like further information. Students are expected to follow MLA

guidelines for the research paper. If you have any questions - please contact myself or go to the learning center for more information. **Students found plagiarizing material will receive a "0" for the assignment.**

Cheating: Cheating will not be tolerated. Any student found to be cheating will receive a 0 on the assignment; an additional incidence of cheating will result in the student being dismissed from the course.

### **Disabilities and Special Needs:**

If you have any condition, such as a physical or learning disability, for which you need extra assistance, please inform me immediately. If you have already met with Student Development personnel, please provide me with information regarding your special needs as soon as possible so that appropriate accommodations can be made.

# Dakota College at Bottineau Course Syllabus

## Course Prefix/Number/Title:

BADM 213 - Public Relations

## Course Description:

This course is an analysis of the practice of public relations from an organization communication perspective. Changing roles, future career opportunities, ethical and legal issues, research techniques, developing effective communication with the client, media, consumer, stockholder, governmental, organizational and employee publics. Requirements for the course will include group projects and presentations in public relations campaign management.

## Course Objectives:

After taking this course students should be able to:

- Analyze the nature and scope of the public relations process
- Familiarize students with the roles, functions, and tasks of a public relations practitioner
- Develop an understanding of the mass media in today's public relations environment
- Provide students with practical experience in various types of public relations writing and activities
- Present an overview of the field of public relations and the organizational roles of the public relations practitioner
- Understand through case studies, the public relations environment and the role of persuasion and public opinion
- Acquaint students with the communication process and technological tools available to the public relations practitioner
- Research and critique current articles regarding public relations topics.
- 

## Instructor:

Keri J. Keith

## Office:

Thatcher Hall 205

## Office Hours:

10:00 – 11:00 am: Monday, Wednesday and Friday  
11-12:00 pm: Tuesday and Thursday

## Phone:

701-228-5624

## Email:

[keri.keith@dakotacollege.edu](mailto:keri.keith@dakotacollege.edu)

**Lecture/Lab Schedule:****Textbook(s):**

The Practice of Public Relations, 10<sup>th</sup> Edition, Fraser P. Seitel  
Various Handouts

**Course Requirements:**

Course requirements consist of class participation, assignments, quizzes, and exams.

**Grade Weighting**

Case Study #1	20 points
Case Study #2	20 points
Case Study #3	20 points
Case Study #5	20 points
Case Study #7	20 points
Case Study #10	20 points
Case Study #11	20 points
Case Study #12	20 points
Case Study #13	20 points
Case Study #17	20 points
Case Study #19	20 points
Research Paper	100 points
Press Release	50 points
Exam #1:	100 points
Exam #2:	100 points
Exam #3:	100 points
Exam #4:	100 points
Participation:	<u>80 points</u>
Total:	850 points

**Grading Scale**

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
Less than 60%	F

## Tentative Course Outline

Week 1: Welcome to Class, Introduce Yourself, Respond to Discussion Question  
Week 2: Chapters 1 and 2, Case Study 1 and 2 due, Discussion Question  
Week 3: Chapters 3 and 4, Case Study #3 , respond to Discussion Question  
Week 4: Exam #1 - due by Sunday of week 4  
Week 5: Chapters 5 and 6, Case Study #5 and respond to Discussion Question  
Week 6: Chapters 7 and 8, Case Study #7 and respond to Discussion Question  
Week 7: Exam #2 - Due by Sunday of week 7  
Week 8: Chapters 9 and 10, Case Study #10 and respond to Discussion Question  
Week 9: Chapters 11 and 12, Case Studies 11 and 12  
Week 10: No Class - Spring Break  
Week 11: Exam #3 - Due by Sunday of week 11  
Week 12: Research Paper Assignment - Due end of week 12  
Week 13: Chapters 13,14,15. Case Study #13, respond to Discussion Question  
Week 14: Chapter 16 and 17, Case Study #17, respond to Discussion Question  
Week 15: Press Release, due end of week 15  
Week 16: Chapters 18 and 19, Case Study #19 respond to discussion Question  
Week 17: Exam #4 - due by Sunday of week 17

## Tentative Course Outline

### Relationship to Campus Theme:

A focus on the growing “green” movement in business marketing and management. Also addressing consumption and the new technologies that are affecting the business industry. Students will also understand how to utilize these new ideologies and tools to their benefit, as well as the benefit of the world and society as a whole as emerging leaders.

### Classroom Policies:

**Absences and Assignment Due Dates:** Late assignments will be docked 10% per day late. This is the policy for all assignments in all circumstances. If you email me an assignment, you will get a reply from me to verify that I have received the assignment. If you do not get a receipt from me, I did not get the assignment. It is your job to ensure that I have received the assignment, so if you do not get a response from me within 24 hours of submitting your assignment by email, you need to resend the email. The assignment continues to lose 10% per day during this time.

**If you do not complete an exam before the closing time and date of the exam you must contact me immediately to reopen the exam. Students are only allowed to make up ONE exam per course.** The exam grade will be docked 10% per day for late points. This is the policy in all situations. Please do not wait until the last day and the last hour to take an exam in order to avoid issues with completing the exams on time.

This class will be a place where all thoughts are welcome, no one fears sharing their opinion, and minds are open to new ideas. You have all EARNED the opportunity to be here by completing the same criteria, thus making you equals As emerging leaders, you are expected to show respect for each other’s differences. Conflicting opinions are part of life and will create dynamic discussions. The instructor reserves the right to end these discussions and the participants will agree to disagree.

It is your responsibility to keep all assignments that are graded and handed back to you. In the case of a grade dispute, it is the student's responsibility to provide past assignments to confirm grades.

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### **Academic Integrity:**

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### **Disabilities and Special Needs:**

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# Dakota College at Bottineau Course Syllabus

## Course Prefix/Number/Title:

BADM 214- Entertainment Marketing

## Course Description:

The course focuses on the promotional element of the marketing mix. Students will learn how to develop promotional materials that effectively promote various entertainment events. Previous coursework in advertising and marketing is strongly encouraged.

## Course Objectives:

After taking this course students should be able to:

- Identify important promotional concepts and be able to apply them.
- Identify the primary elements of the promotional mix.
- Produce promotional materials consisting of all the primary elements of the promotional mix.
- Understand and implement integrated marketing communications.
- Clarify entertainment organizations' needs and goals.

## Instructor:

Keri J. Keith

## Office:

Thatcher Hall 205

## Office Hours:

1:00 – 2:00 pm: Monday, Wednesday and Friday

11-12 pm: Tuesday and Thursday

## Phone:

701-228-5624

## Email:

keri.keith@dakotacollege.edu

## Lecture/Lab Schedule:

M/W/F: 12-12:50 pm

Arntzen 1



**Textbook(s):** None required – but can use BADM 201 textbook. Notes will be provided.

**Course Requirements:**

Course requirements consist of class participation, assignments, quizzes, and exams.

**Grade Weighting**

NFL Assign:	25 points
Ent. Mktg Eval:	50 points
Exam:	100 points
Assign. #1:	100 points
Team Assessment:	25 points
Assign #2:	100 points
Assign #3:	200 points
Assign #4:	300 points
<u>Participation:</u>	<u>100 points</u>
Total:	1000 points

**Grading Scale**

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
Less than 60%	F

**Tentative Course Outline**

Date	Activity
August 24	Introduction, syllabus, student introductions.
August 26	Lecture Chapters 1 and 2
August 29	No Class – Labor Day
August 31	<b>Assignment: Advertising and the NFL Case Study</b>
September 2	Lecture: Chapter 3

September 5	No Class - Labor Day
September 7	Lecture: Chapter 4
September 9	Present an example of Entertainment Marketing that you find in local or national media. 5-10 minute presentation evaluating the marketing effectiveness of the material.
September 12	Lecture: Chapter 5
September 14	Lecture: Chapter 6
September 16	Review for Exam
September 19	Exam
September 21	Assignment One- Review Press Releases – Share Storyboard examples
September 23	Continue Assignment One.
September 26	Continue Assignment One.
September 28	Continue Assignment One.
September 30	Continue Assignment One.
October 3	Continue Assignment One.
October 5	No Class - Assessment Day
October 7	Present Assignment One to the Class.
October 10	Assign Assignment 2
October 12	No Class – Assessment Day
October 14	Continue Assignment Two.
October 17	Continue Assignment Two.
October 19	Continue Assignment Two.
October 21	Continue Assignment Two.
October 24	Continue Assignment Two.
October 26	Continue Assignment Two.
October 28	Present Assignment Two to the Class.

October 31	Assignment Three
November 2	Continue Assignment Three.
November 4	Continue Assignment Three.
November 7	Continue Assignment Three.
November 9	Continue Assignment Three.
November 11	No Class – Veterans Day
November 14	Continue Assignment Three.
November 16	Continue Assignment Three.
November 18	Present Assignment Three to the Class.
November 21	Assignment Four
November 23	Continue Assignment Four.
November 25	
No class, Thanksgiving	
November 28	Continue Assignment Four.
November 30	Continue Assignment Four.
December 2	Continue Assignment Four.
December 5	Continue Assignment Four.
December 7	Continue Assignment Four.
December 9	Present Final Assignment Four to the Class.

## **Relationship to Campus Theme:**

A focus on the growing “green” movement in business marketing and management. Also addressing consumption and the new technologies that are affecting the business industry. Students will also understand how to utilize these new ideologies and tools to their benefit, as well as the benefit of the world and society as a whole as emerging leaders.

## **Classroom Policies:**

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**If you miss an exam you must contact me within 24 hours of the missed exam to arrange for a time to make up the exam.** Exams must be made up within 72 hours of the original exam time. If you do not contact me within 24 hours a grade of 0 will be entered for the exam that was missed. **Students are only allowed to make up ONE exam per course.** The exam grade will be docked 10% per day for late points.

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**Do NOT wear headphones during tests. They are not allowed.**

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**Academic Integrity:**

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**Disabilities and Special Needs:**

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# Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:**

BADM 240 – Sales

**Course Description:**

This course provides the student with an introduction to the basic principles, concepts and theories of selling and their application to the actual sales presentation. Special attention is given to the sales process and both verbal and non-verbal communication techniques.

**Course Objectives:**

After taking this course students should be able to:

- Develop a problem-solving approach to the needs of potential buyers as well as incur a better understanding of their personal, status, and emotional needs.
- Analyze and explain why a given selling technique or sales presentation should or should not work in a particular buyer-seller interaction.
- Apply the selling theories, concepts, and principles in selling situations.
- Communicate more effectively in interpersonal interactions with employees, peers, prospects, and buyers.
- Develop professional sales presentations for buyers ranging from individual consumers to organizational buying committees.
- Work as successful sales representatives with a professional code of behavior.

**Instructor:**

Keri J. Keith

**Office:**

Thatcher Hall 205

**Office Hours:**

2-3:00 pm: Monday, Wednesday and Friday

11-12:00 pm: Tuesday and Thursday

**Phone:**

701-228-5624

**Email:**

keri.keith@dakotacollege.edu

**Lecture/Lab Schedule:**

MWF: 10:00 – 10:50  
Arntzen 1

**Textbook(s):**

Fundamentals of Selling, 13<sup>th</sup> Edition – Futrell. ISBN: 978-0-07-786101-8

**Course Requirements:**

Course requirements consist of class participation, assignments, quizzes, and exams.

**Grade Weighting**

<b>Case 1.1</b>	<b>10 points</b>
<b>Case 2.1</b>	<b>10 points</b>
<b>Pg. 102 assgt.</b>	<b>10 points</b>
<b>FAB</b>	<b>30 points</b>
<b>Page 248</b>	<b>15 points</b>
<b>Video Asgt</b>	<b>15 points</b>
<b>Persuasive Sales assgt.</b>	<b>40 points</b>
<b>Sales Objections</b>	<b>10 points</b>
<b>Exam 1</b>	<b>100 points</b>
<b>Exam 2</b>	<b>100 points</b>
<b>Exam 3</b>	<b>100 points</b>
<b>Exam 4</b>	<b>100 points</b>
<b>Final Assignment</b>	<b>100 points</b>
<b>Participation</b>	<b>60 points</b>
<b>Total:</b>	<b>700 points</b>

**Grading Scale**

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
Less than 60%	F

## Tentative Course Outline

Date	Activity
August 24	Introduction, syllabus, student introductions (Name, something interesting, sales experience)
August 26	Lecture chap 1
August 29	In Class Assignment: Complete Case 1-1 on page 33
August 31	Lecture chap 2
September 2	In Class Assignment : Complete Case 2.1 on page 63.
September 5	No class- Labor Day
September 7	Lecture chap 3
September 9	Lecture chap 3, part 2
September 12	In Class Assignment: Answer questions 1-5 on page 92-93.
September 14	Lecture 1 <sup>st</sup> half of chap 4.
September 16	Lecture 2 <sup>nd</sup> half of chap 4.
September 19	In-Class Group Assignment: Write out the Features, Advantages and Benefits of 4 items you use on a regular basis.
September 21	Present Assignment to Class Review for Exam 1
September 23	<b>EXAM 1</b>
September 26	Lecture Chapter 5.
September 28	Lecture chap 6
September 30	Lecture chap 7 and 8
October 3	In class complete Sales Application Questions on page 247, Questions 1-6 and Review for Exam 2
October 5	No class- Assessment Day



October 7	<b>Sales Exam 2</b>
October 10	<b>In Class video and assignment</b>
October 12	<b>No Class – Assessment Day</b>
October 14	Lecture Chapter 10
October 17	Chap 11
October 19	Chap 12
October 21	In class assignment: Dealing with Objections
October 24	Lecture Chap 13
October 26	Persuasive Sales Assignment Details will be shared in class Phone –a-thon or Sales Experience
October 28	Work on presentations
October 31	Presentations Due
November 2	Presentations Due
November 4	Review for Sales exam 3
November 7	<b>Sales Exam 3</b>
November 9	Lecture chap 14
November 11	<b>No Class – Veterans Day</b>
November 14	Lecture chap 15
November 16	Lecture Chapter 16
November 18	Lecture chap 17
November 21	Review for Exam 4- Overview of Sales Final Assignment

November 23	<b>Exam 4</b>
November 25	<b>No Class- Thanksgiving Break</b>
November 28	Sales Final Assignment
November 30	Work on final assignment
December 2	Work on final assignment.
December 5	Present Final Project
December 7	Present Final Project
December 9	Final Grades and Wrap up

### **Relationship to Campus Theme:**

A focus on the growing “green” movement in business marketing and management. Also addressing consumption and the new technologies that are affecting the business industry. Students will also understand how to utilize these new ideologies and tools to their benefit, as well as the benefit of the world and society as a whole as emerging leaders.

### **Classroom Policies:**

**Absences and Assignment Due Dates:** If a student must miss class, he/she must contact the instructor within 24 hours of the class period. Late assignments will be docked 10% per day late. This is the policy for all assignments in all circumstances. If you email me an assignment, you will get a reply from me to verify that I have received the assignment. If you do not get a receipt from me, I did not get the assignment. It is your job to ensure that I have received the assignment, so if you do not get a response from me within 24 hours of submitting your assignment by email, you need to resend the email. The assignment continues to lose 10% per day during this time.

Attendance and participation is expected. Ten percent of your grade is based solely on attendance and participation. You are responsible for the activities of each class period. If you know of a conflict ahead of time, you are welcome to submit assignments early.

**If you miss an exam you must contact me within 24 hours of the missed exam to arrange for a time to make up the exam.** Exams must be made up within 72 hours of the original exam time. If you do not contact me within 24 hours a grade of 0 will be entered for the exam that was missed. **Students are only allowed to make up ONE exam per course.** The exam grade will be docked 10% per day for late points.

**Electronic Devices:** Silence cellular phones, pagers, CD players, radios, and similar devices in the classroom and laboratory facilities. Reasonable laptop-size computers may be used in lecture for taking notes. If this is an IVN course, cell phone must be turned off at all times in class! I will not tolerate texting, playing games, watching videos or anything else that is

disruptive to the class and others around you. **You will be asked once to put the phone away, if asked again you will be asked to leave.**

**Do NOT wear headphones during tests. They are not allowed.**

This class will be a place where all thoughts are welcome, no one fears sharing their opinion, and minds are open to new ideas. You have all EARNED the opportunity to be here by completing the same criteria, thus making you equals. As emerging leaders, you are expected to show respect for each other's differences. Conflicting opinions are part of life and will create dynamic discussions. The instructor reserves the right to end these discussions and the participants will agree to disagree.

It is your responsibility to keep all assignments that are graded and handed back to you. In the case of a grade dispute, it is the student's responsibility to provide past assignments to confirm grades.

The syllabus is a living document that is subject to change. All assignments will be confirmed during the class prior to their due date. The instructor reserves the right to allow the class agenda to fluctuate as the course progresses.

**Electronic Communication:** If you are contacting me through email – you must use your Dakota College email account. Emailed assignments that are not sent through your Dakota College account will not be accepted. This is a school-wide policy.

### **Academic Integrity:**

**Plagiarism:** To plagiarize is to “steal and pass off the ideas or words of another as one's own” (*Webster's Dictionary*). **Plagiarism will not be tolerated in this course.** When completing a research paper, it is necessary to cite all information gathered from other sources - including direct quotations and paraphrases - within the text of the paper using parenthetical notes at the end of the documents in a works cited list. A handout regarding the MLA guidelines is available at the writing center if you would like further information. Students are expected to follow MLA guidelines for the research paper. If you have any questions - please contact myself or go to the learning center for more information. **Students found plagiarizing material will receive a “0” for the assignment.**

**Cheating:** Cheating will not be tolerated. Any student found to be cheating will receive a 0 on the assignment; an additional incidence of cheating will result in the student being dismissed from the course.

### **Disabilities and Special Needs:**

If you have any condition, such as a physical or learning disability, for which you need extra assistance, please inform me immediately. If you have already met with Student Development personnel, please provide me with information regarding your special needs as soon as possible so that appropriate accommodations can be made.

# Dakota College at Bottineau Course Syllabus

## Course Prefix/Number/Title:

BADM 260 – Principles of Retailing

## Course Description:

This course introduces students to retail operations and management. The evolution of retailing and its present role in the marketing system is examined, as well as the impact of various trends upon retail institutions. Other major areas covered include: the determination of a target market, site selection and store design, store organization, merchandising, pricing, staffing and training employees, store promotion, customer services, and control of store operations.

## Course Objectives:

After taking this course students should be able to:

- Understand and effectively explain the complex discipline of retailing.
- Comprehend basic retailing strategies including retail market strategy, finance strategy, and location strategy.
- Evaluate merchandise assortment, buying systems and merchandise pricing.
- Analyze and critically discuss store layout, design, visual merchandising and customer service.

Analyze and discuss diversity as it affects retailing

## Instructor:

Keri J. Keith

## Office:

Thatcher Hall 205

## Office Hours:

2-3:00 pm: Monday, Wednesday and Friday

11-12:00 pm: Tuesday and Thursday

## Phone:

701-228-5624

## Email:

keri.keith@dakotacollege.edu

## Lecture/Lab Schedule:

MWF: 11-11:50

Arntzen 1

**Textbook(s):**

Retailing Management, 7<sup>th</sup> Edition – Levy and Weitz. ISBN: 978-0-07-338104-6

**Course Requirements:**

Course requirements consist of class participation, assignments, quizzes, and exams.

**Grade Weighting**

Ch2 DQ:	15 points
Case 2:	15 points
Ch3 DQ:	15 points
Case 4:	15 points
Ch 8 DQ:	20 points
Exam 1:	100 points
Exam 2:	100 points
Case 18:	15 points
DQ Pg 275:	15 points
Exam 3:	100 points
Merch. Mgmt:	100 points
Pg 410 DQ	10 points
Store Layout:	100 points
Exam 4:	100 points
<u>Participation:</u>	<u>80 points</u>
Total:	800 points

**Grading Scale**

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
Less than 60%	F

## Tentative Course Outline

Date	Activity
August 24	Introduction, syllabus, student introductions.
August 26	Lecture chap 1
August 29	Lecture chap 2
August 31	Finish Lecture, Chap 2. Answer questions 1, 2, 9, 10 on page 66. Lecture Chapter 3, part 1
September 2	Lecture Chapter 3, part 2
September 5	No Class - Labor Day
September 7	Lecture Chapter 3, part 2 Assignment: Answer discussion questions 1,2,4,6 on page 94. In Class Assignment: Read Case 2 on page 577. Answer questions 1-3 in paragraph format.
September 9	In Class Assignment: Read Case 2 on page 577. Answer questions 1-3 in paragraph format.
September 14	In Class Assignment: Lecture Chapter 4, part 1
September 16	Lecture Chapter 4, part 2
September 19	In Class Assignment: Read Case 4 on page 579. Answer questions 1-3.
September 21	Lecture Chapter 5
September 23	Review Exam 1
September 26	Exam 1
September 28	Lecture Chapter 7
September 30	Review exam 1 results. Lecture second half of Chapter 7
October 3	Chap 8
October 5	No Class – Assessment Day
October 7	Lecture Chapter 8

October 10	Lecture Chapter 9
October 12	Lecture Chapter 9.
October 14	Lecture Chapter 9
October 17	Lecture Chapter 9..
October 19	Discussion Questions - Page 275 1-11
October 21	Review for Exam 2
October 24	Exam 2
October 26	Lecture, Chap 11
October 28	Complete Lecture, Chap 11,
October 31	Case 18- p599
November 2	Lecture, Chap 12
November 4	Lecture, Chap 14
November 7	Assignment: p 410 DQ's: 1,2,4,6.
November 9	Lecture, Chap 15
November 11	No School – Veterans Day
November 14	Review for Exam 3
November 16	Exam 3
November 18	Merchandise management project and Lecture, Chap 17 Finish Chap 17
November 21	Finish Chap 17
November 23	Lecture, Chap 18

	Work on merchandise management project
November 25 No Class - Thanksgiving	Enjoy your break!
November 28	Work on merchandise management project
November 30	Merchandise management project due. Chapter 18 Assignment: Store Layout Model Project
December 2	Work on Store Layout Model Project
December 5	Work on Store Layout Model Project
December 7	Present Store Layout Model Project. Review Exam 4
December 9	Exam 4
	You may pick up your final exam grade and final class grade the week of 12/12. Thanks and have a great break!

### **Relationship to Campus Theme:**

A focus on the growing “green” movement in business marketing and management. Also addressing consumption and the new technologies that are affecting the business industry. Students will also understand how to utilize these new ideologies and tools to their benefit, as well as the benefit of the world and society as a whole as emerging leaders.

### **Classroom Policies:**

**Absences and Assignment Due Dates:** If a student must miss class, he/she must contact the instructor within 24 hours of the class period. Late assignments will be docked 10% per day late. This is the policy for all assignments in all circumstances. If you email me an assignment, you will get a reply from me to verify that I have received the assignment. If you do not get a receipt from me, I did not get the assignment. It is your job to ensure that I have received the assignment, so if you do not get a response from me within 24 hours of submitting your assignment by email, you need to resend the email. The assignment continues to lose 10% per day during this time.

Attendance and participation is expected. Ten percent of your grade is based solely on attendance and participation. You are responsible for the activities of each class period. If you know of a conflict ahead of time, you are welcome to submit assignments early.



**If you miss an exam you must contact me within 24 hours of the missed exam to arrange for a time to make up the exam.** Exams must be made up within 72 hours of the original exam time. If you do not contact me within 24 hours a grade of 0 will be entered for the exam that was missed. **Students are only allowed to make up ONE exam per course.** The exam grade will be docked 10% per day for late points.

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**Do NOT wear headphones during tests. They are not allowed.**

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It is your responsibility to keep all assignments that are graded and handed back to you. In the case of a grade dispute, it is the student's responsibility to provide past assignments to confirm grades.

The syllabus is a living document that is subject to change. All assignments will be confirmed during the class prior to their due date. The instructor reserves the right to allow the class agenda to fluctuate as the course progresses.

**Electronic Communication:** If you are contacting me through email – you must use your Dakota College email account. Emailed assignments that are not sent through your Dakota College account will not be accepted. This is a school-wide policy.

### **Academic Integrity:**

**Plagiarism:** To plagiarize is to “steal and pass off the ideas or words of another as one's own” (*Webster's Dictionary*). **Plagiarism will not be tolerated in this course.** When completing a research paper, it is necessary to cite all information gathered from other sources - including direct quotations and paraphrases - within the text of the paper using parenthetical notes at the end of the documents in a works cited list. A handout regarding the MLA guidelines is available at the writing center if you would like further information. Students are expected to follow MLA guidelines for the research paper. If you have any questions - please contact myself or go to the learning center for more information. **Students found plagiarizing material will receive a “0” for the assignment.**

**Cheating:** Cheating will not be tolerated. Any student found to be cheating will receive a 0 on the assignment; an additional incidence of cheating will result in the student being dismissed from the course.

**Disabilities and Special Needs:**

If you have any condition, such as a physical or learning disability, for which you need extra assistance, please inform me immediately. If you have already met with Student Development personnel, please provide me with information regarding your special needs as soon as possible so that appropriate accommodations can be made.

regarding your special needs as soon as possible so that appropriate accommodations can be made.

## Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: BIOL 111 Concepts of Biology

Number of Credits: 4 semester credits

Course Description: This course is a study of nature, diversity, and classification of life, cells and cell processes, genetics, evolution, and ecology. The course is an introductory level, non-majors transferable class designed to meet requirements of a lab science.

Pre-/Co-requisites: none

### Course Objectives:

1. To be able to understand the theories and concepts of cell biology, genetics, ecology, and evolution
2. To be familiar with the resources and methods used to acquire scientific data
3. To be able to demonstrate an orderly approach to the solution of a problem
4. To be able to relate past knowledge to an understanding of modern biology
5. To have acquired an awareness of new scientific developments and their potential implications

Instructor: C. L. Lura, Ph.D.

Office: NSC 114

Office Hours: MWF 9:00-10:00 & 3:00-4:00

Phone: (701) 228-5472

Email: [charles.lura@dakotacollege.edu](mailto:charles.lura@dakotacollege.edu)

Lecture/Lab Schedule: Fall semester

Textbook(s): Audesirk, T., G. Audesirk, and B. Byers. 2011. Biology, life on earth. 9<sup>th</sup> Edition, Benjamin Cummings, Publ. Co.

Lura, C. 2016. Biology 111 Lab Manual

Course Requirements:	4 Hour Exams @ 100 pts. ea.	400 pts.
	Lec assign/quizzes	200 pts.
	Lab evaluations	<u>150 pts.</u>
	<b>TOTAL POINTS</b>	<b>750</b>

A = 100-90%

B = 89-80%

C = 79-70%

D = 69-60%

F = below 60%

**BIOLOGY 111 TENTATIVE SYLLABUS  
FALL 2016**

<b>DATE</b>	<b>TOPIC</b>	<b>READING ASSIGN.</b>
Aug 24-26	Introduction, scientific method <b>LAB: NO LAB THIS WEEK</b>	1
Aug 29-Sep 2	<b>Monday September 2 – Labor Day</b> Chemistry of life, cell structure & function <b>LAB: Microscopy &amp; Cells</b>	2,3,4
Sep 5-9	Membranes, energy, photosynthesis <b>LAB: Photosynthesis</b>	5,6,7
Sep 12-16	Photosynthesis continued, respiration <b>FIRST HOUR EXAM, FRIDAY SEPTEMBER 16</b> <b>LAB: Respiration</b>	7,8
Sep 19-23	DNA, gene expression, <b>LAB: Protein Synthesis</b>	11,12
Sep 26-30	Cellular reproduction (mitosis and meiosis) <b>LAB: Mitosis &amp; Meiosis</b>	9
Oct 3-7	Inheritance <b>Wednesday, October 5: Assessment Day – No Class</b> <b>LAB: Human Genetics</b>	10
Oct 10-14	Gene expression & regulation, biotechnology <b>SECOND HOUR EXAM, FRIDAY OCTOBER 14</b> <b>LAB: Recombinant DNA</b>	12,13
Oct 17-21	Systematics <b>LAB: Classification &amp; Nomenclature</b>	18
Oct 24-28	Animal and Plant Diversity <b>LAB: Survey of Plants and Animals</b>	21,23,24
Oct 31-Nov 4	Viruses, Prokaryotes, Protistans, Fungi, <b>LAB: Archaea</b>	19,20,22
Nov 7-11	<b>Friday, November 11, Veteran's Day</b> Natural Selection & Evolution <b>LAB: Hardy-Weinberg and Evolution</b>	14,15
Nov 14-18	Speciation and Macroevolution <b>THIRD HOUR EXAM, FRIDAY NOVEMBER 18</b> <b>LAB: Speciation in Gallotia lizards</b>	16,17
Nov 21-25	Populations and Communities <b>Thursday &amp; Friday November 24-25 Thanksgiving Break</b> <b>LAB: NO LAB THIS WEEK</b>	26,27

Nov 28-Dec 2	Ecosystem structure & function <b>LAB:</b> Lake Ecosystem Case Study	28
Dec 5-9	Ecosystems/Biomes and Conserving Biodiversity <b>LAB:</b> Pheasant Habitat Suitability Model	29,30

**\*\*\* FINAL EXAM TUESDAY DECEMBER 13: 9:00-11:00 \*\*\***

General Education Goals/Objectives:

Goal 1: Explains the interrelationships between humans and their environment and the role of science in their lives

Goal 2: Demonstrates knowledge and application of technology

Relationship to Campus Theme:

Announcements/discussion on news topics relating to technological developments in biology  
Genetic engineering, DNA fingerprinting, and genetic engineering covered/discussed in class  
Class discussion on how technological developments influence our knowledge base (e.g. genetics, cell structure and function)

Class discussion technological development and ethical concerns (e.g. genetic testing/screening)  
Portion of lecture and full lab dedicated to ecosystem modeling.

Classroom Policies: Regular attendance and participation in lab and lecture is expected.  
All make-up exams will include a significant essay/short answer component and must be made up within one week of the students return to class unless prior arrangements have been made.

Academic Integrity: Cheating on a test, quiz, or other assessment results in zero points for the assessment.

Disabilities and Special Needs: Any accommodations due to a learning disability must come through the Dakota College Learning Center. If you have a diagnosed learning disability, you need to contact the Learning Center in Thatcher 1104 or phone (701) 228-5477.

**Student Email Policy**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

## Human Structure and Function Syllabus

Course Prefix/Number/Title: BIOL 115 – Human Structure and Function

Number of Credits: 4 semester hours

Course Description: An introduction to the study of the structure (anatomy) and function (physiology) of the human body. This course consists of three one hour lectures and one two hour lab each week.

Course Objectives: The goal of this course is to facilitate student learning about human anatomy and physiology so that students better understand and appreciate the complexities of and interactions between organ systems in order to promote the advancements of life sciences in society.

Objectives:

- 1) To learn and retain information essential to a broad knowledge of human anatomy and Physiology.
- 2) To understand and utilize the scientific methods of inquiry.
- 3) To practice sound, safe, and sensible laboratory techniques.
- 4) To appreciate the historic development of science.
- 5) To apply scientific information and principles to everyday life.
- 6) To recognize the interrelationship among the sciences, technology and society.

Instructor: Angie Bartholomay

Office: NSC 111

Office hours: MW 9-10:00am; MWF 1-2:00pm

Phone number: 228-5471

Email: [angela.bartholomay@dakotacollege.edu](mailto:angela.bartholomay@dakotacollege.edu)

Lecture Schedule: 2:40-3:30pm MWF in Th 2211

Lab Schedule: Bottineau T2:00-4:00pm NSC 120; Minot 4:00-5:50pm Wednesday

Textbooks: Understanding Human Anatomy and Physiology, S. Longenbaker, 7<sup>th</sup> Edition  
Human Biology Laboratory Manual, 12<sup>th</sup> Edition by Sylvia Mader (Minot)

### Student Email Policy

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Course Requirements: The lecture component of this course will consist of approximately 700 pts. The 700 points will come from 10-12 quizzes worth 10 points each; 5 exams worth 100 points each and a final exam for 100 points. The laboratory component of this course consists of 200 points ( 14 lab reports for 10 points each and four lab exams for 15 points each. Lecture points will comprise 75% of the final grade while labs comprise 25% of the final grade. There will not be make-up for missed exams unless prior arrangements have been made with the instructor. Grading scale is as follows:

A= 90-100%

B= 80-89.5%

C= 70-79.5%

D=60-69.5%

F= <59.5%

Exams: There will be five regular exams. Exams may contain short answer, multiple choice, Completion and problems. Periodic tables and calculators may be used on the test.

Homework: Throughout the semester problems will be assigned in order for you to better understand the concepts and math involved. This homework will not be graded, however you will be able to use these assignments on quizzes. The problems assigned will be similar to those which will be on the exams. We will discuss the problems in class or you can see one of the chemistry tutors or myself for help.

Quizzes: will be used to check for understanding. Make-up quizzes are not allowed.

Laboratory: The laboratory portion of the course provides an opportunity to integrate lecture concepts with observable activities and is critical to understanding chemical concepts. Safety goggles are available for purchase in the bookstore. Attendance in lab is mandatory and the instructor must validate that you actually assisted in the collection of data. Borrowed results are not acceptable and all parties involved will receive a grade deduction. Lab reports are due at the beginning of the next lab class. Late lab reports will not be accepted. Failure to wear safety goggles, not following instructions or using unsafe procedures is unacceptable and may result in your dismissal from further labs.

Early Warn Attendance Policy will be followed

Tentative Course Outline:

		Reading
Week 1	Introduction & Organization of the Body	Chapter #1 & 2
Week 2	Chemistry	Chapter #2
Week 3	Cell Structure & Function	Chapter #3
	Exam #1- Chapters #1-3	
Week 4	Tissues & Integumentary system	Chapter #4 & 5
Week 5	Skeletal system	Chapter #6
Week 6	Muscular system	Chapter #7
	Exam #2- Chapters #4-6	
Week 7	Nervous & sensory systems	Chapter #8 & 9
Week 8	Endocrine system	Chapter #10
Week 9	Blood	Chapter #11
	Exam #3 Chapters #7-11	
Week 10	Circulatory System	Chapter #12
Week 11	Lymphatic System	Chapter #13
Week 12	Respiratory & digestive system	Chapter #14 &15
Week 13	Nutrition	
	Exam #4 -Chapter #12-15	
Week 14	Urinary System	Chapter #16
Week 15	Reproductive System	Chapter #17
Week 16	Development & Birth	Chapter #18 &19
12/7	Final Review	
<b>12/9</b>	<b>Final Exam</b>	

Lab Schedule	Topic	Lab #
Week 1	Use of Light Microscope + Scientific Method	1 & 2
Week 2	Chemical Composition	3
Week 3	Cell Structure & Function	4
Week 4	Human Body Tissues	5
Week 5	Basic Mammal + Lab Exam I	6
Week 6	Skeletal & Muscular system	11
Week 7	Nervous System & Senses	12
Week 8	Lab Exam II	
Week 9	Cardiovascular system	7
Week 10	Circulatory & Respiratory System	8
Week 11	Lab Exam III	
Week 12	Digestive system & nutrition	9
Week 14	Urinary & reproductive systems	10.3 & 10.4
Week 15	Development, Inheritance & Genetics	13 & 15
Week 15	Final Lab Exam	

### General Education Goals & Objectives

This course meets General Education Goal 1: Explains the interrelationships between humans and their environment and the role of science in their lives. Specific objectives include;

- 1.- Demonstrates the application of the scientific method of inquiry (Objective #1)
- 2.- Demonstrates an awareness of the role of science in everyday life (Objective #3)

### Relationship to Campus Theme:

This course addresses the campus them by incorporating the latest diagnostic procedures, treatments, and other technologies that are used to identify and treat human diseases and disorders.

### Classroom Policies:

- 1) The use of **cell phones, electronic devices and headphones** are prohibited in the classroom. If you have brought your phone to class it is to be placed on silent and on the table in front of you.
- 2) Food and beverages are permitted in accordance with IVN classroom policy.
- 3) Be respectful of other students, technicians, instructors and guests

### Academic Integrity

All students are expected to adhere to the highest standards of academic integrity. Dishonesty in the classroom or laboratory with assignments, quizzes and exams will not be tolerated. Refer to the student handbook for further information.

### Disabilities and Special Needs:

If you have a disability for which you require accommodations, you are encouraged to contact your instructor and the learning center (228-5479 or 1-888-918-5623) to request disability support services as early as possible during the beginning of the semester.





**Course Prefix/Number/Title:** BIOL 115 – Human Structure and Function (online)

**Number of Credits:** 4 semester credits

**Course Description:**

An introduction to the study of the structure (anatomy) and function (physiology) of the human body. This course consists of three one-hour lectures and one two-hour lab each week.

**Pre-/Co-requisites:** None

**Course Objectives:**

The goal of this course is to facilitate student learning about human anatomy and physiology so that students better understand and appreciate the complexities of and interactions between organ systems in order to promote the advancement of life sciences in society.

Objectives:

- 1) To learn and retain information essential to a broad knowledge of human anatomy and physiology.
- 2) To understand and utilize scientific methods of inquiry.
- 3) To practice sound, safe, and sensible laboratory techniques.
- 4) To appreciate the historic development of science.
- 5) To apply scientific information and principles to everyday life.
- 6) To recognize the interrelationship among the sciences, technology, and society.

**Instructor:** Larry Brooks

**Office:** NSC 102

**Office Hours:** 9-10 AM on M, W, & F and by appointment

**Phone:** (701) 228-5457

**Email:** [larry.brooks@dakotacollege.edu](mailto:larry.brooks@dakotacollege.edu)

**Lecture Schedule:** Online

**Lab Schedule:** Online

**Textbooks:** Understanding Human Anatomy and Physiology, S. Longenbaker, 9<sup>th</sup> Edition  
Instructor generated lab manual

## Course Requirements:

Although subject to slight modification based on the discretion of the instructor, the lecture component of this course will consist of approximately 600 points (14 lab reports worth 5 points each, 4 lab quizzes worth 20 points each). The laboratory component of this course consists of 200 points (14 lab reports @ 10 points each and four lab exams @ 15 points each). There is a one week grace period to make-up any missed quiz, exam or assignment. Any missed exam/work not made up within the allotted time will be given a zero. Makeup exams may be of an essay nature and are usually considered more difficult. Grading is based on a standard college curve, where students earn a grade based upon the percent of total possible points they obtain. Final letter grades are assigned based on the following criteria:

A =	89.5-100% of the total points
B =	79.5 - <89.5% of the total points
C =	69.5 - <79.5% of the total points
D =	59.5 - <69.5% of the total points
F =	<59.5% of the total points

## Course Outline:

<u>TOPIC</u>	<u>READING</u>
Organization of the Body	Chpt. 1
Chemistry	Chpt. 2
Cell Structure	Chpt. 3
Cell Function	Chpt. 3
Tissues	Chpt. 4
Integumentary System	Chpt. 5
Skeletal System	Chpt. 6
Muscular System	Chpt. 7
Nervous System	Chpt. 8
Senses	Chpt. 9
Endocrine System	Chpt. 10
Blood	Chpt. 11
Cardiovascular System	Chpt. 12
Lymphatic System	Chpt. 13
Respiratory System	Chpt. 14
Digestive System	Chpt. 15
Nutrition	Chpt. 15
Urinary System	Chpt. 16
Reproductive System	Chpt. 17
Development and Birth	Chpt. 18
Genetics	Chpt. 19

## LAB

<u>LAB #</u>	<u>TOPIC</u>
1	Organization of the Body
2	Introduction to Human Physiology
3	Histology
4	The Skeletal System
5	Fetal Pig Anatomy
6	The Muscular System
7	The Nervous System
8	The Senses
9	Cardiovascular System
10	Arteries and Veins
11	The Respiratory System
12	Digestive System
13	Urinary and Reproductive Systems
14	Genetics

### **General Education Goals and Objectives**

This course meets General Education Goal 1: Explains the interrelationships between humans and their environment and the role of science in their lives. Specific objectives include:

- 1) Demonstrates the application of the scientific method of inquiry (Objective #1).
- 2) Demonstrates an awareness of the role of science in everyday life (Objective #3)

### **Relationship to Campus Theme:**

This course addresses the campus theme by incorporating the latest diagnostic procedures, treatments, and other technologies that are used to identify and treat human diseases and disorders.

### **Classroom Policies**

- 1) Be respectful of other students and the instructor.

### **Student Email Policy**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

### **Academic Integrity**

All students are expected to adhere to the highest standards of academic integrity. Dishonesty in the classroom or laboratory and with assignments, quizzes and exams is a serious offense and is subject to disciplinary action by the instructor and college administration. For more information, refer to the Student Handbook.

### **Disabilities and Special Needs**

If you have a disability for which you need accommodations, you are encouraged to contact your instructor and the Learning Center (228-5479 or 1-888-918-5623) to request disability support services as early as possible during the beginning of the semester.

## Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: BIOL 124 Environmental Science (4CR)

Prerequisites: none

Course Description: An introductory course for the non-science major. A study of the effects of humans and their technology on the environment.

Human population growth, fundamentals of ecology, principles of resource management, water resources, mineral resources, biological resources, land management, feeding the world, water pollution, air pollution, municipal waste, local, regional, and global issues.

Course Objectives: Demonstrate an understanding and proficiency with:

1. Knowledge and understanding of scientific principles of environmental issues
2. Identifying and explaining the major environmental issues of today
3. How environmental factors influence societies and vica versa
4. How/why society addresses environmental issues

Instructor: Lura

Office: NSC 114

Office Hours: MWF 9:00-10:00 & 2:00-3:00

Phone: (701) 228-5472

Email: charles.lura@dakotacollege.edu

Lecture/Lab Schedule: Spring semester

Textbook(s): McKinney, M.L., and R.M. Schoch.2007. Environmental Science: systems and solutions. Jones and Bartlett Publ. Co., 4<sup>th</sup> ed.

Course Requirements:	4 Hour Exams @ 100 pts. ea.	400 pts.	A = 100-90%
	Lab evaluations	130 pts.	B = 89-80%
	Lecture quizzes, assignments, etc.	170 pts.	C = 79-70%
	Projects/Reports	<u>100 pts.</u>	D = 69-60%
	<b>TOTAL POINTS</b>	<b>800</b>	F = below 60%

**Tentative Syllabus  
Fall 2016**

<b>Date</b>	<b>Topic</b>	<b>Chapter</b>
Aug. 24-26	Introduction and Overview	"Intro" & Ch 1
Aug 29-Sep 2	Human Population Growth <b>Lab:</b> County Soil Survey <b>Quiz:</b> History and Regions of North America	2
Sep 5-9	The Biosphere <b>Lab:</b> Physical Geography of Planet Earth <b>Quiz:</b> Chapters 2 & 3	3
Sep 12-16	Distribution of Life, Earth Dynamics <b>1st HOUR EXAM, SAT-SUN SEPTEMBER 17-18 (Intro and Ch 1-5)</b> <b>Lab:</b> Community/Ecosystem video <b>Quiz:</b> Chapters 4 & 5	4,5
Sep 19-23	People and Natural Resources Fundamentals of Energy <b>Lab:</b> Alaska National Wildlife Refuge <b>Quiz:</b> Chapters 6 & 7	6,7
Sep 26-30	Fundamentals of Energy, Renewable/Alternative Energy <b>Lab:</b> My electricity <b>Quiz:</b> Chapter 8	7,8
Oct 3-7	Water Resources, Mineral Resources <b>Lab:</b> Water Issues <b>Quiz:</b> Chapter 9	9,10
Oct 10-14	Mineral Resources <b>2nd HOUR EXAM, SAT-SUN OCTOBER 15-16 (Ch 6-10)</b> <b>Lab:</b> Life of a Natural Resource Manager <b>Quiz:</b> Chapter 10	10
Oct 17-21	Conserving Biological Resources <b>Lab:</b> Who are the Environmentalists? <b>Quiz:</b> Chapter 11	11
Oct 24-28	Land Resources and Management <b>Lab:</b> Snowmobiles in Yellowstone Nat. Prk. <b>Quiz:</b> Chapter 12	12
Oct 31-Nov 4	Land Resources and Management <b>Lab:</b> The World Outside the U.S.	12

	<b>Quiz:</b> Case Study 12-2 & 12-3	
Nov 7-11	Food and Soil Resources <b>Lab:</b> Seafood: To Eat or Not To Eat? <b>Quiz:</b> Case Study 13-2	13
Nov 14-18	Food and Soil Resources <b>3rd HOUR EXAM, SAT-SUN NOVEMBER 19-20 (Ch 11-13)</b> <b>Lab:</b> An Environmental Issue – “Student’s Choice” <b>Quiz:</b> Chapter 13	13
Nov 21-25	Principles of Pollution, Control, Water Pollution <b>Lab: No Lab This Week</b> <b>Quiz:</b> Chapter 14	14,15
Nov 28-Dec 2	Water pollution, local/regional /Global Air Pollution <b>Lab:</b> Global Warming <b>Quiz:</b> Chapters 15 & 16	15-17
Dec 5-9	Global Air Pollution, Municipal Waste, Env. Econ. <b>Lab:</b> My Water, Wastewater, and Garbage <b>Quiz:</b> Chapters 17 & 18	17-19

**FINAL EXAM (Ch 14-18) SAT-SUN DECEMBER 10-11**

General Education Goals/Objectives:

Goal 1: Explains the interrelationships between humans and their environment and the role of science in their lives

Goal 2: Demonstrates knowledge and application of technology

Relationship to Campus Theme:

Technological/science developments are discussed in relationship to Global Warming, and air and water pollution and other environmental issues.

Green Revolution and humanity discussed with future considerations

Genetic engineering, technological developments in environmental monitoring

**Classroom Policies:** Regular attendance and participation in lab and lecture is expected. All make-up exams will include a significant essay/short answer component and must be made up within one week of the students return to class unless prior arrangements have been made.

**Academic Integrity:** Cheating on a test, quiz, or other assessment results in zero points for the assessment.

**Disabilities and Special Needs:** Any accommodations due to a learning disability must come through the Dakota College Learning Center. If you have a diagnosed learning disability, you need to contact the Learning Center in Thatcher 1104 or phone (701) 228-5477.



## Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: BIOL 150 General Biology I, Number of Credits: 4 semester credits

Course Description: The first semester of a two-semester sequenced study of the fundamental topics of biology, with an emphasis on cellular biology.

Prerequisites: none

Course Objectives: Demonstrate an understanding and proficiency with the following concepts:

1. Understand cellular and viral structure and function.
2. Understand fundamental biochemical principles.
3. Understand rudimentary classical genetics
4. Understand rudimentary molecular genetics and have a familiarity with various DNA technologies
5. Use knowledge about mechanisms of cellular and molecular processes.

Instructor: C. L. Lura, Ph.D.

Office: NSC 114

Office Hours: MWF: 9:00-10:00 & 3:00-4:00

Phone: (701) 228-5472

Email: [charles.lura@dakotacollege.edu](mailto:charles.lura@dakotacollege.edu)

Lecture/Lab Schedule: Fall semester

Textbook(s): Campbell, N.A. and J.B. Reece. 2014. Biology. 10th Edition. Pearson/Benjamin Cummings, Publ. Co.

Lura. 2016. Biology 150 Lab Manual.

Course Requirements:	4 Hour Exams @ 100 pts. ea.	400 pts.
	Lec assign/quizzes	100 pts.
	2 Lab Exams @ 50 pts. ea.	100 pts.
	10 Lab Quizzes	<u>100 pts.</u>
	<b>TOTAL POINTS</b>	<b>700</b>

A = 100-90%

B = 89-80%

C = 79-70%

D = 69-60%

F = below 60%

**BIOLOGY 150 TENTATIVE SYLLABUS  
FALL 2016**

<b>DATE</b>	<b>TOPIC</b>	<b>READING ASSIGN.</b>
Aug. 24-26	Scientific Method, Chemistry of Life, Water	Chapter 2,3,4
Aug 29-Sep 2	Large Biological Molecules <b>LAB:</b> Microscopy	5
Sep 5-9	<b>Monday September 5: Labor Day</b> Prokaryotes and Archaea <b>LAB:</b> Osmosis and Diffusion	27
Sep 12-16	Eukaryotic Cell Structure and Function <b>FRIDAY SEPTEMBER 16: HOUR EXAM I</b> <b>LAB:</b> Chemistry of Life	6
Sep 19-23	Membranes, Endosymbiotic Theory <b>LAB:</b> Eukaryotic Cell Structure and Function	7
Sep 26-30	Sexual Life Cycles, Tissues and Tissue Organization <b>LAB:</b> Prokaryotic Cell Structure and Function	13
Oct 3-7	Virus Structure and Function, Viroids, Prions <b>Wednesday, October 5, Assessment Day – No Class</b> <b>LAB:</b> Enzymes	19
Oct 10-14	Enzymes and Metabolism <b>FRIDAY OCTOBER 14: HOUR EXAM II</b> <b>LAB:</b> Lab Midterm	8
Oct 17-21	Photosynthesis <b>LAB:</b> Photosynthesis	10
Oct 24- 28	Respiration <b>LAB:</b> Respiration	9
Oct 31-Nov 4	DNA, Mitosis <b>LAB:</b> Mitosis and Meiosis	16,12
Nov 7-11	Mitosis cont'd., Meiosis <b>WEDNESDAY NOVEMBER 9: HOUR EXAM III</b> <b>Friday November 11: Veteran's Day</b> <b>LAB:</b> Inheritance and Probability	12,13
Nov 14-18	Protein Synthesis <b>LAB:</b> Protein Synthesis	17
Nov 21-25	Gene Expression and Regulation <b>Thursday &amp; Friday November 24-25: Thanksgiving Break</b> <b>LAB:</b> No lab this week	18
Nov 28-Dec 2	Inheritance <b>LAB:</b> Human Genetic Disorders	14,15

**LAB: LAB FINAL****\*\*\*\*\*FINAL EXAMS \*\*\*\*\*****8:00 Section: THURSDAY DECEMBER 15: 9:00-11:00****1:00 Section: WEDNESDAY DECEMBER 14: 3:00-5:00**

## General Education Goals/Objectives:

Goal 1: Explains the interrelationships between humans and their environment and the role of science in their lives

Goal 2: Demonstrates knowledge and application of technology

## Relationship to Campus Theme:

Class announcement/discussion on news items about technological developments in biology and how that influences the discipline as well as the societal aspects.

Covers DNA analysis, genetic engineering, and DNA fingerprinting

Knowledge on cell structure and function related to microscope development discussed.

Interject technological developments and how they influence scientific development and societal issues.

## Classroom Policies:

Regular attendance and participation in lab and lecture is expected. All make-up exams will include a significant essay/short answer component and must be made up within one week of the students return to class unless prior arrangements have been made.

## Academic Integrity:

Cheating on a test, quiz, or other assessment results in zero points for the assessment.

Disabilities and Special Needs: Any accommodations due to a learning disability must come through the Dakota College Learning Center. If you have a diagnosed learning disability, you need to contact the Learning Center in Thatcher 1104 or phone (701) 228-5477.

**Student Email Policy**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

## **GENERAL ZOOLOGY - BIOL 170 Fall 2016 COURSE SYLLABUS**

**COURSE DESCRIPTION:** A survey of the Protist and Animal kingdoms and an introduction to animal evolution, behavior, and ecology. This course consists of three one-hour lecture and one two-hour lab each week.

**INSTRUCTOR:** Shubham Datta, PhD

**OFFICE:** NSC 113

**OFFICE HOURS:** M, W, F 9:00-10:50, T, 10:00-12:00; and by appointment

**PHONE:** 701-228-5463

**E-MAIL:** shubham.datta@dakotacollege.edu

**LECTURE:** 11:00 to 11:50 am MWF in NSC 103

**LAB:** 10:00-11:50 am on Thursday in NSC 128

**TEXT:** Integrated Principles of Zoology, Hickman, Roberts, and Larson, 15th Edition

**GRADING:** Grading is based on a standard college curve, where students earn a grade based upon the percent of total possible points they obtain. The lecture component of this course consists of 600 points (12 drop quizzes worth 5 points each, assignments worth 100 points, 3 lecture exams worth 100 points each, and one final exam worth 150 points). Drop quizzes and assignments may not be made up, but students will be able to drop the lowest two scores of the twelve drop quizzes given during the semester. There is a one week grace period to make up any missed exam. Any missed exam not made up within the allotted time will be given a zero. Make-up exams may be of an essay nature and are usually considered more difficult. (Note: It is the responsibility of the student to schedule make-up work with the instructor at a time convenient to both parties.) Final letter grades are assigned based on the following criteria:

A =	90-100% of the total points
B =	80-90% of the total points
C =	70-80% of the total points
D =	60-70% of the total points
F =	<60% of the total points

### **GENERAL ZOOLOGY - BIOL 170**

#### **GOAL:**

The goal of this course is to facilitate learning about the animal kingdom so that students better understand and appreciate the inter-relationships between animals and their environment in order to promote the advancement of life sciences in society and to prepare students for a career in life sciences.

#### **OBJECTIVES:**

- 1) To learn and retain information essential to a broad knowledge of zoology.
- 2) To understand and utilize scientific methods of inquiry.
- 3) To understand current scientific views of natural phenomenon.

- 4) To practice sound, safe, and sensible laboratory techniques.
- 5) To appreciate the historic development of science.
- 6) To approach and solve problems by utilizing logical thought processes.
- 7) To apply scientific information and principles to everyday life.
- 8) Collect and organize data in a systematic manner.
- 9) To analyze and interpret data in accordance with scientific principles to make informed decisions and ethical choices.
- 10) To recognize the relationship between science and technology.

**Student E-mail Policy:**

Dakota College is increasingly dependent upon e-mail as an official form of communication. A student's campus assigned e-mail address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus e-mail rests with the student.

**Classroom Policies:**

All students will respect the classroom environment which will allow for maximum interaction between students and the professor.

**Lab policies:** Labs in this class are a privilege. Violation of school procedures regarding student conduct will not be tolerated. Many of the labs are all day field trips and you will be exempt from other classes. However, this does not exempt you from the work that is missed for those classes. All missed work from classes missed because of lab will be made up per arrangements with the other instructors. Students that violate this will miss out on future field trips. Labs are repeated around the same time each year.

**Academic Integrity:**

All students will do their own, original work on reports, laboratory assignments, and essays. Any student caught cheating on an exam or quiz will be reprimanded the first time. If it happens again, the student will drop the class.

**Disabilities and Special Needs:** Please inform the professor within the first week of classes if any assistance is required due to disabilities or special needs.

TENTATIVE COURSE OUTLINE

<u>DATE</u>	<u>TOPIC</u>	<u>READING</u>
8-24	Introduction	Chpt. 1
8-26	Introduction	Chpt. 1
8-29	Evolution	Chpt. 1
8-31	Evolution	Chpt. 1
<b>9-5</b>	<b>NO CLASS - LABOR DAY</b>	
9-7	Chromosomal Theory	Chpt. 1
9-9	General Chemistry	Chpt. 2
9-12	Organic Chemistry	Chpt. 2
9-14	Origin of Life & Cells	Chpt. 3

9-16	Cells	Chpt. 3
9-19	Cell Metabolism	Chpt. 4 (5)
9-21	Review	
<b>9-23</b>	<b>EXAM I</b>	
9-26	Genetics	Chpt. 5 (8)
9-28	Genetics	Chpt. 5 (8)
9-30	Organic Evolution	Chpt. 6 (9)
10-3	Organic Evolution	Chpt. 6 (9)
10-5	Reproductive Processes	Chpt. 7 (6)
10-7	NO CLASS - ASSESSMENT DAY	
10-10	Development	Chpt. 8 (7)
10-12	Development	Chpt. 8 (7)
10-14	Ecology	Chpt. 39
10-17	Ecology	Chpt. 40
10-19	Architectural Patterns	Chpt. 9 (10)
<b>10-21</b>	<b>EXAM II</b>	
10-24	Classification	Chpt. 10 (11)
10-26	Protista	Chpt. 11 (12)
10-28	Porifera/Cnidaria	Chpt. 12 & 13 (13 & 14)
10-31	Acoelomates	Chpt. 14 (15)
11-2	Pseudocoelomates	Chpt. 15 (16)
11-4	Mollusca	Chpt. 16 (17)
11-7	Annelida	Chpt. 17 (18)
11-9	Annelida	Chpt. 17 (18)
<b>11-11</b>	<b>NO CLASS - VETERANS DAY</b>	
11-14	Arthropoda	Chpt. 18 (19)
11-16	Arthropoda	Chpt. 19 (20,21)
11-18	Echinodermata	Chpt. 23 (24)
11-21	Chordates	Chpt. 25 (26)
<b>11-23</b>	<b>EXAM III</b>	
<b>11-24/25</b>	<b>NO CLASS - THANKSGIVING</b>	
11-30	Fish	Chpt. 26 (27)
12-2	Amphibians/Reptiles	Chpt. 27 (28)
12-5	Reptiles/Birds	Chpt. 28 (29)
12-7	Birds/Mammals	Chpt. 28 (29)
12-9	Review for Exam	
<b>12-14</b>	<b>Final Exams</b>	

**Course Prefix/Number/Title:** BIOL 220 - Anatomy and Physiology I-Online

**Number of Credits:** 4 semester credits

**Course Description:** A study of the structure (anatomy) and function (physiology) of the human body. This course consists of one discussion, one two-hour lab/assignment, and one quiz each week.

**Pre-/Co-requisites:** BIOL 150 or instructor approval

**Instructor:** Andrea Simmons

**Office:** N/A

**Office Hours:** N/A

**Phone:** (209)404-7448

**Email:** andrea.simmons@dakotacollege.edu

**Lecture Schedule:** Online

**Lab Schedule:** Online

**Textbook:** Anatomy and Physiology, Patton and Thibodeau, 9th Edition

**Lab Manual:** Hands on Labs- student ordered through <http://holscience.com/>

**Course Requirements:** Grading is based on a standard college curve, where students earn a grade based upon the percent of total possible points they obtain. Although subject to slight modification based on the discretion of the instructor, the lecture component of this course will consist of 1000 points (15 quizzes worth 5-10 points each, 1 mid-term, and 1 final exam worth 80 points each). Laboratory points are worth approximately 330 points, assignments 130 points, and discussions 240 points to obtain the total points possible for the course (approximately 1000). Quizzes may not be made up, but students will be able to drop their two lowest scores of the 15 quizzes given during the semester. There is a one week grace period to make up any missed exam or assignment with a 10 point deduction for each day it is late. Any missed exam/work not made up within the allotted time will be given a zero. It is the responsibility of the student to schedule make-up work within an acceptable period of time due to extenuating circumstances. Final letter grades are assigned based on the following criteria:

A = 89.5-100% of the total points

B = 79.5 - <89.5% of the total points

C = 69.5 - <79.5% of the total points

D = 59.5 - <69.5% of the total points

F = <59.5% of the total points

## **Tentative Course and Lab Outline:**

Week 1: 8/22-8/28

- Reading: Organization of the Body (Ch.1) and Homeostasis (Ch.2)
- Lab (30 pts): Safety and Tutorial
- Critical Thinking Discussion (20 pts): Scenario Development
- Quiz (10 pts): Ch. 1 & Ch. 2

Week 2: 8/29-9/4

- Reading: Chemical Basis of Life (Ch.3) and Biomolecules (Ch.4)
- Lab (30 pts): Overview of Anatomy
- Critical Thinking Discussion (20 pts): Scenario Development
- Quiz (10 pts): Ch. 3 & Ch. 4

Week 3: 9/5-9/11

- Reading: Cell Structure (Ch.5) and Cell Function (Ch.6)
- Assignment (100 pts) due 9/18: Cells and Tissue
- Quiz (10 pts): Ch. 5 & Ch. 6

Week 4: 9/12-9/18

- Reading: Cell Growth and Development (Ch.7) and Introduction to Tissues (Ch.8)
- Assignment (100 pts) due 9/18: Cells and Tissue
- Quiz (10 pts): Ch. 7 & Ch. 8

Week 5: 9/19-9/25

- Reading: Tissue Types (Ch.9)
- Lab (30 pts): Histology
- Critical Thinking Discussion (20 pts): Review and Critical Thinking Questions
- Quiz (5 pts): Ch. 9

Week 6: 9/26-10/2

- Reading: Skin (Ch.10) and Skeletal Tissues (Ch. 11)
- Lab (30 pts): Overview of the Skeletal System
- Critical Thinking Discussion (20 pts): Scenario Development
- Quiz (10 pts): Ch. 10 & Ch. 11

Week 7: 10/3-10/9

- Reading: Axial Skeleton (Ch.12) and Appendicular Skeleton (Ch.13)
- Lab (30 pts): Axial and Appendicular Skeleton
- Discovery Discussion (20 pts): Internet Search
- Quiz (10 pts): Ch. 12 & Ch. 13

Week 8: 10/10-10/16

- Reading: Articulations (Ch.14)
- Midterm (80 pts): Medical Scenario
- Quiz (5 pts): Ch. 14

Week 9: 10/17-10/23

- Reading: Axial Muscles (Ch.15) and Appendicular Muscles (Ch.16)
- Lab (30 pts): Joints and Body Movement
- Discovery Discussion (20 pts): Internet Search
- Quiz (10 pts): Ch. 15 & Ch. 16



Week 10: 10/24-10/30

- Reading: Muscle Contraction (Ch.17)
- Lab (30 pts): Muscle Physiology
- Critical Thinking Discussion (20 pts): Scenario Development
- Quiz (5 pts): Ch. 17

Week 11: 10/31-11/6

- Reading: Nervous System Cells (Ch.18) and Nerve Signaling (Ch.19)
- Assignment (30 pts): Nervous System Cells and Signaling
- Critical Thinking Discussion (20 pts): Disease Analysis
- Quiz (10 pts): Ch. 18 & Ch. 19

Week 12: 11/7-11/13

- Reading: Central Nervous System (Ch.20) and Peripheral Nervous System(Ch.21)
- Lab (30 pts): Overview of the Gross Anatomy of the Central Nervous System
- Critical Thinking Discussion (20 pts): Scenario Development
- Quiz (10 pts): Ch. 20 & Ch. 21

Week 13: 11/14-11/20

- Reading: Autonomic Nervous System (Ch.22) and General Senses (Ch.23)
- Lab (30 pts): General Senses
- Critical Thinking Discussion (20 pts): Scenario Development
- Quiz (10 pts): Ch. 22 & Ch. 23

Thanksgiving Break: 11/21-11/27

Week 14: 11/28-12/4

- Reading: Special Senses (Ch.24) and Endocrine Regulation (Ch.25)
- Lab (30 pts): Reflex and Sensory Physiology
- Critical Thinking Discussion (20 pts): Disorder Analysis
- Quiz (10 pts): Ch. 24 & Ch. 25

Week 15: 12/5- 12/11

- Reading: Endocrine Glands (Ch.26)
- Assignment (30 pts): Endocrine Glands
- Critical Thinking Discussion (20 pts): Hormone Identification and Affect
- Quiz (5 pts): Ch. 26

Week 16: 12/12-12/16

- Final (80 pts):
- Discussion (10 pts): Course Wrap-up

## **General Education Goal and Objectives**

### Goal:

The goal of this course is to facilitate student learning about human anatomy and physiology so students better understand and appreciate the complexities of interactions between organ systems to promote the advancement of life sciences in the professional and academic environment as well as throughout everyday life.

### Objectives:

- 1) To learn and retain information essential to a broad knowledge of human anatomy and physiology.
- 2) Establish the impact humans have on the environment (Goal 1; Objective 2)
- 3) Practice sound, safe, and sensible laboratory techniques.
- 4) Demonstrate knowledge of the natural environment (Goal 1; Objective 2)
- 5) Demonstrate an awareness of the role of science in everyday life (Goal 1; Objective 2)

## **Relationship to Campus Theme**

This course addresses the campus theme by incorporating the latest diagnostic procedures, treatments, and other technologies that are used to identify and treat human diseases and disorders.

## **Classroom Policies**

- 1) Be respectful of other students and the instructor
- 2) Notify the instructor of any coursework that may be late prior to the due date

## **Student Email Policy**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

## **Academic Integrity**

All students are expected to adhere to the highest standards of academic integrity. Dishonesty in the classroom or laboratory and with assignments, quizzes, and exams is a serious offense and is subject to disciplinary action by the instructor and college administration. For more information, refer to the Student Handbook.

## **Disabilities and Special Needs**

If you have a disability for which you need accommodations, you are encouraged to contact your instructor and the Learning Center (228-5479 or 1-888-918-5623) to request disability support services as early as possible during the beginning of the semester.

## **ECOLOGY - BIOL 230 Fall 2016 COURSE SYLLABUS**

**COURSE DESCRIPTION:** This course is an in depth study of the general principles of Ecology. We will study the scientific method, biomes and ecosystems, population dynamics, predator-prey interactions, and global ecosystems. This course consists of three one-hour lecture and one two-hour lab each week.

**INSTRUCTOR:** Shubham Datta, PhD

**OFFICE:** NSC 113

**OFFICE HOURS:** M, W, F 9:00-10:50, T, 10:00-12:00; and by appointment

**PHONE:** 701-228-5463

**E-MAIL:** shubham.datta@dakotacollege.edu

**LECTURE:** 1:00 to 1:50 am MWF in NSC 103

**LAB:** 1:00-2:50 am on Tuesday in NSC 128

**TEXT:** Ecology, Concepts and Applications, Molles, 4th Edition

**GRADING:** Grading is based on a standard college curve, where students earn a grade based upon the percent of total possible points they obtain. The lecture component of this course consists of 600 points (12 drop quizzes worth 5 points each, assignments worth 100 points, 3 lecture exams worth 100 points each, and one final exam worth 150 points). Drop quizzes and assignments may not be made up, but students will be able to drop the lowest two scores of the twelve drop quizzes given during the semester. There is a one week grace period to make up any missed exam. Any missed exam not made up within the allotted time will be given a zero. Make-up exams may be of an essay nature and are usually considered more difficult. (Note: It is the responsibility of the student to schedule make-up work with the instructor at a time convenient to both parties.) Final letter grades are assigned based on the following criteria:

A =	90-100% of the total points
B =	80-90% of the total points
C =	70-80% of the total points
D =	60-70% of the total points
F =	<60% of the total points

**ECOLOGY - BIOL 230**

**GOAL:**

The goal of this course is to facilitate learning about Ecology so that students better understand and appreciate the inter-relationships between animals and their environment in order to promote the advancement of life sciences in society and to prepare students for a career in life sciences.

**OBJECTIVES:**

- 1) To learn and retain information essential to a broad knowledge of ecology.
- 2) To understand and utilize scientific methods of inquiry.

- 3) To understand current scientific views of natural phenomenon.
- 4) To practice sound, safe, and sensible laboratory techniques.
- 5) To appreciate the historic development of science.
- 6) To approach and solve problems by utilizing logical thought processes.
- 7) To apply scientific information and principles to everyday life.
- 8) Collect and organize data in a systematic manner.
- 9) To analyze and interpret data in accordance with scientific principles to make informed decisions and ethical choices.
- 10) To recognize the relationship between science and technology.

### TENTATIVE COURSE OUTLINE

<u>DATE</u>	<u>TOPIC</u>	<u>READING</u>
8-24	Introduction	
8-26	Introduction: What Is Ecology?	Chpt. 1
8-29	Introduction: What Is Ecology?	Chpt. 1
8-31	Life on Land	
<b>9-5</b>	<b>NO CLASS - LABOR DAY</b>	
9-7	Life on Land	Chpt. 2
9-9	Life in Water	Chpt. 3
9-12	Life in Water	Chpt. 3
9-14	Temperature Relations	Chpt. 4
9-16	Water Relations	Chpt. 5
9-19	Energy and Nutrient Relations	Chpt. 6
9-21	Social Relations	Chpt. 7
<b>9-23</b>	<b>Exam 1</b>	
9-26	Population Genetics and Natural selection	Chpt. 8
9-28	Population Genetics and Natural selection	Chpt. 8
9-30	Population Distribution and Abundance	Chpt. 9
10-3	Population Distribution and Abundance	Chpt. 9
10-5	Population Dynamics	Chpt. 10
10-7	Population Dynamics	Chpt. 10
10-10	<b>NO CLASS - ASSESSMENT DAY</b>	
10-12	Population Growth	Chpt. 11
10-14	Population Growth	Chpt. 11
10-17	Life Histories	Chpt. 12
10-19	Exam Review and start Competition	Chpt. 13
10-21	Exam Review and start Competition	Chpt. 13
<b>10-24</b>	<b>EXAM II</b>	
10-26	Competition	Chpt. 13
10-28	Competition	Chpt. 13
10-31	Exploitative Interactions	Chpt. 14
11-2	Exploitative Interactions	Chpt. 14
11-4	Mutualism	Chpt. 15
11-7	Species Abundance and Diversity	Chpt. 16

11-9	Species interactions and Community Structure	Chpt. 17
11-10	Primary Production and Energy Flow	Chpt. 18
<b>11-11</b>	<b>NO CLASS - VETERANS DAY</b>	
11-14	Nutrient Cycling and Retention	Chpt. 19
11-16	Succession and Stability	Chpt. 20
11-18	Succession and Stability	Chpt. 20
11-21	Review	
<b>11-23</b>	<b>EXAM III</b>	
<b>11-24/25</b>	<b>NO CLASS - THANKSGIVING</b>	
11-30	Landscape Ecology	Chpt. 21
12-2	Landscape Ecology	Chpt. 21
12-5	Geographic Ecology	Chpt. 22
12-7	Geographic Ecology	Chpt. 22
12-9	Review for Exam	
<b>12-14</b>	<b>Final Exams</b>	

## Dakota College at Bottineau Course Syllabus

### Course Prefix/Number/Title:

BOTE 108 Business Mathematics, 3 credits

### Course Description:

This course provides an increased competence in the fundamentals of arithmetic skills and an understanding of the application of mathematical concepts to occupational activities. Emphasis is placed on business applications and problem solving.

### Course Objectives:

1. To develop an understanding of numbers.
2. Demonstrate appropriate uses for calculators.
3. Demonstrate appropriate pricing methods.
4. Demonstrate methods and procedures for effective control and utilization of interest and credit charges.
5. Explain and calculate taxes.
6. Identify factors to be considered in business finance.

### Instructor:

Scott Johnson

### Office:

Nelson Science Center 110

### Office Hours:

MWF 1:00-2:00

### Phone:

(701)-228-5474

### Email:

scott.johnson@dakotacollege.edu

### Lecture:

TR 12:30-1:45  
Nelson Science Center 105/Administration 362

**Textbook:**

Business Mathematics 10<sup>th</sup> edition by Cleaves and Hobbs

**Course Requirements:**

Attendance is expected of all students. Grades will be based on performance on assigned work including classroom participation. There will be many in-class assignments worth 10 to 25 points. **These assignments cannot be made up.** If you are unable to attend class you should notify the instructor in advance. Failure to attend class is likely to result in a lower grade for the course.

Grades will be based on exams, and various assignments both in-class and take home, and a final project.

*A = 90-100%    B = 80-89%    C = 70-79%    D = 60-69%    F = below 60%*

All assignments are to be turned in on their due dates. Assignments turned in late will not be accepted unless the instructor has been notified in advance and has agreed to accept it at a later date. Exams missed without notifying the instructor in advance will result in 1 letter grade dropped per day until taken.

**Tentative Course Outline:**

- |  |                                    |
|--|------------------------------------|
| 1. Fundamentals                                  | 10. Markup                         |
| 2. Weights, measurements, and numerical averages | 11. Simple interest                |
| 3. Fractions                                     | 12. Notes and interest variables   |
| 4. Decimals                                      | 13. Borrowing by business          |
| 5. Bank reports                                  | 14. Charges for credit             |
| 6. Business applications of percentages          | 15. Sales and federal income tax   |
| 7. Payroll records                               | 16. Inventories and turnover       |
| 8. Commissions                                   | 17. Corporate stocks               |
| 9. Cash and trade discounts                      | 18. Corporate and Government bonds |

**General Education Goals/Objectives:**

NA

**Relationship to Campus Theme:**

Mathematics 108 emphasizes technology through the use of graphic calculators and nature through population modeling.

**Classroom Policies:**

Please refrain from any behavior that would disrupt the class. Cell phones can only be used in emergency situations and they must be turned to vibrate. The academic environment is an open and harassment free environment. Participation is encouraged.

**Academic Integrity:**

If there is evidence of cheating the student will receive an F on the respective exam or assignment.

**Disabilities and Special Needs:**

If you have a disability for which you will need accommodation, contact the Learning Center to request disability support services.

Thatcher Hall 1104; phone 701-228-5477 or toll free 1-888-918-5623.

**Student Email Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.



## Dakota College at Bottineau Course Syllabus

### Course Prefix/Number/Title:

BOTE 108 Business Mathematics, 3 credits

### Course Description:

This course provides an increased competence in the fundamentals of arithmetic skills and an understanding of the application of mathematical concepts to occupational activities. Emphasis is placed on business applications and problem solving.

### Course Objectives:

1. To develop an understanding of numbers.
2. Demonstrate uses for electronic calculators.
3. Demonstrate appropriate pricing methods.
4. Demonstrate methods and procedures for effective control and utilization of interest and credit charges.
5. Explain and calculate taxes.
6. Identify factors to be considered in business finance.

### Instructor:

Scott Johnson

### Office:

Nelson Science Center 110

### Phone:

(701)-228-5474

### Email:

scott.johnson@dakotacollege.edu

### Lecture:

Online

**Textbook:**

Business Mathematics 10<sup>th</sup> edition by Cleaves and Hobbs

**Class Policies:**

Regular participation is expected. Learning activities will occur in the My Math Lab learning system.

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Grades will be based on homework and quizzes.

*A = 90-100%   B = 80-89%   C = 70-79%   D = 60-69%   F = below 60%*

All assignments and quizzes are to be completed by their due dates. Assignments turned in late will not be accepted unless the instructor has been notified in advance and has agreed to accept it at a later date.

**Tentative Course Outline:**

- |  |                                       |
|--|---------------------------------------|
| 1. Fundamentals                                  | 10. Markup                            |
| 2. Weights, measurements, and numerical averages | 11. Simple interest                   |
| 3. Fractions                                     | 12. Notes and interest variables      |
| 4. Decimals                                      | 13. Borrowing by business             |
| 5. Bank reports                                  | 14. Charges for credit                |
| 6. Business applications of percentages          | 15. Sales and federal income tax      |
| 7. Payroll records                               | 16. Inventories and turnover          |
| 8. Commissions                                   | 17. Corporate stocks                  |
| 9. Cash and trade discounts                      | 18. Corporate and Government<br>bonds |

**General Education Goals/Objectives:**

NA

**Relationship to Campus Theme:**

Mathematics 108 emphasizes technology through the use of calculators.

**Academic Integrity:**

If there is evidence of cheating the student will receive an F on the respective exam or assignment.

**Disabilities and Special Needs:**

If you have a disability for which you will need accommodation, contact the Learning Center to request disability support services.

Thatcher Hall 1104; phone 701-228-5477 or toll free 1-888-918-5623.

**Student Email Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

## **BOTE 147 – Word Processing Fall Semester 2016**

**Course Description:** Students will learn how to use Word, a powerful word processing program, to create professional looking documents for work, school, and personal communications. Students can expect to be proficient in using Word to create, edit, organize, and present information.

### **Course Objectives:**

- To teach the fundamentals of Microsoft Word 2016
- Students will create and edit memos, letters, and reports of varying complexity
- Apply appropriate formatting elements and styles to a range of document types
- Add graphics and other visual elements to enhance written communication
- Plan, write, revise, and publish documents to meet specific information needs
- To develop an exercise-oriented approach that allows learning by doing
- To encourage independent study

**Instructor:** Mrs. Kayla O’Toole

**Office:** Thatcher Hall 203

**Office Hours:** By arrangement

**Phone:** 701-228-5479

**Email:** kayla.otoole@dakotacollege.edu

**Lecture/Lab Schedule:** Online

**Textbook(s):** Skills for Success with Microsoft Word 2016 Comprehensive/Adkins/Gaskin/Hawkins/Hain ©2017 / Pearson / ISBN-13: 9780134479491/ **Book Only**

A textbook is **mandatory** for each student. Students will need to have the 2016 Microsoft Office Suite.

### **Course Requirements:**

Instruction procedures include lecture, class discussion and participation, individual assistance and tests.

### **Grading Methods**

Objective Tests

Quizzes

Other projects

Midterm and Final projects

Daily Assignments

### **Grading Scale**

A = 90%

B = 80%

C = 70%

D = 60%

Grades will be calculated by dividing total points earned by total points available.

### **Tentative Course Outline:**

- Common Features of Office 2016
- Create Letters and Memos
- Create Business Reports
- Create Flyers
- Create Newsletters and Mail Merge Documents
- Create Static Forms
- Create a Brochure
- Prepare a Document with References
- Collaborate and Share Documents
- Work with Styles and Hyperlinks
- Create Forms and Macros

### **Relationship to Campus Theme:**

At first, nature and technology may seem to be opposites, but people by nature, are curious. This curiosity and quest for knowledge has led to the development of all technology. In turn this technology can be used to care for the Earth and therefore, improve the quality of life for all people.

### **Classroom Policies:**

- ⇒ Students are required to complete all class activities.
- ⇒ Cheating will result in the automatic failure of this course.
- ⇒ All assignments will be submitted to the Assignment Dropbox. Assignments that are late will have points deducted accordingly.
- ⇒ Incompletes are handled according to the campus policy.

### **Academic Integrity:**

Students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. (Student handbook p.19)

- ⇒ Students will receive no credit for work that fails to meet standards of academic integrity.
- ⇒ If a person participates in academic dishonesty more than once, the result will be an F for the course.
- ⇒ The use of templates or other pre-made layouts will result in an F for the assignment.
- ⇒ The instructor reserves the right to interpret and declare what is considered cheating on a case-by-case basis.

**Disabilities and Special Needs:** If you have a disability for which you need accommodation, contact the Student Success Center to request disability support services: phone 701-228-5477 or e-mail Peggy Gregg at [peggy.gregg@dakotacollege.edu](mailto:peggy.gregg@dakotacollege.edu).

**Student Email Policy:** Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

**DAKOTA COLLEGE AT BOTTINEAU**  
Course Outline

**Name of instructor: Sandra Larson**

**Course Title and Number: BOTE 152—Keyboarding II**

**Credits: 3**

**Prerequisite: Ability to Key at Least 35 WPM (words per minute), you should type 32 - 35+ wpm by touch—without looking at your fingers or the keys** **Course**

**Description:** BOTE 152- Keyboarding emphasizes the development of speed and accuracy in keyboarding straight copy and production activities. Emphasis placed on formatting and keying various business documents including memos, letters, reports and tables from straight copy, rough drafts and un-arranged material.

**Required Text:** SKILLBUILDING MASTERY On the Computer, shrink-wrapped with a serial code to log in for the first time. This is a **one-time use only** serial code, so there is no textbook buy-back honored by the bookstore. Author: Barbara Ellsworth plus the

**Nuts 'n Bolts textbook** needs to be downloaded for free from the author's website for weekly assignments and quizzes!

**Course Objectives:**

- To demonstrate the ability to efficiently use the keyboard.
  - To demonstrate the ability to compose material at the keyboard
  - To exhibit proper work habits and posture.
  - To create and manage information using computer technology.
  - To format various types of business documents correctly and accurately.
  - To demonstrate the ability to use the software's formatting features to enhance business documents.
  - To recognize proofreader marks and make appropriate document corrections
- Dakota College at Bottineau General Ed goals 1, 2, 3, 9, and 10 apply throughout these objectives.

**Ten General Education Goals**

- 1) To develop the ability to communicate
- 2) To develop thinking skills
- 3) To develop knowledge and application of technology
- 4) To develop skills in mathematical computation
- 5) To develop an aesthetic appreciation for the world in which we live
- 6) To promote the management and use of physical activity
- 7) To develop a knowledge and application of science
- 8) To understand and appreciate cultural diversity
- 9) To develop lifelong learning skills
- 10) To foster interpersonal development

**Course Content:** • SKILLBUILDING MASTERY On the computer is an advanced keyboarding course designed to increase typing speed and accuracy to employable levels of 50+ wpm. It is a self-paced course and students are encouraged to meet the speed and accuracy goals in each exercise before continuing on to the next one. Students will have 15-second, 30-second, and 1-5 minute timing. There are 517 timed exercises that are **automatically scored and those that meet the accuracy rate are recorded to the Progress Report.** There are five proofreading exercises to teach proofreading skills. The Current Grade Report option average completed lessons and is available at any time throughout the course to help students evaluate their progress toward their goal wpm. The Final Grade Report contains the final grade to be recorded for the Timed Writings and Daily Assignments.

If you are already typing 35+ wpm (or 45 or 55 wpm, etc.) and want to increase your speed significantly, go to the Main Menu, Open Screen, **Course Entry Timing**. **The Course Entry Timing is found in the textbook (check Table of Contents); it will determine your present speed/accuracy.** Add 10-15 words to the score and use that as your new goal for every exercise.

**Grading:** Your instructor will be able to view your Progress and Grade Reports from the Internet. The grade is generated from the Grade Report on the student's program.

Timed Writings using textbook and online website are worth **40%** of your course grade. Speed Grade (words per minute-words typed in one minute) (word= 5 characters)

A= 60+ wpm

B= 53-59

C= 45-52

D= 37-44

The Nuts 'n Bolts weekly assignments and quizzes are worth **60%** of your grade.

#### **FINAL PERCENTAGE GRADES:**

**90-100= A 80-89=B 70-79=C 65-69=D below 65=F**

**Keep a grade report on hand for an employer:**

It would be a good idea to keep an extra copy of your Final Progress and Grade Report to show an employer when you apply for a job.

· **At the end of your course**, when you have completed only 26 lessons, check your Final Grade Report. If you are not satisfied with the grade, you may redo any exercises to improve your grade. A higher score on a timing will replace the lower score on your Progress Report, which will most likely improve the grade on your grade report.

· **Academic Dishonesty:** Plagiarism and cheating are serious offenses and may be punished by failure on exam, paper or project; failure in course; and/or expulsion from the university. For more information, refer to the "Academic Dishonesty" policy in the student handbook online at <http://www.dakotacollege.edu>

***THERE IS NO BUY BACK FOR YOUR TEXTBOOK. The serial code has already been used.***



# Syllabus

<b>Instructor Information</b>	BOTE 209 Office Management (3 credits)
<b>Name:</b>	Christy Jackson / Instructor
<b>Phone:</b>	(701)240-5866
<b>Mailing Address:</b>	900 Camp Gifford Road Bellevue, NE 68005
<b>Credentials:</b>	MBA, Finance/American Military University/ Alexandria, VA BA-Child Development/American Military University/ Alexandria, VA Over twenty years of business management experience including corporate level, small business and entrepreneurship.

## Prerequisites:

None

## Textbook

- Procedures and Theory for Administrative Professionals  
Authors: Fulton-Calkins, Stulz  
ISBN: 0-538-73052-8  
Published by: Thompson/Southwestern

## Course Description

This course is a study of office management concepts and technology, including office facilities development, office systems, human relations, office ethics and etiquette and various administrative duties and responsibilities.

## Course Objectives

### It is expected that students will:

- Demonstrate knowledge of the latest office management procedures.
- Know what constitutes professional appearance.
- Use proper techniques for managing issues of consumer relations and employee relations
- Examine, recognize and use proper techniques in telephone communications. To exhibit the knowledge and capacity to conduct oneself with appropriate actions within varying situations.
- Understand how to organize an office environment for efficiency and ergonomics.
- Be familiar with office supplies, office equipment and costs.
- Demonstrate the ability to recognize problems, and analyze, synthesize and evaluate data necessary to solve that problem.
- Understand concepts of business etiquette and protocol.
- Demonstrate the ability to communicate effectively in varying media.
- Develop an understanding of cultural differences in the business environment.
- Apply the concepts presented in the course by completing assigned activities.

## Course Requirements

- Students will complete all assignments in a professional manner.
- Assignments are graded as the instructor deems appropriate.
- Work completed is expected to be the student's own. Any instances of plagiarism will result in significant grade reduction.
- Assignments will consist mainly of essay-type questions. Answers will be submitted to the instructor via e-mail.
- Assignments must be submitted by the designated due date or students will receive significant point reductions.
- Exams are given & taken on a Web-based format. Students receive immediate feedback on scores earned on all exams except the final exam.
- Exams are available to students on a given date between certain hours of the day or evening. Exams will be presented on a timed basis. When the time allowed for a student to take an exam, the exam will automatically turn off and the exam will be scored.
- Exams may be taken at any computer with Internet access. Hence, students need to set up or select an environment conducive for testing. (e.g. distraction-free area at home, a computer lab in a library, etc.)
- Exams are not proctored. Students may use their books and/or notes while taking them.
- Five unit exams and a final exam may consist of multiple choice, true & false, matching and short essay questions.

## Classroom Policies and Method of Instruction:

- Every assignment and test is given online.
- Students will have to complete a portfolio type project and email it to the instructor.
- Students are NOT expected to come to the campus at any time.
- Assignments are due at the designated time. Assignments handed in late will lose 50% of the grade that would have been earned if the work had been handed in on the due date.

**Grading**

- Grades will be determined from points accumulated from assignments, exams, and projects.

Grading scale is as follows:

90-100%=A	80-89%=B	70-79%=C	60-69%=D	0-59%=F
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**Academic Integrity:**

Students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorizations where the responsibility for violation of academic principles and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. (Student handbook p. 19)

- Students will receive no credit for work that fails to meet standards of academic integrity.
- If a person participates in academic dishonesty more than once, the result will be an F for the course.

**Disabilities and Special Needs:**

If you have a disability for which you need accommodation, contact me within the first week of the semester. Learning Center disability support services are available also: phone 701-228-5477 or toll-free 1-888-918-5623.

## Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: BOTE 210 - Business Communications

Number of credits: 3 SH

Course Description: The study of oral and written communication in business settings. It includes exploration of nonverbal and group communication, listening and research skills, cross-cultural communication, job search techniques, ethics, technology, and preparation of business correspondence.

Pre-/Co-requisites: ASC 87, ENGL 110, or Instructor Approval.

Course Objectives:

After taking this course students should be able to:

- Describe the communication process.
- Develop effective messages.
- Adapt messages to the audience.
- Understand how cultural differences effect communication.
- Describe the message planning, writing and revising process.
- Explain how to build goodwill in business communications.
- Develop communications with a “you-attitude.”
- Create letters, memos and e-mails with proper formatting, professional style, and accuracy in grammar, spelling, punctuation, sentence structure, and format.
- Effectively create positive, informative, negative and persuasive messages.
- Understand the importance of listening and body language in interpersonal communication.
- Develop effective presentations and use visual effectively.
- Search for jobs, write resumes, write cover letters, and prepare for job interviews in an effective manner.

Instructor: Mrs. Sandra Larson, MSM

Office: Online Instructor only

Office Hours: Online Instructor Only

Phone: 701-721-2940

Email: sandra.larson@dakotacollege.edu

Lecture/Lab Schedule: This course is only offered in the Fall and Spring Semester

Textbook(s): Textbook information is available at DCB Bookstore.

This course does include a website called Aplia.

Aplia.com is an online learning solution that helps students to study and understand all of the concepts from the textbook. It will give you grammar and writing fundamentals with instant feedback on every question. Your grades will automatically record into the Aplia grade book. This will ensure that you are reading and understanding all of the concepts in the course.

#### OTHER REQUIRED MATERIALS:

You will need access to the Internet and an e-mail account. It will be helpful to have access to a Standard English dictionary and a current office reference manual, such as The Gregg Reference Manual.

#### Course Requirements:

1. Thorough reading of assigned text segments and supplementary materials. Complete understanding of Aplia website and work continuously within the course in Aplia and Moodle.
2. Active, informed participation in online class discussion and activities and intellectual engagement at all times.
3. Assignments submitted on time and in appropriate format. All work will be prepared in Microsoft Word except for Aplia assignments. You need to label all work properly. You will need to use Microsoft PowerPoint for your final project presentation.
4. Regular online class attendance is expected each week. You will not be able to complete this course and pass by visiting the course infrequently. You must start immediately and complete weekly assignments. There is a deduction for late work and it will be near impossible to pass the course by procrastination and waiting to start the course at the end of the semester.

#### Tentative Course Outline:

You will complete all activities for the following:

Business Writing

Prepare a variety of business letters and memos (routine, goodwill, persuasive/sales, negative).

#### Reports & Proposals

Create several short reports and proposals.

#### Using Technology to Communicate

Engage in a variety of activities using technology (e-mail, chat, blogging, web sites and PowerPoint).

#### Employment Communication

Prepare a variety of employment-related documents (résumés, cover letters, and follow-up letters.)

#### GRADING:

##### Overall Grading Format

A = 90%

B = 80%

C = 70%

D = 60%

F = Less than 60%

A grade of 90 percent or higher earns an A grade; 80 to 89 percent earns a B grade; 70 to 79 percent earns a C grade; 60 to 69 percent earns a D grade; anything below 60 percent earns an F grade.

There are 500 points possible in this course. Aplia is worth 300 points of your grade. The final project uploaded to this course is worth the other 100 points. The discussions are worth 100 points. Please work hard on all parts of this course.

#### General Education Goals/Objectives:

These course objectives meet the following DCB General Education Goals: #1, to develop the ability to communicate, #2, to develop thinking skills, #3, to develop

knowledge and application of technology, #8, to understand and appreciate cultural diversity #9, to develop lifelong learning skills, #10, to foster interpersonal development.

#### Classroom Policies:

##### Outside Work:

Please plan to devote at least three to four hours per week for completing homework assignments, reviewing, composing rough and final drafts, and preparing for the next class session.

##### Classroom Rules:

You are expected to communicate with other students for group assignments.

You are expected to have assignments completed by the due date as stated in the calendar.

All assignments are due on the date indicated.

Plagiarism will not be tolerated.

Please take advantage of the textbook Web page for extra help with your assignments.

Show respect for all class members and relax and have fun!!

##### Notes:

This is a fast-paced, intensive course that will require a lot of outside work and preparation. It will be assumed that you have a good understanding of basic business English grammar and punctuation rules. These will not be covered extensively in class.

You should also be aware that proofreading and revision are extremely important when preparing business documents. All writing assignments submitted should be final drafts and of quality you would feel comfortable submitting to your supervisor. Only error-free documents will receive an "A". Remember always to use 'spell check' and above all, proofread your work before you submit it.

Your instructor reserves the right to make any necessary changes to the above syllabus.

You will need to submit a non-corrupt document for each assignment before the due date to be considered for grading.

#### Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

#### Academic Integrity:

Plagiarism and cheating are serious offenses and may be punished by failure on exam, paper or project; failure in course; and/or expulsion from the university. For more information, refer to the "Academic Dishonesty" policy in the student handbook online at <http://www.dakotacollege.edu>

**Disabilities and Special Needs:**

Any student with special needs should notify the instructor during the first week of class to make the proper arrangements to handle these concerns.

## Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:** BUSN 170-Entrepreneurship

**Number of Credits:** 3 semester hours

**Pre/Co-requisites:** None

**Course Description:** This course introduces students to the concept of entrepreneurship and the entrepreneurial decision process. Topics covered include business plan development, financing of a new venture, risk assessment, marketing, and ethics.

**Course Objectives:** Upon successful completion of this course, the student should be able to:

1. Introduce the concept of entrepreneurship and its historical development
2. Explain the entrepreneurial decision process
3. Define what the business plan is, who prepares it, who reads it, and how it is evaluated
4. Understand franchising from the perspective of both the entrepreneur looking to reduce the risk of new entry and from the entrepreneur looking for a way to grow his or her business
5. Identify the basic types of start-up ventures
6. Identify the advantages and disadvantages of going public
7. Explain the role of entrepreneurship in economic development
8. Provide the entrepreneur with an understanding of the typical warning signs of bankruptcy
9. Understand that risk is associated with newness but there are strategies that the entrepreneur can use to reduce risk
10. Discuss the ethical responsibility of entrepreneurs
11. Appreciate cultural differences and how they apply to entrepreneurs
12. Write a business plan

**Instructor:** Megan Fixen

**Phone:** 701-770-1588

**Email:** meganfixen@hotmail.com

**Textbook:** Entrepreneurial Small Business, 4<sup>th</sup> Edition, Jerome Katz & Richard Green, ISBN: 0078029422

**Course Requirements:**

- 1.) Completion of assignments, tests, and presenting the final business plan are required



- 2.) Everyone will complete a final business plan related to a fictional business. The plan should consist of a high-quality report, covering all aspects of a business plan as discussed in class, length as determined by the comprehensiveness of the plan, and a cover page and reference page. Grading will be on such factors as applicability, effectiveness and quality.
- 3.) Grading is the accumulation of assignments, quizzes, projects, business plan and tests for total points.

**90-100= A      80-89=B      70-79=C      65-69=D      below 65=F**

### **Graded items**

Item	Points	Percentage
Item	Points	Percentage of Grade
Assignments (3@30)	90	9%
Weekly Discussion Questions (16@10)	160	16%
Quizzes (12@20)	240	24%
Business Plan	100	10%
Mid Term Exam	50	50%
Final Exam	200	20%
Participation (16@10)	160	16%
Total	1000	100%

**IMPORTANT:** All assignments (unless noted by instructor) are posted on the Moodle course shell, accessible through the College's website. Also, all assignments must be submitted electronically through Moodle\*\*. I designed the course shell to not accept any late assignments, so be sure to take the necessary amount of time to appropriately complete and submit the assignment on time.

\*\*If you are experiencing issues with Moodle, I have no issue with you emailing the assignment to me – there will still be a time stamp on your submission, regardless of which method you use. It is your responsibility to get the assignment to me; if worse comes to worse, print off your assignment and submit in class.

### **ONLINE NATURE OF COURSE**

To simulate class discussion, I will have you participate in the discussion forums. Protocol for these discussion questions (DQs) is as follows:

- You will be required to post one initial discussion question of 125-175 words each week. This will **be due by Thursday at 11:59 PM every week.**
- You will be required to reply to at least two other students' responses per discussion question with a substantial follow-up. This could be a question about what they wrote, expansion on their thoughts, however you see fit. "Susie, I agree with what you wrote" is NOT sufficient.
- Please include at least one resource (cited in APA format) for each discussion question response (See CITING section for further information).

DISCUSSION QUESTIONS WILL BE GRADED THE WEEK AFTER THEY ARE DUE. MAKE SURE THAT YOU RESPOND ON TIME TO THE QUESTIONS. IF YOU DECIDE TO RESPOND TO A DQ FROM SEPTEMBER IN OCTOBER, I WILL NOT SEE IT, THEREFORE, NOT GRADE IT.

**Relationship to Campus Theme:** Dakota College at Bottineau emphasizes nature, technology, and beyond as a focus for the unique blend of courses and programs offered here. This course will emphasize the use of technology, communications, and the diverse makeup of the business community, which enhances the “Human” nature.

**Classroom Policies:**

**Missed Classes:** Although this class is streamed, attendance is expected. Unannounced quizzes, tests, and class projects can be made-up only when the instructor excuses students prior to class. You are responsible for the activities of each class period. If you know of a conflict ahead of time, you are welcome to submit assignments early. Recognizing the importance of student participation and interactions with classmates, excessive absences necessitate failure in the class.

**Assignments:** All assignments are due on the date due unless specified prior. Late assignments will not be accepted unless prior arrangements have been made. Make sure the class name, your name, date due, and exercise number appears in the upper-right corner.

**Electronic Devices:** Turn off or mute cellular phones.

**Academic Integrity:** Plagiarism and cheating are serious offenses and may be punished by failure on exam, paper or project; failure in course; and or expulsion from the university. For more information refer to the “Academic Dishonesty” policy in the university catalog or the student handbook online: <http://www.dakotacollege.edu/pdf/StudentHandbook08-09.pdf>

**Disabilities and Special Needs:** If you have any condition, such as a physical or learning disability, for which you need extra assistance, please see me immediately. If you have met with Student Development personnel, please provide me with information regarding your special needs as soon as possible so that I can make appropriate accommodations.

## Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: CARS 102/16659/Career Exploration

Number of credits: 2

Course Description: The goal of this course is to assist students in creating a career and education plan by using the information they gather about a specific career cluster through informational interviews, job shadows, and labor statistic research

Pre-/Co-requisites: NONE

Course Objectives:

1. Career Awareness: Achieve a greater knowledge of a specific career field through information interviews, job shadows, and researching economic forces and labor market trends.
2. Research & Critical Thinking Skills: Develop efficient research skills by finding labor market and college cost information relevant to a potential career choice.
3. Decision Making Skills: Develop greater skills in choosing appropriate careers or occupations by using a rational, systematic method of decision making that incorporates one's knowledge of self, occupation prospects, and the world of work.
4. Portfolio: Achieve greater competence in establishing a major and a career path by constructing a career planning portfolio. Contents of the portfolio would include career interest & ability assessments, personality assessment, and career field research.

Instructor: Laura Halvorson

Office: TH 1104

Office Hours: 8am-4pm

Phone: Work: 701-228-5680 Cell: 701-771-8783

Email: [laura.halvorson@dakotacollege.edu](mailto:laura.halvorson@dakotacollege.edu)

Lecture/Lab Schedule: 3:00-3:50pm

Textbook(s): Making Career Decisions that Count, 3<sup>rd</sup> ed., Darrell Anthony Luzzo, ISBN-9780131712775

Course Requirements: Grading for this course is by the letter grading system. To earn an A, students must earn a minimum of 540 points out of possible 600.

Class Participation	80 points
Weekly Journal Entries	80 points
Interview Questions	40 points
Informational Interview & Report	100 points (50 each)
Career Analysis & Report	100 points (50 each)
Education/Career Path Plan Report	100 points
<hr/> Total:	<hr/> 600 points

## Grading:

540-600=A	(90%)
480-539=B	(80%)
420-479=C	(70%)
360-419=D	(60%)
359 & Below=F	

As you can see, a good portion of points come from actually showing up for class and participating. If you need to miss a class, you need to make arrangements **BEFORE YOU ARE GONE** to either reschedule (if your class is by arrangement\_ or talk to me about an alternative assignment to make up the points if you do not want to lose them for that class period. If you miss due to illness or other foreseen circumstances, contact me as soon as possible to let me know where you were.

The requirements for the complete portfolio will be thoroughly discussed in class. The majority of the portfolio contents will be made up of in-class activities and previous assignments, so if you keep up with your attendance and homework, those 100 points will be pretty much guaranteed. My office hours are on the front page of the syllabus, and you are welcome to come see me any time for any reason.

Moodle: Course materials including lecture synopses and video links are accessible in Moodle. You can access Moodle with your CampusConnection login and password. The majority of assignments will be submitted through Moodle.

**Attendance Policy: If you miss TWO classes without talking to me about it, you will drop One Letter Grade.**

## Tentative Course Outline:

The Following is an outline of what will be covered in the class. If necessary, modification will be made by the instructor.

Week 1	Introductions, Review, & Semester Plan
Week 2	Informational Interviewing
Week 3	Formulate & Practice Questions
Week 4	Conduct Informational Interviews
Week 5	Informational Interview Oral Reports to Class
Week 6	Oral Reports Cont'd (or social networking exercise)
Week 7	Job Shadowing—A day in the life
Week 8	Research job shadow locations
Week 9	Conduct Job Shadows
Week 10	Job Shadow Oral Reports
Week 11	Oral Reports Cont'd (or entrepreneurship exercise)
Week 12	Labor Market Information
Week 13	Research LMI in Lab
Week 14	Researching Schools—Admissions, Costs, & Financing
Week 15	Research Schools in Lab
Week 16	Ok, Now What? Formulating Your Plan
Week 17	Finals (Hand in Final Paper/Career Plan)

## General Education Goals/Objectives:

Relationship to Campus Theme: In this course, we will use technology to help you discover your nature and push beyond what you thought you knew about yourself to find a career that fits you.

## Classroom Policies:

- Respect should be shown the instructor and classmates
- Attendance and class participation is expected
- Be to class on time and prepared for class.
- Silence cell phones.
- No headphones allowed
- Syllabus is subject to change.

## Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

## Academic Integrity:

Pearson Education defines plagiarism this way: Simply put, plagiarism is using someone else's words and ideas in a paper and acting as though they were your own. This definition includes copying someone else's ideas, graphs, pictures, or anything that you borrow without giving credit to the originator of the words and ideas. It definitely includes anything you download from an Internet site or copy out of a book, a newspaper, or a magazine. It also includes stealing the ideas of another person without giving her or him proper credit.

Some obvious examples of plagiarism include

- copying someone else's paper.
- taking short or long quotations from a source without identifying the source.
- turning in a paper you bought over the Internet.

Some less-obvious examples include

- changing a few words around from a book or article and pretending those words are your own.
- rearranging the order of ideas in a list and making the reader think you produced the list.
- borrowing ideas from a source and not giving proper credit to the source.
- turning in a paper from another class. Whether this is plagiarism or not depends on your instructor—ask first!
- using information from an interview or an online chat or email, etc., without properly citing the source of the information.
- using words that were quoted in one source and acting and citing the original source as though you read it yourself.

Please go through the Understanding Plagiarism tutorial on their site.  
([http://wps.prenhall.com/hss\\_understand\\_plagiarism\\_1/6/1668/427064.cw/index.html](http://wps.prenhall.com/hss_understand_plagiarism_1/6/1668/427064.cw/index.html))

The consequences of plagiarism in this class depend on the level exhibited, but are at a minimum a failing grade on the assignment up to failing the class. Save yourself the headache and JUST DON'T DO IT.

Disabilities and Special Needs: Please let me know if you have a special need or accommodation request and I will work with you and Disability Services to make sure it is taken care of

## CARS 102 DCB Course Syllabus

**Course Prefix/Number/Title:** CARS 102 Career Awareness—2 credits

**Instructor:** Aimee Erdman

**Office:** None/Home

**Office Hours:** Usually evenings

**Phone:** Text me at 701-480-9099

**Email:** aimee.l.erdman@dakotacollege.edu

**Lecture Schedule:** Online

**Textbook(s):** Making Career Decisions that Count, 3<sup>rd</sup> ed., Darrell Anthony Luzzo, ISBN-9780131712775

### Course Description:

The goal of this course is to assist students in learning about themselves and the world of work while learning how these two pieces of information relate to each other. Students will be exposed to each of the 16 career clusters and complete a variety of self-assessments. Students will create a career and education plan by using the information they gather about a specific career cluster through informational interviews, job shadows, and labor statistic research.

**Pre-/Co-requisites:** None

### Course Objectives:

1. **Career Awareness:** Achieve a greater knowledge of the world of work by learning its organization into major divisions of occupations, generating a number of prospective occupations where one's personality is best suited, finding accurate information about one's occupational prospects, and understanding how economic forces and labor market trends should impact job choices. Achieve a greater knowledge of a specific career field through informational interviews, job shadows, and researching current relevant economic and labor market trends.
2. **Self-Study:** Achieve a greater knowledge of one's personality characteristics by identifying and understanding the personal interests, motives, achievements, abilities, and values that influence occupational choices.
3. **Research & Critical Thinking Skills:** Develop efficient research skills by finding labor market and college cost information relevant to a potential career choice.
4. **Decision Making Skills:** Develop greater skills in choosing appropriate careers or occupations by using a rational, systematic method of decision making that incorporates one's knowledge of self, occupational prospects, and the world of work.
5. **Portfolio:** Achieve greater competence in establishing a major and a career path by constructing a career planning portfolio. Contents of the portfolio would include career interest & ability assessments, personality assessment, and career field research.

## Course Requirements & Evaluation:

Grading for this course is by the letter grading system determined by percentage of possible points

Major Points Breakdown:

Cluster Synopsis & Journal Entries	160
Self Assessments (Personality, Skills, Interest & Values)	100
Midterm Paper	100
Interview Questions	40
Informational Interview & Report	100 (50 each)
Job Shadow & Report	100 (50 each)
<u>Education/Career Path Plan Report</u>	<u>100</u>
Total Possible Points	700

### Grading:

- A 90%
- B 80%
- C 70%
- D 60%
- F 59% and under

### DEADLINES & LATE WORK POLICY:

**Assignments for the week are due Sundays at midnight. I do accept late assignments, but you will only get 50% of whatever points you earn. After five days past the due date, that week's information will be hidden.**

**Course Outline:** As laid out on the main page of the course.

**Relationship to Campus Theme:** In this course, we will use **technology** to help you discover your true **nature** and push **beyond** what you thought you knew about yourself to find a career that fits you.

**Academic Integrity:** [Pearson Education](#) defines plagiarism this way: Simply put, **plagiarism is using someone else's words and ideas in a paper and acting as though they were your own.** This definition includes copying someone else's ideas, graphs, pictures, or anything that you borrow without giving credit to the originator of the words and ideas. It definitely includes anything you download from an Internet site or copy out of a book, a newspaper, or a magazine. It also includes stealing the ideas of another person without giving her or him proper credit.



Some obvious examples of plagiarism include

- copying someone else's paper.
- taking short or long quotations from a source without identifying the source.
- turning in a paper you bought over the Internet.

Some less-obvious examples include

- changing a few words around from a book or article and pretending those words are your own.
- rearranging the order of ideas in a list and making the reader think you produced the list.
- borrowing ideas from a source and not giving proper credit to the source.
- turning in a paper from another class. Whether this is plagiarism or not depends on your instructor—ask first!
- using information from an interview or an online chat or email, etc., without properly citing the source of the information.
- using words that were quoted in one source and acting and citing the original source as though you read it yourself.

Please go through the [Understanding Plagiarism](http://wps.prenhall.com/hss_understand_plagiarism_1/6/1668/427064.cw/index.html) tutorial on their site.

([http://wps.prenhall.com/hss\\_understand\\_plagiarism\\_1/6/1668/427064.cw/index.html](http://wps.prenhall.com/hss_understand_plagiarism_1/6/1668/427064.cw/index.html))

The consequences of plagiarism in this class depend on the level exhibited, but are at a minimum a failing grade on the assignment up to failing the class. Save yourself the headache and **JUST DON'T DO IT.**

**Disabilities and Special Needs:** Please let me know if you have a special need or accommodation request and I will work with you and Disability Services to make sure it is taken care of.

## Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: CARS 105/16600/Job Search

Number of credits: 1

### Course Description:

The goal of this course is to assist students in developing career portfolios and to learn job search techniques. Areas covered include completing job application forms, developing resumes and cover letters, and job interviewing.

Pre-/Co-requisites: None

### Course Objectives:

1. Career Portfolio: Develop a career portfolio using appropriate technology.
2. Job Search: Write resumes, cover letters, & job search correspondence. Learn informational and job interviewing skills. Be aware of the latest labor market trends and how to utilize ND Job Service and various internet resources.
3. Research Skills: Research job posting sites, career sites, and local resources.

Instructor: Laura Halvorson

Office: TH 1104

Office Hours: 8am-4pm

Phone: 701-228-5680 Cell: 701-771-8783

Email: [laura.halvorson@dakotacollege.edu](mailto:laura.halvorson@dakotacollege.edu)

Lecture/Lab Schedule: Th 3:30-4:20

Textbook(s): None

### Course Requirements:

This course is designed to prepare you to find and obtain employment. Your attitude, investment in the class, treatment of fellow students and your instructor should reflect the level of professionalism expected in a work setting. Assignments should be completed in a

professional and timely manner with the same quality you would give an employer. Grading for this course is by the letter grading system. The following is a breakdown of how points are earned:

Attendance and In-Class Activities/Participation: 150 points

Project I: Resume	50 points
Project II: Cover Letter	50 points
Project III: Letter of Reference	25 points
Project IV: Interviewing for Information	25 points
Project V: Mock Job Interview	100 points
Project VI: Portfolio	200 points

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Total	600 points
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#### Grading

540-600=A	(90%)
480-539=B	(80%)
420-479=C	(70%)
360-419=D	(60%)
359 & below=F	

As you can see, a large percentage of points come from actually showing up for class and participating. If you need to miss a class, talk to me about an alternative assignment to make up the points if you do not want to lose them for that class period. The requirements for the completed portfolio will be thoroughly discussed in class. The majority of the portfolio contents will be made up of in-class activities and previous assignments, so if you keep up with your attendance and homework, those points will be pretty much guaranteed. My office hours are posted on the bulletin board outside my office, and you are welcome to come see me any time for any reason.

**Attendance:** If you did not show up for work 3 times without explanation or forewarning, you would be fired. This course is to help you become prepared for the world of work. You will drop one letter grade if you have 3 unexcused absences. Attendance is vital to this class for you to succeed.

#### Tentative Course Outline:

Week 1	Introduction/course review
Week 2	Portfolio Requirements View samples, discuss format

Week 3	<p>Job Hunting</p> <ul style="list-style-type: none"> <li>Job Hunting Etiquette Quiz</li> <li>Networking</li> <li>Resources—online and other</li> </ul> <p><b>Assignment: Find Job Posting to use for Class Informational Interview</b></p>
Week 4	<p>Resumes</p> <ul style="list-style-type: none"> <li>Discuss Job Postings</li> <li>Review Resume Writing Resources</li> <li>Resume Writing Quiz</li> </ul> <p><b>Start first draft in class, due next class</b></p>
Week 5	<p>Cover Letters</p> <ul style="list-style-type: none"> <li>Peer Review of Resumes</li> <li>Review quiz results</li> <li>Cover Letter Quiz</li> <li>Review Cover Letter Format and Resources</li> </ul> <p><b>Start First Draft in Class, due next week</b></p>
Week 6	<p>Review of Resumes &amp; Cover Letters</p> <ul style="list-style-type: none"> <li>Peer Review of Cover Letters</li> <li>Return Resumes</li> <li>Discuss problem areas</li> <li>Job Applications</li> <li>Obtaining Letters of Recommendation</li> </ul>
Week 7	<p>Planning Your Portfolio</p> <ul style="list-style-type: none"> <li><b>Turn in Informational Interview</b></li> <li>Return First Draft Cover Letters</li> <li>Return 2nd Draft Resumes</li> <li>Plan Portfolio using Planning Sheets</li> <li>Basic PowerPoint Creation</li> </ul>

Week 8	Portfolio Workshop Return 2nd Draft Cover Letters Create basic slide outline Discuss video, audio, and picture possibilities
Week 9	Interviewing Skills “Cold” Interview in-class project Interview Quiz Video—discussion Discuss Mock Interview
Week 10	Other Job Search Correspondence View samples, discuss format of Thank You, Acceptance, Rejection Write first draft Thank You
Week 11	Portfolio Workshop Troubleshooting, tech questions, content questions <b>Hand in Resume &amp; Cover Letter for final review</b>
Week 12	Mock Interview—arranged individually with instructor
Week 13	Mock Interview Review Discuss how things went
Week 14	Final Portfolio Workshop
Week 15	Last Class—Hand in Portfolio <b>Exit Survey &amp; Future Contact Info</b>

General Education Goals/Objectives:

**Relationship to Campus Theme:** This course assists job seekers to interpret human *nature*--their own and their potential employer’s, and utilize that interpretation to manipulate their perceived value as an employee. *Technology* assists students to present the most professional presence possible to help their potential employer see *beyond* the surface to the intrinsic value they represent.

**Classroom Policies:** If you did not show up for work 3 times without explanation or forewarning, you would be fired. This course is to help you become prepared for the world of work. You will drop one letter grade if you have 3 unexcused absences. Attendance is vital to this class for you to succeed.

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student’s campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

## Academic Integrity:

Pearson Education defines plagiarism this way: Simply put, **plagiarism is using someone else's words and ideas in a paper and acting as though they were your own.** This definition includes copying someone else's ideas, graphs, pictures, or anything that you borrow without giving credit to the originator of the words and ideas. It definitely includes anything you download from an Internet site or copy out of a book, a newspaper, or a magazine. It also includes stealing the ideas of another person without giving her or him proper credit.

Some obvious examples of plagiarism include

- copying someone else's paper.
- taking short or long quotations from a source without identifying the source.
- turning in a paper you bought over the Internet.

Some less-obvious examples include

- changing a few words around from a book or article and pretending those words are your own.
- rearranging the order of ideas in a list and making the reader think you produced the list.
- borrowing ideas from a source and not giving proper credit to the source.
- turning in a paper from another class. Whether this is plagiarism or not depends on your instructor—ask first!
- using information from an interview or an online chat or email, etc., without properly citing the source of the information.
- using words that were quoted in one source and acting and citing the original source as though you read it yourself.

Please go through the Understanding Plagiarism tutorial on their site.

The consequences of plagiarism in this class depend on the level exhibited, but are at a minimum a failing grade on the assignment up to failing the class. Save yourself the headache and **JUST DON'T DO IT.**

Disabilities and Special Needs: Please let me know if you have a special need or accommodation request and I will work with you and Disability Services to make sure it is taken care of.

# CARS105 Syllabus

## JOB SEARCH

### CAREERS 105, 1CREDIT

**Course Prefix/Number/Title:** CARS 105 Job Search —1 credit

**Instructor:** Aimee Erdman

**Office:** None/Home

**Office Hours:** Usually evenings

**Phone:** Text me at 701-480-9099

**Email:** [aimee.l.erdman@dakotacollege.edu](mailto:aimee.l.erdman@dakotacollege.edu)

**Lecture Schedule:** Online

**Prerequisite:** None

**Required:** Materials for final portfolio project (will be discussed in class)

**Course Description:** The goal of this course is to assist students in developing career portfolios and to learn job search techniques. Areas covered include completing job application forms, developing resumes and cover letters, and job interviewing.

#### **Course Objectives:**

1. Career Portfolio: Develop a career portfolio using appropriate technology. This satisfies general education goal # 3.
2. Job Search: Write resumes, cover letters, & job search correspondence. Learn informational and job interviewing skills. Be aware of the latest labor market trends and how to utilize ND Job Service and various internet resources. This satisfies general education goals # 1,2, 3, and 9.

3. Research Skills: Research job posting sites, career sites, and local resources. This satisfies general education goal # 9.

**Expectations:** This course is designed to prepare you to find and obtain employment. Your attitude, investment in the class, treatment of fellow students and your instructor should reflect the level of professionalism expected in a work setting. Assignments should be completed in a professional and timely manner with the same quality you would give an employer.

**Relationship to Campus Theme:** This course assists job seekers to interpret human nature, their own and their potential employer's, and utilize that interpretation to manipulate their perceived value as an employee. Technology assists students to present the most professional presence possible to help their potential employer see beyond the surface to the intrinsic value they represent.

**Course Requirements and Evaluation:**

Grading for this course is by the letter grading system. The following is a breakdown of how points are earned:

Attendance and In-Class Activities/Participation: 150 points

Project I: Resume 50 points

Project II: Cover Letter 50 points

Project III: Interviewing for Information 50 points

Project IV: Mock Job Interview 100 points

Project V: Portfolio 100 points

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Total 500 points



## Grading

90-100%=A

80-89%=B

70-79%=C

60-69%=D

59% & below=F

As you can see, a large percentage of points come from actually participating in class. The requirements for the completed portfolio will be thoroughly discussed in class. A good percentage of the portfolio contents will be made up of in-class activities and previous assignments, so if you keep up with your homework, those points will be pretty much guaranteed.

## Assignment Deadlines

Assignments are due Sundays at midnight.

## LATE WORK POLICY

I do accept late assignments, but you will lose 10% for each day it is late up to five days--five days late = 50% of whatever points you earn. After five days, it is worth 0.

**Course Outline:** As laid out on the main page of the course.

**Relationship to Campus Theme:** In this course, we will use **technology** to help you discover your true **nature** and push **beyond** what you thought you knew about yourself to find a career that fits you.

**Academic Integrity:** Pearson Education defines plagiarism this way: Simply put, **plagiarism is using someone else's words and ideas in a paper and acting as though they were your own.** This definition includes copying

someone else's ideas, graphs, pictures, or anything that you borrow without giving credit to the originator of the words and ideas. It definitely includes anything you download from an Internet site or copy out of a book, a newspaper, or a magazine. It also includes stealing the ideas of another person without giving her or him proper credit.

Some obvious examples of plagiarism include

- copying someone else's paper.
- taking short or long quotations from a source without identifying the source.
- turning in a paper you bought over the Internet.

Some less-obvious examples include

- changing a few words around from a book or article and pretending those words are your own.
- rearranging the order of ideas in a list and making the reader think you produced the list.
- borrowing ideas from a source and not giving proper credit to the source.
- turning in a paper from another class. Whether this is plagiarism or not depends on your instructor—ask first!
- using information from an interview or an online chat or email, etc., without properly citing the source of the information.
- using words that were quoted in one source and acting and citing the original source as though you read it yourself.

Please go through the [Understanding Plagiarism](http://wps.prenhall.com/hss_understand_plagiarism_1/6/1668/427064.cw/index.html) tutorial on their site.

([http://wps.prenhall.com/hss\\_understand\\_plagiarism\\_1/6/1668/427064.cw/index.html](http://wps.prenhall.com/hss_understand_plagiarism_1/6/1668/427064.cw/index.html))

The consequences of plagiarism in this class depend on the level exhibited, but are at a minimum a failing grade on the assignment up to failing the class. Save yourself the headache and **JUST DON'T DO IT.**

**Disabilities and Special Needs:** Please let me know if you have a special need or accommodation request and I will work with you and Disability Services to make sure it is taken care of.

## Introductory Chemistry 115 Syllabus

**Course prefix/number/title:** Chem. 115, Introductory Chemistry

**Number of credits:** 4

**Course Description:** The goal of Introductory Chemistry is to provide students with a foundation in chemical concepts and principles. The class consists of three one hour lectures and one two hour lab period. The class is designed for non-science orientated majors.

**Pre-/Co-requisites:** none

**Course Objectives:** Introductory Chemistry is designed to provide a firm foundation in chemical concepts and principles so students will develop and appreciation of the vital role that chemistry plays in their everyday lives.

**Instructor:** Angie Bartholomay

**Office/Phone:** Nelson Science Center, Room 111 Phone: 228-5471

**Office Hours:** MW 9:00-10:00am, M,W,F 1:00-2:00pm

**E-mail:** [angela.bartholomay@dakotacollege.edu](mailto:angela.bartholomay@dakotacollege.edu)

**Lecture/Lab Schedule:** lecture 7:45-8:30 am, MWF, NSC 125 Lab T 2:00-4pm, NSC 121

**Text:** Introductory Chemistry, by Zumdahl, 6<sup>th</sup> edition.

### Course Requirements:

Grading: Grades will be based on total points using the following percentage system: 100-90, A; 89-80, B; 79-70, C; 69-60, D; <60, F. Exams, research paper, and homework quizzes, and lab reports will be used to determine the final grade. **IMPORTANT!** Any grievances concerning graded material must be addressed within one week from the time the material is returned to the student.

Exams (5)	500pts
Lab Reports (25 pts. Each)	300pts
Final Lab	100pts
Quizzes (10pts. Each)	<u>100pts</u>
	1000pts

**Exams:** There will be five exams during the course of the semester. The last exam will be just the material covered since the prior exam plus a few questions from throughout the semester. Exams may contain short answer/essay, multiple choice, completion and problems. **There will be no makeup exams unless prior arrangements have been made. If you need to be gone for a school related activity or family event, you will be expected make arrangement prior to the event and take the exam before you leave.**

**Homework:** Homework will be assigned throughout the semester and will be discussed in class, these assignments will be graded on a random basis. Homework is designed to prepare you for exams and quizzes. You will be able to use homework on quizzes. If you do not understand something in the readings, it is your responsibility to ask questions.

**Laboratory:** The laboratory portion of the course provides an opportunity to integrate lecture concepts with observable activities. Chemical splash safety goggles and metric ruler are required and may be purchased at the bookstore. Failure to wear to wear goggles will result in a reduction in lab report grades and continued omission will result in removal from lab activities and a loss of all remaining lab points available. Attendance at lab is mandatory. To obtain credit, you must be actively involved in the laboratory activities. Regular lab reports are due at the beginning of the next lab period. Late lab reports will be worth 50%.

Early Warn Attendance Policy will be followed!

<u>Lecture</u>	<u>Chapter and Reading Assignment</u>	<u>Lab Topic</u>
Week 1	Ch. 1-2, Pages 1-18 Ch. 2, Pages 18-33	no lab
Week 2	Ch. 2-3, Pages 33-66 Ch. 3, wrap-up and review	measurement, accuracy, density
Week 3	<b><u>Chapter #1-3 Exam</u></b> Ch. 4, p. 72-88	percent composition
Week 4	Ch. 4, pages 89-104 Ch. 5, Pages 112-126	
Week 5	Ch. 5&6, Pages 126-149 Ch. 6&7, Pages 149-175 Ch. 7, Pages 175-191 Ch. 4-7 wrap up and review	physical & chemical change empirical formulas
Week 6	<b><u>Ch. 4-7 Exam</u></b> Ch. 8, Pages 203-218 Ch. 8, Pages 218-229	chemical reactions
Week 7	Ch. 9, Pages 239-251 Ch. 9, Pages 251-259	relating moles to coefficients of a chemical equation
Week 8	Ch. 8-9 wrap-up and review <b><u>Ch. 8-9 Exam</u></b>	mole & mass relationships
Week 9	Ch. 10, Pages 271-286 Ch. 10, Pages 287-297	calorimetry
Week 10	Ch. 11, Pages 303-316 Ch. 11, Pages 317-332	Flame tests
Week 11	Ch. 12, Pages 341-356 Ch. 12, Pages 356-373 <b><u>Ch. 10-12 Exam</u></b>	molecular geometry and valence electrons
Week 12	Ch. 14, Pages 427-444 Ch. 15, Pages 451-462	
Week 13	Ch. 15, Pages 462-473 <b><u>Ch. 13-15 Exam</u></b>	solubility of a salt
Week 14	Ch. 16, Pages 487-507 Ch. 17, Pages 515-526 Ch. 17, Pages 526-541	properties of acids & Bases
Week 15	Ch. 18, Pages 553-566 Ch. 18, Pages 566-575	Final Lab
Week 16	<b><u>Final Exam Review</u></b> <b>Final Exam Dec. 14 12noon-2pm</b>	

**General Education Goals/Objectives:** This course meets General Education Goal 1: Explains the interrelationships between chemistry and their environment and the role of science in their lives. Specific objectives include:

- 1) Demonstrates the application of the scientific method of inquiry (Objective #1).
- 2) Demonstrates an awareness of the role of science in everyday life (Objective #3)

**Relationship to Campus Theme:** This course addresses the campus theme by incorporating the role that chemistry plays in our everyday life and the impact it has on our natural world. In addition students will use technology to conduct labs as well as study how technology can be used in chemistry. The course will address the role of chemistry in their everyday life as well as in their future.

**Academic Integrity:** All students are expected to adhere to the highest standards of academic integrity. Dishonesty in the classroom or laboratory and with assignments, quizzes and exams is a serious offense and is subject to disciplinary action by the instructor and college administration. For more information, refer to the Student Handbook.

**Disabilities and Special Needs:** If you have a disability for which you need accommodations, you are encouraged to contact your instructor and the Learning Center (228-5479 or 1-888-918-5623) to request disability support services as early as possible during the beginning of the semester



## College Chemistry 121 Syllabus

Course Prefix/Number/Title: CHEM 121

Number of Credits: 4 semester hours

Course Description: This class will provide students with a foundation in chemical concepts and principles. This course consists of three one hour lectures and one two hour lab each week.

Course Objectives: General Chemistry I is designed to provide a firm foundation in chemical concepts and principles so that students will develop an appreciation of the vital role that chemistry plays in their everyday lives.

Objectives:

- 1) To learn and retain information essential to a broad knowledge of chemistry
- 2) To understand and utilize the scientific methods of inquiry.
- 3) To practice sound, safe, and sensible laboratory techniques.
- 4) To appreciate the historic development of science.
- 5) To apply scientific information and principles to everyday life.
- 6) To recognize the interrelationship among the sciences, technology and society.

Instructor: Angie Bartholomay

Office: NSC 111

Office hours: MW 9-10:00am, MWF 1-2pm

Phone number: 228-5471

Email: [angela.bartholomay@dakotacollege.edu](mailto:angela.bartholomay@dakotacollege.edu)

Lecture Schedule: 10:00 -11:50am MWF NSC 104

Lab Schedule: T10:00-10:50am & 8:00-9:50am Thursday NSC 120

Textbook: Chemistry 10<sup>th</sup> Edition by Raymond Chang

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Course Requirements:

Exams, quizzes, lab reports, and research paper will be used to determine the final grade. Any grievances about graded materials must be addressed within one week from the time the material is returned to the student.

Exams: There will be five regular exams. Exams may contain short answer, multiple choice, completion and problems. Periodic tables and calculators may be used on the test.

Homework: Throughout the semester problems will be assigned in order for you to better comprehend the concepts and math involved. This homework will not be graded, however you will be able to use these assignments on quizzes. The problems assigned will be similar to those which will be on the exams. Whenever possible we will discuss the problems in class or you can see one of the chemistry tutors or myself for help.

Quizzes: will be used to check for understanding, there will be no make-up quizzes.

Laboratory: The laboratory portion of the course provides an opportunity to integrate lecture concepts with observable activities and is critical to understanding chemical concepts. Safety goggles are available for purchase in the bookstore. Attendance in lab is mandatory and the instructor must validate that you actually assisted in the collection of data. Borrowed results are not acceptable and all parties involved will receive a grade deduction. Lab reports are due at the beginning of the next lab class. Late lab reports will not be accepted. Failure to wear safety goggles, not following instructions or using unsafe procedures is unacceptable and may result in your dismissal from further labs.

Final lab- A special activity involving application of the principles of scientific method and inquiry will occur the last two lab sessions and are due at the end of the last scheduled lab day. A formal lab report must be completed.

Grades will be based on total points using the following grading scale:

A= 90-100%	Exams (5)	100 points each	500 points
B= 80-89.5%	Lab reports (15)	15 points each	225 points
C= 70-79.5%	Final Lab Project	100 points	100 points
D=60-69.5%	Quizzes (10)	10 points each	100 points
F= <59.5%	Final Exam	100 points	100 points
	Total points		1025 points

Tentative Course Outline:

		Reading	lab schedule
Week 1	Chapter #1	Chapter #1	lab safety & procedure
Week 2	Chapter #2	Chapter #2	Measurement & Density
Week 3	Chapter #2		
	Exam #1- Chapters #1-2		
Week 4	Chapter #3	Chapter #3	Empirical formulas
Week 5	Chapter #4	Chapter #4	Types of chemical reactions
Week 6	Chapter #4		acid/base titration
	Exam #2- Chapters #3-4		
Week 7	Chapter #5	Chapter #5	mass/mole relationships
Week 8	Chapter #6	Chapter #6	calorimeter
Week 9	Chapter #6		specific heat
	Exam #3 Chapters #5-6		
Week 10	Chapter #7	Chapter #7	qualitative analysis
Week 11	Chapter #8	Chapter #8	rates of reaction
Week 12	Chapter #8		
	Exam #4 -Chapter #7-8		
Week 13	Chapter #9	Chapter #9	modeling covalent molecules
Week 14	Chapter #9		
Week 15	Chapter #10	Chapter #10	final lab practice
Week 16	Chapter #11	Chapter #11	final lab
12/09/16	Final Review		
<b>12/13/15</b>	<b>Final Exam 9am-11am</b>		

### General Education Goals & Objectives

This course meets General Education Goal 1: Explains the interrelationships between chemistry and their environment and the role of science in their lives. Specific objectives include;

- 1.- Demonstrates the application of the scientific method of inquiry (Objective #1)
- 2.- Demonstrates an awareness of the role of science in everyday life (Objective #3)

### Relationship to Campus Theme:

This course addresses the campus theme by incorporating the role chemistry plays in our everyday life and the impact it has on our natural world. In addition, students will use technology to conduct labs as well as study how technology can be used in chemistry. The course will address the role of chemistry in their everyday life as well as in the future.

### Classroom Policies:

- 1) The use of Cell phones and electronic devices using headphones are prohibited in the classroom at all times. Cell phones need to be on silent and placed on the table in front of you.
- 2) **There will be no makeup exams unless prior arrangements have been made. If you need to be gone for a school related activity or family event, you will be expected to make arrangements prior to the event and take the exam before you leave. If permission is granted for a make-up you will be given 48 hours to take the exam.**
- 3) Food and beverages are permitted in accordance with IVN classroom policy.
- 4) Be respectful of other students, technicians, instructors, and guests
- 5) Early Warning Attendance policy will be followed!

### Academic Integrity

All students are expected to adhere to the highest standards of academic integrity. Dishonesty in the classroom or laboratory with assignments, quizzes, and exams will not be tolerated. Refer to the student handbook for further information.

### Disabilities and Special Needs:

If you have a disability for which you require accommodations, you are encouraged to contact your instructor and the learning center (228-5479 or 1-888-918-5623) to request disability support services as early as possible during the beginning of the semester.



**Chemistry 297 Lab Assistant Syllabus**  
**Fall 2015**

**Course Prefix/Number/Title:** Chem 297

**Number of credits:** 1 semester hour

**Course Description:** This course provides experience in undergraduate chemistry laboratory, including maintenance, laboratory preparation, grading, and assistant of students in laboratory experience under the direct supervision of faculty mentor. May be repeated for credit if content differs.

**Program Learning Outcomes:**

The student will articulate scientific information through oral communication.

**General Education Core Curriculum Objectives:** There are no specific general education core curriculum objectives in this course. This course is not a general education core curriculum course.

**Course Objective:** The student should demonstrate the teacher's role in a laboratory setting.

**Student Learning Outcomes:** Upon completion of this course, students will be able to:

- 1)work independently, responsibly, and efficiently to solve problems occurring in an laboratory setting.
- 2)demonstrate clear oral and written communication skills.
- 3)demonstrate an ability to prepare and present laboratory lecture.
- 4)perform routine laboratory procedures safely and efficiently.
- 5)explain fundamental principles of chemistry to freshman students.
- 6)demonstrate safety practices regarding laboratory and chemical storage.

**Instructor:** Angie Bartholomay

**Office:** NSC 111

**Office Hours:** MWF 9:00-10:00am M& F 1:00-2:00 pm

**Phone Number:** 228-5471

**Email:** [angela.bartholomay@dakotacollege.edu](mailto:angela.bartholomay@dakotacollege.edu)

**Lab Schedule:** TBA

**Student Email Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

**Laboratory:** The laboratory portion of the course provides an opportunity to integrate lecture concepts with observable activities and is critical to understanding chemical concepts. Safety goggles are available for purchase in the bookstore. Attendance in lab is mandatory and the instructor must validate that you actually assisted in the collection of data.

**General Education Goals & Objectives**

This course meets General Education Goal 1: Explains the interrelationships between chemistry and their environment and the role of science in their lives. Specific objectives include;

- 1.- Demonstrates the application of the scientific method of inquiry (Objective #1)
- 2.- Demonstrates an awareness of the role of science in everyday life (Objective #3)

**Relationship to Campus Theme:**

This course addresses the campus theme by incorporating the role chemistry plays in our everyday life and the impact it has on our natural world. In addition, students will use technology to conduct labs as well as study how technology can be used in chemistry. The course will address the role of chemistry in their everyday life as well as in the future.

**Classroom Policies:**

- 1) The use of Cell phones and electronic devices using headphones are prohibited in the classroom at all times. Cell phones need to be on silent and placed on the table in front of you.
- 2) Be respectful of other students, technicians, instructors, and guests
- 3) Early Warning Attendance policy will be followed!

**Academic Integrity**

All students are expected to adhere to the highest standards of academic integrity. Dishonesty in the classroom or laboratory with assignments, quizzes, and exams will not be tolerated. Refer to the student handbook for further information.

**Disabilities and Special Needs:**

If you have a disability for which you require accommodations, you are encouraged to contact your instructor and the learning center (228-5479 or 1-888-918-5623) to request disability support services as early as possible during the beginning of the semester.

**Turtle Mountain Community College**  
***CIS 104 Microcomputer Database-Access***

**Instructor:** Marlin Allery

**Credit Hours:** 3 Credits

**Prerequisite:** CSCI 101

**Office Location:** 111F Career and Technical Education

**Office Phone:** (701) 477-7992

**Office Hours:** 8:00-9:00 & 3:00-4:30

**Syllabus Revised:** August 15<sup>th</sup> 2016

**Days & Times:** Thursdays 8:00 – 9:50am (IVN Room 201)

*According to the Fry Readability Scale, this textbook is at the 12.5 grade level.*

**Catalog Description:**

Practice of skills required to construct databases to be used for data analysis and reporting. This course covers an appreciation of in-depth concepts and features of database management software and the types of applications adaptable to this software.

**Rationale:**

This course is intended for those who want to learn more about databases because it is part of their curriculum requirements and also for those who have an interest in possibly making this into a career.

**Course Goals:**

The overall goal of this course is to give the students a good understanding of how to create and use the features of Microsoft Access 2013 databases. The skills to be gained are how to create a database, submit queries against the information contained within the tables, create forms that will allow for professional reports, and understand how to link the tables together. The intention is to give the student confidence in their attempts to create solid, proficient databases and hopefully turn them on to take advanced courses with more powerful databases such as Oracle and SQL.

**Materials of Instruction:**

*Text:* Go! Access 2013 Comprehensive  
*ISBN-13:* 978-0-13-341505-6  
*ISBN-10:* 0-13-341505-8

There will be data files that will be assigned from the instructor that we will use for the hands on portion of the class. Also, there will be online visuals and activities that will be assigned for the class. If you have not already done so you should acquire a flash drive of at least 2G in size to keep backup files from your homework assignments and notes. If there is a need for other materials we can get them from The North Dakota Career and Technical Curriculum Library. If you would like to use any of these materials please feel free to ask me and I will request them for you.

*\*There will be a Mid-term and a Final\**

**Requirements:**

Grading is on an absolute scale, no curves. Your grade will be based on the following grading scale:

<b>A =</b>	<b>90-100 %</b>		<b>B =</b>	<b>89-80 %</b>		<b>C =</b>	<b>79-70 %</b>
<b>D =</b>	<b>69-60 %</b>		<b>F =</b>	<b>59-0%</b>			

In order to receive the grade indicated in the table above you as the student will be tested on knowledge and demonstration of skills. The final grade will be determined by points including tests, chapter questions and hands-on case projects. They will all be weighted strictly on the points earned for all things that are assigned.

**Method of Instruction:**

1. Lectures: A brief overview of each tutorial will be given in two forms either notes or short power point presentations.
2. Assignments: On-going tutorials and Review Assignments.
3. Quizzes: More times than not quizzes will be given at times when attendance is poor. There will be no making up quizzes.
4. Tests: Will be given as determined by the instructor and will be announced well in advance.
5. Procedures: Please contact me either through my email stated at the beginning of the syllabus or call and leave a message by voicemail.
6. Late Assignments: If you do not turn in assignments in on time, every day they are late one letter grade will be deducted and if enough time passes no credit will be given.

**Course Units:**

<b>LEVEL I TUTORIALS</b>	
<p><b><u>Chapter 1</u></b> Getting Started with Microsoft Access 2013</p>	<p>Getting Started with Access Databases</p> <ul style="list-style-type: none"> <li>• <b><u>Assignments</u></b></li> <li>• <i>1C</i></li> <li>• <i>1D</i></li> <li>• <i>1E</i></li> <li>• <i>1F</i></li> </ul>
<p><b><u>Chapter 2</u></b> Sort and Query a Database</p>	<p>Sort and Query a Database</p> <ul style="list-style-type: none"> <li>• <b><u>Assignments</u></b></li> <li>• <i>2C</i></li> <li>• <i>2D</i></li> <li>• <i>2E</i></li> <li>• <i>2F</i></li> </ul>

<p><b>Chapter 3</b> Forms, Filters, and Reports</p>	<p>Forms, Filters, and Reports</p> <ul style="list-style-type: none"> <li>• <u>Assignments</u></li> <li>• 3C</li> <li>• 3D</li> <li>• 3E</li> <li>• 3F</li> </ul>
<p><b>LEVEL II TUTORIALS</b></p>	
<p><b>Chapter 4</b> Enhancing Tables</p>	<p>Enhancing Tables</p> <ul style="list-style-type: none"> <li>• <u>Assignments</u></li> <li>• 4C</li> <li>• 4D</li> <li>• 4E</li> <li>• 4F</li> </ul>
<p><b>Chapter 5</b> Enhancing Queries</p>	<p>Enhancing Queries</p> <ul style="list-style-type: none"> <li>• <u>Assignments</u></li> <li>• 5C</li> <li>• 5D</li> <li>• 5E</li> <li>• 5F</li> </ul>
<p><b>Chapter 6</b> Customizing Forms and Reports</p>	<p>Customizing Forms and Reports</p> <ul style="list-style-type: none"> <li>• <u>Assignments</u></li> <li>• 6C</li> <li>• 6D</li> <li>• 6E</li> <li>• 6F</li> </ul>
<p><b>Chapter 7</b> Creating Advanced Forms and Reports</p>	<p>Creating Advanced Forms and Reports</p> <ul style="list-style-type: none"> <li>• <u>Assignments</u></li> <li>• 7C</li> <li>• 7D</li> <li>• 7E</li> <li>• 7F</li> </ul>
<p><b>Chapter 8</b> Creating Macros</p>	<p>Creating Macros</p> <ul style="list-style-type: none"> <li>• <u>Assignments</u></li> <li>• 8C</li> <li>• 8D</li> <li>• 8E</li> <li>• 8F</li> </ul>
<p><b>Chapter 9</b> Integrating Access with Other Applications</p>	<p>Integrating Access with Other Applications</p> <ul style="list-style-type: none"> <li>• <u>Assignments</u></li> <li>• 9C</li> <li>• 9D</li> <li>• 9E</li> <li>• 9F</li> </ul>

<p><b>Chapter 10</b> Administering Databases and Writing SQL Statements</p>	<p>Administering Databases and Writing SQL Statements</p> <ul style="list-style-type: none"> <li>• <u>Assignments</u></li> <li>• 10C</li> <li>• 10D</li> <li>• 10E</li> <li>• 10F</li> </ul>
<p><b>Final Project</b></p>	<p>Using All Tools from Tutorials and Putting Them Together to Create a Database</p>

**Disability Statement:**

If you have emergency medical information to share with me, if you need special arrangements in case the building must be evacuated, or if you need accommodations in this course because of a disability, please make an appointment with me. My office location and hours are posted at the top of the syllabus. If you plan to request disability accommodations, you are expected to register with Annette Charette, Student Support Counselor at 477-7842 Extension 1155.

**Attendance and Participation:**

It is highly recommended to attend and participate in class. I have a policy that if you miss more than ten times it is an automatic failure of the course. If you have an emergency and cannot make it to class DO NOT wait until the next day or next class to let me know what happened. DO NOT tell someone else; notify me described in the Methods of Instruction section.

**Class Procedures:**

All assignments will be submitted via email or uploaded into a drop box in Jenzabar. Late assignments will result in partial or NO credit. If instructor is out of the class or if you have an emergency, use contact info attached to the syllabus and email or leave message on telephone.

**Statement on Cultural Content or Methods in Course:**

The mission of the Turtle Mountain Community College is to create an environment in which the cultural and social heritage of the Turtle Mountain Band of Chippewa can be brought to bear throughout the curriculum. We will try to invite a guest speaker into our classroom to go over the history of our ancestors and how they managed people without the use of technological devices like computers. We will have a guest speaker that will be presenting in the class for a graded assignment.

**Statement of Academic Honesty:**

Students are expected to maintain scholastic honesty. Scholastic dishonesty includes but is not limited to cheating on a test, plagiarism, and collusion. When an infraction occurs, instructors have the authority to act personally. Instructors will report action to the Dean of Academic Programs. A student has the right to appeal the instructor's action in accordance with the student appeal policy.

**Assessment:**

Student Learning Outcomes will be assessed through a pre and post testing for each semester.



# CIS 104 – Microcomputer Database

## Fall Semester 2016

**Course Description:** Acquaints students with database design including data entry, storage and retrieval. Prerequisites: none, but previous computer knowledge is preferred.

### Course Objectives:

- Create and manage information using computer technology
- Organize, distribute, and store information using database software
- Apply concepts learned to independent challenge problems
- Interpret and synthesize information resulting in solutions to problems
- Demonstrate a working knowledge of database software
- Integrate database records with other business documents correctly and accurately

**Instructor:** Mrs. Kayla O'Toole

**Office:** Thatcher Hall 203

**Office Hours:** By arrangement

**Phone:** 701-228-5479

**Email:** kayla.otoole@dakotacollege.edu

**Lecture/Lab Schedule:** Online

**Textbook(s):** Skills for Success with Microsoft Access 2016 Comprehensive/Adkins/Hawkins/Gaskin ©2017 / Pearson / ISBN-13: 9780134479514/ **Book Only**

A textbook is **mandatory** for each student. Students will need to have the 2016 Microsoft Office Suite.

### Course Requirements:

Instruction procedures include lecture, class discussion and participation, individual assistance and tests.

### Grading Methods

Objective Tests

Quizzes

Other projects

Midterm and Final projects

Daily Assignments

### Grading Scale

A = 90%

B = 80%

C = 70%

D = 60%

Grades will be calculated by dividing total points earned by total points available.

### **Tentative Course Outline:**

- Common Features of Office 2016
- Introduction to Access
- Create Database Tables
- Create Select Queries
- Create Forms
- Create Reports
- Design Databases
- Create Advanced Queries
- Add Advanced Form Features
- Add Advanced Report Features
- Build Macros and Modify VBA Procedures
- Create Database Applications

### **Relationship to Campus Theme:**

The student will be able to create Microsoft Access databases for situations in everyday life that will pertain to their field of interest, may it be nature, business, health, or science. Databases will be created to store data, run queries, use forms, and to create reports. The Microsoft Access software is a great tool to learn since this technology can be used in a multitude of situations. The projects within the course allow students to create their own functional database to get a hands-on learning experience.

### **Classroom Policies:**

- ⇒ Students are required to complete all class activities.
- ⇒ Cheating will result in the automatic failure of this course.
- ⇒ All assignments will be submitted to the Assignment Dropbox. Assignments that are late will have points deducted accordingly.
- ⇒ Incompletes are handled according to the campus policy.

### **Academic Integrity:**

Students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. (Student handbook p.19)

- ⇒ Students will receive no credit for work that fails to meet standards of academic integrity.
- ⇒ If a person participates in academic dishonesty more than once, the result will be an F for the course.
- ⇒ The use of templates or other pre-made layouts will result in an F for the assignment.
- ⇒ The instructor reserves the right to interpret and declare what is considered cheating on a case-by-case basis.

**Disabilities and Special Needs:** If you have a disability for which you need accommodation, contact the Student Success Center to request disability support services: phone 701-228-5477 or e-mail Peggy Gregg at [peggy.gregg@dakotacollege.edu](mailto:peggy.gregg@dakotacollege.edu).

**Student Email Policy:** Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.



## CIS 128 Microcomputer Hardware I

DATE:	August 2016	COURSE NAME:	Microcomputer Hardware I
INSTRUCTOR:	Heidi Schneider	ROOM #:	IVN Room 123
E-MAIL ADDRESS:	heidim.schneider@lrsc.edu	CLASS #:	14427
PHONE:	662-1580	SEMESTER:	Fall 2016
OFFICE HOURS:	MWF 8:30-10am, 2-3:30pm TR 8:30-9:30am, 11am-12:30	CREDIT HOURS:	3
OFFICE #:	Room 121	CLASS HOURS:	TR 2:30-3:45
COMMON COURSE NUMBER:	CIS 128	LAB HOURS:	During class time
		PREREQUISITES:	None

**CATALOG DESCRIPTION:** Lecture and Lab course which introduces the development and maintenance of the personal computer. Participants upgrade and assemble personal computers, configure systems, and install operating systems. Prepares students for the A+ Essentials Certification Exam.

**MATERIALS OF INSTRUCTION:** Textbook: **A+ Guide to IT Technical Support**, 9th Edition. Cengage Technology, ISBN 978-1-133-13508-1. **LabSim A+ PC Pro 220-901 and 220-902 ISBN 978-1-935080-42-8.**

Note: This course is ½ of the A+ Certification Exam content. The student will take the first portion of the A+ Certification Exam, (220-901) toward the end of the CIS 129 course. CIS 129 will finish your preparation to take the Essentials portion, as well as the second portion of the A+ exam (220-902), which will be taken at the end of the semester of CIS 129.

**COURSE OBJECTIVES:** Students will prepare for the A+ exam which includes these objectives: Hardware; Troubleshooting, Repair, and Maintenance; Operating System and Software; Networking; Security; Operational Procedure

### GENERAL EDUCATION OBJECTIVES:

- I.3. To apply knowledge gained in the educational process and use that knowledge in everyday living - *apply knowledge to the real world*
- II. 3. To use information objectively for solving problems and arriving at alternative solutions – *problem solving skills.*
- VI. 3. To apply current technologies to access and utilization of information - *application of technology*
- VII. 1. To develop a pattern of intellectual curiosity and inquiry which promotes life-long learning - *value of life-long learning*

**MAJOR UNITS:**

- Chapter 1: First Look at Computer Parts and Tools
- Chapter 2: Working Inside Desktop Computers and Laptops
- Chapter 3: All About Motherboards
- Chapter 4: Supporting Processors and Upgrading Memory
- Chapter 5: Supporting the Power System and Troubleshooting Computers
- Chapter 6: Supporting Hard Drives and Other Storage Devices
- Chapter 7: Survey of Windows Features and Support Tools
- Chapter 8: Installing Windows
- Chapter 9: Supporting I/O Devices
- Chapter 10: Maintaining Windows

## Chapter 11: Optimizing Windows

GRADING:	A	90-100%
	B	80-89%
	C	70-79%
	D	60-69%
	F	BELOW 60%

**Scholastic Dishonesty:** Academic Integrity is intellectual honesty, responsibility, and ethical behavior in scholastic conduct from use of information to actions in a classroom. It is the guide for the “pursuit of knowledge and understanding within a community of inquiry” (American University). *Refer to Section 800.30 Student Conduct.*

**STUDENT OUTCOMES/COMPETENCIES:** Upon successful completion of the course, students will have gained knowledge that will assist in their preparation to take the A+ Essentials Exam. Students will take this exam later, while taking CIS 129.

**ASSESSMENT TOOLS** (subject to change at the discretion of the instructor):

Quizzes, Chapter Questions @ 10-30 pts each  
Labs @ 10-40 pts each  
Chapter Exams @ 40-50 pts each  
Final Exam @ 100 pts

**ATTENDANCE:** Students will be required to attend each class and stay for the duration. Please be courteous and be **ON TIME** for class. If the student is absent from class, that student is responsible for letting the instructor know that they will not be attending class and need to complete the assignments that were assigned while they were gone. **If the student is absent for more than 4 class periods, they will be withdrawn from class (this is not consecutive absences).**

**ASSIGNMENTS:** Assignments are **DUE** on the date that is listed on e-Companion, unless changed by the instructor. ***Any assignments that are 1 week late will be deducted 5 points per assignment. Any assignments that are more than 1 week late will not be accepted.***

**TESTS:** Quizzes and /or Exams **CANNOT** be made up if they are missed.

**CELL PHONE USAGE:** You may have your cell phone in class, but you **MUST** turn it to vibrate. If you need to answer a call, please leave the room quietly to answer. **ALL** cell phones **MUST** be turned **OFF** during a test.

**LISTENING DEVICES:** **NO** listening devices (iPods, MP3 players, headphones, etc.) will be allowed in my classes while class is in session.

**DIVISION MISSION STATEMENT:**

### **Business Division Mission Statement**

The Business Division strives to be responsive to the needs of students and business/industry. It is dedicated to providing a quality-learning environment, utilizing various instructional methods and delivery systems so that the needs of students may be best addressed. The Division utilizes the most advanced technologies available to respond to the changing demands of business and maintains a quality student-centered learning environment.

**Turtle Mountain Community College**

***CIS 162 Operating Systems***

**Instructor:** Marlin Allery

**Credit Hours:** 3 Credits

**Prerequisite:** CSCI 101

**Office Location:** 111F Career and Technical Education

**Office Phone:** (701) 477-7992

**Office Hours:** 8:00-9:00 & 3:00-4:30

**Syllabus Revised:** August 15<sup>th</sup> 2016

**Days & Times:** Wednesday & Friday 2:00 – 3:50pm (IVN Room 201)

**Catalog Description:**

Introduction to the Windows operating system. Concepts and procedures necessary to utilize the Windows environment covered. Exposure to multi-tasking and transferring data between applications using the operating software.

**Rationale:**

This course is intended for those who want to learn more about operating systems and how they work and are developed. Also, to teach a more in-depth knowledge of the breakdown of how to get a full grasp on each OS and how to use it to the fullest.

**Course Goals:**

- To teach the fundamentals of numerous Operating Systems
- To expose students to practical examples of the computer as a useful tool
- To acquaint students with the proper procedures to manage and organize document storage options for coursework, professional purposes, and personal use
- To help students discover the underlying functionality of Operating Systems so they can become more productive

**Materials of Instruction:**

*Text:* No Textbook for this class

There will be online visuals and activities that will be assigned for the class. Students be using a software VirtualBox to implement iso images to be able to test and work with each operating system that they cover in the class. Instructor will provide ways to access free or trial versions of the iso images that will be needed.

*\*There will be a Mid-term and a Final\**

**Requirements:**

Grading is on an absolute scale, no curves. Your grade will be based on the following grading scale:

<b>A =</b>	<b>90-100 %</b>		<b>B =</b>	<b>89-80 %</b>		<b>C =</b>	<b>79-70 %</b>
<b>D =</b>	<b>69-60 %</b>		<b>F =</b>	<b>59-0%</b>			

In order to receive the grade indicated in the table above you as the student will be tested on knowledge and demonstration of skills. The final grade will be determined by points including tests, chapter questions and hands-on case projects. They will all be weighted strictly on the points earned for all things that are assigned.

**Method of Instruction:**

1. Lectures: A brief overview of each tutorial will be given in two forms either notes or short power point presentations.
2. Assignments: On-going tutorials and Review Assignments.
3. Quizzes: More times than not quizzes will be given at times when attendance is poor. There will be no making up quizzes.
4. Tests: Will be given as determined by the instructor and will be announced well in advance.
5. Procedures: Please contact me either through my email stated at the beginning of the syllabus or call and leave a message by voicemail.
6. Late Assignments: If you do not turn in assignments in on time, every day they are late one letter grade will be deducted and if enough time passes no credit will be given.

**Course Units:**

<b>Window Operating Systems</b>	<i>XP</i>
	<i>Vista</i>
	<i>7</i>
	<i>8</i>
	<i>10</i>

<b>Linux</b>	<i>Knoppix</i>
	<i>Ubuntu</i>
	<i>Red Hat</i>
	<i>Unix</i>

<b>Apple</b>	<i>OS X</i>
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<b>Tablet and Phone</b>	<b>Apple</b>
	<b>Ubuntu</b>
	<b>Android</b>
	<b>Windows</b>

**Disability Statement:**

If you have emergency medical information to share with me, if you need special arrangements in

case the building must be evacuated, or if you need accommodations in this course because of a disability, please make an appointment with me. My office location and hours are posted at the top of the syllabus. If you plan to request disability accommodations, you are expected to register with Annette Charette, Student Support Counselor at 477-7842 Extension 1155.

**Attendance and Participation:**

It is highly recommended to attend and participate in class. I have a policy that if you miss more than ten times it is an automatic failure of the course. If you have an emergency and cannot make it to class DO NOT wait until the next day or next class to let me know what happened. DO NOT tell someone else; notify me described in the Methods of Instruction section.

**Class Procedures:**

All assignments will be submitted via email or uploaded into a drop box in Jenzabar. Late assignments will result in partial or NO credit. If instructor is out of the class or if you have an emergency, use contact info attached to the syllabus and email or leave message on telephone.

**Statement on Cultural Content or Methods in Course:**

The mission of the Turtle Mountain Community College is to create an environment in which the cultural and social heritage of the Turtle Mountain Band of Chippewa can be brought to bear throughout the curriculum. We will try to invite a guest speaker into our classroom to go over the history of our ancestors and how they managed people without the use of technological devices like computers. We will have a guest speaker that will be presenting in the class for a graded assignment.

**Statement of Academic Honesty:**

Students are expected to maintain scholastic honesty. Scholastic dishonesty includes but is not limited to cheating on a test, plagiarism, and collusion. When an infraction occurs, instructors have the authority to act personally. Instructors will report action to the Dean of Academic Programs. A student has the right to appeal the instructor's action in accordance with the student appeal policy.

**Assessment:**

Student Learning Outcomes will be assessed through a pre and post testing for each semester.



# CIS 180 CREATING WEBPAGES I

Fall 2016

**Credits:** 3

## Course Description

Learn to write HTML5/CSS for creating Web Pages.

## Course Objectives

Write HTML code for creating WebPages

Use present knowledge as well as research to solve problems

Understand the basic format of WebPages and websites

Critique WebPages for content and appearance

Apply concepts learned to independent challenge problems;

**Instructor:** Ms. Diane R Keller  
**Office:** Thatcher 211  
**Office Hours:** MWF 2:00-3:00, T TH 2:15-3:00  
**Phone:** 701-228-5453  
**Email:** diane.keller@dakotacollege.edu



## Lecture/Lab Schedule

MWF 11:00am-11:50am / Thatcher Hall 214/IVN

## Textbook(s)

Basics of Web Design, Third Edition: Terry Felke-Morris

Addison-Wesley, ISBN: 978-0-13-397074-6

USB flash drive

## Course Requirements

Instructional procedures include lecture, demonstrations, assignments, objective exams, and final project.

**Prerequisite courses:** Basic computer and Internet knowledge

## Grading Methods

Daily Work (randomly)

Objective Exams

October & November Projects

Final Project

## Grading Scale

A = 90%

B = 80%




C = 70%

D = 60%

F = Below 60%

Grades will be calculated by dividing total points earned by total points available from assigned work.

## Tentative Course Outline:

-  Internet and Web
-  HTML
-  Web Design

- 📖 Cascading Style Sheets
- 📖 Graphics and Text Styling
- 📖 More CSS Basics
- 📖 Page Layout
- 📖 Links Layout and Mobile
- 📖 Tables
- 📖 Forms
- 📖 Media and Interactivity
- 📖 Web Publishing



## Relationship to Campus Theme

The course focuses on knowledge and application of technology

## Classroom Policies

- 📖 Students are required to complete all class activities.
- 📖 Attendance is required. Quizzes and tests cannot be made-up. Exceptions may apply when students are excused because of a school function or if an emergency arises. Arrangements must be made with the instructor prior to class time. Excused absences will be handled on an individual basis.
- 📖 Student must be in attendance on the day scheduled for the final exam. Failing to be present will result in an F on the final project.
- 📖 Assignments are due at the designated time, even if you will be or were absent. Late assignments will not be accepted.
- 📖 Bring your textbooks, electronic storage device, and writing tools each day to class
- 📖 Bring a positive, cooperative attitude to class each day.
- 📖 DO NOT BE LATE TO CLASS.....Tardiness will not be tolerated. It is disruptive to your peers and the discussions. If you attempt to enter the classroom after the door has been closed, you will be instructed to leave the room.
- 📖 The instructor reserves the right to remove anyone causing disruptions or showing disrespect to others in the class. The first offense will result in expulsion from that class period. A second offense will result in the students' permanent removal from the class and a grade of F for the semester. Disruptions include:
  - Any use of cell phone or any other electronic device (tablets, net books, or laptop computers, I-pads, I-pods etc.) during class
  - Using the computer for gaming, chatting or activities other than the program required for class
    - The instructor reserves the right to interpret and declare what is considered disruptive or disrespectful behavior. Examples may include but are not limited to
    - Disruptive talking
    - Listening to music, sports or any other recording utilizing an electronic device via ear buds
    - Watching videos during class

## Student Email Policy

- 📖 Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

## Academic Integrity

Students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. (Student handbook p.19)

- Students will receive no credit for work that fails to meet standards of academic integrity.
- If a person participates in academic dishonesty more than once, the result will be an F for the course.

**Disabilities and Special Needs:** If you have a disability for which you need accommodation, contact me within the first week of the semester. Learning Center disability support services are available also: phone 701-228-5477 or toll-free 1-888-918-5623.

## Mid-Term and Final Exam Policy

- Student **must** be in attendance on the day scheduled for the mid-term and final exams. Failing to be present will result in an F on the final test or project.
- Refer to the Policy and Procedure document titled “Student Requests for Change in Final Examination Schedule”



# CIS 201 Cascading Style Sheets /fall 2016

**Credits:** 3

**Course Description:** Students will learn how to format Web pages using Cascading Style Sheets (CSS). Concepts covered are the anatomy of a CSS rule, inline, embedded and external style use, contextual selectors, classes, ids, pseudo-classes, font and text properties, style inheritance, the box model, and basic and advanced page layout.

**Prerequisite\CoRequisite Courses:** CIS 180 Creating Web Pages I

## Course Objectives:

- ▶ Utilize proper syntax when writing CSS code
- ▶ Combine CSS and HTML to control the appearance of webpages
- ▶ Use present knowledge as well as research to solve problems
- ▶ Apply concepts learned to independent challenge problems;



**Instructor:** Ms. Diane R Keller

**Office:** Thatcher 211

**Office Hours:** MWF 2:00-3:00, T TH 2:15-3:00

**Phone:** 701-228-5453

**Email:** [diane.keller@dakotacollege.edu](mailto:diane.keller@dakotacollege.edu)

**Lecture/Lab Schedule:** MWF 1:00-1:50/ Thatcher Hall 214/IVN

**Textbook(s):** Stylin' with CSS: A Designer's Guide, 3/E

Charles Wyke-Smith

ISBN-10: 0321858476 · ISBN-13: 9780321858474

USB flash drive

**Course Requirements:** Instructional procedures include lecture, demonstrations, assignments, objective exams, and final project.

## Grading Methods

Daily Work

Objective Exams

Final Project

## Grading Scale

A = 100%-90%

B = 89.9%-80%

C = 79.9%-70%

D = 69.9%-60%

F = 59.9% and below

Grades will be calculated by dividing total points earned by total points available from assigned work.

## Tentative Course Outline:

- ▶ Introduction --the new world of the Web
- ▶ Chapter 1 HTML5
- ▶ Chapter 2 CSS --how it works
- ▶ Chapter 3 Stylin' -- Fonts and Text
- ▶ Chapter 4 Positioning Elements
- ▶ Chapter 5 Page Layout
- ▶ Chapter 6 UI components
- ▶ Chapter 7 Enhanced designs with CSS3
- ▶ Chapter 8 Responsive Design

**General Education Goals:** None

## Relationship to Campus Theme:

Technology: The course focuses on knowledge and application of technology

## Classroom Policies:

- 🔊 Students are required to complete all class activities.
- 🔊 Attendance is required. Quizzes and tests cannot be made-up. Exceptions may apply when students are excused because of a school function or if an emergency arises. Arrangements must be made with the instructor prior to class time. Excused absences will be handled on an individual basis.
- 🔊 Student must be in attendance on the day scheduled for the final exam. Failing to be present will result in an F on the final project.
- 🔊 Assignments are due at the designated time, even if you will be or were absent. Late assignments will not be accepted.
- 🔊 Bring your textbooks, electronic storage device, and writing tools each day to class
- 🔊 Bring a positive, cooperative attitude to class each day.
- 🔊 DO NOT BE LATE TO CLASS.....Tardiness will not be tolerated. It is disruptive to your peers and the discussions. If you attempt to enter the classroom after the door has been closed, you will be instructed to leave the room.
- 🔊 The instructor reserves the right to remove anyone causing disruptions or showing disrespect to others in the class. The first offense will result in expulsion from that class period. A second offense will result in the students' permanent removal from the class and a grade of F for the semester. Disruptions include:
  - Any use of cell phone or any other electronic device (tablets, net books, or laptop computers, I-pads, I-pods etc.) during class
  - Using the computer for gaming, chatting or activities other than the program required for class
    - The instructor reserves the right to interpret and declare what is considered disruptive or disrespectful behavior. Examples may include but are not limited to
    - Disruptive talking
    - Listening to music, sports or any other recording utilizing an electronic device via ear buds
    - Watching videos during class

## Student Email Policy:

- 🔊 Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

## Academic Integrity

Students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. (Student handbook p.19)

- 🔊 Students will receive no credit for work that fails to meet standards of academic integrity.
- 🔊 If a person participates in academic dishonesty more than once, the result will be an F for the course.

**Disabilities and Special Needs:** If you have a disability for which you need accommodation, contact me within the first week of the semester. Learning Center disability support services are available also: phone 701-228-5477 or toll-free 1-888-918-5623.

## Mid-Term and Final Exam Policy

- 🔊 Student **must** be in attendance on the day scheduled for the mid-term and final exams. Failing to be present will result in an F on the final test or project.
- 🔊 Refer to the Policy and Procedure document titled "Student Requests for Change in Final Examination Schedule"







# CIS 211 Website Plan & Design

**Credits:** 3

**Course Description:** This course provides the learner with an in-depth study of the planning and design methods that are utilized in webpage creation.

**Prerequisite Requisite Course:** CIS 180 Creating Web Pages I

## Course Objectives:

-  To understand the foundation criteria for web design.
-  To gather, analyze, and select information for webpage creation.
-  To apply graphic design concepts to develop organized, attractive websites.
-  To demonstrate the ability to interpret and synthesize information resulting in problem solutions
-  To understand the roles of people relating to web pages
-  Develop a plan, manual and documentation to use as a “blueprint” for creating websites.

**Instructor:** Ms. Diane R Keller

**Office:** Thatcher 211

**Office Hours:** MWF 2:00 pm-3:00 pm, T, TH 2:00 pm-3:00 pm

**Phone:** 701-228-5453

**Email:** diane.keller@dakotacollege.edu

**Lecture/Lab Schedule:** T, TH 1:00-2:15 Thatcher Hall 214/IVN

**Textbook(s):** *WebDesign the Express Line to Learning*, by S. Jenkins, ISBN: 978-0-470-09628-4  
USB Drive

**Course Requirements:** Instruction procedures include lecture, class discussion and research assignments, quizzes and tests.

## Grading Methods

Grades will be determined from points accumulated.

Objective Tests

Quizzes

Research Assignments

Final project

## Grading Scale

A = 90%

B = 80%

C = 70%

D = 60%

F=59% ↓

Grades will be calculated by dividing total points earned by total points available from assigned work.

## Tentative Course Outline:

- 🌊 Determining the site' s purpose
- 🌊 Gathering information
- 🌊 Developing a purpose statement
- 🌊 Constructing an image for the site
- 🌊 Determining site content requirements
- 🌊 Defining Your Audience
- 🌊 Understanding market research
- 🌊 Describing the ideal site visitor
- 🌊 Pulling Together the Content
- 🌊 Wireframes
- 🌊 Gathering all the written content
- 🌊 Obtaining Images
- 🌊 Site content and site map
- 🌊 Registering a Domain and Getting a Hosting Plan
  - Domain name generator
  - Hosting plans
  - Custom placeholder pages
- 🌊 Defining the Site' s Look and Feel
  - Target audience data
  - Basic layout and design decisions
  - Navigation scheme
- 🌊 Design' s look and feel
  - Mocking up the Design
  - Value of a Mockup
  - Creating the Mockup
- 🌊 Designing additional web site graphics
  - Optimizing Graphics Discussion Groups and UseNet newsgroups
- 🌊 Search Engine Optimization Techniques
- 🌊 Accessibility Standards
- 🌊 Taking the Site to the Web



## Relationship to Campus Theme:

- 🌊 The course focuses on knowledge and application of technology

## Classroom Policies

- 🌊 Students are required to complete all class activities.
- 🌊 Attendance is required. Quizzes and tests cannot be made-up. Exceptions may apply when students are excused because of a school function or if an emergency arises. Arrangements must be made with the instructor prior to class time. Excused absences will be handled on an individual basis.
- 🌊 Student must be in attendance on the day scheduled for the final exam. Failing to be present will result in an F on the final project.

- 📖 Assignments are due at the designated time, even if you will be or were absent. Late assignments will not be accepted.
- 📖 Bring your textbooks, electronic storage device, and writing tools each day to class
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- 📖 DO NOT BE LATE TO CLASS.....Tardiness will not be tolerated. It is disruptive to your peers and the discussions. If you attempt to enter the classroom after the door has been closed, you will be instructed to leave the room.
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  - Any use of cell phone or any other electronic device (tablets, net books, or laptop computers, I-pads, I-pods etc.) during class
  - Using the computer for gaming, chatting or activities other than the program required for class
    - The instructor reserves the right to interpret and declare what is considered disruptive or disrespectful behavior. Examples may include but are not limited to
    - Disruptive talking
    - Listening to music, sports or any other recording utilizing an electronic device via ear buds
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- 📖 Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

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**Disabilities and Special Needs:** If you have a disability for which you need accommodation, contact me within the first week of the semester. Learning Center disability support services are available also: phone 701-228-5477 or toll-free 1-888-918-5623.

### Mid-Term and Final Exam Policy

- 📖 Student **must** be in attendance on the day scheduled for the mid-term and final exams. Failing to be present will result in an F on the final test or project.
- 📖 Refer to the Policy and Procedure document titled "Student Requests for Change in Final Examination Schedule"



**Turtle Mountain Community College**

***CIS 215 I: Microsoft Windows Server***

**Instructor:** Marlin Allery

**Credit Hours:** 3 Credits

**Prerequisite:** CSCI 101

**Office Location:** 111F Career and Technical Education

**Office Phone:** (701) 477-7992

**Office Hours:** 8:00-9:00 & 3:00-4:30

**Syllabus Revised:** August 15<sup>th</sup> 2016

**Days & Times:** Wednesday & Friday 2-3:50pm (IVN Room 201)

*According to the Fry Readability Scale, this textbook is at the 13 grade level.*

**Catalog Description:**

This course introduces the student to the Microsoft Windows Server 2008 & 2012 Environment and the networking technologies it supports. The student will become familiar with networking and operating system concepts and the common tasks required to administer and support the Microsoft Windows Server 2008 and 2012 operating system in a network environment.

**Rationale:**

Windows Server is designed for those who want to pursue a career in the field of network administration. It is intended for those who are new to server administration and to get those with more experience up to speed with the new changes to Windows Server. Along with choosing the correct server edition there will be instruction on how to install, configure, customize, manage, and troubleshoot the server.

**Course Goals:**

The intention of this course is to make server administrators out of the students or give them a broad knowledge of the Microsoft Windows Server operating system. The student should be able to recognize which systems work well with others and use a method of deduction for troubleshooting problems that occur. We are looking for students who will take the next step and use their newly gained knowledge and skills and apply them in real world settings.

**Materials of Instruction:**

**Labsim** - Installing and Configuring Windows Server 2012 (70-410)

*\*There will be a Mid-term and a Final\**

**Requirements:**

Grading is on an absolute scale, no curves. Your grade will be based on the following grading scale:

<b>A =</b>	<b>90-100 %</b>		<b>B =</b>	<b>89-80 %</b>		<b>C =</b>	<b>79-70 %</b>
<b>D =</b>	<b>69-60 %</b>		<b>F =</b>	<b>59-0%</b>			

In order to receive the grade indicated in the table above you as the student will be tested on knowledge and demonstration of skills. The final grade will be determined by points including tests, chapter questions and hands-on case projects. They will all be weighted strictly on the points earned for all things that are assigned.

**Method of Instruction:**

1. **Lectures**: All notes will come from the text and there will be power point presentations to assist the student with pertinent material.

2. Assignments: Will be in the form of chapter questions and instructor selected case projects.
3. Quizzes: More times than not quizzes will be given at times when attendance is poor. There will be no making up quizzes.
4. Tests: Will be given at the end of each chapter with the questions coming directly from the notes and power point presentations. There may be a practical hands-on test at some point in the semester.
5. Internet: I will post all presentations (after lecture), assignments, tests and exams on Jenzabar.
6. Procedures: Please contact me either through my email stated at the beginning of the syllabus or call and leave a message by voicemail.
7. Late Assignments: Only in an extreme situation will they be accepted otherwise they are not allowed.

#	Objective	Module.Section
1.0	Configure Windows Servers <ul style="list-style-type: none"> <li>▪ Navigate Server Interfaces               <ul style="list-style-type: none"> <li>○ Navigate the Windows Server 2008 R2 User Interface</li> <li>○ Navigate the Windows Server 2012 User Interface</li> </ul> </li> <li>▪ Configure Server Services               <ul style="list-style-type: none"> <li>○ Configure Server Services</li> <li>○ Configure NIC Teaming</li> </ul> </li> <li>▪ Configure Server Storage               <ul style="list-style-type: none"> <li>○ Configure Server Volumes</li> <li>○ Configure Fault Tolerant Volumes</li> <li>○ Create a Mount Point</li> <li>○ Create and Mount Virtual Hard Disks (VHDs)</li> <li>○ Create a Storage Pool</li> </ul> </li> </ul>	1.2 1.3 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8
2.0	Hyper-V <ul style="list-style-type: none"> <li>▪ Manage Virtual Machines with Hyper-V Manager               <ul style="list-style-type: none"> <li>○ Create and Manage Virtual Machines</li> <li>○ Create Virtual Hard Disks (VHDs)</li> <li>○ Create a Differencing Drives (Parent-Child)</li> <li>○ Configure Virtual Networks and Settings</li> </ul> </li> </ul>	3.1 3.2 3.3

<p>3.0</p>	<p>Active Directory</p> <ul style="list-style-type: none"> <li>▪ Manage Active Directory <ul style="list-style-type: none"> <li>○ Configure Global Catalog Servers</li> <li>○ Create Organizational Units (OUs)</li> <li>○ Delegate Administrative Control</li> </ul> </li> <li>▪ Create and Manage User and Computer Accounts <ul style="list-style-type: none"> <li>○ Create User Accounts</li> <li>○ Manage User Accounts</li> <li>○ Configure User Account Restrictions</li> <li>○ Create Computer Accounts</li> </ul> </li> <li>▪ Create and Manage Groups <ul style="list-style-type: none"> <li>○ Create and Manage Global Groups</li> <li>○ Create and Manage Distribution Group</li> <li>○ Change the Group Scope</li> <li>○ Implement Recommended Group Strategy</li> </ul> </li> </ul>	<p>4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9</p>
<p>4.0</p>	<p>DNS</p> <ul style="list-style-type: none"> <li>▪ Manage DNS Configuration <ul style="list-style-type: none"> <li>○ Configure Search Suffixes</li> <li>○ Configure Forwarders</li> <li>○ Configure Root Hints</li> </ul> </li> <li>▪ Create DNS Zones <ul style="list-style-type: none"> <li>○ Create a Root Zone</li> <li>○ Create an Active Directory-integrated Zone</li> <li>○ Convert a Zone to Active Directory-integrated</li> </ul> </li> <li>▪ Create DNS Records <ul style="list-style-type: none"> <li>○ Create a Zone and Add Records</li> <li>○ Create A and CNAME Records</li> <li>○ Troubleshoot Name Resolution 1</li> </ul> </li> </ul>	<p>5.1 5.2 5.3 5.4 5.5 5.6</p>
<p>5.0</p>	<p>File and Print Services</p> <ul style="list-style-type: none"> <li>▪ Manage NTFS Permissions <ul style="list-style-type: none"> <li>○ Configure NTFS Permissions</li> <li>○ Configure Inherited Permissions</li> </ul> </li> <li>▪ Share Folders and Configure Share Permissions <ul style="list-style-type: none"> <li>○ Share Folders</li> <li>○ Manage Shared Folders</li> <li>○ Manage Share Caching</li> <li>○ Configure Share Permissions</li> </ul> </li> <li>▪ Manage Combined NTFS and Share Permissions</li> <li>▪ Configure Volume Shadow Copy Service (VSS) <ul style="list-style-type: none"> <li>○ Enable and Configure Shadow Copies</li> <li>○ Restore Previous Versions of Files and Folders</li> </ul> </li> <li>▪ Configure Quotas <ul style="list-style-type: none"> <li>○ Manage Quota Restrictions</li> <li>○ Create Quota Entries</li> <li>○ Configure Quota Limits</li> </ul> </li> </ul>	<p>6.1 6.2 6.3 6.4 6.5 7.1 7.2</p>

	<ul style="list-style-type: none"> <li>▪ Manage Printing <ul style="list-style-type: none"> <li>○ Create, Share and Manage a Printer</li> <li>○ Configure Printer Pooling</li> <li>○ Restrict Printer Access</li> <li>○ Deploy Printers with Group Policy</li> </ul> </li> </ul>	
6.0	<p>Group Policy</p> <ul style="list-style-type: none"> <li>▪ Manage Group Policy Objects (GPOs) <ul style="list-style-type: none"> <li>○ Create and Link a GPO</li> <li>○ Create a Starter GPO</li> <li>○ Modify GPO Links</li> </ul> </li> <li>▪ Manage Security Policies <ul style="list-style-type: none"> <li>○ Configure Security Options</li> <li>○ Configure Account Password Policies</li> <li>○ Enforce User Account Control</li> <li>○ Configure Audit Policies</li> <li>○ Configure User Rights</li> <li>○ Configure Restricted Groups</li> </ul> </li> <li>▪ Configure Application Restriction Policies</li> </ul>	8.1 8.2 8.3 8.4 8.5 8.6 8.7 8.9 8.10
7.0	<p>Networking</p> <ul style="list-style-type: none"> <li>▪ Configure Basic Network Settings <ul style="list-style-type: none"> <li>○ Configure IPv4 Settings</li> <li>○ Configure IPv6 Settings</li> </ul> </li> <li>▪ Configure Network Settings for Multiple Subnets <ul style="list-style-type: none"> <li>○ Use Subnetting to split address ranges</li> <li>○ Use Supernetting to combine address ranges</li> <li>○ Configure Networking for Multiple Subnets</li> </ul> </li> </ul>	9.1 9.2 9.3
8.0	<p>DHCP</p> <ul style="list-style-type: none"> <li>▪ Installation and Authorization <ul style="list-style-type: none"> <li>○ Install the DHCP Role</li> <li>○ Authorize DHCP Servers</li> </ul> </li> <li>▪ Manage DHCP Scopes, Exclusions, and Reservations <ul style="list-style-type: none"> <li>○ Create and Configure Scopes</li> <li>○ Create Exclusion Ranges</li> <li>○ Create Client Reservations</li> </ul> </li> <li>▪ Configure DHCP Options <ul style="list-style-type: none"> <li>○ Configure Server Options</li> <li>○ Configure Scope Options</li> </ul> </li> <li>▪ Implement DHCP Centralization <ul style="list-style-type: none"> <li>○ Configure a DHCP Relay Agent</li> <li>○ Add a DHCP Server on Another Subnet</li> <li>○ Configure Automatic and Alternate Addressing</li> </ul> </li> </ul>	10.1 10.2 10.3 10.4

**Disability Statement:**

If you have emergency medical information to share with me, if you need special arrangements in case the building must be evacuated, or if you need accommodations in this course because of a disability, please make an appointment with me. My office location and hours are posted at the top of the syllabus. If you plan to request disability accommodations, you are expected to register with Annette Charette, Student Support Counselor at 477-7842 Extension 1155.

**Attendance and Participation:**

It is highly recommended to attend and participate in class. I have a policy that if you miss more than ten times it is an automatic failure of the course. If you have an emergency and cannot make it to class DO NOT wait until the next day or next class to let me know what happened. DO NOT tell someone else; notify me described in the Methods of Instruction section.

**Class Procedures:**

All assignments will be submitted via email or uploaded into a drop box in Jenzabar. Late assignments will result in partial or NO credit. If instructor is out of the class or if you have an emergency, use contact info attached to the syllabus and email or leave message on telephone.

**Statement on Cultural Content or Methods in Course:**

The mission of the Turtle Mountain Community College is to create an environment in which the cultural and social heritage of the Turtle Mountain Band of Chippewa can be brought to bear throughout the curriculum. We will try to invite a guest speaker into our classroom to go over the history of our ancestors and how they managed people without the use of technological devices like computers. We will have a guest speaker that will be presenting in the class for a graded assignment.

**Statement of Academic Honesty:**

Students are expected to maintain scholastic honesty. Scholastic dishonesty includes but is not limited to cheating on a test, plagiarism, and collusion. When an infraction occurs, instructors have the authority to act personally. Instructors will report action to the Dean of Academic Programs. A student has the right to appeal the instructor's action in accordance with the student appeal policy.

**Assessment:**

Student Learning Outcomes will be assessed through a pre and post testing for each semester.

## CIS 232 Graphics Design Fall Semester 2016

**Credits:** 3

**Course Description:** Students will learn how to edit photos and how to design composite images using Adobe Photoshop

### Course Objectives:

- To manipulate graphical images for web use;
- Demonstrate a working knowledge of software programs used to edit images;
- Demonstrate the ability to use technology (cameras, scanners, etc. );
- Practice concepts of good image design;
- Interpret and synthesize information resulting in problem solutions;
- Apply concepts learned to independent challenge problems;

**Instructor:** Ms. Diane R Keller  
**Office:** Thatcher 211  
**Office Hours:** MWF 2:00-3:00, T TH 2:15-3:00  
**Phone:** 701-228-5453  
**Email:** [diane.keller@dakotacollege.edu](mailto:diane.keller@dakotacollege.edu)



**Lecture/Lab Schedule:** MWF 10:00 am-10:50 am / Thatcher Hall 214

**Textbook(s):** *Adobe Photoshop Creative Cloud Revealed*; Author: Reding; ISBN: 978-1-305-26053-5  
USB drive

**Course Requirements:** Instructional procedures include lecture, demonstrations, daily assignments, objective exams, and final project.

**Prerequisite Courses:** CSCI 101- Introduction to Computers or instructor approval

Grading Methods	Grading Scale
Daily Work (randomly)	A = 90%
Objective Exams	B = 80%
Quizzes	C = 70%
Final Project	D = 60%
	F = Below 60%

Grades will be calculated by dividing total points earned by total points available from assigned work.

**Tentative Course Outline:**

- Getting Started with Adobe Photoshop CC
- Photoshop Tools and Panels
- Working with Layers
- Making Selections
- Incorporating Color Techniques
- Working with Type in an Image
- Using Painting Tools
- Working with Special Layer Functions
- Creating Special Effects with Filters
- Enhancing Specific Selections
- Adjusting Colors
- Using Clipping Masks, Paths, and Shapes
- Transforming Type
- Liquefying an Image
- Performing Image Surgery
- Annotating and Automating an Image
- Creating Images for the Web
- Creating Paintings
- Image Restoration
- Photo Composite
- Photo Collage



### Relationship to Campus Theme:

The course focuses on knowledge and application of technology

### Classroom Policies

- Students are required to complete all class activities.
- Attendance is required. Quizzes and tests cannot be made-up. Exceptions may apply when students are excused because of a school function or if an emergency arises. Arrangements must be made with the instructor prior to class time. Excused absences will be handled on an individual basis.
- Student must be in attendance on the day scheduled for the final exam. Failing to be present will result in an F on the final project.
- Assignments are due at the designated time, even if you will be or were absent. Late assignments will not be accepted.
- Bring your textbooks, electronic storage device, and writing tools each day to class
- Bring a positive, cooperative attitude to class each day.
- DO NOT BE LATE TO CLASS.....Tardiness will not be tolerated. It is disruptive to your peers and the discussions. If you attempt to enter the classroom after the door has been closed, you will be instructed to leave the room.



- The instructor reserves the right to remove anyone causing disruptions or showing disrespect to others in the class. The first offense will result in expulsion from that class period. A second offense will result in the students' permanent removal from the class and a grade of F for the semester.

Disruptions include:

- » Any use of cell phone or any other electronic device (tablets, net books, or laptop computers, I-pads, I-pods etc.) during class
- » Using the computer for gaming, chatting or activities other than the program required for class
  - ~ The instructor reserves the right to interpret and declare what is considered disruptive or disrespectful behavior. Examples may include but are not limited to
  - ~ Disruptive talking
  - ~ Listening to music, sports or any other recording utilizing an electronic device via ear buds
  - ~ Watching videos during class

### Student Email Policy

- Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

### Academic Integrity

Students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. (Student handbook p.19)

- Students will receive no credit for work that fails to meet standards of academic integrity.
- If a person participates in academic dishonesty more than once, the result will be an F for the course.

**Disabilities and Special Needs:** If you have a disability for which you need accommodation, contact me within the first week of the semester. Learning Center disability support services are available also: phone 701-228-5477 or toll-free 1-888-918-5623.

### Mid-Term and Final Exam Policy

- Student **must** be in attendance on the day scheduled for the mid-term and final exams. Failing to be present will result in an F on the final test or project.
- Refer to the Policy and Procedure document titled "Student Requests for Change in Final Examination Schedule"

# Dakota College at Bottineau Syllabus

**Course Prefix/Number Title:**

Fundamentals of Public Speaking: Communications 110  
3 Credits

**Course Description:**

An introductory public speaking course to help students become more proficient in oral communication skills in various situations.

**Pre-Co/requisites:**

None

**Course Objectives:**

To help students:

- Develop and sharpen listening skills.
- Gain confidence in a variety of speaking situations.
- Prepare and deliver effective speeches.
- Communicate effectively in small group situations.

**Instructor:**

Mr. Michael Porter  
Office: Thatcher Addition: Room 2209  
Telephone: 228-5445  
E-mail:mike.porter@dakotacollege.edu

**Office Hours:**

Tuesday, Thursday: 9:00 to 11:00  
Monday and Friday: 2:00 to 3:00

**Lecture/Lab Schedule:**

Tuesday-Thursday: 2:00-3:15

**Textbooks:**

Gregory, Hamilton. *Public Speaking for College and Career*. 9<sup>th</sup> ed. Boston: McGraw-Hill, 2010.

**Course Requirements:**

Course requirements consist of speeches, peer evaluations, group activities, and tests.

Speeches include the following:

Introductory  
Entertaining  
Interpretive Reading  
Demonstration  
Panel Discussion

Speech to inform  
Speech to persuade  
Impromptu  
Special speeches

**General Education Goals/Objectives:**

**Goal 4: Demonstrates effective communication**

**Objective 5: Demonstrates effective oral communication skills**

**Relationship to Campus Theme:**

Introduction to Public Speaking emphasizes one of the most important aspects of human nature: communication. Speech will utilize group support, individual creativity, and technical skills in research and presentation to help a student to move beyond his/her present ability to communicate.

**Classroom Policies: Grading**

Long speeches are required for credit and count one-third of the final grade.  
Short speeches, quizzes, peer evaluations, self-critiques: one-third of the final grade.  
Tests: one-third of the final grade  
Overall grade of 60% is passing.

**Academic Integrity:**

All assignments, tests and quizzes will meet the standards of accepted Academic Integrity.

**Disabilities and Special Needs:**

Students with disabilities or special needs must inform the instructor of those needs as soon as possible.

**Student Email Policy**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

**Syllabus: Fundamentals of Public Speaking**  
**Fall 2016 Tuesday-Thursday**

August 23:

Introduce Class

Introduction to Public Speaking: Chapter 1 pp.2-21

August 25:

Overcoming Nervousness: Chapter 2 pp. 22-39

Assign: Speech to Introduce self

Begin: Listening: Chapter 3 pp.40-56

August 30:

Finish: Listening: Chapter 3 pp.40-56

Begin: Speech to Introduce Self

September 1:

Speech to Introduce Self

September 6:

Debrief the speech to introduce self

Delivering the Speech: Chapter 14 pp.272-295

Introducing a speaker: pp. 377-378

Assign Speech to Entertain

September 8:

Analyzing Audiences: Chapter 4 pp. 58-79

Chapter 5: Selecting Topic, Purpose and Central idea pp.80-97

September 13:

Speech to entertain, or make a point

September 15:

Speech to entertain, or make a point

September 20:

Process or Demonstration Speech pp.326-330

Visual aids: Chapter 9 pp. 164-195

September 22:

Test

September 27:

Demonstration Speech

September 29:

Demonstration Speech

October 4:

Demonstration Speech

October 6:

Speaking to Inform: Chapter 15 pp.296-318

Begin: Gathering and using information: Chapters 6 and 7 pp. 98-142

October 11:

Finish Gathering and using information: Chapters 6 and 7 pp. 98-142

Group Dynamics Chapter 19 pp. 386-401

October 13:

Supporting Your Ideas: Chapter 8 pp.144-163

October 18:

Research

October 20:

Panel Discussion

October 25:

Panel Discussion

October 27:

Finish panel discussions

Body, Introductions, Conclusions: Chapter 10 and 11 pp. 196-233

Outlines; Chapter 12 pp.234-253

November 1:

Wording the Speech: Chapter 13 pp.254-270

November 3:

Speech to inform

November 8:

Speech to inform

November 10:

Speech to inform

November 15:

Persuasive speeches and strategies: Chapter 16 and 17 pp. 320-369

November 17:

Special Speeches: Chapter 18 pp. 370-384  
Impromptu speeches

November 24:

Test

November 29:

Speech to Persuade

December 1:

Speech to Persuade

December 6:

Speech to Persuade

December 8:

Speech to Persuade

# Dakota College at Bottineau Syllabus

**Course Prefix/Number Title:**

Fundamentals of Public Speaking: Communications 110  
3 Credits

**Course Description:**

An introductory public speaking course to help students become more proficient in oral communication skills in various situations.

**Pre-Co/requisites:**

None

**Course Objectives:**

To help students:

- Develop and sharpen listening skills.
- Gain confidence in a variety of speaking situations.
- Prepare and deliver effective speeches.
- Communicate effectively in small group situations.

**Instructor:**

Mr. Michael Porter  
Office: Thatcher Addition: Room 2209  
Telephone: 228-5445  
E-mail:mike.porter@dakotacollege.edu

**Office Hours:**

Tuesday, Thursday: 9:00 to 11:00  
Monday and Friday: 2:00 to 3:00

**Lecture/Lab Schedule:**

Monday-Wednesday-Friday: 8:30-9:20  
Monday-Wednesday-Friday: 12:16-1:01

**Textbooks:**

Gregory, Hamilton. *Public Speaking for College and Career*. 9<sup>th</sup> ed. Boston: McGraw-Hill, 2010.

**Course Requirements:**

Course requirements consist of speeches, peer evaluations, group activities, and tests.

Speeches include the following:

Introductory  
Entertaining  
Interpretive Reading  
Demonstration

Panel Discussion  
Speech to inform  
Speech to persuade  
Impromptu  
Special speeches

**General Education Goals/Objectives:**

**Goal 4: Demonstrates effective communication**

**Objective 5: Demonstrates effective oral communication skills**

**Relationship to Campus Theme:**

Introduction to Public Speaking emphasizes one of the most important aspects of human nature: communication. Speech will utilize group support, individual creativity, and technical skills in research and presentation to help a student to move beyond his/her present ability to communicate.

**Classroom Policies: Grading**

Long speeches are required for credit and count one-third of the final grade.  
Short speeches, quizzes, peer evaluations, self-critiques: one-third of the final grade.  
Tests: one-third of the final grade  
Overall grade of 60% is passing.

**Academic Integrity:**

All assignments, tests and quizzes will meet the standards of accepted Academic Integrity.

**Disabilities and Special Needs:**

Students with disabilities or special needs must inform the instructor of those needs as soon as possible.

**Student Email Policy**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.



**Syllabus: Fundamentals of Public Speaking**  
**Monday-Wednesday-Friday**  
**Fall 2016**

August 24:

Introduce Class

Introduction to Public Speaking: Chapter 1 pp.2-21

August 26:

Overcoming Nervousness: Chapter 2 pp. 22-39

August 29:

Listening: Chapter 3 pp.40-56

August 31:

Speech to Introduce Self

September 2:

Finish: Speech to Introduce Self

Debrief the speech to introduce self

Introduce: Interpretive reading

September 7:

Delivering the Speech: Chapter 14 pp.272-295

Introducing the Speaker: pp. 377-378

September 9:

Interpretive reading

September 12:

Interpretive reading

September 14:

Interpretive reading

Begin: Analyzing Audiences: Chapter 4 pp. 58-79

September 16:

Finish: Analyzing Audiences: Chapter 4 pp. 58-79

Begin: Chapter 5: Selecting Topic, Purpose and Central idea pp.80-97

September 19:

Finish: Chapter 5: Selecting Topic, Purpose and Central idea pp.80-97

September 21:

Speech to entertain

September 23:

Speech to entertain

September 26:

Process or Demonstration Speech pp.326-330

Visual aids: Chapter 9 pp. 164-195

September 28:

Finish: Visual aids: Chapter 9 pp. 164-195

September 30:

Test

October 3:

Demonstration Speech

October 5:

Assessment Day

October 7:

Demonstration Speech

October 10:

Demonstration speeches

October 12:

Speaking to Inform: Chapter 15 pp.296-318

October 14:

Gathering and using information: Chapters 6 and 7 pp. 98-142

October 17:

Finish: Gathering and using information: Chapters 6 and 7 pp. 98-142

October 19:

Group Dynamics: Chapter 19 pp. 386-401

October 21:

Research

October 24:

Panel Discussions

October 26:

Panel Discussions

October 28:

Begin: Supporting Your Ideas: Chapter 8 pp.144-163

October 31:

Finish: Supporting Your Ideas: Chapter 8 pp. 144-163

November 2:

Body, Introductions, Conclusions: Chapter 10 and 11 pp. 196-233

November 4:

Finish Body, Introductions, Conclusions: Chapter 10 and 11 pp. 196-233

Outlines: Chapter 12 pp.234-253

November 7:

Wording the Speech: Chapter 13 pp.254-270

November 9:

Speech to inform

November 14:

Speech to inform

November 16:

Analyze the "I Have a Dream" Speech

November 18:

Speech to inform

November 21:

Finish: Speech to inform

November 23:

Begin: Persuasive speeches and strategies: Chapter 16 and 17 pp. 320-369

November 28:

Finish: Persuasive speeches and strategies: Chapter 16 and 17 pp. 320-369

November 39:

Special Speeches: Chapter 18 pp. 370-384

Impromptu speeches

December 2:

Test

December 5:

Speech to Persuade

December 7:  
Speech to Persuade

December 9:  
Speech to Persuade

**COMM 110 Fundamentals of Public Speaking**  
**Policies, Procedures, and Calendar of Assignments**

**Office: Thatcher 2207**

**Office Phone: 228 5602**

**Office Hours: 10-11 MWF and also by appointment**

**gary.albrightson@dakotacollege.edu**

**Course Description**

The theory and practice of public speaking with emphasis on content, organization, language, delivery, and critical evaluation of messages.

**Prerequisite**

There is no prerequisite for this course.

**Required Text**

Hamilton, Gregory. *Public Speaking for College and Career, 9th ed.* Boston: McGraw-Hill, 2008

**COMM 110 Learning Objectives**

Develop and enhance listening skills.

Learn nonverbal communication skills and display ability to use these appropriately.

Develop techniques for creating and presenting speeches of different kinds

Learn techniques for effective communications in small group situations.

**Late Policy**

In all communication situations-- professional, workplace, and academic--writers and speakers must meet deadlines. In this class, late work is not accepted. Any student who knows in advance he or she will not be able to speak on the day appointed or take a test on the day appointed should send the instructor an email informing him of the class to be missed. Once that is completed, the student and the instructor can work together on arrangements to hand in the work. However, since the weather, illness, or personal business can make advance notice impossible some days, each student has "sick leave" of three class periods that can be used to be absent from class with no effect on the ten percent of the final grade earned through participating in class.

Some extra credit is offered occasionally during the semester so students who have missed class can make up some points missed. Late work earns half credit.

### **Components of final grade**

- Speech of introduction with props
- Fact check speech
- Speech informing listeners of pros and cons
- Speech explaining a concept
- Speech motivating action
- Speech influencing thinking
- Listening activities
- Chapter quizzes
- Midterm and final examinations

### **Statement on Non-Discrimination**

Alternative viewpoints are welcome in this classroom. There will be no discrimination in this class, no discrimination based on race, color, age, religion, national origin, sexual orientation, sex, marital status, disability, status as U.S. military or US veteran, or on any other basis not listed above.

### **Accommodation Statement**

Any student with special needs, or who needs special accommodations, should discuss those issues with the instructor at the beginning of the semester or as soon as each student becomes aware of his or her needs.

**Composition 110**  
**Dakota College at Bottineau Course Syllabus**

**Course Prefix/Number/Title:**

College Composition I: English 110  
3 Credits

**Course Description:**

Composition 110 is a writing course that allows students write about a variety of topics while considering and evaluating the writing of others.

**Pre-requisite:**

Placement score or ASC 87 with a C grade or higher.

**Course Objectives:**

To identify and evaluate the thesis and supporting details in others' writing.  
To use writing and revising strategies to produce short essays.  
To cite sources accurately according to MLA guidelines.  
To edit all final drafts, eliminating all grammatical and typing errors.  
To identify important concepts in reading and discuss them.  
To examine nature, technology, and beyond as they relate to *Deeply Rooted: Unconventional Farmers in The Age of Agribusiness* and *The Things They Carried*.

**Instructor:**

Mr. Michael Porter  
Office: Thatcher Addition: Room 2209  
Telephone: 228-5445  
E-mail: mike.porter@dakotacollege.edu

**Office Hours:**

Tuesday, Thursday: 9:00 to 11:00  
Monday and Friday: 2:00 to 3:00

**Lecture/Lab Schedule:**

Monday, Wednesday, Friday 10:00-10:50  
Monday, Wednesday, Friday 11:00-11:50

**Textbooks:**

Axelrod, Rise B. and Cooper Charles R. *The St Martin's Guide to Writing*. 9<sup>th</sup> ed. Boston: Bedford/St. Martin, 2010. Print.  
Hamilton, Lisa M. *Deeply Rooted: Unconventional Farmers in the Age of Agribusiness*. Berkeley: Counterpoint, 2009. Print.  
O'Brien, Tim. *The Things They Carried*. New York: Broadway Books, 1990. Print.

**Course Requirements:**

Course requirements consist of written revised essays, short written works, class discussion, quizzes, peer revision, major tests. Grading will be based on a combination of written work, quizzes, class activities, midterm test and final test. Students must have a grade average of 60% and satisfactorily complete the three formal paper to receive credit for the course.

**General Education Goals/Objectives:**

Goal 4: Demonstrates effective communication

**Relationship to Campus Theme:**

Students will read and discuss *Deeply Rooted: Unconventional Farmers in The Age of Agribusiness* as it relates to nature, technology, and humanity.

**Classroom Policies: Grading**

1/3 revised essays

1/3 quizzes, short written pieces, other activities or assignments

1/3 midterm and final

**Academic Integrity:**

All assignments, tests, and quizzes will meet the standards of accepted Academic Integrity.

**Disabilities and Special Needs:**

Students with disabilities or special needs must inform the instructor of those needs as soon as possible.

**Student Email Policy**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.



## **Tentative Course Outline: Composition 110: Fall 2016**

August 24

Introduce course

*The St. Martin's Guide to Writing*: Chapter 1: Why Writing is Important pp. 1-12

Overview of the writing process; Basic sentence structure

Pretest mechanics

August 26

Chapter 11: Catalogue of Invention Strategies pp. 562-574

Worksheet: Sentence structure works due

Sentence types

August 29

*The St. Martin's Guide to Writing*: Chapter 13: Cueing the Readers pp. 600-614

*The St. Martin's Guide to Writing*: Chapter 19: Arguing pp. 659-668

Worksheet: Sentence types due

*Deeply Rooted*; Introduction 1-5; "Sulfur Springs, Texas"; Chapter 1; pp 9-24

August 31

Persuasive paragraph due

Sentence Boundaries pp. H5-H10 Power points Sentence Fragment; Comma Splices  
*Deeply Rooted*; "Sulfur Springs, Texas"; Chapter 2; pp 25-37; Chapter 3; pp 39-47

September 2

*The St. Martin's Guide to Writing*: Chapter 15: Describing pp. 628-638

Worksheet: Sentence Boundaries due.

Pronouns and Antecedents

*Deeply Rooted*; "Sulfur Springs, Texas"; Chapter 4; pp 49-63; *Deeply Rooted*; "Sulfur Springs, Texas"; Chapter 5; pp 65-75; Chapter 6; pp 77-87

September 7

Descriptive paragraph due

Pronouns and Antecedents worksheet due

*Deeply Rooted*; "Sulfur Springs, Texas"; Chapter 7; pp 89-99; *Deeply Rooted*; "Abiquiu, New Mexico"; Chapter 1; pp 103-114; Chapter 2; pp 115-120

Pronoun case

September 9

*The St. Martin's Guide to Writing*: Chapter 16: Defining pp. 639-646

*Deeply Rooted*; "Abiquiu, New Mexico"; Chapter 3; pp 121-137; Chapter 4; pp 137-150;

Pronoun case worksheet due

September 12

Definition paragraph due

*The St. Martin's Guide to Writing*: pp. H11-H29 Power point Grammatical Sentences:

Pronouns

*Deeply Rooted*; "Abiquiu, New Mexico"; Chapter 5; pp 151-163

September 14

Worksheet Grammatical sentences: Pronouns due

*The St. Martin's Guide to Writing*: Chapter 18: Comparing and Contrasting pp. 653-658

Introduce first paper; Chapter 19: Arguing: Asserting a Thesis pp. 659-662

*Deeply Rooted*; "Abiquiu, New Mexico"; Chapter 6; pp 165-182

September 16

Finish developing thesis statements

*The St. Martin's Guide to Writing* : Outlines : pp. 566-568

Verbs: Tense and mood

*Deeply Rooted*; "Abiquiu, New Mexico"; Chapter 7; pp 183-191; Chapter 8; pp 193-209

September 19

Verbs: Tense and mood worksheet due

Verbs: active and passive voice

*Deeply Rooted*; "LaMoure, North Dakota"; Chapter 1; pp 213-224; Chapter 2; pp 225-

235; *Deeply Rooted*; "LaMoure, North Dakota"; Chapter 3; pp 237-247; Chapter 4; pp

249-259

September 21

Verbs: active and passive voice worksheet due

*The St. Martin's Guide to Writing*: pp. H11-H29 Power point Grammatical Sentences:

Verbs, adjectives and Adverbs

September 23

Worksheet: Grammatical Sentences: Verbs, adjectives and Adverbs due

First draft due

September 26

Writing Conferences

September 28

Writing Conferences

September 30

Final Draft: First Essay

Introduce the second paper and Select Topics

*The St. Martin's Guide to Writing*: Justifying an Evaluation pp.384-387

Readings pp. 389-418; Basic Features: Evaluations pp. 387-389

October 3

*The St. Martin's Guide to Writing*: Guide to Writing pp. 419-426 ; Planning and Drafting pp. 427-431

Prewriting and Introduce Thesis

Commas: introductory elements, items in a series, coordinate adjectives

*Deeply Rooted*; "LaMoure, North Dakota"; Chapter 5; pp 261-281

October 5

Assessment day

October 7

Tentative thesis and outline due

*The St. Martin's Guide to Writing*: Planning and Drafting pp. 431-437; Chapter 26: Essay Examinations pp. 814-831

*Deeply Rooted*; "LaMoure, North Dakota"; Chapter 6; pp 283-296; Chapter 7; pp 297-309

*The St. Martin's Guide to Writing*: Commas: introductory elements, items in a series, coordinate adjectives worksheets due

October 10

Midterm

October 12

Midterm

October 14

*The Things They Carried*: "The Things They Carried," pp. 1-26

*The St. Martin's Guide to Writing*: Chapter 17 Classifying 647-652

Commas: Restrictive and non-restrictive

October 17

*The St. Martin's Guide to Writing*: Punctuation: commas pp. H57-H69; H70-H87

Classification paragraph due

Commas: Restrictive and non-restrictive worksheet due

October 19

Commas worksheet due

*The Things They Carried*: "Love," pp. 27-30; "Spin," pp. 31-38

*The St. Martin's Guide to Writing*: Effective Sentences pp H44-H46 PowerPoint; Sentence Style and Coordination

October 21

*The St. Martin's Guide to Writing*: Critical Reading Guide pp. 436-437; Revising pp. 437-441; Editing and Proofreading pp. 441-442

*The St. Martin's Guide to Writing*: Effective Sentences pp H30-H44 Power points:

Missing Words; Misplaced Modifiers;

Worksheet Coordination Due

October 24  
Worksheet Misplaced Modifiers due  
First Draft: Revise in Class

October 26  
Writing Conferences

October 28  
Writing Conferences

October 31  
*The Things They Carried*: “On the Rainey River,” pp. 39-61

November 2  
*The St. Martin’s Guide to Writing*: Word Choice pp H47-H56 Power point: Concise Writing  
*The Things They Carried*: “Enemies,” pp. 62-64; “Friends,” pp. 65-66.

November 4  
Final Draft  
Introduce Third Paper  
*The Things They Carried*: “How to Tell a True War Story,” pp. 67-85; “The Dentist,” pp.86-88.  
Concise writing Worksheet due

November 7  
*The St. Martin’s Guide to Writing*: Chapter 4: Explain a Concept pp. 126-129; Basic Features pp 129-131; Readings pp. 131-148; Guide to Writing pp. 160-166  
Select topics

November 9  
*The St. Martin’s Guide to Writing*: Guide to Writing pp. 166-172  
*The Things They Carried*: “Sweetheart of Song Tra Bong,” pp.88-116.

November 14  
Thesis and working outline due  
*The St. Martin’s Guide to Writing*: Chapter 22: Field Research pp. 716-727  
*The Things They Carried*: “Stockings,” pp.116-118 and  
“Church,” pp.119-123.

November 16  
*The St. Martin’s Guide to Writing*: Word Choice pp H47-H56 Power point: Diction

November 18

*The St. Martin's Guide to Writing*: Chapter 24: Using and Acknowledging Sources:  
Using Sources pp. 755-764.

*The Things They Carried*: "The Man I Killed," pp.124-130 and "Ambush," pp.131-134

November 21

*The St. Martin's Guide to Writing*: Drafting pp. 170-172

*The St. Martin's Guide to Writing*: Chapter 24: Using and Acknowledging Sources:  
Acknowledging Sources pp. 764-778

Diction worksheet due

November 23

*The Things They Carried*: "Style," pp.135-136

*The St. Martin's Guide to Writing*: Critical Reading Guide pp.173-174; Revising pp. 174-180; Editing and Proofreading 180-181

Final thesis statement and outline

First Draft: Peer Review

November 28

Writing Conferences

November 30

Writing Conferences

December 2

*The Things They Carried*: "Speaking of Courage," pp.137-154, and "Notes," pp.155-161.

December 5

*The Things They Carried*: "In the Field," pp.162-178.

Final Paper due

December 7

*The Things They Carried*: "Good Form," and "Field Trip," pp.179-188.

*The Things They Carried*: "The Ghost Soldiers," pp.189-218.

December 9

*The Things They Carried*: "Night Life," pp.219-224 and

"The Lives of the Dead," pp.225-246.

Final Examination

10:00 Class: Tuesday, December 13, 2015: 9:00 to 11:00 a.m.

11:00 Class: Wednesday, December 14, 2015: 12:00 to 2:00 p.m.



## Dakota College at Bottineau Course Syllabus

### Course Prefix/Number/Title:

College Composition II: English 120  
3 credits

### Course Description:

An advanced writing course critically considering a wide range of issues and dealing with a variety of writing styles but concentrating on research-based writing, revision, and documentation.

### Pre-Requisite:

English 110: Composition I

### Course Objectives:

To utilize a variety of sources to create research-based formal papers  
To cite sources according to MLA guidelines  
To explore various styles of writing, concentrating on clarity of ideas  
To read, analyze and critically discuss a variety of prose works dealing with important issues including:  
    Humans and nature  
    Humans' use of science and technology  
    Diversity and its affect on language and attitudes

### Instructor:

Mr. Michael Porter  
Office: Thatcher Addition: Room 2209  
Telephone: 228-5445  
E-mail: [mike.porter@dakotacollege.edu](mailto:mike.porter@dakotacollege.edu)

### Office Hours:

Tuesday, Thursday: 9:00 to 11:00  
Monday and Friday: 2:00 to 3:00

### Lecture/Lab Schedule:

Tuesday and Thursday: 11:00-12:15

### Textbooks:

Cohen Samuel. *50 Essays: A Portable Anthology*. 2<sup>nd</sup> ed. Boston: Bedford/St. Martins, 2007.  
Axelrod, Rise B. and Cooper Charles R. *The St Martin's Guide to Writing*. 9<sup>th</sup> ed. Boston: Bedford/St. Martin, 2010.

**Course Requirements:**

Three formal research papers  
Daily reading assignments  
Daily quizzes  
Assorted short writing assignments

**General Education Goals/Objectives:**

Goal 4: Demonstrates effective communication

**Relationship to Campus Theme:**

Students will read about and discuss human nature as it relates to communication and diversity.  
Students will read about and discuss the relationship between science and nature.

**Classroom Policies: Grading**

Students are expected to read the material, complete assignments, and attend class. Class discussion is an important part of the class experience. To insure quality class discussion, students need to express opinions and respect the views of others. Students are to turn off cell phones and computers and refrain from texting. Students must have an average of 60% and satisfactorily complete all three formal papers to receive credit for the class.

**Academic Integrity:**

All assignments, tests and quizzes will meet the standards of accepted Academic Integrity.

**Disabilities and Special Needs:**

Students with disabilities or special needs must inform the instructor of those needs as soon as possible.

**Student Email Policy**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.



**Syllabus: Composition II**  
**Fall 2016**

**August 23:**

Introduce Class

Lecture: The Research paper process

Introduce the first paper.

*The St Martin's Guide to Writing*: Starting Points: Speculating about Causes p. 480; Background pp. 448-449; Basic Features pp. 449-451

**August 25:**

*The St Martin's Guide to Writing*: Readings pp. 451-478; Guide to Writing: pp.479-486

**August 30:**

Select a tentative topic for the first paper.

*The St Martin's Guide to Writing*: Arguing: Asserting a Thesis pp. 659-661; Outlining pp.564-568

Formulating a Thesis; p. 487; Planning and Drafting pp. 487-489; Field Research pp. 716-727:

Library and Internet Research pp. 728-754

Lecture annotated Bibliography : *The St Martin's Guide to Writing*: Annotated Bibliographies and Literature Reviews pp. 795-804

**September 1:**

Thesis statement and working outline due

Library Worksheet due

Lecture: Who owns information? Ethical use of information; Plagiarism: Accidental vs. deliberate

Lecture: Avoiding plagiarism and note taking *The St Martin's Guide to Writing*: Using Sources pp. 755-765; Paraphrase worksheet

**September 6:**

Bibliographical entry, and paraphrase with the original text due ; Paraphrase worksheet due

Lecture: Works Cited page

*The St Martin's Guide to Writing*: Using Sources pp. 766-786

**September 8:**

Annotated Bibliography due

*50 Essays: a Portable anthology*: Malcolm X, "Learning to Read" pp. 281-290; David Sedaris, *Me Talk Pretty One Day* pp. 378-382; Frederick Douglass, "Learning to Read and Write" pp. 144-149; Mike Rose, "I Just Wanna Be Average" pp. 350-363

**September 13:**

Research notes due

Lecture: Internal documentation.

*The St Martin's Guide to Writing*: Acknowledging Sources pp. 765-769

Review Outlining pp.564-568; Planning and Drafting pp. 489-494

*50 Essays: A Portable Anthology*: Bernard Cooper, "A clack of Tiny Sparks: Remembrances of a Gay Boyhood" pp. 120-129

**September 15:**

Lecture: Types of Support

*The St Martin's Guide to Writing*: Giving reasons and Support; pp. 662-671

**September 20:**

*The St Martin's Guide to Writing*: Critical Reading Guide pp. 493-494 Revising pp. 494-498;

Editing and Proofreading pp. 498-499

Formal outline and First draft of first paper due

Revise in class.

**September 22:**

Writing Conferences

**September 27:**

*50 Essays: A Portable Anthology*: Gloria Anzaldua, "How to Tame a Wild Tongue" pp. 43-54;

Richard Rodriguez, "Aria Memoir of a Bi Lingual Childhood" pp. 326-350; Amy Tan, "Mother

Tongue" pp. 417-424

**September 29:**

Final draft due

Introduce second paper

*The St Martin's Guide to Writing*: Proposing a Solution pp.320-323; Basic Features: Proposing solutions pp. 323-325; Readings pp. 326-346

Select topics for Second paper

*The St Martin's Guide to Writing*: Guide to Writing pp. 356-366

**October 4:**

Topic selected

Work on Thesis and scratch outline

*50 Essays: a Portable anthology*: Vicki Hearne, "What's Wrong with Animal Rights" pp. 192-202; Peter Singer, "Animal Liberation" pp. 384-399

**October 6:**

Midterm

Annotated Bibliography Due

**October 11:**

*The St Martin's Guide to Writing*: Planning and Drafting pp. 366-373

*50 Essays: A Portable Anthology*: Plato, "Crito" pp. 310-325; Thomas Jefferson, "The Declaration of Independence" pp. 211-219

**October 13:**

Research notes due; Review: Outlines

*The St Martin's Guide to Writing*: Planning and Drafting pp. 368-369

*50 Essays: A Portable Anthology*: Martin Luther King Jr. "Letter from the Birmingham Jail" pp. 220-237

**October 18:**

*The St Martin's Guide to Writing*: Critical Reading Guide pp. 373-374; Revising pp. 374-377; editing and Proofreading pp. 377-379

*50 Essays: A Portable Anthology*: James Baldwin, *Notes of a Native Son* pp. 60-81; Zora Neale Hurston, "How It Feels to be colored Like Me" pp. 206-210; Brent Staples, "Just Walk on By: Black Men and Public Space" pp. 404-407;

**October 20:**

First Draft and formal outline due

Revise in class

**October 25:**

Writing Conferences

**October 27:**

Lecture: Fallacies used in persuasion *The St Martin's Guide to Writing*: pp. 671-672

**November 1:**

Final Draft

Introduce third paper

*The St Martin's Guide to Writing*: Chapter 6: Arguing a Position Introduction: pp. 264-267;

Basic Features: Arguing a Position pp. 267-269; Readings pp. 270-291

*The St Martin's Guide to Writing*: Guide to Writing pp. 293-298

Select Topics

**November 3:**

Thesis and scratch outline

*The St Martin's Guide to Writing*: Developing your Argument and counter argument pp. 299-302;

*50 Essays: A Portable Anthology*: Natalie Angier, "Men, Women, Sex and Darwin" pp. 29-42; Stephen Jay Gould, "Women's Brains" pp. 184-190; Elizabeth Cady Stanton "Declaration of Sentiments" pp. 400-403; Sojourner Truth, "Ain't I a Woman?" p. 431; Dave Barry "Lost in the Kitchen" pp. 82-84; Susan Bordo, "Never Just Pictures" pp. 85-92;

**November 8:**

Thesis statement and scratch outline for final paper due

Annotated Bibliography Due

*50 Essays: A Portable Anthology*: Maxine Hong Kingston, “No Name Woman” pp. 238-250;

Judith Ortiz Cofer, “The Myth of the Latin Woman: I just Met a Girl Name Maria” pp. 112-118;

**November 10:**

Research notes due

Review outlines and first draft; *The St Martin’s Guide to Writing* Planning and Drafting pp. 302-308; Outlining pp.566-568

*50 Essays: A Portable Anthology*: Eric Liu, “Notes of a Native Speaker” pp. 251-266; Bharati

Mukherjee, “Two Ways to Belong in America” pp. 298-301

**November 15:**

Advising Day

**November 17:**

*The St Martin’s Guide to Writing*: Critical Reading Guide pp. 308-309; Revising pp. 309-312;

Editing and Proofreading pp. 312-314 Revise in Class

First draft due

**November 22:**

Writing Conferences

**November 29:**

Final Draft of paper

*50 Essays: A Portable Anthology*: N. Scott Momaday, “The Way to Rainy Mountain” pp. 291-297

**December 1:**

William Cronon, “The Trouble with Wilderness; or, Getting Back to the Wrong Nature”

[http://www.williamcronon.net/writing/Trouble\\_with\\_Wilderness\\_Main.html](http://www.williamcronon.net/writing/Trouble_with_Wilderness_Main.html)

**December 6:**

*50 Essays: A Portable Anthology*: Jonathan Swift “A Modest Proposal” pp. 408-416; George

Orwell, “Shooting an Elephant” pp. 302-309; Edward Said, “Clashing Civilizations” pp. 365-368

**December 8:**

*50 Essays: A Portable Anthology*: Barbara Lazaar Ascher, “On compassion” pp. 56-58; Barbara

Ehrenreich, “Serving in Florida” pp. 151-160; Lars Eighner, “On Dumpster Diving” pp. 161-

173; Nancy Mairs, “On Being a Cripple” pp. 267-279

**Tuesday, December 13, 2016: 12:00-2:00 p.m.**

Final Examination

## CIS 101 Introduction to Computers Fall Semester 2016

**Course Description:** This course provides students with an overview of general hardware and software issues such as terminology and environments. The focus on the use of application software includes word processing, spreadsheets, databases, and presentation software.

### Course Objectives:

- ✓ Students will learn the fundamentals of Office 2016 and demonstrate abilities by completing a variety of tasks and exams
- ✓ To expose students to practical examples of the computer as a useful tool
- ✓ To acquaint students with the proper procedures to create documents, worksheets, databases, and presentations suitable for coursework, professional purposes, and personal use
- ✓ To help students discover the underlying functionality of Office 2013 so that they can become more productive
- ✓ To develop an exercise-oriented approach that allows learning by doing
- ✓ To encourage independent study



**Instructor:** Ms. Diane R Keller

**Office:** Thatcher 211

**Office Hours:** MWF- 1:00 pm-2:15 pm

**Phone:** 701-228-5453

**Email:** [diane.keller@dakotacollege.edu](mailto:diane.keller@dakotacollege.edu)

**Lecture/Lab Schedule:** T, TH 11:00am-12:15pm / Thatcher Hall 214

**Textbook Access Code(s):** GO! With Office 2016 Volume 1

Gaskin, Vargas, Geoghan, Graviett/ MyITLab Access Code: ISBN: 9780134497914

The MyIT Lab access code is mandatory for each student (sharing will not work). If you do not purchase the access code you **will not** be able to complete the requirements of the class.

### Course Requirements:

Instruction procedures include lecture, class discussion and participation, individual assistance and tests.

#### Grading Methods

Grader Homework  
Grader Assessments  
Objective Tests  
Quizzes  
Other projects  
Final presentation

#### Grading Scale

A = 90%  
B = 80%  
C = 70%  
D = 60%

Grades will be calculated by dividing total points earned by total points available from assignments and tests.

See DCB website for Scheduled Final Exam Date – ATTENDANCE IS MANDATORY

## Tentative Course Outline:

### Introduction to Computers Section

#### File Management

- Finding folders and files
- Downloading files
- Saving files and creating folders
- Organizing folders and files
- Using the snipping tool

#### Office Applications Section

- ✓ WORD 2016
  - Create a New Document and Insert Text
  - Insert and Format Graphics
  - Text Boxes and Shapes
  - Document and Paragraph Layout
  - Lists
  - Tabs
  - Smart Art
  - Tables
  - Footnotes
  - Citations
  - Columns
  - Mailing Labels
- ✓ EXCEL 2016
  - Creating Worksheets and Charting Data
  - Using Functions, Creating Tables and Managing Large Workbooks
  - Analyzing Data with Charts and What If Analysis Tools
- ✓ ACCESS 2016
  - Creating Tables
  - Sorting and Querying
  - Forms, Filters and Reports
- ✓ POWERPOINT 2016
  - Creating and Editing a Basic Presentation.
  - Enhancing a Presentation with Pictures and Shapes
  - Enhancing a Presentation with Animation, Video, Audio

## General Education Goals/Objectives:

MSU-B General Ed. Goal #2

### Relationship to Campus Theme:

**Technology:** The course focuses on knowledge and application of technology

**Objective 1:** Completes assignments using appropriate application software

**Skill:**

1. Creates, edits, and formats a word processing document
2. Creates, edits, and formats a spreadsheet application
3. Creates edits, and formats a slide show presentation

## Classroom Policies:

- ✓ Students are required to complete all class activities.
- ✓ Attendance is required. Quizzes and tests cannot be made-up. Exceptions may apply when students are excused because of a school function or if an emergency arises. Arrangements must be made with the instructor prior to class time. Excused absences will be handled on an individual basis.
- ✓ Student must be in attendance on the day scheduled for the final exam. Failing to be present will result in an F on the final project.
- ✓ Assignments are due at the designated time, even if you will be or were absent. Late assignments **will not** be accepted.
- ✓ Bring your textbooks, electronic storage device, and writing tools each day to class
- ✓ Bring a positive, cooperative attitude to class each day.
- ✓ DO NOT BE LATE TO CLASS.....Tardiness will not be tolerated. It is disruptive to your peers and the discussions. If you attempt to enter the classroom after the door has been closed, you will be instructed to leave the room.
- ✓ The instructor reserves the right to remove anyone causing disruptions or showing disrespect to others in the class. The first offense will result in expulsion from that class period. A second offense will result in the students' permanent removal from the class and a grade of F for the semester. Disruptions include:
  - Any use of cell phone or any other electronic device (tablets, net books, or laptop computers, I-pads, I-pods etc.) during class
  - Using the computer for gaming, chatting or activities other than the program required for class
- ✓ The instructor reserves the right to interpret and declare what is considered disruptive or disrespectful behavior. Examples may include but are not limited to
  - Disruptive talking
  - Listening to music or sports utilizing an electronic device via ear buds
  - Watching videos during class

## Student Email Policy

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

## Academic Integrity:

Students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. (Student handbook p.19)

- ✓ Students will receive no credit for work that fails to meet standards of academic integrity.
- ✓ If a person participates in academic dishonesty more than once, the result will be an F for the course.
- ✓ The use of templates or other pre-made layouts will result in an F for the assignment.
- ✓ The instructor reserves the right to interpret and declare what is considered cheating on a case-by-case basis.

**Disabilities and Special Needs:** If you have a disability for which you need accommodation, contact me within the first week of the semester. Learning Center disability support services are available also: phone 701-228-5477 or toll-free 1-888-918-5623.

## Mid-Term and Final Exam Policy

Student must **be in attendance** on the day scheduled for the mid-term and final exams. Failing to be present will result in an F on the final test or project.

Refer to the Policy and Procedure document titled "Student Requests for Change in Final Examination Schedule:"

## **Dakota College at Bottineau Course Syllabus**

**Course Prefix/Number/Title:** CSCI 101 Introduction to Computers

**Number of credits:** 3 semester hours, MWF 12:00

**Pre/Co-requisites:** None

**Instructor: Phil Koapke**

Email: Phil.Koapke@dakotacollege.edu

**Lecture/Lab Schedule:** MWF 12:00-12:50 p.m.

**Course Description:** This course provides students with an overview of general hardware and software issues such as terminology and environments. Applications include word processing, spreadsheets, databases and internet.

**Course Objectives:** This course provides an overview of essential computer concepts and file management. Microsoft Windows 10 and, Microsoft Office 2016; Microsoft Word, Microsoft Excel, Microsoft Access, Microsoft PowerPoint, Microsoft Outlook, and Internet Explorer.

At the end of the course the student will be able to:

- Understand and identify hardware and software terminology.
- Be skillful using a computer operating system, and navigate through files and directories in Windows Explorer.
- Understand computer security issues.
- Define the Office 2016 Suite and integration of the applications.
- Create a document with Word 2016.
- Build a worksheet with Excel 2016.
- Create a presentation with PowerPoint 2016.
- Browse the Web (www) with Internet Explorer and identify other Web browsers.
- Manage the storage of incoming and outgoing mail, organize schedules and events, and maintain contact lists, to-do lists, and notes with Outlook 2016.
- Understand the basis for applying computer resources to actual problems.

**DCB General Education Goals/Objective #2:** To develop knowledge and application of technology.

- Become familiar with computer terminology *and* understand essential computer concepts.
- Complete assignments using applicable web browser, word processing, spreadsheet, presentation, and email software.

**Relationship to Campus Theme:** Dakota College at Bottineau emphasizes on nature, technology, and beyond. Students will recognize how the future depends on the ongoing development and utilization of technology. This course will illustrate concepts that technology offers unique strategies in planning, problem solving, and achieving future goals. The course will also attempt to identify the proper technology to achieve those desired goals.

**Text/Materials:** Student #ISBN-13: 9781305876026, Illustrated Microsoft® Office 365 & Office 2016: Introductory, 1st Edition

**Testing:** *No test will be given other than the scheduled testing date and time—no exceptions. Talking or leaving the classroom during a test will not be permitted.*



**Grading** is the accumulation of in-class activities, assignments, quizzes, tests and a final exam for total points. Grading outline is 100-90%= A, 89-80%=B, 79-70%=C, 69%-60%=D, below 60%=F.

**Course Outline:** *Material will be presented in the form of lecture and demonstration.* Course material will be posted on Moodle in addition to readings, assignments, announcements and important dates/deadlines. Students are advised to regularly consult the Moodle site for this course.

### **Classroom Policies**

**Attendance:** Attendance will be taken. If you miss a class for any reason, you will be held responsible for all material covered and announcements made in your absence. Class time will include opportunities to work on assignments with individualized instruction. It is necessary to come to class to learn the material in this course. Students are encouraged to ask questions during the lecture. More personal attention to questions can be entertained after class or by email.

**Assignments:** Bring your textbook to class each day. There will be assignments to prepare for each class period. In order to maximize your hands on learning and class time, it is asked that assignments are completed before coming to class.

**Assignments will be handed in by Email or Moodle:** Students have a campus e-mail address assigned when they are accepted for admission.

### **Dakota College at Bottineau Student Email Policy**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

*You must set up your Dakota College at Bottineau campus email account for this class.*

**Missed Classes:** This policy is influenced by the college's absence policy. Dakota College at Bottineau expects students to attend all sessions of each class in which they are enrolled. See attendance in the Dakota College at Bottineau student handbook on the web at <http://www.dakotacollege.edu/pdf/studenthandbook.pdf>

Although students are allowed to miss class in the case of an emergency, students are still required to complete all class activities and are responsible for all material covered and changes in the semester schedule.

An excused absence is generally accepted and understood as being any religious observances, university activities, illness and other emergency type circumstances. If you simply tell me you won't be attending a class I assume unexcused unless you have a circumstance defined as excused. **The first two excused absences** are on the "honor system", after that any absence will not be designated "excused" until documentation has been provided and verified. Absences due to minor conditions (lack of transportation, conflict with an appointment, etc.) are considered unexcused.

**Late Work:** In the case of an extraordinary and **well-documented** circumstance class activities can be made-up for full credit. The instructor will need to be **contacted before** the absence and these occurrences will be handled on an individual basis. In non-emergency cases or without appropriate written documentation late assignments **will still be accepted, however** will receive *one-half credit minus errors and will need to be submitted within 1 week of the due date or missed class.*

No late assignments (or anything else) will be accepted 1 week before the final exam.

**Final Exam Schedule:** <http://www.minotstateu.edu/records/exams.shtml>

**Classroom Etiquette:** Students are expected to observe classroom etiquette and common courtesy to the instructor and fellow classmates. Cell phones and other devices are to be silenced during class. If you receive an emergency communication, please excuse yourself from the room.

**Refrain from using the computer or printer during class for things other than in-class activities.** If you do this during class, you will be asked to leave and lose any points for that day.

Be on time however if you must be late please seat yourself as close to the entrance as possible and avoid any disruption. From "Assignments" above: You are asked that assignments are read & completed before coming to class *therefore* you will know what files are needed for discussion from your homework assignments.

**Academic Integrity:** To assure fairness to all students and to protect academic integrity, the highest ethical standards will be maintained in this course. Academic dishonesty (e.g., cheating, allowing others to cheat from you, plagiarism) will not be tolerated. The work you hand in must be your own. Students will not receive credit for work that fails to meet the standards of academic integrity. **In addition, acts of academic dishonesty will be reported.** This is a serious offense and will not be tolerated. For more information refer to the "Academic Dishonesty" policy in the university catalog or if you have any questions about the academic standards as laid out in the Dakota College at Bottineau handbook the link is: <http://www.dakotacollege.edu/pdf/studenthandbook.pdf>.

**Disabilities and Special Needs:** If you have any condition, such as a physical or learning disability, for which you need extra assistance, please see me immediately. If you have already met with Student Development personnel, please provide me with information regarding your special needs as soon as possible so that I can make appropriate accommodations.

All policies associated with this course are subject to revision. Reasonable notification will be provided to students before any major changes are made.



## CSCI 101 Introduction to Computers - Online

Christy Jackson

Fall 2016

Dakota College Bottineau

### Course Syllabus

Keep this syllabus for reference throughout the semester

<b>Course Title:</b> Introduction to Computers	<b>Instructor:</b> Christy Jackson
<b>Course Prefix/Number:</b> CSCI 101	<b>Office:</b> Online
<b>Class Location:</b> Online	<b>Office Hours:</b> Online. Arrange chat sessions with the instructor as needed.
<b>Lecture/Lab Schedule:</b> Within the online course. Students are not required to attend any sessions on campus.	<b>Instructor Contact Information:</b> Phone: 701-240-5866  Email: Moodle course email system.
<b>Credits:</b> 3	
<b>Pre-/Co-requisites:</b> None	

**Course Description:** This course provides students with an overview of general hardware and software issues such as terminology and environments. The focus on the use of application software includes word processing, spreadsheets, databases, and presentation software.

**Relationship to Campus Theme:** Technology: The Course focuses on knowledge and application of technology.

Objective 1: Completes assignments using appropriate application software

Skill: 1. Creates, edits, and formats a word processing document

2. Creates, edits, and formats a spreadsheet application

3. Creates, edits, and formats a slide show

#### Goals/Objectives:

- Students will learn the fundamentals of Office 2013 and demonstrate abilities by completing a variety of tasks and exams.
- To expose students to practical examples of the computer as a useful tool.
- To acquaint students with the proper procedures to create documents, worksheets, databases, and presentations suitable for coursework, professional purposes, and personal uses.
- To help students discover the underlying functionality of Office 2013 so they can become more productive.
- To encourage independent study.

**Required Text:** GO! With Microsoft Office 2016 Volume 1

Authors: Gaskin, Vargas, McLellan

Publisher: Pearson

ISSN: 0-13-432077-8

#### Course Requirements:

1. Students will complete all assignments in a professional manner.
2. Assignments are graded as the instructor deems appropriate.
3. Work completed is expected to be the student's own. Any instances of plagiarism will result in significant grade reduction.

4. Assignments must be submitted by the designated due date or students will receive significant point reductions (50%).
5. All communication with the instructor and fellow students will be conducted in a professional manner. There will be no texting acronyms used and all communication should contain proper grammar.

Description of Assignment/Assessment	CEC Standard	Points Possible	Points received
<b>Assignments:</b> Students will manipulate/create documents according to the chapter of study.		25 @ 25 pts	
<b>Quizzes:</b> Students will create higher level documents at the end of some chapters to prove competence.		6 @ 50 pts each	
<b>Research Paper:</b> Student will be asked to write an 1 page research paper with references.		1 @ 50 pts each	
<b>Cliché Day Project:</b> Students will create a cliché poster and an accompanying ½ page explanation.		1 @ 50 pts	
<b>Final:</b> Students create a PowerPoint presentation based on the research paper written earlier in the semester.		1 @ 100 pts.	
<b>Total Points</b>		1,125	

**Grades.** Grades will be calculated by dividing total points earned by the total points possible and will be based on the following percentages:

Percentage	Grade	
90-100%	A	Target
80 – 89%	B	Acceptable-high
70 – 79%	C	Acceptable-low
60 – 69%	D	Unacceptable
0 – 59%	F	Unacceptable

### Academic and Institution Policies

**Academic Integrity:**

The academic community is operated on the basis of honesty, integrity and fair play. Occasionally, this trust is violated when cheating occurs, either inadvertently or deliberately. This Code will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

1. The primary responsibility of the students, faculty and administration is to create an atmosphere where the honesty of individuals will not be questioned.
  - a. Faculty members are responsible for providing guidelines concerning cheating and plagiarism at the beginning of each course, and should use precautionary measures and security in cases where cheating is likely to occur.

b. Students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred.

View the Plagiarism Tutorial-Pearson Education to learn more about plagiarism, citing sources, etc. Webster’s Encyclopedic Unabridged Dictionary defines plagiarism as: “The appropriation or imitation of the language, ideas, and thoughts of another author, and representation of them as one’s original work.” There will be zero tolerance of any form of academic dishonesty. If any evidence appears of students not doing their own work, plagiarism, or outright cheating on quizzes/exams, the matter is investigated. If it is concluded that such dishonesty occurred, the student in question will receive an automatic “F” for the course. Furthermore, the matter is then reported to the appropriate university office and the instructor will participate in any proceedings against the guilty party.

**Confidentiality:**

The experience or problems shared by classmates are not to be discussed outside of class. This is a preparation for those going into a field where confidentiality is stressed in the CEC standards for Professional Practice.

**Disabilities and Special Needs:**

Please inform the instructor within the first week of class if any assistance is required due to disabilities or special needs. If you have a disability for which you need an accommodation, contact the Learning Center to request disability support services. Phone: (701)228-5477; Toll free 1(888)918-5623.

**Quality of work:**

At the college level of learning, it is expected that all work submitted is free of spelling, grammar, and punctuation errors. Discussion and information must be thought-out, in-depth, and incorporate new vocabulary and concepts learned during course.

Week	Discussion Topic	Readings Due	Homework Due
Week 1	Windows 8 and How to pass this class	Getting to Know Windows 8	Introductions Graded Assignment 1 Graded assignment 2
Week 2	Microsoft Office 2016	Introduction to Microsoft Office 2016 Features	Graded Assignment 3 Graded Assignment 4
Week 3	Microsoft Word 2016	Creating Documents with Microsoft Word 2016 (Word 1)	Graded Assignment 5 Graded Assignment 6 Graded Assignment 7
Week 4	Microsoft Word 2016	Creating Cover Letters and Using Tables to Create Resumes (Word 2)	Graded Assignment 8 Graded Assignment 9 Graded Assignment 10
Weeks 5-6	Microsoft Word 2016	Creating Research Papers, Newsletters, and Merged Mailing Labels (Word 3)	Graded Assignment 11 Graded Assignment 12 Graded Assignment 13
Week 7	Microsoft Excel 2016	Creating a Worksheet and Charting Data (Excel 1)	Graded Assignment 14 Graded Assignment 15
Week 8	Microsoft Excel 2016	Using Functions, Creating Tables and Managing Large Workbooks (Excel 2)	Graded Assignment 16 Graded Assignment 17 Graded Assignment 18

Weeks 9-10	Microsoft Excel 2016	Analyzing Data with Pie Charts, Line Charts and What-If Analysis Tools (Excel 3)	Graded Assignment 19 Graded Assignment 20 Graded Assignment 21 Graded Assignment 22 Graded Assignment 23
Week 11	Microsoft Access 2016	Getting Started with Microsoft Access 2016 (Access 1)	Graded Assignment 24 Graded Assignment 25
Week 12	Microsoft PowerPoint 2016	Getting Started with Microsoft PowerPoint (PowerPoint 1)	Graded Assignment 26 Graded Assignment 27 Graded Assignment 28
Week 13	Cliché Day Project	Directions for Cliché Day Project	Graded Assignment 29
Week 14	Microsoft PowerPoint 2016	Formatting PowerPoint Presentations (PowerPoint 2)	Graded Assignment 30 Graded Assignment 31
Week 15	Microsoft PowerPoint 2016	Enhancing a Presentation with Animation, Video, Tables and Charts (PowerPoint3)	Graded Assignment 32 Graded Assignment 33
Week 16	Final	Directions for Final Project	Final Project

## CSCI 101 Introduction to Computers Fall Semester 2016

**Course Description:** This course provides students with an overview of general hardware and software issues such as terminology and environments. The focus on the use of application software includes word processing, spreadsheets, databases, and presentation software.



### Course Objectives:

- ⇒ Students will learn the fundamentals of Office 2016 and demonstrate abilities by completing a variety of tasks and exams
- ⇒ To expose students to practical examples of the computer as a useful tool
- ⇒ To acquaint students with the proper procedures to create documents, worksheets, databases, and presentations suitable for coursework, professional purposes, and personal use
- ⇒ To help students discover the underlying functionality of Office 2016 so that they can become more productive
- ⇒ To develop an exercise-oriented approach that allows learning by doing
- ⇒ To encourage independent study

**Instructor:** Mrs. Kayla O'Toole

**Office:** Thatcher Hall 203

**Office Hours:** By arrangement

**Phone:** 701-228-5479

**Email:** kayla.otoole@dakotacollege.edu

**Lecture/Lab Schedule:** Thatcher 212 - MWF 10:00-10:50 AM

**Textbook(s):** Skills for Success with Microsoft Office 2016 / Adkins, Hawkins, Hain, Murre Wolf ©2017 / Pearson / **Book Only**

A textbook is **mandatory** for each student.

### Course Requirements:

Instruction procedures include lecture, class discussion and participation, individual assistance and tests.

#### Grading Methods

Objective Tests

Quizzes

Other projects

Final project & presentation

Daily Assignments

Daily Attendance and Participation Points – Daily points are earned every day by showing up on time and completing the daily assignment/activity. Points can be lost due to tardiness, cell phone use, browsing the Internet, disruptive behavior, not paying attention, etc.

#### Grading Scale

A = 90%

B = 80%

C = 70%

D = 60%

Grades will be calculated by dividing total points earned by total points available.

## Tentative Course Outline:

- **Technology Fundamentals**
  - Getting Started with Computer Concepts
  - Getting Started with Windows 10
  - Browse the Internet
- **Office Applications Section**
  - Common Features of Office 2016
- **Microsoft Word**
  - Create Letters and Memos
  - Create Business Reports
  - Create Flyers
  - Create Newsletters and Mail Merge Documents
- **Microsoft Excel**
  - Create Workbooks with Excel 2016
  - Insert Summary Functions and Create Charts
  - Manage Multiple Worksheets
  - More Functions and Excel Tables
- **Microsoft Access**
  - Create Database Tables
  - Create Select Queries
  - Create Forms
  - Create Reports
- **Microsoft PowerPoint**
  - Getting Started with PowerPoint 2016
  - Format a Presentation
  - Enhance Presentations with Graphics
  - Present Data Using Tables, Charts and Animation

## General Education Goals/Objectives:

DCB General Ed. Goal #2

## Relationship to Campus Theme:

**Technology:** The course focuses on knowledge and application of technology

**Objective 1:** Completes assignments using appropriate application software

**Skill:**

1. Creates, edits, and formats a word processing document
2. Creates, edits, and formats a spreadsheet application
3. Creates edits, and formats a slide show presentation

## Classroom Policies:

- ⇒ Students are required to complete all class activities.
- ⇒ Attendance is required. Quizzes and tests cannot be made-up. Exceptions may apply when students are excused because of a school function or if an emergency arises. Arrangements must be made with the instructor prior to class time. Excused absences will be handled on an individual basis.
- ⇒ Student must be in attendance on the day scheduled for the final exam. Failing to be present will result in lost points on the final project.



- ⇒ Assignments are due at the designated time, even if you will be or were absent. Late assignments **will not** be accepted.
- ⇒ Bring your textbooks, electronic storage device, and writing tools each day to class.
- ⇒ Bring a positive, cooperative attitude to class each day.
- ⇒ DO NOT BE LATE TO CLASS.....Tardiness will not be tolerated. It is disruptive to your peers and the discussions. If you attempt to enter the classroom after the door has been closed, you will be instructed to leave the room.
- ⇒ The instructor reserves the right to remove anyone causing disruptions or showing disrespect to others in the class. The first offense will result in expulsion from that class period. A second offense will result in the students' permanent removal from the class and a grade of F for the semester. Disruptions include:
  - Any use of cell phone or any other electronic device (tablets, net books, or laptop computers, I-pads, I-pods etc.) during class
  - Using the computer for gaming, chatting or activities other than the program required for class
    - The instructor reserves the right to interpret and declare what is considered disruptive or disrespectful behavior. Examples may include but are not limited to
    - Disruptive talking
    - Listening to music or sports utilizing an electronic device via ear buds
    - Watching videos during class

### **Academic Integrity:**

Students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. (Student handbook p.19)

- ⇒ Students will receive no credit for work that fails to meet standards of academic integrity.
- ⇒ If a person participates in academic dishonesty more than once, the result will be an F for the course.
- ⇒ The use of templates or other pre-made layouts will result in an F for the assignment.
- ⇒ The instructor reserves the right to interpret and declare what is considered cheating on a case-by-case basis.

**Disabilities and Special Needs:** If you have a disability for which you need accommodation, contact me within the first week of the semester. Disability support services are available in the Student Success Center – Visit with Peggy Gregg.



**Student Email Policy:** Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

**Midterm and Final Exam:** Student must be in attendance on the day scheduled for the mid-term and final exams. Failing to be present will result in an F on the final test or project. Refer to the Policy and Procedure document titled "Student Requests for Change in Final Examination Schedule."

**The final exam is scheduled for Tuesday,  
December 13, 2016, at 9:00 AM.**

## **CSCI 101 Introduction to Computers Fall Semester 2016**

**Course Description:** Students will learn general hardware issues and file management terminology and skills. Application software includes word processing, spreadsheets, data bases, and presentation software.

### **Course Objectives:**

- ⇒ Analyze, synthesize, and evaluate school, work, or home situations and use application software (Microsoft Office 2016) to complete information processing tasks correctly and efficiently.
- ⇒ To acquaint students with the proper procedures to create documents, worksheets, data bases, and presentations suitable for coursework, professional purposes, and personal use. To help students discover the underlying functionality of Office 2016 so that they can become more productive.
- ⇒ To develop an exercise-oriented approach that allows learning by doing
- ⇒ To encourage independent study

**Instructor:** Ms. Colette Schimetz

**Office Hours:** By appointment only

**Email:** colette.schimetz@dakotacollege.edu

**Lecture/Lab Schedule:** MWF 1:00 PM to 1:50 PM  
MWF 2:00 PM to 2:50 PM  
MWF 11:00 AM to 11:50 AM  
Thatcher Hall 212

**Textbook(s):** Microsoft Office 2016 Marquee Series, Rutkosky, Roggenkamp, Rutkosky, ISBN: 978-0-76386-675-4.

**Course Requirements:** Students are required to complete all class activities. Attendance is required. Quizzes and test may not be made up unless arrangements are made with the instructor prior to class time. Emergencies and excused absences will be handled on an individual bases. Bring your textbook, USB, and writing tools to class each day.

**Grading and Evaluation Criteria:** Grades will be determined by total points earned divided by total points possible. Tests will be both production and objective, i.e. multiple choices, true/false, short answer.

A=90 and above  
B= 89-80  
C= 79-70  
D= 69-60  
F= 59 and below

The final exam schedule is as follows:

**Introduction to Computers 2 PM.....your final is Tuesday, December 13--3-5 PM**  
**Introduction to Computers 11 AM ... your final is Wednesday, December 14--12-2 PM**  
**Introduction to Computers 1 PM..... your final is Wednesday, December 14--3-5 PM**

## **Tentative Course Outline:**

(This outline may be modified during the semester at the instructor's discretion)

### **Information Technology Essentials**

- ⇒ Information Processing Cycle
- ⇒ Computer Software
- ⇒ Networks
- ⇒ The Internet
- ⇒ Security Issues
- ⇒ Email Etiquette and Computer Ethics

### **Word 2016**

- ⇒ Creating and Editing a Document
- ⇒ Formatting characters and paragraphs
- ⇒ Advanced formatting and enhancing documents
- ⇒ Formatting with special features such as WordArt, tables, and newspaper columns
- ⇒ Merging documents and envelopes

### **Excel 2016**

- ⇒ Analyzing data using Excel
- ⇒ Editing and formatting worksheets
- ⇒ Using functions, setting print options, and adding visual elements to worksheets
- ⇒ Working with multiple worksheets, tables, and other files formats

### **Access 2016**

- ⇒ Creating databases, tables and relationships
- ⇒ Maintaining data in Access tables
- ⇒ Creating queries, forms, and reports

### **Power Point 2016**

- ⇒ Determining the purpose of a presentation
- ⇒ Preparing a presentation
- ⇒ Enhancing slides with clip art, formatting, SmartArt, animation, and themes
- ⇒ Customizing a presentation with action buttons, hyperlinks, and tables
- ⇒ Adding headers, footers, sound, and video
- ⇒ Setting and rehearsing timings for a presentation

## **General Education Goals/Objectives:**

**Technology:** Demonstrates knowledge and application of technology  
**Objective 1:** Completes an assignment using an appropriate application software  
**Skill:** Creates, edits, and formats a word processing document

**Relationship to Campus Theme:** At first, nature and technology may seem to be opposites but people by nature, are curious. This curiosity and quest for knowledge has led to the development of all technology. In turn this technology can be used to care for the Earth and therefore, improve the quality of life for all people.

**Classroom Policies: Be on time!** Class participation is required and this means that students will be working on assigned projects during class not **browsing the internet , chatting, or playing games.** Anyone caught doing this may be asked to leave. Arriving late, leaving early, talking and texting are distracting to the instructor and other students. **Texting and cell phone use during class is not permitted. There will be no ear buds allowed in class.** If you receive a phone call that you must take, quietly leave the room to take the call and return when you are finished.

**Academic Integrity:** Students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. (Student handbook p.19) Students will receive no credit for work that fails to meet standards of academic integrity. The work you hand in must be your own. Handing in someone else's work can result in an F and/or removal from class.

**Disabilities and Special Needs:** If you have a disability for which you need accommodation, contact me within the first week of the semester. Learning Center disability support services are available also: phone 701-228-5477 or toll-free 1-888-918-5623.



## Course Syllabus

*Keep this syllabus for reference throughout the semester*

<b>Course Title:</b> Introduction to Early Childhood	<b>Instructor:</b> Brandi Rudland
<b>Course Prefix/Number:</b> EC 210	<b>Office:</b> Thatcher 1109
<b>Class Location:</b> ONLINE	<b>Office Hours: M-F 8-4:30</b> <b>CALL OR EMAIL FOR APPOINTMENT</b>
<b>Lecture/Lab Schedule:</b> ONLINE	<b>Instructor Contact Information:</b> <i>Phone:</i> 701-228-5604 office, 701-822-3112 cell <i>Email:</i> <a href="mailto:brandi.rudland@dakotacollege.edu">brandi.rudland@dakotacollege.edu</a> Emails will be checked daily, if you need to contact me after hours feel free to call or text.
<b>Credits: 3</b>	
<b>Pre-/Co-requisites:</b> None	

### Course Description:

This course provides comprehensive coverage of early childhood professions, the field's historical, philosophical, and social foundations, and the conditions that affect programs for children. In addition, the course examines stages of development and current childcare topics and issues.

### Relationship to Campus Theme:

The goal of the Paraprofessional Early Childhood program is to prepare professionals to work as an early childhood professional and provide an educational continuum for degree advancement. The paraprofessional program is committed to hands-on learning and uses field experiences early childhood settings as common instructional techniques.

### Goals/Objectives:

Upon completion of this course, student will:

- Students will compare and contrast the major existing theories that influence early childhood education.
- Students will recognize and incorporate play as a primary tool for children in the acquisition of knowledge and the construction of understanding.
- Students will use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.
- Students will use a variety of strategies to encourage children's physical, social, emotional, aesthetic, and cognitive development.



- Students will demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning.
- Students will learn to adapt strategies and environments to meet the specific needs of all children, including those with disabilities, developmental delays, or special abilities.
- Students will identify/define developmentally appropriate practices for early childhood education as defined by NAEYC and other professional organizations.
- Students will develop an awareness of the ECE profession in order to make career decision, will develop a philosophy and rationale based on early childhood theories and will demonstrate an increased awareness of the complex role of EC professionals.
- Students will become aware of and develop a commitment to the profession's code of ethical conduct.
- Students will actively seek opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice.
- Students will understand the role of observation in assessing and planning ECE.
- Students will identify current issues and trends, legal issues, legislation, and other public policies that affect children, families, and programs for young children.
- Students will learn to serve as an advocate on behalf of young children and their families.

**Student Outcomes:**

<i>The student will demonstrate knowledge of the:</i>	<i>CEC Standard</i>	<i>Evidence/Criteria</i>
Rational for assessment	SEP8K1	Discussions #1-11
<i>The student will have the ability to:</i>	<i>CEC Standards</i>	<i>Evidence/Criteria</i>
Demonstrate basic collection techniques as directed	SEP8S1	Discussion #12; Field Experience Portfolio
Make and document objective observations as directed	SEP8S2	Field Experience Portfolio
Follow instructions of the professional	SEP9S2	Attendance Log & Evaluation
Engage in activities to increase one's own knowledge and skills	SEP9S10	Attendance Log & Evaluation

**Class Policies:**



- Regular participation
- Regular attendance (logging into class on a regular basis)
- Complete all assignments, discussions, tests and quizzes in a timely manner and in the order they are assigned.
- Communication with instructor and fellow students
- Be prepared when class starts.
- Follow campus ethics policy on written work.
- Campus Issued Email be used as primary email.

**Required Textbooks and Materials:**

*Early Childhood Education Today* by George S. Morrison  
ISBN: 978-0-13-343650-1

**Course Requirements:**

**Weekly Readings.** Each week consists of a section in which reading assignment from textbooks and/or articles, manuals, etc. This may also include websites.

**Discussions.** Six discussions are available throughout the course. Students must post an original response and respond to at least two other students to receive full credit. (20 pts each)

**Activities.** Each week consists of a section that lists all of the activities to be completed for the week. Activities vary each week, however, each one must be completed prior to the due date. All activities close and are no longer accessible at the specified due date and time. (Usually noon the Monday following the week). Activities include discussions, quizzes, assignments, projects, etc. and are all graded. (16 @ 20 pts each)

**Philosophy of Education.** A philosophy of education paper is due at the end of the course. It is worth 100 points.

**Theorist Presentation.** Each student will select a theorist and present his/her information. This presentation is worth 100 points.

**Exams.** Two exams (midterm and final) are spaced out over the course of the term. Each exam is worth 200 points.

**Grades:** Grades are earned through points and converted into a percentage. Percentages are calculated by dividing the total points earned by the total points possible. Grades are assigned to percentages as follows:

Percent	Grade	
90-100%	A	Target
80-89%	B	Acceptable-high
70-79%	C	Acceptable-low
61-70%	D	Unacceptable
0-59%	F	Unacceptable

### **Academic and Institution Policies:**

**Academic Integrity:** The academic community is operated on the basis of honesty, integrity and fair play. It is expected that all students, as members of the college community, adhere to the highest levels of academic integrity.

#### **Which Means:**

- Students are responsible for submitting their own work. Students work **MUST NOT** be plagiarized.
- Students must not cooperate on oral or written exams or quizzes or work together on other assignments unless it has been authorized by the instructor.

Violations of academic principles such as cheating, plagiarism and other academic improprieties will be handled using the guidelines outlined in the Student Handbook.

#### **Quality of Work:**

At the college level of learning, it is expected that all work be submitted free of spelling, grammar and punctuation errors. Participation in the course work is expected and taken into account when determining course grades. Discussion and information must be thought- out, in-depth and incorporate new vocabulary and concepts learned during the course.

#### **Confidentiality**

The experiences or problems shared by classmates during meeting time are not to be discussed outside of class. This is preparation for those going into a helping field where confidentiality is stressed in the CEC Standards for Professional Practice.

#### **Help Desk:**

**For help with Moodle:** 1-888-918-5623, 701-228-5601 or email [michael.otoole@dakotacollege.edu](mailto:michael.otoole@dakotacollege.edu)

#### **For Students with Disabilities and Special Needs:**

Please inform the instructor within the first week of classes in any assistance is required due to disabilities or special needs. If you have a disability for which you need an accommodation, contact Peggy Gregg at 701-228-5477 or email [peggy.gregg@dakotacollege.edu](mailto:peggy.gregg@dakotacollege.edu)



Tentative Course Outline *(Subject to Change)*

<b>Week</b>	<b>Discussion Topic and Activities</b>
<b>1</b>	<b>Building Community in the Online Environment</b>
<b>2</b>	<b>Introduction to Early Childhood Education</b>
<b>3</b>	<b>Ethical Conduct, Statement of Commitment &amp; Lesson Plans</b>
<b>4</b>	<b>Professional Organizations &amp; Memberships, Educational Ladder</b>
<b>5</b>	<b>Observation &amp; Assessment/Family &amp; Community Involvement</b>
<b>6</b>	<b>Developmentally Appropriate Practices &amp; Multiculturalism</b>
<b>7</b>	<b>Special Needs, Assistive Technology and Learning Environments, Reporting Child Abuse</b>
<b>8</b>	<b>Midterm &amp; Philosophy of Education Introduction</b>
<b>9</b>	<b>Theories &amp; Theorists</b>
<b>10</b>	<b>Guidance &amp; Play</b>
<b>11</b>	<b>Transitions, Physical Settings &amp; Routines</b>
<b>12</b>	<b>Child Development &amp; Current Trends</b>
<b>13</b>	<b>Peer Edits &amp; Theorists Presentations</b>
<b>14</b>	<b>Lesson Plan Presentations</b>
<b>15</b>	<b>Philosophy of Education Presentations</b>
<b>16</b>	<b>Final Exams and Evaluations</b>



## EC213 Language and Literacy in ECE

Christy Jackson

Fall 2016

Dakota College Bottineau

### Course Syllabus

Keep this syllabus for reference throughout the semester

<b>Course Title:</b> Language and Literacy in ECE	<b>Instructor:</b> Christy Jackson
<b>Course Prefix/Number:</b> EC213	<b>Office:</b> Online
<b>Class Location:</b> Online	<b>Office Hours:</b> Online. Arrange chat sessions with the instructor as needed.
<b>Lecture/Lab Schedule:</b> Within the online course. Students are not required to attend any sessions on campus.	<b>Instructor Contact Information:</b> Phone: 701-240-5866  Email: Moodle course email system.
<b>Credits:</b> 3	
<b>Pre-/Co-requisites:</b> None	

**Course Description:** This course is designed to teach students major content areas of early literacy development instructional strategies, and appropriate early experiences that support early literacy development in preschool children. Emphasis is placed on speaking and listening, as well as reading and writing. Upon completion of the course, students will be able to select, plan, implement, and evaluate appropriate early literacy experiences.

**Relationship to Campus Theme:** The goal of the Caregiver Services Department is to prepare professionals to work in the caregiver industry and provide an educational continuum for degree advancement. The Caregiver Department is committed to a hands-on learning environment and uses field experiences in caregiving settings as common instructional techniques.

**Goals/Objectives:** By the end of the course, students will be able to:

- Acquire and apply methods and strategies based on professional industry standards.
- Understand the goals, benefits, and uses of assessment.
- Know about and use observation, documentation, and other appropriate assessment tools and approaches.
- Understand and practice responsible assessment.
- Engage in assessment partnerships with families and other professionals.
- Knowing and understanding the importance, central concepts, inquiry tools, and structure of content areas or academic disciplines.
- Embrace the role of experts in education and human services professions.
- Identify and involve oneself with the early childhood field.
- Knowing about and upholding ethical standards and other professional guidelines.
- Integrate knowledgeable, reflective, and critical perspectives on early guidelines.
- Engage in informed advocacy for children and the profession.

**Student Outcomes:**

The student will demonstrate knowledge of the:	CEC Standard	Evidence/Criteria
Demonstrate sensitivity to the diversity of individuals and families	SEP3S1	Graded Assignment 7: English Language Learners Interview Graded Assignment 11: Books Throughout the Curriculum & Environment Graded Assignment 5: Child’s Language Dev.
Basic instructional and remedial strategies and materials	SEP4K1	Graded Assignment 2: Getting Started Graded Assignment 4: Module 3 Vocabulary Graded Assignment 8: Module 4 Vocabulary Graded Assignment 17: Book Reading Experience
Use strategies, equipment, materials, and technologies, as directed, to accomplish instructional objectives.	SEP4S1	Graded Assignment 9: Environmental Literacy Scan Graded Assignment 10: Environmental Print Walk Graded Assignment 11: Books Throughout the Curriculum & Environment Graded Assignment 13: Literacy for All Children Graded Assignment 17: Book Reading Experience
Assist in adapting instructional strategies and materials as directed.	SEP4S2	Graded Assignment 9: Environmental Literacy Scan Graded Assignment 10: Environmental Print Walk Graded Assignment 11: Books Throughout the Curriculum & Environment Graded Assignment 13: Literacy for All Children Graded Assignment 17: Book Reading Experience
Use strategies as directed to facilitate effective integrations into various settings	SEP4S3	Graded Assignment 9: Environmental Literacy Scan Graded Assignment 10: Environmental Print Walk Graded Assignment: Final Exam
Demands of various learning environments	SEP5K1	Graded Assignment 9: Environmental Literacy Scan Graded Assignment 11: Books Throughout the Curriculum & Environment
Establish and maintain rapport with learners	SEP5S1	Graded Assignment 17: Book Reading Experience Graded Assignment: Final Exam
Follow written plans, seeking clarification as needed.	SEP7S1	Graded Assignment 11: Books Throughout the Curriculum & Environment Graded Assignment 17: Book Reading Experience
Prepare and organize materials to support teaching and learning as directed.	SEP7S2	Graded Assignment 9: Environmental Literacy Scan Graded Assignment 11: Books Throughout the Curriculum & Environment Graded Assignment 13: Literacy for All Children Graded Assignment 17: Book Reading Experience Graded Assignment 18: Running Record Practice Final Exam
Rationale for Assessment	SEP8K1	Graded Assignment 18: Running Record Practice
Demonstrate basic collection techniques as directed	SEP8S1	Graded Assignment 9: Environmental Literacy Scan Graded Assignment 18: Running Record Practice

Make and document objective observations as directed	SEP8S2	Graded Assignment 9: Environmental Literacy Scan Graded Assignment 18: Running Record Practice
Follow instructions of the professional	SEP9S2	Graded Assignment 11: Books Throughout the Curriculum & Environment Graded Assignment 17: Book Reading Experience
Demonstrate commitment to assisting learners in achieving their highest potential	SEP9S5	Graded Assignment 17: Book Reading Experience
Maintain a high level of competence and integrity	SEP9S7	Graded Assignment 3: Module 2 Vocabulary Graded Assignment 6: Video Review of Language Dev.
Demonstrate proficiency in academic skills, including oral and written communication	SEP9S9	Graded Assignment 6: Video Review of Language Dev. Graded Assignment 14: Analyzing Children's Writing Opportunities
Engage in activities to increase one's knowledge and skills	SEP9S10	Graded Assignment 2: Getting Started Graded Assignment 6: Video Review of Language Dev.
Assist in collecting and providing objective, accurate information to professionals	SEP10S1	Final Exam
Collaborate with stakeholders as directed	SEP10S2	Graded Assignment 16: 100 Ways to Teach the Alphabet
Participate as directed in conferences as members of the educational team	SEP10S4	Graded Assignment 16: 100 Ways to Teach the Alphabet

**Required Text:** Learning to Read and Write: Developmentally Appropriate practices for Young Children

Authors: S.B Newman, C. Copple, and S. Bredekamp

Publisher: National Association for the Education of Young Children (NAEYC)

ISSN: 0-935989-87-0

Description of Assignment/Assessment	CEC Standard	Points Possible	Points received
<b>Introductions:</b> Students will introduce themselves to fellow students.		1 @ 20 pts	
<b>Vocabulary:</b> Define words related to the module being discussed.		5 @ 20 pts each	
<b>Essays:</b> Student will be asked to write an essay on either the required readings or an assigned project.		9 @ 20 pts each	
<b>Multiple Choice:</b> Answer a series of multiple choice questions.		1 @ 20 pts	
<b>Video Review:</b> Students will watch a video and answer questions related to the video.		2 @ 20 pts.	
<b>Final Exam:</b> Multiple choice style final.		1 @ 100 pts.	
Total Points		460	

**Grades.** Grades will be calculated by dividing total points earned by the total points possible and will be based on the following percentages:

Percentage	Grade	
90-100%	A	Target
80 – 89%	B	Acceptable-high
70 – 79%	C	Acceptable-low
60 – 69%	D	Unacceptable
0 – 59%	F	Unacceptable

### Academic and Institution Policies

#### Academic Integrity:

The academic community is operated on the basis of honesty, integrity and fair play. Occasionally, this trust is violated when cheating occurs, either inadvertently or deliberately. This Code will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

1. The primary responsibility of the students, faculty and administration is to create an atmosphere where the honesty of individuals will not be questioned.

a. Faculty members are responsible for providing guidelines concerning cheating and plagiarism at the beginning of each course, and should use precautionary measures and security in cases where cheating is likely to occur.

b. Students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred.

View the [Plagiarism Tutorial-Pearson Education](#) to learn more about plagiarism, citing sources, etc.

Webster’s Encyclopedic Unabridged Dictionary defines plagiarism as: “The appropriation or imitation of the language, ideas, and thoughts of another author, and representation of them as one’s original work.”

There will be zero tolerance of any form of academic dishonesty. If any evidence appears of students not doing their own work, plagiarism, or outright cheating on quizzes/exams, the matter is investigated. If it is concluded that such dishonesty occurred, the student in question will receive an automatic “F” for the course. Furthermore, the matter is then reported to the appropriate university office and the instructor will participate in any proceedings against the guilty party.

#### Confidentiality:

The experience or problems shared by classmates are not to be discussed outside of class. This is a preparation for those going into a field where confidentiality is stressed in the CEC standards for Professional Practice.

#### Disabilities and Special Needs:

Please inform the instructor within the first week of class if any assistance is required due to disabilities or special needs. If you have a disability for which you need an accommodation, contact the Learning Center to request disability support services. Phone: (701)228-5477; Toll free 1(888)918-5623.

#### Quality of work:

At the college level of learning, it is expected that all work submitted is free of spelling, grammar, and punctuation errors. Discussion and information must be thought-out, in-depth, and incorporate new vocabulary and concepts learned during course.

Week	Discussion Topic	Readings Due	Homework Due
Week 1	Module 1 – The Course Introduction orients students to course requirements, course organization, and online navigation.	Online Attendance Netiquette	Class Introductions
Week 2	Module 2 – Setting the Stage provides students with an overview of current research related to early language and literacy development, the foundation upon which the other modules build.	Text: NAEYC & IRA Position Statement, pp. 1-19	Graded Assignment 2: Graded Assignment 3:
Weeks 3-5	Module 3: Children's Communication & Language Development	Text: Language Dev. Pp. 48-55 & Building Knowledge and Comprehension pp. 56-63 English Lang. Learners Dialogic Reading Fostering Second Lang Dev.	Graded Assignment 4 Graded Assignment 5 Graded Assignment 6 Graded Assignment 7
Weeks 6-8	Module 4: Books and Print Awareness focuses on concepts of print and instilling Knowledge and love of books in young children. It provides students with strategies to engage children with books and reading.	Text: The Power and Pleasure of Literacy, pp. 28-47 & Concepts in Print, pp. 64-79 Reading Aloud with Children of All Ages Books in the Sand? Markers in the Blocks? Literacy Rich Environment Examples	Graded Assignment 8 Graded Assignment 9 Graded Assignment 10 Graded Assignment 11
Weeks 9-11	Module 5: Children's Writing includes the development of writing (from scribbles to conventional writing) and strategies on how to embed writing opportunities into daily routines and classroom curriculum.	Text: Letters and Words, pp. 88-95 Literacy for all Children Scribbles, Labels, and Stories Transition to Writing Writing: Empowering Literacy Dictation	Graded Assignment 12 Graded Assignment 13 Graded Assignment 14
Weeks 12-14	Module 6: Learning the Code: Phonological Awareness and Letter Knowledge centers on how to engage children in learning the literacy code using a variety of meaningful and motivating learning experiences and teaching strategies that promote children's phonological awareness and alphabet knowledge.	Text: Phonological Development, pp. 80-87 & Letters and Words, 88-95 Essentials of Early Lit. The Alphabet Principle Fostering Lang and Literacy Promote, Plan and Play	Graded Assignment 15 Graded Assignment 16 Graded Assignment 17
Weeks 15-16	Module 7: Synthesis and Review reinforces using observation to assess young children's emergent literacy and provides students with an opportunity to review and synthesize their learning from the entire course.	Text: Informing Instruction in Reading & Writing, pp. 103-110 & Making it Happen, pp. 111-116 Assessment	Graded Assignment 18 Final Exam



EC 236 Social & Emotional Development and Guidance - Online  
Tanya R. Mooney, M.Ed.  
Fall 2016  
Dakota College at Bottineau

## Course Syllabus

*Keep this syllabus for reference throughout the semester*

<b>Course Title:</b> Social/Emotional Development & Guidance	<b>Instructor:</b> Tanya R. Mooney, M.Ed.
<b>Course Prefix/Number:</b> EC 236	<b>Office:</b> Online
<b>Class Location:</b> Online	<b>Office Hours:</b> Online and by Appointment
<b>Lecture/Lab Schedule:</b> Online	<b>Instructor Contact Information:</b>  <i>Email: mrsmooney3@gmail.com</i>
<b>Credits:</b> 3	
<b>Pre-/Co-requisites:</b> None	

**Course Description:** This course involves the study of classroom management, motivation, building self-esteem, positive discipline strategies and social and emotional development in children. Topics include approaches to guiding children's behavior, managing the environments, rules and limits, problem behaviors appreciating oneself and others, dealing with separation, providing appropriate support for children, preventing child abuse, promoting success with appropriate materials and activities, interacting through play and developing friendships. Students develop a personal philosophy of child guidance.

**Relationship to Campus Theme:** This course explores the DCB campus theme—nature, technology, and beyond—through intentional case studies of how the world around us affects learning. The purpose of the Education and Human Development Discipline is to educate students for careers as paraeducators, teachers, early childhood professionals, and adult caregivers.

**Goals/Objectives:** Upon completion of this course, student will:

- Learn to promote children's self-awareness and self-esteem through verbal and nonverbal communication
- Identify and describe factors that contribute to aggressive behavior in children and strategies that help reduce children's aggressive behavior and give them alternative ways to cope with aggression
- Identify and describe children's physical, psychological and behavioral reactions to stress and identify strategies for helping children cope effectively with stress.
- Identify and describe ways to help children develop positive peer relationships and friendships and identify teaching strategies that foster children's development of interpersonal skills



- Recognize signs of emotional distress, child abuse, domestic violence and neglect in young children and know responsibility and procedures for reporting suspected abuse or neglect to appropriate authorities
- Learn to provide cooperative learning activities to encourage positive social interaction among children, to promote positive strategies of conflict resolution and to develop personal self-control, self-motivation and self-esteem
- Identify the principles of child guidance based on the developmental characteristics of young children
- Identify positive guidance strategies for children and for groups of children
- Understand and demonstrate how effective teachers arrange the classroom and schedule in order to promote positive social and emotional growth
- Recognize characteristics of a healthy environment that promotes social/emotional development
- Identify the importance of family-school partnership in child guidance
- Demonstrate an increase in understanding of cultural influences on child behavior, both typical and atypical, as evidenced by classroom discussion
- Use reflective observation to develop their own personal philosophy of child guidance

**Student Outcomes:**

<i>The student will demonstrate knowledge of the:</i>	<i>CEC Standard</i>	<i>Evidence/Criteria</i>
Indicators of abuse	SEP3K2	Final
Demands of various learning environments	SEP5K1	Inclusion Lesson; Final
Rules and procedural safeguards regarding the management of behaviors of individuals with exceptional learning needs	SEP5K2	Midterm; Final
Ethical practices for confidential communication about individuals with exceptional learning needs	SEP9K1	Midterm; Final
Personal cultural biases and differences that affect one's ability to work with others	SEP9K2	Inclusion Lesson; Midterm; Observation; Research Paper
<i>The student will have the ability to:</i>	<i>CEC Standard</i>	<i>Evidence/Criteria</i>
Demonstrate sensitivity to the diversity of individuals and families	SEP3S1	Midterm; Observation; Research/Guidance Paper
Establish and maintain rapport with learners	SEP5S1	Inclusion Lesson
Use universal precautions and assist in maintaining a safe, healthy learning environment	SEP5S2	Final
Use strategies for managing behaviors as directed	SEP5S3	Inclusion Lesson; Final
Use strategies as directed, in a variety of settings, to assist in the development of social skills	SEP5S4	Inclusion Lesson
Perform responsibilities as directed in a manner consistent with laws and policies	SEP9S1	Inclusion Lesson; Observation
Follow instructions of the professional	SEP9S2	Final
Demonstrate problem-solving, flexible thinking, conflict management techniques and analysis of personal strengths and preferences	SEP9S3	Erikson Project; Inclusion Lesson; Midterm; Final
Act as a role model for individuals with exceptional learning needs	SEP9S4	Midterm; Final





Demonstrate commitment to assisting learners in achieving their highest potential	SEP9S5	Inclusion Lesson; Midterm; Final
Demonstrate the ability to separate personal issues from one's responsibilities as a paraeducator	SEP9S6	Final

*CEC Standards SEP9S7-SEP9S13 are embedded in all coursework and practicum.*

**Required Textbooks and Materials:**

Miller, D. (2010). *Positive child guidance* (6<sup>th</sup> ed.). Beverly, MA: Wadsworth.

**Course Requirements:**

Description of Assignment/Assessment	CEC Standard	Points Possible	Points Received
<i>Active Participation:</i> Students are required to participate in the course each week. This includes logging in to the course 3 times a week and engaging in meaningful discussion according to the weekly content as well as completing reading assignment. (16 weeks, 20 pts per week) (Discussions = 10 pts, Reading Comprehension Quizzes = 10)		320	
<i>Erikson Project:</i> Students are required to write a reflection paper tying their personal life experiences to Erikson's psychosocial theory. A handout will be provided.	9S3, 9S8, 9S10, 9S11	100	
<i>Inclusion Lesson:</i> Create an age appropriate lesson for young children about disabilities with the learning objective to foster acceptance and respect in your classroom.	55K1, 9K2, 5S1, 5S3, 5S4, 9S1, 9S3, 9S5, 9S8	100	
<i>Midterm:</i> Material covered in the midterm will be from the first half of the course	5K2, 9K1, 9K2, 3S1, 9S3, 9S4, 9S5	100	
<i>Observation/Reflection:</i> Students will be required to do a child observation. Assignment will include using objective observation strategies, identifying components of the observation sequence, and analyzing the collected data.	9K2, 3S1, 9S1, 9S7	100	
<i>Research/Guidance Paper:</i> Students will select a topic regarding social/emotional development. Assignment will be detailed in class.	9K2, 9S9, 9S10	100	
<i>Final:</i> Material covered in the final will be from the second half of the course	3K2, 5K1, 5K2, 9K1, 5S3, 5S3, 9S2, 9S3, 9S4, 9S5, 9S6	100	
<b>Total Points Possible &amp; Received:</b>		<b>920</b>	<b>/920</b>

**Due Dates:** Each week contains a list of readings and work to complete. All reading and assignments must be completed and submitted by noon of the Monday following the week. **The only exception is the last week of class in which all course work is due by noon on Friday.** **Late work is accepted for half credit, a few late grades can drop the course grade drastically so please submit work on time.**



**Grades:** Grades are earned through points and converted into a percentage. **Late work is accepted for half credit, a few late grades can drop the course grade drastically so please submit work on time.** Percentages are calculated by dividing the total points earned by the total points possible. Grades are assigned to percentages as follows:

Percent	Grade	
90-100%	A	Target
80-89%	B	Acceptable-high
70-79%	C	Acceptable-low
61-70%	D	Unacceptable
0-59%	F	Unacceptable

### **Academic and Institution Policies:**

#### Academic Integrity

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Written work is screened using plagiarism detection software. ***If plagiarism is detected the student is notified and receives an automatic failure on the assignment. If plagiarism is detected a second time, the student automatically fails the course.***

#### Confidentiality

The experiences or problems shared by classmates during meeting time are not to be discussed outside of class. This is preparation for those going into a helping field where confidentiality is stressed in the CEC Standards for Professional Practice.

#### Student Email Policy

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

#### Disabilities and Special Needs

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EC 236 Social & Emotional Development and Guidance - Online  
Tanya R. Mooney, M.Ed.  
Fall 2016  
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### Quality of Work

At the college level of learning, it is expected that all work submitted is free of spelling, grammar and punctuation errors. Participation in the course is expected and taken into account when determining course grades. Discussion and information must be thought-out, in-depth and incorporate new vocabulary and concepts learned during the course.

## Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:**

ECON 201 - Principles of Microeconomics

**Number of credits:** 3

**Course Description:**

This course studies the nature, method and scope of economic analysis; economic scarcity, resources, specialization of labor; supply-demand analysis; production and cost analysis; product and resource market structures; distribution of income; international trade.

This class is designed as an introduction to microeconomics. Economics, in general, refers to how society manages its limited resources. In this course, student will focus on the study of microeconomics, which seeks to understand how households and firms make decisions and how they interact in markets.

**Pre-/Co-requisites:** None

**Course objectives:**

Students will:

1. Define key concepts in the field of economics.
2. Demonstrate an understanding of basic microeconomic principles, including a general understanding of the history of economics, how markets work, and the decisions and interactions that go into the public sector.
3. Apply concepts learned in class to different scenarios (both in class, and within their own lives).

**Instructor:** Don Thompson

**Office & Hours:** Arts & Humanities/Social Science Conference area by appointment

**Phone:** announced in class

**Email:** don.thompson@dakotacollege.edu

**Lecture/Lab Schedule:**

MWF

2:00 – 3:40

**Textbook(s):**

Mankiw, N. G. (2012). *Principles of Microeconomics*, 6<sup>th</sup> Ed. Mason, OH: South-Western Cengage Learning.

**Course Requirements:**

The formula for grades is as follows.

4 Exams (non-cumulative) - 100 points each = 400 points

Quizzes (8, each worth 10 points) = 50 points (count 5 best scores)

Term Paper = 50 points

Total Points Available = 500

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

**Major Assignments:**

- Exams: There will be 4, non-cumulative exams throughout the semester worth 100 points each. Exams will cover information presented in class and from the textbook.
- Quizzes: Eight (8) quizzes will be given randomly throughout the semester. Each quiz will be worth 10 points and will vary in nature (e.g. short answer, multiple choice, matching). Quizzes cannot be made up under any circumstances. These quizzes will cover material presented in that day's lecture. Your 5 best quizzes will count.
- Term Paper: Each student will complete a term paper covering a microeconomic theory or concept covered in class. Students should provide the history of the theory or concept, as well as provide (at least one) real-world example of the theory in use today. The term paper will be written in APA style and should be between 3-5 pages (double-spaced – this does not include the title page or reference page). An information lecture and discussion over APA style, as well as paper requirements, will be given after the first exam.

**Tentative Course Outline:**

Week 1 – What is Economics

Scarcity, choice, and economic systems

Week 2 – Supply & demand

Elasticity – concept & use

Week 3 – Test 1

Consumer choice

Production & cost

Week 4 – How firms make decisions

Test 2

Week 5 – Pure Competition

Monopoly

Week 6 – Monopolistic competition

Test 3

Week 7 – Labor market

Income equity

Week 8 – Cost of taxation

Design of tax system

Test 4

**\*\*\*The final will NOT be given early. You must take the final during the final exam time, no exceptions.**

### General Education Goals/Objectives

- Goal 1: Explains the interrelationships between humans and their environment and the role of science in their lives.
- Goal 4: Demonstrate effective communication

### Relationship to Campus Theme: *Nature, Technology and Beyond*

- Students will identify wise uses and management of our natural resources (the premise behind economics).
- Students will analyze and interpret experimental data to draw logical conclusions.
- Students will use critical thinking to understand the importance of economic now and in the future.

### Classroom Policies:

- **Participation.** Students are expected to come to class prepared and actively engage in class discussion and activities. The classroom environment is open and harassment free, so please engage in discussion. Computers are welcome in the classroom for note-taking purposes **only**. If students abuse this privilege, the instructor reserves the right to ban computers from the lecture periods.
- **Deadlines.** All assignments are due on or before the time that is specified in the syllabus. Students will be deducted 5 points for every 24-hour period the assignment is not turned in, including weekends.

If a student is aware that they will miss an exam, they must inform the instructor *at least two weeks* prior to the missed exam. An essay exam (worth 100 points) will substitute for the missed exam. This test must be taken *before* the schedule exam date. If a student is sick or experience unforeseen circumstances where an exam must be missed, **the instructor must be informed immediately and proper documentation must be presented** (e.g. doctor's note, police accident report). An essay exam will take the place of the missed exam must be taken within one week of the exam date. If the student does not notify the instructor before the next class period, the student will receive a "0" for the missed exam. Students involved in college activities (e.g. athletics) that require them to miss an exam will take a make-up which is the same format at typical exams (multiple choice and short answer). Proper documentation from a coach or faculty supervisor is required to avoid the essay exam.

**Academic Integrity:**

Plagiarism (taking the ideas, thoughts, or language of someone else and passing them off as your own) will not be tolerated in this class. If a student is suspected of plagiarizing, cheating, or not doing their own work, the matter will be investigated. Any student who is found to engage in academic dishonesty (including letting others cheat off of you) will receive an automatic “F” in the course. Additionally, the incident will be reported to the appropriate University office and additional action may be taken.

**Disabilities and Special Needs:**

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs.



EDUC220 Classroom Management Syllabus - Online  
Tanya R. Mooney, M.Ed.  
Fall 2016  
Dakota College at Bottineau

## Course Syllabus

*Keep this syllabus for reference throughout the semester*

<b>Course Title:</b> Classroom Management	<b>Instructor:</b> Tanya R. Mooney, M.Ed.
<b>Course Prefix/Number:</b> EDUC220	<b>Office:</b> Online
<b>Class Location:</b> Online	<b>Office Hours:</b> Online and by Appointment
<b>Lecture/Lab Schedule:</b> Online	<b>Instructor Contact Information:</b>  <i>Email: mrsmooney3@gmail.com</i>
<b>Credits: 3</b>	
<b>Pre-/Co-requisites:</b> None	

**Course Description:** EDUC 220 is an introduction to K-12 classroom management techniques for the K-12 classroom teacher or paraeducator. Topics that will be covered include: physical space, behavioral norms, safety, time-management, managing student work, and managing other special classroom needs.

**Relationship to Campus Theme:** This course explores the DCB campus theme—nature, technology, and beyond—through intentional case studies of how the world around us affects learning. The purpose of the Education and Human Development Discipline is to educate students for careers as paraeducators, teachers, early childhood professionals, and adult caregivers.

**Goals/Objectives:** Upon completion of this course, student will:

- Recognize behavioral norms with the classroom setting.
- Describe management skills as related to the classroom.
- Give details regarding unique aspects of the classroom including special needs and violence.
- Distinguish the role of the paraeducator's role versus classroom teacher's role in guiding the classroom.
- Formulate techniques and strategies to modify student activities based on student behaviors and skill level.
- Demonstrate an understanding of a variety of classroom management programs
- Learn to provide cooperative learning activities to encourage positive social interaction among children, to promote positive strategies of conflict resolution and to develop personal self-control, self-motivation and self-esteem
- Identify the principles of child guidance based on the developmental characteristics of young children





### Required Textbooks and Materials:

Weinstein, C.S., Romano, M.E., & Mignano, Jr., A. (2011). *Elementary Classroom management: Lessons from research and practice, 5<sup>th</sup> ed.* . New York: McGraw-Hill. ISBN: 0073010367

**Grades:** Grades are earned through points and converted into a percentage. **Late work is accepted for half credit, a few late grades can drop the course grade drastically so please submit work on time.** Percentages are calculated by dividing the total points earned by the total points possible. Grades are assigned to percentages as follows:

Percent	Grade	
90-100%	A	Target
80-89%	B	Acceptable-high
70-79%	C	Acceptable-low
61-70%	D	Unacceptable
0-59%	F	Unacceptable

### Academic and Institution Policies:

#### Academic Integrity

The academic community is operated on the basis of honesty, integrity and fair play. It is the expectation that all students, as members of the college community, adhere to the highest levels of academic integrity. This means that students are responsible for submitting their own work. Student work must not be plagiarized. Students must not cooperate on oral or written examinations or work together on valued assignments without authorization. Students should have high ethical standards and conduct themselves in an appropriate manner.

Written work is screened using plagiarism detection software. ***If plagiarism is detected the student is notified and receives and automatic failure on the assignment. If plagiarism is detected a second time, the student automatically fails the course.***

#### Confidentiality

The experiences or problems shared by classmates during meeting time are not to be discussed outside of class. This is preparation for those going into a helping field where confidentiality is stressed in the CEC Standards for Professional Practice.

#### Student Email Policy

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

#### Disabilities and Special Needs



EDUC220 Classroom Management Syllabus - Online  
Tanya R. Mooney, M.Ed.  
Fall 2016  
Dakota College at Bottineau

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### Quality of Work

At the college level of learning, it is expected that all work submitted is free of spelling, grammar and punctuation errors. Participation in the course is expected and taken into account when determining course grades. Discussion and information must be thought-out, in-depth and incorporate new vocabulary and concepts learned during the course.

**EDUC 250 - Introduction to Education**  
**Dakota College Bottineau**  
**Fall 2016**  
**Tuesday and Thursday - 1:00 - 1:50**  
**3 Semester Credits**

**Instructor:** Ms. Jackie Migler, MS

**Phone:** 701-228-5466

**Email:** [jacalyn.migler@dakotacollege.edu](mailto:jacalyn.migler@dakotacollege.edu)

**Office Hours:** Tuesday and Thursday 12:00 - 1:00, 3:15 - 4:30

**Text Book:** Guillaume, A. (2007). K-12 Classroom Teaching: A Primer for New Professionals (4th ed). Boston, MA: Pearson.

**Resources:** This course will use the internet for viewing videos exploring educational sites. Please make sure that you have access to a computer/internet.

**Course Description:**

This course examines historical, philosophical, social and psychological foundations of education. Students will be introduced to different learning styles of learner and how to accommodate those, laws regarding education and special populations, classroom management techniques, Every Student Succeeds Act guidelines, and student assessment.

**Prerequisites:** None

**Course Goals:**

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

- Develop a lesson plan
- Explain the components of SIOP
- Demonstrate how to differentiate a lesson
- Develop a classroom management system
- Set up a portfolio
- Explain the components of a Multi Tiered System of Support

- Write a SMART goal
- Differentiate between summative and formative assessment
- Explore national and state level assessments

**Course Requirements:**

Grading is based on a standard college curve, where students earn a grade based upon the percent of total points possible. Drop quizzes may not be made up. There is a one week grace period to make up any missed exams or assignments. Any missed exam/work not made up within the allotted time will be given a zero. It is the responsibility of the student to schedule make-up work during a date and time mutually convenient for the student and the instructor. Final letter grades are assigned based on the following criteria:

- A - 89.5 - 100% of the total points
- B - 79.5 - <89.5% of the total points
- C - 69.5 - <79.5% of the total points
- D - 59.5 - 69.5% of the total points
- F - <59.5% of the total points

**Tentative Course Outline (Subject to Change):**

<b><u>Week</u></b>	<b><u>Discussion Topic and Activities</u></b>	<b><u>Assignments/Readings</u></b>
Week 1 - August 25	Review course requirements, Warm up activity, review syllabus, needs assessment	Chapter 1 due August 30
Week 2 - August 30, September 1	Nature of teaching, 6 propositions	Chapter 2 due September 6
Week 3 - September 6,8	Philosophy of Education, developing your stance	Chapter 3 due September 13
Week 4 - September 13, 15	Getting to Know Your Students and Families	Chapter 4 due September 20
Week 5 - September 20,22	<b>EXAM</b> Providing Inclusive and Responsive Instruction	Supplemental reading

Week 6 - September 27, 29	(Special Education, English Language Learners, Gifted/Talented, Sheltered Instruction Observation Protocol	Chapter 5 due October 4
Week 7 - October 4,6	Planning for Instruction (SMART goals, Data driven planning)	
Week 8 - October 11,13	<b>MIDTERM</b> Lesson Plans	Chapter 6 due October 18, <b>Lesson plan</b> due October 20
Week 9 - October 18, 20	Organizing Your Instruction	Chapter 7 due October 25
Week 10 - October 25, 27	Instructional Models and Strategies	Chapter 8 due November 1
Week 11 - November 1,3	Assessment, Progress Monitoring, Report Cards	<b>Review state assessment site, report out on one of the assessments detailed in the text</b>
Week 12 - November 8, 10	ESSA, MTSS	Chapter 9 due November 15
Week 13 - November 15,17	Instructional Space	<b>Develop your own management plan using the template in text page 226</b> , Chapter 10 due November 22
Week 14 - November 22	Classroom Discipline	<b>Develop your own classroom discipline plan using the template in text page 263</b>

Week 15 - November 29, December 1	CPI, PBIS	Chapter 11 due December 6
Week 16 - December 6, 8	Growing in Your Profession (Resume, Portfolio, Interview, License, Mandated Reporter)	<b>Philosophy of Education paper</b>
Final	Philosophy of Education	Final - Use the knowledge gained to <b>develop a statement on your philosophy of education</b>

**(Tentative) Course Assignments and Assessments:**

There will be weekly assignments, readings, and assessments:

<b><u>Week</u></b>	<b><u>Assignment</u></b>	<b><u>Points</u></b>
Weekly	Participation Points for each week	5 points per week
5	EXAM	80 points
8	MIDTERM	75 points
9	Lesson plan	40 points
11	Review state assessment site	20 points
11	Discuss one of the assessment strategies	10 points
13	Develop your own management plan using the template in text page 226	30 points
14	Develop your own classroom discipline plan	30 points

	using the template in text page 263	
Final	Philosophy of Education paper	75 points

**Service Area Goal and Objectives:**

**Goal:** Develop an educational or human services philosophy

**Objective:** Students will develop an educational or human services philosophy paper. A common rubric is used to ensure reliability and validity of data collected.

**Relationship to Campus Theme:**

This course addresses the campus theme by educating students for careers as paraeducators, teachers, early childhood professionals and adult caregivers.

**Classroom Policies:**

- Cell phones, iPods, and related technology are prohibited in the classroom at all times unless you have visited with the instructor previously. If these technologies are used in the classroom without the instructor's prior permission, the student will be asked to leave the class.
- Be respectful of other students, technicians, instructors, and guests.
- Ground rules will be established by the group.

**Student Email Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

**Academic Integrity:**

The academic community is based on honesty, integrity, and fair play. It is expected that all students, as members of the college community, adhere to the highest levels of academic integrity. Dishonesty in the classroom and with assignments, quizzes, and exams is a serious offense and is subject to disciplinary action by the instructor and college administration. For more information, please refer to the Student Handbook.

- Students are responsible for submitting their own work. Violations of academic principles such as cheating, plagiarism, and other academic improprieties will be handled according to the guidelines outlined in the Student Handbook.
- Students must not cooperate on oral or written exams or quizzes or work collaboratively on other assignments unless authorized by the instructor.
- Students will hand in assignments and assessments on the due date specified.
- Completion of the assigned readings is imperative to your professional development.
- Students are expected to attend class and participate in class discussions. Lack of attendance and participation will affect your final grade.

**Confidentiality:**

The experiences or problems shared by classmates during class time should not be discussed outside of class. This is part of the professional code of ethics.

**Disabilities:**

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact your instructor and Kayla O'Toole in the Learning Center (228-5479) as early as possible in the beginning of the semester.





**EDUC 250 INTRODUCTION TO EDUCATION**  
**BRANDI RUDLAND**  
Fall 2016  
**DAKOTA COLLEGE BOTTINEAU**

## Course Syllabus

*Keep this syllabus for reference throughout the semester*

<b>Course Title:</b> Introduction to Education	<b>Instructor:</b> Brandi Rudland
<b>Course Prefix/Number:</b> EDUC 250	<b>Office:</b> Thatcher 1109
<b>Class Location:</b> online	<b>Office Hours:</b> M 8-4:30, T 10-2/4-4:30, W 8-3:00/4:4:30, TH 10-2:00 F <b>8-3:50</b> <b>CALL OR EMAIL FOR APPOINTMENT</b>
<b>Lecture/Lab Schedule:</b>  <b>Blended Componets</b>	<b>Instructor Contact Information:</b>  <i>Phone:</i> 701-228-5604 office, 701-822-3112 cell  <i>Email:</i> <a href="mailto:brandi.rudland@dakotacollege.edu">brandi.rudland@dakotacollege.edu</a>  Emails will be checked daily, if you need to contact me after hours feel free to call or text.
<b>Credits:</b> 3	
<b>Pre-/Co-requisites:</b> None	

**Course Description:** A study of teachings as a profession including the historical, philosophical, social and psychological foundations of education. Students will be introduced to different learning styles of students; laws concerning education and special populations; classroom management issues; No Child Left Behind guidelines; student assessment at local, state and national levels; and the requirements needed for becoming a certified educator.

**Relationship to Campus Theme:** This course explores the DCB campus theme—nature, technology, and beyond—through intentional case studies of how the world around us affects learning. The purpose of the Education and Human Development Discipline is to educate students for careers as paraeducators, teachers, early childhood professionals, and adult caregivers.



**Class Policies:**

- Regular participation
- Regular attendance **(Lack of logging in and participation will effective final grade)**
- Complete all assignments, discussions, tests and quizzes in a timely manner and in the order they are assigned.
- Communication with instructor and fellow students
- Be prepared when class starts.
- Follow campus ethics policy on written work.
- Campus Issued Email be used as primary email.

**Goals/Objectives:** Upon completion of this course, student will be able to:

- Identify different learning styles of students
- Identify the laws concerning disabilities and special needs
- Explore classroom management issues
- Explain the requirements of No Child Left Behind
- Explore student assessment at local, state and national levels
- Identify the impact of diverse student populations on teaching and instructional strategies
- Discuss communication issues among teachers, students, staff, parents and administration

**Student Outcomes:**

<i>The student will demonstrate knowledge of the:</i>	<i>CEC Standard</i>	<i>Evidence/Criteria</i>
Basic educational terminology regarding students, programs, roles and instructional activities	SEP1K2	Education Terminology; Philosophy of Education
Rights and Responsibilities of families and children as they relate to individual learning needs	SEP3K1	Advice Column
Basic instructional and remedial strategies and materials	SEP4K1	Lesson Plan #2; Differentiation Project
Demands of various learning environments	SEP5K1	Classroom Set-up
Characteristics of appropriate communication with stakeholders	SEP6K1	Family Case Studies; Advice Column
Rationale for assessment	SEP8K1	Lesson Plan #3
Ethical practices for confidential communication about individuals with exceptional learning needs	SEP9K1	Advice Column
Personal cultural biases and differences that affect one's ability to work with others	SEP9K2	Family Case Studies
<i>The student will have the ability to:</i>	<i>CEC Standard</i>	<i>Evidence/Criteria</i>



Use strategies, equipment, materials and technologies as directed, to accomplish instructional objectives	SEP4S1	Classroom Management Plan
Follow written lesson plans, seeking clarification as needed	SEP7S1	Lesson Plan & Delivery
Prepare and organize materials to support teaching and learning as directed	SEP7S2	Lesson Plan #1, #2 and #3
Demonstrate basic collection techniques as directed	SEP8S1	Lesson Plan & Delivery
Perform responsibilities as directed in a manner consistent with laws and policies	SEP9S1	Advice Column
Demonstrate problem-solving, flexible thinking, conflict management techniques and analysis of personal strengths and preferences	SEP9S3	Advice Column
Maintain a high level of competence and integrity	SEP9S7	Philosophy of Education
Engage in activities to increase one's own knowledge and skills	SEP9S10	Philosophy of Education; Professional Plan
Engage in self-assessment	SEP9S11	Philosophy of Education; Professional Plan; Learning Styles Personal Case Study

CEC Standards SEP9S7-SEP9S13 are embedded in all coursework and practicum.

**Required Textbooks and Materials:**

Guillaume, A. (2007). *K-12 classroom teacher: A primer for new professionals* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

**Course Requirements:**

<i>Description of Assignment/Assessment</i>	<b>Standard</b>	<b>Points</b>	<b>Due Date</b>
<i>Education Terminology:</i> Define and describe ten terms related to education	SEP1K2	10	August 28th
<i>Family Case Studies:</i> Respond to situations relating to the family with sensitivity to differences	SEP6K1 SEP9K2	10	September 11th
<i>Philosophy of Education:</i> Develop your stance towards education. Describe what teaching means to you, how you think students learn, what your goals are, what you plan on implementing as a teacher and ways you plan on growing.	SEP1K2 SEP9S7-13	30	September 18th
<i>Professional Plan:</i> Research the steps to becoming a teacher including further school and licensure	SEP9S10 SEP9S11	10	September 25th
<i>Learning Styles Personal Case Study</i>	SEP9S11	10	October 2th



Description of Assignment/Assessment	Standard	Points	Due Date
<i>Classroom Set-up:</i> Draw/describe the physical arrangement of your classroom. Pay attention to the demands of various learning environments	SEP5K1	10	October 9th
<i>Classroom Management Plan:</i> Create classroom friendly guidelines for Early Childhood, Elementary or Middle, and High School	SEP4S1	10	October 16th
<i>Lesson Plan #1:</i> Standard and Activity	SEP7S2	10	October 23rd
<i>Lesson Plan #2:</i> "I do" and "We do"	SEP4K1 SEP7S2	10	October 30th
<i>Lesson Plan #3:</i> "You do" and Assessment	SEP7S2 SEP8K1	10	November 6th
<i>Differentiation Project:</i> Differentiate your lesson to meet the needs of various learners. Extra Credit Opportunity	SEP4K1	15	November 20th
<i>Advice Column:</i> Given different educational scenarios from different stakeholders, give advice based on what you know about NCLB and/or IDEA,	SEP3K1 SEP6K1 SEP9K1 SEP9S1 SEP9S3	15	November 27th
<i>Lesson Plan &amp; Delivery:</i> Teach the class from the lesson plan you've been preparing throughout the semester.	SEP7S1 SEP8S1	50	December 11th
<b>Total Points Possible:</b>		<b>200</b>	

**Grades:**

*Grades are earned through points and converted into a percentage. Percentages are calculated by dividing the total points earned by the total points possible. Grades are assigned to percentages as follows:*

Percent	Grade	
90-100%	A	Target
80-89%	B	Acceptable-high
70-79%	C	Acceptable-low
61-70%	D	Unacceptable
0-59%	F	Unacceptable

**Academic and Institution Policies:**

**Academic Integrity:** The academic community is operated on the basis of honesty, integrity and fair play. It is expected that all students, as members of the college community, adhere to the highest levels of academic integrity.



**EDUC 250 INTRODUCTION TO EDUCATION**  
**BRANDI RUDLAND**  
**Fall 2016**  
**DAKOTA COLLEGE BOTTINEAU**

### **Which Means:**

- Students are responsible for submitting their own work. Students work **MUST NOT** be plagiarized.
- Students must not cooperate on oral or written exams or quizzes or work together on other assignments unless it has been authorized by the instructor.

Violations of academic principles such as cheating, plagiarism and other academic improprieties will be handled using the guidelines outlined in the Student Handbook.

### **Quality of Work:**

At the college level of learning, it is expected that all work be submitted free of spelling, grammar and punctuation errors. Participation in the course work is expected and taken into account when determining course grades. Discussion and information must be thought- out, in-depth and incorporate new vocabulary and concepts learned during the course.

### **Confidentiality**

The experiences or problems shared by classmates during meeting time are not to be discussed outside of class. This is preparation for those going into a helping field where confidentiality is stressed in the CEC Standards for Professional Practice.

### **Help Desk:**

**For help with Moodle:** 1-888-918-5623, 701-228-5601 or email [michael.otoole@dakotacollege.edu](mailto:michael.otoole@dakotacollege.edu)

### **For Students with Disabilities and Special Needs:**

Please inform the instructor within the first week of classes in any assistance is required due to disabilities or special needs. If you have a disability for which you need an accommodation, contact Peggy Gregg at 701-228-5477 or email [peggy.gregg@dakotacollege.edu](mailto:peggy.gregg@dakotacollege.edu)



**Tentative Course Outline** *(Subject to Change)*

<b>Week</b>	<b>Discussion Topic</b>	<b>Readings Due</b>	<b>Homework Due</b>
Aug. 25	Overview of types of Education		
Sept. 1	Issues in Education Today	Chapter 1	Education Terminology
Sept. 8	Experience of Families	Chapter 3	
Sept. 15	What do you believe in?	Chapter 2	Family Case Studies
Sept. 22	Your road in Education	Supplemental Reading	Philosophy of Education
Sept. 29	How we learn	Chapter 6	Professional Plan
Oct. 6	Learning Environment	Chapter 9	Learning Styles Case Study
Oct. 13	Classroom Management	Chapter 10	Classroom Set-up
Oct. 20	Lesson Plans	Chapter 5	Classroom Management Plan
Oct. 27	Instructional Strategies	Chapter 7	Lesson Plan #1
Nov. 3	Assessment	Chapter 8	Lesson Plan #2
Nov. 10	Special Needs	Chapter 4 pgs 69-73; Supplemental reading	Lesson Plan #3
Nov. 17	English Language Learners	Chapter 4 pgs 74-78; Supplemental reading	
Nov. 24	Differentiation	Chapter 4 pgs 64; Supplemental reading	
Dec. 1	Laws and Regulations	Supplemental reading	Differentiation Project
Dec. 8	Ethics & Professional Development; Lesson Plan Workshop	Chapter 11	Advice Column
	Final Block Period: Present Lesson Plan		Submit Lesson Plan & Delivery

# EDUC 298 Introduction to Education Practicum

Fall 2016

Dakota College Bottineau

1 Semester Credit

**Instructor:** Ms. Jackie Migler, MS

**Phone:** 701-228-5466

**Email:** [jacalyn.migler@dakotacollege.edu](mailto:jacalyn.migler@dakotacollege.edu)

**Office Hours:** Tuesday and Thursday, 12:00 - 1:00, 3:15-4:30

**Text Book:** None required

**Prerequisites:** EDUC 250 Introduction to Education Practicum

## **Course Description:**

EDUC 298 is a practicum which requires the student to complete observations of elementary and secondary teachers teaching in their classroom setting. It is accompanied by a group seminar to discuss the student's experiences.

## **Course Goals:**

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

- Identify everyday issues that teachers deal with in the classroom setting.
- Discuss how a teacher presents material to meet the needs of a diverse student population
- Discuss classroom/ behavior management methods observed in the classroom setting.

<b><u>Description of Assignment/Assessment:</u></b>	<b><u>Points:</u></b>
Discussion Forums: Complete two discussion forums: <ol style="list-style-type: none"><li>1. Before going out - Identify the school and class you will be observing. Identify the educational meeting (type and date) you will attend.</li><li>2. Learning Styles - Write a reflection on</li></ol>	5 points for each forum = 10 points

<p>the different learning styles you observed in the classroom setting and how the teacher adapted their teaching to meet the individual needs of the students.</p>	
<p><b>Classroom observation:</b> Observe in a teacher's classroom for thirty hours. It is your responsibility to secure your observation site(s). Remember to arrive on time, dress appropriately and be respectful of the teacher and their classroom.</p>	100 points
<p><b>Educational Meeting observation:</b> Student will attend at least one educational meeting such as a school board meeting and write a reflection discussing what topics were discussed and your personal reflection of the workings of the meeting..</p>	20 points
<p><b>Documentation Forms:</b> Student will submit a signed teacher documentation form of observation day and signed educational meeting form.</p>	20 points
<p><b>Written Reflections:</b> Student will submit five written reflection papers based on each of their observational experiences.</p>	50 points
<p><b>Praxis Assignment:</b> Explore the Praxis website. Locate the information about the state test requirements for you to become a licensed teacher. Identify the Praxis tests you will need to take in order for you to receive your license in your area.</p>	5 points
<p><b>Interview:</b> Interview a school administrator, teacher or paraprofessional</p>	20 points

Course requirements are tentative and may change at the instructor's discretion.



**Course Requirements:**

Grading is based on a standard college curve, where students earn a grade based upon the percent of total points possible. Final letter grades are assigned based on the following criteria:

- A - 89.5 - 100% of the total points
- B - 79.5 - <89.5% of the total points
- C - 69.5 - <79.5% of the total points
- D - 59.5 - 69.5% of the total points
- F - <59.5% of the total points

**Service Area Goal and Objective:**

**Goal:** Develop an educational or human services philosophy.

**Objective:** Students will develop an educational or human services philosophy paper to be submitted for the EDUC 250 class. This course will also the student an opportunity to be in the classroom setting.

**Relationship to Campus Theme:**

This course addresses the campus theme by educating students for careers as paraeducators, teachers, early childhood professionals, and adult caregivers.

**Classroom Policies:**

- Do not bring your cell phone, iPod, or other technologies into your observation.
- Be respectful of students, technicians, instructors, and guests.
- Arrive on time, appropriately dressed and conduct as a professional when in the schools.

**Student Email Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

**Academic Integrity:**

The academic community is based on honesty, integrity, and fair play. It is expected that all students, as members of the college community, adhere to the highest levels of academic integrity. Dishonesty in the classroom and with assignments, quizzes, and exams is a serious offense and is subject to disciplinary action by the instructor and college administration. For more information, please refer to the Student Handbook.

**Confidentiality:**

The experiences or problems shared by classmates during class time should not be discussed outside of class. This is part of the professional code of ethics.

**Disabilities:**

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact your instructor and Kayla O'Toole in the Learning Center (228-5479) as early as possible in the beginning of the semester.



**EDUC 298 Introduction to Education Practicum**  
**Mrs. Brandi Rudland**  
**Fall 2016**  
**Dakota College at Bottineau**

## Course Syllabus

*Keep this syllabus for reference throughout the semester*

<b>Course Title: Intro to Education (Practicum)</b>	<b>Instructor: Brandi Rudland</b>
<b>Course Prefix/Number: EDUC 298</b>	<b>Office: Thatcher 1109</b>
<b>Class Location: ONLINE</b>	<b>Office Hours: M 8-4:30, T 10-2/4-4:30, W 8-3:00/4:4:30, TH 10-2:00 F 8-3:50</b> <b>CALL OR EMAIL FOR APPOINTMENT</b>
<b>Lecture/Lab Schedule:</b> ONLINE	<b>Instructor Contact Information:</b> <i>Phone: 701-228-5604 office, 701-822-3112 cell</i> <i>Email: <a href="mailto:brandi.rudland@dakotacollege.edu">brandi.rudland@dakotacollege.edu</a></i> Emails will be checked daily, if you need to contact me after hours feel free to call or text.
<b>Credits: 1</b>	
<b>Pre-/Co-requisites: : EDUC 250 Introduction to Education</b>	

### Course Description:

EDUC 298 is a pre-professional, observation of elementary and secondary teachers in action at an area school, accompanied by group seminar to discuss experiences.

**Relationship to Campus Theme:** This course explores the DCB campus theme—nature, technology, and beyond—through classroom observations. Learners see first-hand of how professions in education/caregiving affects learning and the world around us. The purpose of the Education and Human Development Discipline is to prepare students for careers as paraeducators, teachers, early childhood professionals, and adult caregivers.

### Goals/Objectives:

Upon completion of this course, student will:

- Observe teachers in action as they deal with actual everyday issues in the classroom
- Observe how a diverse student population can alter the way material has to be presented
- Observe methods of classroom management
- Observe methods of discipline management



**Student Outcomes:**

<i>The student will have the ability to:</i>	<i>CEC Standard</i>	<i>Evidence/Criteria</i>
Demonstrate sensitivity to the diversity of individuals and families	SEP3S1	Evaluation forms
Follow instructions of the professional	SEP9S2	Evaluation forms
Act as a role model for individuals with exceptional learning needs	SEP9S4	Evaluation forms; Self-Assessment
Demonstrate the ability to separate personal issues from one's responsibilities as a paraeducator	SPE9S6	Evaluation forms; Self-assessment
Maintain a high level of competence and integrity	SEP9S7	Evaluation forms
Exercise objective and prudent judgment	SEP9S8	Evaluation forms
Engage in activities to increase one's own knowledge and skills	SEP9S10	Self-Assessment
Engage in self-assessment	SEP9S11	Self-Assessment
Accept and use constructive feedback	SEP9S12	Evaluation forms; Self-Assessment
Demonstrate ethical practices as guided by the CEC Code of Ethics and other standards and policies	SEP9S13	Evaluation forms
Foster respectful and beneficial relationships	SEP10S3	Evaluation forms
Function in a manner that demonstrates a positive regard for the distinctions between roles and responsibilities of paraeducators and those of professionals	SEP10S5	Evaluation Forms

*CEC standards SEP9S7 through SEP9S13 are embedded in all coursework and practicum.*

**Required Textbooks and Materials:** None



**Course Requirements:**

Description of Assignment/Assessment	CEC Standard	Points
Discussion Forums: Complete four discussion forums 1. Before Going Out – Identify the school and class you will be observing, and the education meeting you will attend 2. Learning Styles- Reflect on different learning styles you saw in the classroom 3. In the Classroom – Informal reflection on the observation 4. At the Meeting – Informal reflection on the meeting	SEP9S10, SEP9S11	5pt each X 4 =20
<i>Classroom Observation:</i> Student will observe a teacher’s classroom for one entire day	SEP3S1. SEP5S3 SEP9S7. SEP9S8 SEP9S10,SEP9S13 SEP10S5	20
<i>Educational Meeting Observation:</i> Student will attend at least one education meeting (example: school board meeting)	SEP9S7. SEP9S19 SEP9S13	10
<i>Evaluation Forms:</i> Student will submit a signed teacher evaluation form, signed meeting attendance form and a self-assessment report	SEP9S12	20
<i>Written Reflections:</i> Student will submit two written reflection based upon each of these experiences and their relation to the student outcomes of the course.	SEP3S1, SEP5S3 SEP9S7, SEP9S8 SEP9S10, SEP9S11 SEP9S13 ,SEP10S5	20
Praxis Assignment: Explore the Praxis website. Locate information about state test requirements to become a licensed teacher. Identify the Praxis tests you will need to gain a specific licensure.	SEP9S10	10
Total points:		100

**Grades:**

*Grades are earned through points and converted into a percentage. Percentages are calculated by dividing the total points earned by the total points possible. Grades are assigned to percentages as follows:*

Percent	Grade	
90-100%	A	Target
80-89%	B	Acceptable-high
70-79%	C	Acceptable-low
61-70%	D	Unacceptable
0-59%	F	Unacceptable



EDUC 298 Introduction to Education Practicum  
Mrs. Brandi Rudland  
Fall 2016  
Dakota College at Bottineau

#### Academic and Institution Policies:

#### Class Policies:

- Regular participation
- Regular attendance **(Lack of attendance and participation will effective final grade)**
- Complete all assignments, discussions, tests and quizzes in a timely manner and in the order they are assigned.
- Communication with instructor and fellow students
- Be prepared when class starts.
- Follow campus ethics policy on written work.
- Campus Issued Email be used as primary email.

#### Academic and Institution Policies:

**Academic Integrity:** The academic community is operated on the basis of honesty, integrity and fair play. It is expected that all students, as members of the college community, adhere to the highest levels of academic integrity.

#### Which Means:

- Students are responsible for submitting their own work. Students work **MUST NOT** be plagiarized.
- Students must not cooperate on oral or written exams or quizzes or work together on other assignments unless it has been authorized by the instructor.

Violations of academic principles such as cheating, plagiarism and other academic improprieties will be handled using the guidelines outlined in the Student Handbook.

#### Quality of Work:

At the college level of learning, it is expected that all work be submitted free of spelling, grammar and punctuation errors. Participation in the course work is expected and taken into account when determining course grades. Discussion and information must be thought- out, in-depth and incorporate new vocabulary and concepts learned during the course.



**EDUC 298 Introduction to Education Practicum**  
**Mrs. Brandi Rudland**  
**Fall 2016**  
**Dakota College at Bottineau**

### **Confidentiality**

The experiences or problems shared by classmates during meeting time are not to be discussed outside of class. This is preparation for those going into a helping field where confidentiality is stressed in the CEC Standards for Professional Practice.

### **Help Desk:**

**For help with Moodle:** 1-888-918-5623, 701-228-5601 or email [michael.otoole@dakotacollege.edu](mailto:michael.otoole@dakotacollege.edu)

### **For Students with Disabilities and Special Needs:**

Please inform the instructor within the first week of classes in any assistance is required due to disabilities or special needs. If you have a disability for which you need an accommodation, contact Peggy Gregg at 701-228-5477 or email [peggy.gregg@dakotacollege.edu](mailto:peggy.gregg@dakotacollege.edu)

## Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:** EMS 208 - Introduction to Emergency Pre-hospital Care

**Number of credits:** 1 credits

**Course Description:** This is an introductory course for the paramedic student. It will build on the knowledge gained during the student's EMT-Basic education and experiences as well as introducing the student to the expanded role of the paramedic. Topics include roles and responsibilities, EMS systems, the well-being of the paramedic, illness and injury prevention, medical/legal issues, ethics, general principles of pathophysiology, therapeutic communications, EMS research and documentation.

**Pre-/Co-requisites:** none.

**Course Objectives:** To integrate comprehensive knowledge of EMS systems, safety/well being of the paramedic, medical/legal and ethical issues, which is intended to improve the health of EMS personnel, patients, and the community.

Teaching-learning methods in this course may include, but are not limited to, assigned readings, independent studies, presentations, discussion, critical thinking exercises, labs and class activities.

**Instructor:** Wayne Fahy and Mary Jund

**Office:** 1900 8<sup>th</sup> Ave SE Minot ND

**Office Hours:** By appointment.

**Email:** Wayne Fahy---wayne.fahy@dakotacollege.edu  
Mary Jund---mary.jund@dakotacollege.edu

**Lecture/Lab Schedule:** Mondays and Thursdays 6:15 – 10:15pm. See class schedule.

**Textbook(s):** Bledsoe, B., Porter, R., Cherry, R. (2017). Paramedic Care Principles and Practice Volumes 1-7 5<sup>th</sup> Edition. Upper Saddle River, NJ: Brady Books.

**Course Requirements:** Students will be required to attend class and complete assignments in MyBradyLab and exams in EMStesting on time. Final exams will be worth 40%, additional tests 20%, quizzes 20%, homework 10% and affective behavior 10%. Students will also be required to pass skill sheets and scenario skills sessions per portfolio requirements (where applicable).

**Tentative Course Outline:** Paramedic Care Principles and Practice Volumes 1-7 4<sup>th</sup> Edition. Vol. 1, Ch. 1-10

### TOPIC – CLASSROOM

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Intro to Paramedicine	Ch. 1
EMS Systems	Ch. 2
Roles and Responsibilities of the Paramedic	Ch. 3
Workforce Safety and Wellness	Ch. 4



EMS Research	Ch. 5
Public Health	Ch. 6
Medical/Legal Aspects of Prehospital Care	Ch. 7
Ethics in Paramedicine	Ch. 8
EMS System Communications	Ch. 9
Documentation	Ch. 10

Course objectives details to be covered according to the EMS National Standards instructional guidelines.

**General Education Goals/Objectives:** Not identified as a general education course.

**Relationship to Campus Theme:** The goal of the Paramedic (EMT) program is to prepare professionals for work in the emergency medical services industry. The Paramedic program is committed to a hands-on learning environment and uses field experiences in emergency medical services as common instructional techniques.

**Classroom Policies:** See Dakota College at Bottineau - paramedic program handbook.

**Student Email Policy:** Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rest with the student.

**Academic Integrity:** The academic community is operated on the basis of honesty, integrity and fair play. Occasionally, this trust is violated when cheating occurs, either inadvertently or deliberately. This code will serve as the guideline for case where cheating, plagiarism or academic improprieties have occurred.

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**Disabilities and Special Needs:** Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs. You may contact the Learning Center (228-5479 or 1-888-918-5623) to request disability support services.

## Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:** EMS 210 - Pre-hospital Pharmacology I

**Number of credits:** 2 credits

**Course Description:** This course introduces the paramedic student to medications used in the pre-hospital setting that are focused on mechanism of action, indications, contraindications, dosing and correct administration are discussed in this class. This course also introduces the paramedic student to the proper techniques of preparing for, starting and managing and IV site, drug dose calculations and IV therapy. Students will be introduced to the autonomic nervous system and its functions.

**Pre-/Co-requisites:** None.

**Course Objectives:** To integrate complex knowledge of medications and drug calculations. To understand indications, contraindications, side effects, and dosage and routes of emergency medications for patients of all ages. To understand IV therapy and the types of fluids and how they play a role in maintaining a fluid balance in the human body. To understanding aseptic techniques, how IV equipment works and proper application and fluid administration. To understand the anatomy and physiology of the autonomic nervous system, comparing its actions.

Teaching-learning methods in this course may include, but are not limited to, assigned readings, independent studies, presentations, discussion, critical thinking exercises, labs and class activities.

**Instructor:** Wayne Fahy and Mary Jund

**Office:** 1900 8<sup>th</sup> Ave SE Minot ND

**Office Hours:** By appointment.

**Email:** Wayne Fahy---wayne.fahy@dakotacollege.edu  
Mary Jund---mary.jund@dakotacollege.edu

**Lecture/Lab Schedule:** Mondays and Thursdays from 6:15 – 10:15 pm and two-day weekend lab session. See class schedule.

**Textbook(s):** Bledsoe, B., Clayden, D. (2012). Prehospital Emergency Pharmacology 7<sup>th</sup> Edition. Upper Saddle River, NJ: Brady Books. Ogden, S., Fluharty, L. (2012). Calculations of Drug Dosages 9<sup>th</sup> Edition. St. Louis, MO: Elsevier/Mosby Books.

**Course Requirements:** Students will be required to attend class and complete assignments in MyBradyLab and exams in EMStesting on time. Final exams will be work 40%, additional, tests 20%, quizzes 20%, homework 10% and affective behavior 10%. Lab will be graded on a pass/fail system with a passing grade received when all required skills are completed with appropriate, supervised technique.

**Tentative Course Outline:** Prehospital Emergency Pharmacology: Ch. 1-6.

**TOPIC - CLASSROOM**

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General Information	Ch. 1
Pharmacokinetics and Pharmacodynamics	Ch. 2
Administration of Medications	Ch. 3
Medication Dosage Calculation	Ch. 4
Fluids, Electrolytes, and Intravenous Therapy	Ch. 5
The Autonomic Nervous System	Ch. 6

**TOPIC – LAB**

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Inhaled Medication Administration – Skill Lab  
Intravenous Therapy – Skill Lab  
Intravenous Piggyback Infusion – Skill Lab  
Intravenous Bolus Medication Administration – Skill Lab  
Intraosseous Infusion – Skill Lab  
Intranasal Medication Administration – Skill Lab  
Intramuscular and subcutaneous Medication Administration – Skill Lab

Course objectives details to be covered according to the EMS National Standards instructional guidelines.

**General Education Goals/Objectives:** Not identified as a general education course.

**Relationship to Campus Theme:** The goal of the Paramedic (EMT) program is to prepare professionals to work in the emergency medical services industry. The Paramedic program is committed to a hands-on learning environment and uses field experiences in emergency medical services as common instructional techniques.

**Classroom Policies:** See Dakota College at Bottineau - paramedic program guide.

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## Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:** EMS 211 - Pre-hospital Pharmacology II

**Number of credits:** 2 credit

**Course Description:** This course introduces the paramedic student to specific medications used in the pre-hospital setting that are focused on respiratory emergencies. Mechanism of action, indications, contraindications, dosing and correct administration are discussed in this class.

**Pre-/Co-requisites:** EMS 210 - Pharmacology I

**Course Objectives:** Integrates complex knowledge of medications associated with respiratory emergencies and rapid sequence intubation. Understand the indications, contraindications, side effects, and dosage of emergency medications for patients of all ages.

Teaching-learning methods in this course may include, but are not limited to, assigned readings, independent studies, presentations, discussion, critical thinking exercises, labs and class activities.

**Instructor:** Wayne Fahy and Mary Jund

**Office:** 1900 8<sup>th</sup> Ave SE Minot ND

**Office Hours:** By appointment.

**Email:** Wayne Fahy---wayne.fahy@dakotacollege.edu  
Mary Jund---mary.jund@dakotacollege.edu

**Lecture/Lab Schedule:** Mondays and Thursdays from 6:15-10:15 pm. See class schedule.

**Textbook(s):** Bledsoe, B., Clayden, D. (2012). Prehospital Emergency Pharmacology 7<sup>th</sup> Edition. Upper Saddle River, NJ: Brady Books.

**Course Requirements:** Students will be required to attend class and complete assignments in MyBradyLab and exams in EMStesting on time. Final exams will be work 40%, additional, tests 20%, quizzes 20%, homework 10% and affective behavior 10%. Students will also be required to pass skill sheets and scenario skills sessions per portfolio requirements (where applicable).

**Tentative Course Outline:** Prehospital Emergency Pharmacology 7<sup>th</sup> Edition, Ch. 8, 9, 16.

### TOPIC – CLASSROOM

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Medications Used in the Treatment of Respiratory Emergencies	Ch. 8
Medications Used in the Treatment of Allergic Reactions/Anaphylaxis	Ch. 9
Sedation and Pain Management	Ch. 16

Course objectives details to be covered according to the EMS National Standards instructional guidelines.

**General Education Goals/Objectives:** Not identified as a general education course.

**Relationship to Campus Theme:** The goal of the Paramedic (EMT) program is to prepare professionals to work in the emergency medical services industry. The Paramedic program is committed to a hands-on learning environment and uses field experiences and emerging technologies in emergency medical services as common instructional techniques.

**Classroom Policies:** Dakota College at Bottineau – paramedic program handbook.

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**Disabilities and Special Needs:** Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs. You may contact the Learning Center (228-5479 or 1-888-918-5623) to request disability support services.

## Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:** EMS 212 - Pre-hospital Pharmacology III

**Number of credits:** 1 credit

**Course Description:** This course introduces the paramedic student to specific medications used in the pre-hospital setting that are focused on cardiac and shock emergencies, mechanism of action, indications, contraindications, dosing and correct administration are discussed in this class.

**Pre-/Co-requisites:** Pharmacology I EMS 210/Pharmacology II EMS 211

**Course Objectives:** To integrate complex knowledge of medications associated with cardiac and shock emergencies. To understand indications, contraindications, side effects, and dosages of emergency medications for patients of all ages.

Teaching-learning methods in this course may include, but are not limited to, assigned readings, independent studies, presentations, discussion, critical thinking exercises, labs and class activities.

**Instructor:** Wayne Fahy and Mary Jund

**Office:** 1900 8<sup>th</sup> Ave SE Minot ND

**Office Hours:** By appointment.

**Email:** Wayne Fahy---wayne.fahy@dakotacollege.edu  
Mary Jund---mary.jund@dakotacollege.edu

**Lecture/Lab Schedule:** Mondays and Thursdays from 6:15 – 10:15 pm. See class schedule.

**Textbook(s):** Bledsoe, B., Clayden, D. (2012). Prehospital Emergency Pharmacology 7<sup>th</sup> Edition. Upper Saddle River, NJ: Brady Books.

**Course Requirements:** Students will be required to attend class and complete assignments in MyBradyLab and exams in EMStesting on time. Final exams will be work 40%, additional, tests 20%, quizzes 20%, homework 10% and affective behavior 10%. Students will also be required to pass skill sheets and scenario skills sessions per portfolio requirements (where applicable).

**Tentative Course Outline:** Prehospital Emergency Pharmacology 7<sup>th</sup> Edition, Ch. 7

### TOPIC – CLASSROOM

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Medications Used in the Treatment of Cardiovascular Emergencies Ch. 7

Course objectives details to be covered according to the EMS National Standards instructional guidelines.

**General Education Goals/Objectives:** Not identified as a general education course.

**Relationship to Campus Theme:** The goal of the Paramedic (EMT) program is to prepare professionals to work in the emergency medical services industry. The Paramedic program is committed to a hands-on learning environment and uses field experiences in emergency medical services as common instructional techniques.

**Classroom Policies:** See Dakota College at Bottineau - paramedic program guide.

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## Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:** EMS 213 - Pre-hospital Pharmacology IV

**Number of credits:** 2 credits

**Course Description:** This course introduces the paramedic student to specific medications used in the pre-hospital setting that are focused on medical emergencies, mechanism of action, indications, contraindications, dosing and correct administration are discussed in this class.

**Pre-/Co-requisites:** Pharmacology I EMS 210/Pharmacology II EMS 211/Pharmacology III EMS 212

**Course Objectives:** To integrate complex knowledge of medications associated with medical emergencies. To understand indications, contraindications, side effects, and dosage of emergency medications for patients of all ages.

Teaching-learning methods in this course may include, but are not limited to, assigned readings, independent studies, presentations, discussion, critical thinking exercises, labs and class activities.

**Instructor:** Wayne Fahy and Mary Jund

**Office:** 1900 8<sup>th</sup> Ave SE Minot ND

**Office Hours:** By appointment.

**Email:** Wayne Fahy---wayne.fahy@dakotacollege.edu  
Mary Jund---mary.jund@dakotacollege.edu

**Lecture/Lab Schedule:** Mondays and Thursdays from 6:15 – 10:15 pm. See class schedule.

**Textbook(s):** Bledsoe, B., Clayden, D. (2012). Prehospital Emergency Pharmacology 7<sup>th</sup> Edition. Upper Saddle River, NJ: Brady Books.

**Course Requirements:** Students will be required to attend class and complete assignments in MyBradyLab and exams in EMStesting on time. Final exams will be work 40%, additional, tests 20%, quizzes 20%, homework 10% and affective behavior 10%. Students will also be required to pass skill sheets and scenario skills sessions per portfolio requirements (where applicable).

**Tentative Course Outline:** Prehospital Emergency Pharmacology 7<sup>th</sup> Edition, Chs. 10 – 17

### TOPIC – CLASSROOM

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Medications Used in the Treatment of Metabolic-Endocrine Emergencies	Ch. 10
Medications Used in the Treatment of Neurological Emergencies	Ch. 11
Medications Used in the Treatment of Obstetrical/Gynecological Emergencies	Ch. 12
Medications used in Toxicological Emergencies	Ch. 13
Medications used in the Treatment of Behavioral Emergencies	Ch. 14
Medications Used in the Treatment of Gastrointestinal Emergencies	Ch. 15
Sedation and Pain Management	Ch. 16

Course objectives details to be covered according to the EMS National Standards instructional guidelines.

**General Education Goals/Objectives:** Not identified as a general education course.

**Relationship to Campus Theme:** The goal of the Paramedic (EMT) program is to prepare professionals to work in the emergency medical services industry. The Paramedic program is committed to a hands-on learning environment and uses field experiences in emergency medical services as common instructional techniques.

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## Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:** EMS 214 - Pre-hospital Patient Assessment

**Number of credits:** 2 credits

**Course Description:** This course introduces the paramedic student to a comprehensive physical examination and assessment, which includes history taking, clinical decision making, communications, and documentation. This course will also build on the students EMT knowledge of scene safety and keeping themselves, their crew and the patient safe while completing an assessment.

**Pre-/Co-requisites:** none.

**Course Objectives:** To integrate knowledge of scene safety practices and patient assessment findings with knowledge of epidemiology and pathophysiology to form a field impression. This includes developing a list of differential diagnoses through clinical reasoning to modify the assessment and formulate a treatment plan.

**Instructor:** Wayne Fahy and Mary Jund

**Office:** 1900 8<sup>th</sup> Ave SE Minot ND

**Office Hours:** By appointment.

**Email:** Wayne Fahy---wayne.fahy@dakotacollege.edu  
Mary Jund---mary.jund@dakotacollege.edu

**Lecture/Lab Schedule:** Mondays and Thursdays 6:15–10:15pm, one didactic weekend day session, two weekend day lab sessions. See class schedule.

**Textbook(s):** Bledsoe, B., Porter, R., Cherry, R. (2017). Paramedic Care Principles and Practice Volumes 1-7 4<sup>th</sup> Edition. Upper Saddle River, NJ: Brady Books.

**Course Requirements:** Students will be required to attend class and complete assignments in MyBradyLab and exams in EMStesting on time. Final exams will be worth 40%, additional tests 20%, quizzes 20%, homework 10% and affective behavior 10%. Lab will be graded on a pass/fail system with a passing grade received when all required skills are completed with appropriate, supervised technique. Students will also be required to pass skill sheets and scenario skills sessions per portfolio requirements (where applicable).

**Tentative Course Outline:** Paramedic Care Principles and Practice Volumes 1-7 4<sup>th</sup> Edition. Vol. 2, Chapters 1-7

### TOPIC – CLASSROOM

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Scene Size-up	Ch. 1
Primary Assessment	Ch. 2
Therapeutic Communications	Ch. 3
History Taking	Ch. 4

Secondary Assessment	Ch. 5
Patient Monitoring Technology	Ch. 6
Patient Assessment in the Field	Ch. 7

## **TOPIC – LAB**

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### Patient Assessment & Simulation Lab

Glucometer – Skill Lab

Hemorrhage Control – Skill Lab

Obtain a Patient History from an Alert & Oriented Patient – Skill Lab

Trauma Adult Physical Assessment – Skill Lab

Course objectives details to be covered according to the EMS National Standards instructional guidelines.

**General Education Goals/Objectives:** Not identified as a general education course.

**Relationship to Campus Theme:** The goal of the Paramedic (EMT) program is to prepare professionals to work in the emergency medical services industry. The Paramedic program is committed to a hands-on learning environment and uses field experiences in emergency medical services as common instructional techniques.

**Classroom Policies:** Dakota College at Bottineau - paramedic program guide.

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## Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:** EMS 215 – Airway Management

**Number of credits:** 2 credit

**Course Description:** This course provides the paramedic student with critical airway management skills that will be the most critical steps in the initial assessment of every patient. The student will be proficient in both basic and advanced airway maneuvers, equipment and skills. This course consists of 4 four-hour lectures and 3 eight-hour lab sessions which include low fidelity endotracheal intubations, ventilations, supraglottic airway placements prior to the start of the operating room portion of EMS 240.

**Pre-/Co-requisites:** None.

**Course Objectives:** To integrate didactic and psychomotor skills to teach the student basic and advanced airway techniques set in the EMS standard instructional guidelines. To integrate comprehensive knowledge of anatomy, physiology, and pathophysiology into the assessment to develop and implement a treatment plan with the goal of ensuring a patent airway, adequate mechanical ventilation and respiration for patients of all ages.

**Instructor:** Wayne Fahy and Mary Jund

**Office:** 1900 8<sup>th</sup> Ave SE Minot ND

**Office Hours:** By appointment.

**Email:** Wayne Fahy---wayne.fahy@dakotacollege.edu  
Mary Jund---mary.jund@dakotacollege.edu

**Lecture/Lab Schedule:** Mondays and Thursdays from 6:15-10:15 pm/Lab (2) Saturday and (1) Sunday from 8:00 am to 5:00 pm. See class schedule.

**Textbook(s):** Bledsoe, B., Porter, R., Cherry, R. (2017). Paramedic Care Principles and Practice Volumes 1-7 4<sup>th</sup> Edition. Upper Saddle River, NJ: Brady Books.

**Course Requirements:** Students will be required to attend class and complete assignments in MyBradyLab and exams in EMStesting on time. Final exams will be worth 40%, additional tests 20%, quizzes 20%, homework 10% and affective behavior 10%. Lab will be graded on a pass/fail system with a passing grade received when all required skills are completed with appropriate, supervised technique. Students will also be required to pass skill sheets and scenario skills sessions per portfolio requirements (where applicable).

**Tentative Course Outline:** Paramedic Care Principles and Practice Volumes 1-7 4<sup>th</sup> Edition. Vol. 1, Ch. 15

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**TOPIC-CLASSROOM**

Airway Management and Ventilation

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**READING**

Ch. 15

## TOPIC-LAB

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Direct Orotracheal Intubation Adult – Skill Lab  
Direct Orotracheal Intubation Pediatric – Skill Lab  
Nasotracheal Intubation Adult – Skill Lab  
Needle Cricothyrotomy (Percutaneous Translaryngeal Ventilation – Skill Lab  
Pleural Decompression (Needle Thoracostomy) – Skill Lab  
Supraglottic Airway Device Adult – Skill Lab  
Trauma Endotracheal Intubation Adult – Skill Lab

Course objectives details to be covered according to the EMS National Standards instructional guidelines.

**General Education Goals/Objectives:** Not identified as a general education course.

**Relationship to Campus Theme:** The goal of the Paramedic (EMT) program is to prepare professionals to work in the emergency medical services industry. The Paramedic program is committed to a hands-on learning environment and uses field experiences in emergency medical services as common instructional techniques.

**Classroom Policies:** Dakota College at Bottineau-paramedic program guide.

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## Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:** EMS 216 - Trauma Management

**Number of credits:** 2 credits

**Course Description:** This course prepares the student to identify, assess, manage, and treat various types of trauma emergencies. Topics include trauma systems, mechanism of injury, soft-tissue trauma, burns, head and face trauma, spinal trauma, thoracic trauma, abdominal trauma, and musculoskeletal trauma. Skills include, but are not limited to, assessment, splinting, bandaging, spinal immobilization, IV therapy, chest decompression, and associated pharmacological interventions.

**Pre-/Co-requisites:** None.

**Course Objectives:** To describe epidemiology of trauma in general and the role of a paramedic caring for a patient with non-life-threatening injuries to caring for a patient with life-threatening injuries. To understand kinetics and mechanisms of injury and associate these findings to the patients' potential for blunt, soft-tissue, orthopedic and penetrating injuries. To understand the pathophysiology of hemorrhage and shock and their management. To integrate knowledge to assess and provide management of patients with burns, thoracic, abdominal, head, face neck and spinal trauma.

Teaching-learning methods in this course may include, but are not limited to, assigned readings, independent studies presentations, discussion, critical thinking exercises, labs and class activities.

**Instructor:** Wayne Fahy and Mary Jund

**Office:** 1900 8<sup>th</sup> Ave SE Minot ND

**Office Hours:** By appointment.

**Email:** Wayne Fahy---wayne.fahy@dakotacollege.edu  
Mary Jund---mary.jund@dakotacollege.edu

**Lecture/Lab Schedule:** Mondays and Thursdays for 6:15-10:15 pm. \*Lab\* See class schedule.

**Textbook(s):** Bledsoe, B., Porter, R., Cherry, R. (2013). Paramedic Care Principles and Practice Volumes 1-7 4<sup>th</sup> Edition. Upper Saddle River, NJ: Brady Books.

**Course Requirements:** Students will be required to attend class and complete assignments in MyBradyLab and exams in EMStesting on time. Final exams will be worth 40%, additional tests 20%, quizzes 20%, homework 10% and affective behavior 10%. Students will also be required to pass skill sheets and scenario skills sessions per portfolio requirements (where applicable).

**Tentative Course Outline:** Paramedic Care Principles and Practice Volumes 1-7 4<sup>th</sup> Edition. Vol. 4, Chs. 1-13.

### TOPIC – CLASSROOM

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Mechanism of Injury	Ch. 2
Hemorrhage and Shock	Ch. 3
Soft-Tissue Trauma	Ch. 4
Burns	Ch. 5
Head, Neck and Spinal Trauma	Ch. 6
Chest Trauma	Ch. 7
Abdominal Trauma	Ch. 8
Orthopedic Trauma	Ch. 9
Environmental Trauma	Ch. 10
Special Considerations in Trauma	Ch. 11

## TOPIC-LAB

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Joint Splinting – Skill Lab
Long Bone Splinting – Skill Lab
Tractor Splinting – Skill Lab
Spinal Immobilization Adult (Seated Patient) – Skill Lab
Spinal Immobilization Adult (Supine Patient) – Skill Lab

Course objectives details to be covered according to the EMS National Standards instructional guidelines.

**General Education Goals/Objectives:** Not identified as a general education course.

**Relationship to Campus Theme:** The goal of the Paramedic (EMT) program is to prepare professionals for work in the emergency medical services industry. The Paramedic program is committed to a hands-on learning environment and uses field experiences in emergency medical services as common instructional techniques.

**Classroom Policies:** Dakota College at Bottineau - paramedic program guide.

**Student Email Policy:** Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rest with the student.

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**Disabilities and Special Needs:** Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs. You may contact the Learning Center (228-5479 or 1-888-918-5623) to request disability support services.

## Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:** EMS 218 - Respiratory Emergencies

**Number of credits:** 1 credit

**Course Description:** This course prepares the student to assess, manage and treat various respiratory emergencies. Respiratory emergencies are some of the most common conditions EMS personnel encounter. This course will focus on the most frequently encountered respiratory emergencies and prepare the student for prompt management.

**Pre-/Co-requisites:** None.

**Course Objectives:** The paramedic student will be able to integrate pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan for the patient with respiratory emergencies using basic and advanced life support interventions.

Teaching-learning methods in this course may include, but are not limited to, assigned readings, independent studies, presentations, discussion, critical thinking exercises, labs and class activities.

**Instructor:** Wayne Fahy and Mary Jund

**Office:** 1900 8<sup>th</sup> Ave SE Minot ND

**Office Hours:** By appointment.

**Email:** Wayne Fahy---wayne.fahy@dakotacollege.edu  
Mary Jund---mary.jund@dakotacollege.edu

**Lecture/Lab Schedule:** Mondays and Thursdays from 6:15-10:15 pm. See class Schedule.

**Course Requirements:** Students will be required to attend class and complete assignments in MyBradyLab and exams in EMStesting on time. Final exams will be worth 40%, additional tests 20%, quizzes 20%, homework 10% and affective behavior 10%. Students will also be required to pass skill sheets and scenario skills sessions per portfolio requirements (where applicable).

**Textbook(s):** Bledsoe, B., Porter, R., Cherry, R. (2017). Paramedic Care Principles and Practice Volumes 1-7 4<sup>th</sup> Edition. Upper Saddle River, NJ: Brady Books.

**Tentative Course Outline:** Paramedic Care Principles and Practice Volumes 1-7 4<sup>th</sup> Edition. Vol. 3, Ch. 1

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### TOPIC – CLASSROOM

Pulmonology

Ch. 1

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### TOPIC – LAB

CPAP and PEEP – Skill Lab

Course objectives details to be covered according to the EMS National Standards instructional guidelines.

**General Education Goals/Objectives:** Not identified as a general education course.

**Relationship to Campus Theme:** The goal of the Paramedic (EMT) program is to prepare professionals to work in the emergency medical services industry. The Paramedic program is committed to a hands-on learning environment and uses field experiences and emerging technologies in emergency medical services as common instructional techniques.

**Classroom Policies:** Dakota College at Bottineau Paramedic Program Guide.

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## Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:** EMS 220 - Cardiac Emergencies I

**Number of credits:** 2 credits

**Course Description:** This course prepares the student to distinguish between the electrical and mechanical function of the heart and understand how cardiac impulses are formed. Also understand the heart's electrical conduction system and what influences the rate of the cardiac impulse formation. Identify single and multi-lead cardiac rhythms.

**Pre-/Co-requisites:** None.

**Course Objectives:** To integrate anatomy, pathophysiology, electrophysiology, and rhythm recognition into the patient assessment.

**Instructor:** Wayne Fahy, Mary Jund and Karen Fritel

**Office:** 1900 8<sup>th</sup> Ave SE Minot ND

**Office Hours:** By appointment.

**Email:** Wayne Fahy---wayne.fahy@dakotacollege.edu  
Mary Jund---mary.jund@dakotacollege.edu  
Karen Fritel ---kena@midstatetel.com

**Lecture/Lab Schedule:** Mondays and Thursdays from 6:15-10:15 pm and 1 Saturday class session. See class schedule.

**Textbook(s):** Bledsoe, B., Porter, R., Cherry, R. (2017). Paramedic Care Principles and Practice Volumes 1-7 4<sup>th</sup> Edition. Upper Saddle River, NJ: Brady Books. Walraven, G., (2011). Basic Arrhythmias 7<sup>th</sup> Edition. Upper Saddle River, NJ: Brady Books.

**Course Requirements:** Students will be required to attend class and complete assignments in MyBradyLab and exams in EMStesting on time. Final exams will be worth 40%, additional tests 20%, quizzes 20%, homework 10% and affective behavior 10%. Students will also be required to pass skill sheets and scenario skills sessions per portfolio requirements (where applicable).

**Tentative Course Outline:** Paramedic Care Principles and Practice Volumes 1-7 4<sup>th</sup> Edition, Vol. 3, Ch. 2 and Basic Arrhythmias 7<sup>th</sup> Edition, Chapters 1-9.

### TOPIC – CLASSROOM

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Cardiology Ch. 2

Basic Arrhythmias 7<sup>th</sup> Edition, Ch. 1-9.

Electrophysiology Ch. 1

Waves and Measurements Ch. 2

Analyzing EKG Rhythm Strips	Ch. 3
Sinus Rhythms	Ch. 4
Atrial Rhythms	Ch. 5
Junctional Rhythms	Ch. 6
Heart Blocks	Ch. 7
Ventricular Rhythms	Ch. 8
Practice Rhythms	Ch. 9
Basic Arrhythmias Class	Review

Course objectives details to be covered according to the EMS National Standards instructional guidelines.

**General Education Goals/Objectives:** Not identified as a general education course.

**Relationship to Campus Theme:** The goal of the Paramedic (EMT) program is to prepare professionals to work in the emergency medical services industry. The Paramedic program is committed to a hands-on learning environment and uses field experiences and emerging technologies in emergency medical services as common instructional techniques.

**Classroom Policies:** Dakota College at Bottineau - paramedic program guides.

**Student Email Policy:** Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rest with the student.

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## Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:** EMS 221 - Cardiac Emergencies II

**Number of credits:** 2 credits

**Course Description:** This course prepares the student to identify single and multi-lead cardiac rhythms (12 lead interpretation) and treat those rhythms considered to be life threatening.

**Pre-/Co-requisites:** EMS 221- Cardiac Emergencies I

**Course Objectives:** To integrate patient assessment findings, patient history, knowledge of anatomy, physiology, pathophysiology, electrophysiology and basic and advanced life support interventions to recognize and manage patient with cardiac disorders.

**Instructor:** Wayne Fahy, Mary Jund & Karen Fritel

**Office:** 1900 8<sup>th</sup> Ave SE Minot ND

**Office Hours:** By appointment.

**Email:** Wayne Fahy---wayne.fahy@dakotacollege.edu  
Mary Jund---mary.jund@dakotacollege.edu  
Karen Fritel –kena@midstatetel.com

**Lecture/Lab Schedule:** Mondays and Thursdays from 6:15-10:15 pm and 2 weekend day sessions (1 lab). See class schedule.

**Textbook(s):** Bledsoe, B., Porter, R., Cherry, R. (2017). Paramedic Care Principles and Practice Volumes 1-7 4<sup>th</sup> Edition. Upper Saddle River, NJ: Brady Books.

**Course Requirements:** Students will be required to attend class and complete assignments in MyBradyLab and exams in EMStesting on time. Final exams will be worth 40%, additional tests 20%, quizzes 20%, homework 10% and affective behavior 10%. Lab will be graded on a pass/fail system with a passing grade received when all required skills are completed with appropriate, supervised technique. Students will also be required to pass skill sheets and scenario skills sessions per portfolio requirements (where applicable).

**Tentative Course Outline:** Paramedic Care Principles and Practice Volumes 1-7 4<sup>th</sup> Edition. Vol.4, Ch. 2

### TOPIC – CLASSROOM

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Cardiology	Ch. 2
12 Lead class	

### TOPIC – LAB

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12 Lead ECG – Skill Lab
12 Lead pad placement, acquisition, interpretation & transmission
Defibrillation (Unwitnessed Arrest) – Skill Lab

Synchronized Cardioversion – Skill Lab  
Transcutaneous Pacing – Skill Lab  
Medical and Cardiac Scenario Assessment – Skill Lab

Course objectives details to be covered according to the EMS National Standards instructional guidelines.

**General Education Goals/Objectives:** Not identified as a general education course.

**Relationship to Campus Theme:** The goal of the Paramedic (EMT) program is to prepare professionals to work in the emergency medical services industry. The Paramedic program is committed to a hands-on learning environment and uses field experiences and emerging technologies in emergency medical services as common instructional techniques.

**Classroom Policies:** Dakota College at Bottineau – paramedic program guide.

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## Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:** EMS 222 - Medical Emergencies

**Number of credits:** 2 credits

**Course Description:** This course prepares the Paramedic student to identify, assess, manage, and treat various emergencies. Topics include neurology, endocrinology, allergies and anaphylaxis, respiratory, gastroenterology, urology, toxicology, environmental conditions, infectious and communicable diseases, behavioral and psychiatric disorders, gynecological and obstetrical emergencies, and associated pharmacological intervention.

**Pre-/Co-requisites:** None.

**Course Objectives:** Integrate patient assessment findings, history and knowledge of anatomy, physiology, pathophysiology and basic and advanced life support interventions to recognize and manage patients with various medical conditions.

**Instructor:** Wayne Fahy and Mary Jund

**Office:** 1900 8<sup>th</sup> Ave SE Minot ND

**Office Hours:** By appointment.

**Email:** Wayne Fahy---wayne.fahy@dakotacollege.edu  
Mary Jund---mary.jund@dakotacollege.edu

**Lecture/Lab Schedule:** Mondays and Thursdays for 6:15-10:15 pm. See class schedule.

**Textbook(s):** Bledsoe, B., Porter, R., Cherry, R. (2017). Paramedic Care Principles and Practice Volumes 1-7 4<sup>th</sup> Edition. Upper Saddle River, NJ: Brady Books.

**Course Requirements:** Students will be required to attend class and complete assignments in MyBradyLab and exams in EMStesting on time. Final exams will be worth 40%, additional tests 20%, quizzes 20%, homework 10% and affective behavior 10%. Students will also be required to pass skill sheets and scenario skills sessions per portfolio requirements (where applicable).

**Tentative Course Outline:** Paramedic Care Principles and Practice Volumes 1-7 4<sup>th</sup> Edition. Vol. 3, Chs. 3-13.

### TOPIC – CLASSROOM

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Neurology	Ch. 3
Endocrinology	Ch. 4
Immunology	Ch. 5
Gastroenterology	Ch. 6
Urology and Nephrology	Ch. 7
Toxicology and Substance Abuse	Ch. 8
Hematology	Ch. 9

Infectious Diseases and Sepsis	Ch. 10
Psychiatric and Behavioral Disorders	Ch. 11
Diseases of the Eyes, Ears, Nose and Throat	Ch. 12
Non-traumatic Musculoskeletal Disorders	Ch. 13

Course objectives details to be covered according to the EMS National Standards instructional guidelines.

**General Education Goals/Objectives:** Not identified as a general education course.

**Relationship to Campus Theme:** The goal of the Paramedic (EMT) program is to prepare professionals to work in the emergency medical services industry. The Paramedic program is committed to a hands-on learning environment and uses field experiences and emerging technologies in emergency medical services as common instructional techniques.

**Classroom Policies:** Dakota College at Bottineau – paramedic program guide.

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## Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:** EMS 224 - Special Considerations

**Number of credits:** 2 credit

**Course Description:** This course prepares the Paramedic student to identify, assess, manage, and treat age-related emergencies and other special challenges. The student will also be introduced to the concept of assessment based management. Topics include neonatology, pediatrics, geriatrics, abuse and assault, patients with special challenges, acute interventions for the chronic care patient, assessment-based management, and associated pharmacological interventions.

**Pre-/Co-requisites:** None.

**Course Objectives:** To integrate assessment findings, history and knowledge of anatomy, physiology, and pathophysiology to recognize and manage patients with various special conditions as mentioned above in the course description.

**Instructor:** Wayne Fahy and Mary Jund

**Office:** 1900 8<sup>th</sup> Ave SE Minot ND

**Office Hours:** By appointment.

**Email:** Wayne Fahy---wayne.fahy@dakotacollege.edu  
Mary Jund---mary.jund@dakotacollege.edu

**Lecture/Lab Schedule:** Mondays and Thursdays 6:15 – 10:15pm and 2 weekend day didactic/lab sessions. See class schedule.

**Textbook(s):** Bledsoe, B., Porter, R., Cherry, R. (2017). Paramedic Care Principles and Practice Volumes 1-7 4<sup>th</sup> Edition. Upper Saddle River, NJ: Brady Books.

**Course Requirements:** Students will be required to attend class and complete assignments in MyBradyLab and exams in EMStesting on time. Final exams will be worth 40%, additional tests 20%, quizzes 20%, homework 10% and affective behavior 10%. Students will also be required to pass skill sheets and scenario skills sessions per portfolio requirements (where applicable).

**Tentative Course Outline:** Paramedic Care Principles and Practice Volumes 1-7 4<sup>th</sup> Edition. Vol. 5, Chs. 1-8

### TOPIC – CLASSROOM

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Gynecology	Ch. 1
Obstetrics	Ch. 2
Neonatology	Ch. 3
Pediatrics	Ch. 4
Geriatrics	Ch. 5
Abuse, Neglect and Assault	Ch. 6

**TOPIC – LAB**

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Normal Delivery with Newborn Care – Skill Lab  
Comprehensive Normal Pediatric Physical Assessment Techniques – Skill Lab  
Abnormal Delivery with Newborn Care – Skill Lab

Course objectives details to be covered according to the EMS National Standards instructional guidelines.

**General Education Goals/Objectives:** Not identified as a general education course.

**Relationship to Campus Theme:** The goal of the Paramedic (EMT) program is to prepare professionals for work in the emergency medical services industry. The Paramedic program is committed to a hands-on learning environment and uses field experiences in emergency medical services as common instructional techniques.

**Classroom Policies:** See Dakota College at Bottineau - paramedic program guide.

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## Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:** EMS 230 - Advanced Cardiac Life Support (ACLS)

**Number of credits:** 1 credit

**Course Description:** This course covers all aspects of treating cardiac patients at the advanced level. Completion of this course will result in the awarding of Advanced Cardiac Life Support Certification for the period of two years from the American Heart Association.

**Pre-/Co-requisites:** None

**Course Objectives:** To integrate knowledge of the AHA ACLS primary and secondary surveys, algorithms and systematic team approach into the assessment and treatments of patients with almost any cardiac conditions and electrical disturbance.

**Instructor:** Karen Fritel

**Office:** 1900 8<sup>th</sup> Ave SE Minot ND

**Office Hours:** By appointment.

**Email:** Karen Fritel---kena@midstatetel.com

**Lecture/Lab Schedule:** Two 8 hour weekend days. See class schedule.

**Textbook(s):** American Heart Association ACLS Provider Manual (Current)

**Course Requirements:** Students are required to complete a course pre-test prior to the beginning of class. This website and password are found in the front cover of the AHA manual. Attendance is required for the complete course, student must pass the written exam with a score of 84% or better and pass mega mode practical testing.

**Tentative Course Outline:** Course outline will be handed out and discussed at the beginning of the first day of class.

**General Education Goals/Objectives:** Not identified as a general education course.

**Relationship to Campus Theme:** The goal of the Paramedic (EMT) program is to prepare professionals to work in the emergency medical services industry. The Paramedic program is committed to a hands-on learning environment and uses field experiences and emerging technologies in emergency medical services as common instructional techniques.

**Classroom Policies:** See Dakota College at Bottineau paramedic program guide.

**Student Email Policy:** Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rest with the student.

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**Disabilities and Special Needs:** Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs. You may contact the Learning Center (228-5479 or 1-888-918-5623) to request disability support services.



## Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:** EMS 231 - PALS (Pediatric Advanced Life Support)

**Number of credits:** 1 credit

**Course Description:** This course covers all aspects of treating a pediatric cardiac patient at the advanced level. This course results in the awarding of a Pediatric Advanced Life Support certification from the American Academy of Pediatrics and the American Heart Association.

**Pre-/Co-requisites:** None.

**Course Objectives:** To integrate knowledge of the AHA PALS pediatric patient assessment, algorithms and systematic team approach into the assessment and treatments of pediatric patients with almost any pediatric cardiac conditions and electrical disturbance.

**Instructor:** Karen Fritel

**Office:** 1900 8<sup>th</sup> Ave SE Minot ND

**Office Hours:** By appointment.

**Email:** Karen Fritel---kena@midstatetel.com

**Lecture/Lab Schedule:** Two 8 hour weekend days. See class schedule.

**Textbook(s):** American Heart Association PALS Provider Manual (Current)

**Course Requirements:** Students are required to complete a course pre-test prior to the beginning of class. This website and password are found in the front cover of the AHA manual. Attendance is required for the complete course, student must pass the written exam with a score of 84% or better and pass a mega code practical testing.

**Tentative Course Outline:** Course outline will be handed out and discussed at the beginning of the first day of class.

**General Education Goals/Objectives:** Not identified as a general education course.

**Relationship to Campus Theme:** The goal of the Paramedic (EMT) program is to prepare professionals to work in the emergency medical services industry. The Paramedic program is committed to utilizing the latest technology in a hands-on learning environment and field and hospital experiences in emergency medical services as common instructional techniques.

**Classroom Policies:** See Dakota College at Bottineau - paramedic program guide.

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**Disabilities and Special Needs:** Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs. You may contact the Learning Center (228-5479 or 1-888-918-5623) to request disability support services.

## Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:** EMS 232 - PHTLS (Pre-hospital Trauma Life Support)

**Number of credits:** 1 credit

**Course Description:** Topics include, but are not limited to kinematics, trauma airway management, thoracic trauma, extremity trauma, thermal trauma, shock and fluid resuscitation, head trauma, spinal trauma, and musculoskeletal trauma. This course will award a certification in Pre-hospital Trauma Life Support good for a period of three years.

**Pre-/Co-requisites:** None.

**Course Objectives:** To teach knowledge that includes an understanding of anatomy and physiology, patient care skills and the limitations of time and blood loss, and the need for rapid transport to the nearest appropriate facility. This requires the use of critical thinking and decision making to improve the survival of the trauma patient.

**Instructor:** Tami Petersen and Wayne Fahy

**Office:** 1900 8<sup>th</sup> Ave SE Minot ND

**Office Hours:** By appointment.

**Email:** Tami Petersen--- tami.petersen@trinityhealth.org  
Wayne Fahy---wayne.fahy@dakotacollege.edu

**Lecture/Lab Schedule:** A portion of the class will be independent study on-line and the lab portion will be done during one 8 hour weekend day. See class schedule.

**Textbook(s):** Mosby PHTLS 8<sup>th</sup> edition (2016) or current edition.

**Course Requirements:** Students will be required to complete reading assignments and exams on-line and attend the entire lab day.

**Tentative Course Outline:** NAEMT 2 day PHTLS class schedule.

**General Education Goals/Objectives:** Not identified as a general education course.

**Relationship to Campus Theme:** The goal of the Paramedic (EMT) program is to prepare professionals for work in the emergency medical services industry. The paramedic program is committed to utilizing the latest technology in a hands-on learning environment and uses field and hospital experiences in emergency medical services as common instructional techniques.

**Classroom Policies:** See Dakota College at Bottineau - paramedic program guide.

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**Disabilities and Special Needs:** Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs. You may contact the Learning Center (228-5479 or 1-888-918-5623) to request disability support services.

## Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:** EMS 235 - EMS Operations

**Number of credits:** 2 credits

**Course Description:** This course introduces the paramedic student to the concepts of multiple-casualty incidents and incident command, air and ground ambulance and rescue operations, hazardous materials, rural EMS, terrorist a and crime scene awareness.

**Course Objectives:** To understand the standards and guidelines that help ensure safe and effective ground and air medical transport. To have awareness of the hazard of working at a crime scene or at a violent situation and how to operate safely during those situations. To evaluate hazardous materials emergencies, the different work zones of those sites and the appropriate resources to contact. To integrate the principles of general incident management and MCI management techniques in order to function effectively. To integrate the principles of rescue awareness and operations to safely rescue a patient from water, hazardous atmospheres, roadways and hazardous terrain.

**Pre-/Co-requisites:** None.

**Instructor:** Wayne Fahy and Mary Jund

**Office:** 1900 8<sup>th</sup> Ave SE Minot ND

**Office Hours:** By appointment.

**Email:** Wayne Fahy---wayne.fahy@dakotacollege.edu  
Mary Jund---mary.jund@dakotacollege.edu

**Lecture/Lab Schedule:** Mondays and Thursdays 6:15 – 10:15pm

**Textbook(s):** Bledsoe, B., Porter, R., Cherry, R. (2017). Paramedic Care Principles and Practice Volumes 1-7 4<sup>th</sup> Edition. Upper Saddle River, NJ: Brady Books.

**Course Requirements:** Students will be required to attend class and complete assignments in MyBradyLab and exams in EMStesting. Final exams will be worth 40%, additional tests 20%, quizzes 20%, homework 10% and affective behavior 10%. Students will also be required to pass skill sheets and scenario skills sessions per portfolio requirements (where applicable).

**Tentative Course Outline:** Paramedic Care Principles and Practice Vol. 5, Chs. 9-16

<b>TOPIC – CLASSROOM</b>	<b>READING</b>
Ground Ambulance Operations	Ch. 9
Air Medical Operations	Ch. 10
Multiple-Casualty Incidents and Incident Management	Ch. 11
Rescue Awareness and Operations	Ch. 12
Hazardous Materials	Ch. 13
Crime Scene Awareness	Ch. 14

**General Education Goals/Objectives:** Not identified as a general education course.

**Relationship to Campus Theme:** The goal of the Paramedic (EMT) program is to prepare professionals for work in the emergency medical services industry. The paramedic program is committed to utilizing the latest technology in a hands-on learning environment and uses field and hospital experiences in emergency medical services as common instructional techniques.

**Classroom Policies:** See Dakota College at Bottineau - paramedic program guide.

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## Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:** EMS 240 - Hospital Clinical I

**Number of credits:** 2 credits

**Course Description:** This course allows the paramedic student to apply learned classroom skills and knowledge in clinical settings such as laboratory, respiratory therapy, emergency trauma center, anesthesia, and triage. The student will function under the direction of a preceptor. The student will input patient contact information into the FISDAP Internet data collection system.

**Pre-/Co-requisites:** None

**Course Objectives:** Integrates comprehensive knowledge of patient assessment, airway and ventilator management into the clinical settings of Lab, respiratory, emergency trauma center and the anesthesia departments of the hospital, which is intended to improve the knowledge of EMS personnel.

**Instructor:** Tami Petersen

**Office:** 1900 8<sup>th</sup> Ave SE Minot ND

**Office Hours:** By appointment

**Email:** tami.petersen@trinityhealth.org

**Lecture/Lab Schedule:** By arrangement

**Textbook(s):** Emergency and Critical Care Pocket Guide 8<sup>th</sup> Edition-Publisher Informed Publishing  
ISBN: 978-1-284-02370-1

**Course Requirements:** Students will be required to attend class and complete clinicals as assigned, students must also complete all paperwork required and input data into FISDAP.

**Tentative Course Outline:** Refer to EMS National Standards instructional guidelines

**General Education Goals/Objectives:** Not identified as a general education course.

**Relationship to Campus Theme:** The goal of the Paramedic (EMT) program is to prepare professionals to work in the emergency medical services industry. The Paramedic program is committed to a hands-on learning environment and uses field experiences in emergency medical services as common instructional techniques.

**Classroom Policies:** Dakota College at Bottineau - paramedic program guide

**Student Email Policy:** Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rest with the student.

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## Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:** EMS 250 - Hospital Clinical II

**Number of credits:** 2 credits

**Course Description:** This course allows the Paramedic student to apply learned classroom skills and knowledge in clinical settings such as anesthesia, emergency trauma center, psychiatric unit, addiction services, labor & delivery, cardiac cath lab, telemetry and the intensive care unit. The student will function under the direction of a preceptor. The student will input patient contact information into the FISDAP Internet data collection system.

**Pre-/Co-requisites:** EMS 240 Hospital Clinical I

**Course Objectives:** Integrates comprehensive knowledge of patient assessment, airway and ventilator management into the clinical settings of the anesthesia, psychiatric, addiction services, labor and delivery, cardiac cath lab, telemetry and the intensive care departments of the hospital, which is intended to improve the knowledge of EMS personnel.

**Instructor:** Tami Petersen

**Office:** 1900 8<sup>th</sup> Ave SE Minot ND

**Office Hours:** By appointment

**Email:** tami.petersen@trinityhealth.org

**Lecture/Lab Schedule:** By arrangement

**Textbook(s):** Emergency and Critical Care Pocket Guide 8<sup>th</sup> Edition-Publisher Informed Publishing  
ISBN: 978-1-284-02370-1

**Course Requirements:** Students will be required to attend class and complete clinical as assigned, students must also complete all paperwork required and input data into FISDAP.

**Tentative Course Outline:** See course objectives for specific topics to be covered according to the EMS National Standards instructional guidelines.

**General Education Goals/Objectives:** Not identified as a general education course.

**Relationship to Campus Theme:** The goal of the Paramedic (EMT) program is to prepare professionals to work in the emergency medical services industry. Paramedic degree programs are fulfilling an emerging need in the health care industry. The Paramedic program is committed to a hands-on learning environment and uses field experiences and emerging technologies in emergency medical services as common instructional techniques.

**Classroom Policies:** See Dakota College at Bottineau paramedic program guide.

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## Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:** EMS 260 - Hospital Clinical III

**Number of credits:** 2 credits

**Course Description:** This course allows the Paramedic student to apply learned classroom skills and knowledge in clinical settings such as pediatrics, neonatal intensive care, and emergency trauma center. The student will function under the direction of a preceptor. The student will input patient contact information into the FSDAP Internet data collection system.

**Pre-/Co-requisites:** EMS 250 – Hospital Clinical II

**Course Objectives:** Integrates comprehensive knowledge of patient assessment, airway and ventilator management into the clinical settings of: Pediatric, neonatal intensive care, emergency trauma center of the hospital, which is intended to improve the knowledge of EMS personnel.

**Instructor:** Tami Petersen

**Office:** 1900 8<sup>th</sup> Ave SE Minot ND

**Office Hours:** By arrangement

**Email:** tami.petersen@trinityhealth.org

**Lecture/Lab Schedule:** By arrangement

**Textbook(s):** Emergency and Critical Care Pocket Guide 8<sup>th</sup> Edition-Publisher Informed Publishing  
ISBN: 978-1-284-02370-1

**Course Requirements:** Attendance and completion of required assignments at one of the consortium members EMS classroom

**Tentative Course Outline:** By arrangement

**General Education Goals/Objectives:** Not identified as a general education course.

**Relationship to Campus Theme:** The goal of the paramedic program is to prepare professionals to work in the EMT – paramedic industry and provide an educational continuum for degree advancement. The paramedic program is committed to utilizing the latest technology in a hands-on learning environment and uses field and hospital experiences in emergency medical services as common instructional techniques.

**Classroom Policies:** See Dakota College at Bottineau - paramedic program guide.

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## Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:** EMS 275 - Field Clinical I

**Number of credits:** 2 credits

**Course Description:** This course is designed to introduce the paramedic student to BLS and ALS prehospital operations. The student will become familiar with basic ambulance operations, equipment and how an EMS system works. The student will also become familiar with procedures and care provided by paramedics in the field and function as the team leader on BLS calls. The student will function under the direction of a preceptor. The student will input patient contact information into the FISDAP Internet data collection system. The student will also gain knowledge of how the 911 system works by observing at Minot Central Dispatch and the City Police Department.

**Pre-/Co-requisites:** None

**Course Objectives:** To integrate comprehensive knowledge of patient assessment, airway and ventilator management into the clinical settings of an advanced level ambulance service, which is intended to improve the knowledge of EMS personnel. The student will also gain knowledge of the 911 system.

**Instructor:** Tami Petersen

**Office:** 1900 8<sup>th</sup> Ave SE Minot ND

**Office Hours:** By appointment

**Email:** tami.petersen@trinityhealth.org

**Lecture/Lab Schedule:** By arrangement

**Textbook(s):** Emergency and Critical Care Pocket Guide 8<sup>th</sup> Edition-Publisher Informed Publishing  
ISBN: 978-1-284-02370-1

**Course Requirements:** Students will be required to attend class and complete field clinicals, students must also complete all required paperwork and input data into FISDAP.

**Tentative Course Outline:** Refer to EMS National Standards instructional guidelines

**General Education Goals/Objectives:** Not identified as a general education course.

**Relationship to Campus Theme:** The goal of the Paramedic (EMT) program is to prepare professionals to work in the emergency medical services industry. The Paramedic program is committed to a hands-on learning environment and uses field experiences in emergency medical services as common instructional techniques.

**Classroom Policies:** Dakota College at Bottineau-paramedic program guide.

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## Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:** EMS 276 - Field Clinical II

**Number of credits:** 3 credits

**Course Description:** This course allows the Paramedic student to apply learned classroom skills and knowledge under the direction of a preceptor in a pre-hospital setting. The student will be stationed with a license ALS ambulance service. The student will input patient contact information into the FISDAP data collection system.

**Pre-requisites:** EMS 275 – Field Clinical I

**Course Objectives:** This course integrates comprehensive knowledge of patient assessment, airway and ventilator management into the clinical settings of an advanced level ambulance service, which is intended to improve the knowledge of EMS personnel.

**Instructor:** Tami Petersen

**Office:** 1900 8<sup>th</sup> Ave SE Minot ND

**Office Hours:** By appointment

**Email:** tami.petersen@trinityhealth.org

**Lecture/Lab Schedule:** By arrangement

**Textbook(s):** Emergency and Critical Care Pocket Guide 8<sup>th</sup> Edition-Publisher Informed Publishing  
ISBN: 978-1-284-02370-1

**Course Requirements:** Students will be required to attend class and complete field clinical, students must also complete all required paperwork and input data into FISDAP.

**Tentative Course Outline:** Refer to EMS National Standards instructional guidelines.

**General Education Goals/Objectives:** Not identified as a general education course.

**Relationship to Campus Theme:** The goal of the Paramedic (EMT) program is to prepare professionals to work in the emergency medical services industry. Paramedic degree programs are fulfilling an emerging need in the health care industry. The Paramedic program is committed to a hands-on learning environment and uses field experiences and emerging technologies in emergency medical services as common instructional techniques.

**Classroom Policies:** See Dakota College at Bottineau paramedic program guide

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## Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:** EMS 277 - Field Internship

**Number of credits:** 3 credits

**Course Description:** This course allows the paramedic student to apply learned classroom and field skills and knowledge as a team leader in the pre-hospital setting. The student will function under the direction of a preceptor. The student will input patient contact information into the Fisdap Internet data collection system

**Pre-/Co-requisites:** None

**Course Objectives:** Integrate comprehensive knowledge of patient assessment, airway and ventilator management into the clinical settings of an advanced level ambulance service, which is intended to improve the knowledge of EMS personnel. Students must complete 50 Advanced Level Team Leads with an approved ALS ambulance service.

**Instructor:** Tami Petersen

**Office:** 1900 8<sup>th</sup> Ave SE Minot ND

**Office Hours:** By arrangement

**Email:** tami.petersen@trinityhealth.org

**Lecture/Lab Schedule:** By arrangement

**Textbook(s):** Emergency and Critical Care Pocket Guide 8<sup>th</sup> Edition-Publisher Informed Publishing  
ISBN: 978-1-284-02370-1

**Course Requirements:** Students will be required to attend class and complete field clinicals, students must also complete all required paperwork and input data into Fisdap.

**Tentative Course Outline:** By arrangement

**General Education Goals/Objectives:** Not identified as a general education course.

**Relationship to Campus Theme:** The goal of the paramedic program is to prepare professionals to work in the EMT – paramedic industry and provide an educational continuum for degree advancement. The paramedic program is committed to utilizing the latest technology in a hands-on learning environment and uses field and hospital experiences in care giving settings as common instructional techniques.

**Classroom Policies:** See Dakota College at Bottineau - paramedic program guide.

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1. The primary responsibility of the students, faculty and administration is to create an atmosphere where the honesty of individuals will not be questioned.
  - a. Faculty members are responsible for providing guidelines concerning cheating and plagiarism at the beginning of each course, and should use precautionary measures and security in cases where cheating is likely to occur.
  - b. Students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred.

View the [Plagiarism Tutorial-Pearson Education](http://wps.prenhall.com/hss_understand_plagiarism_1/6/1668/427064.cw/index.html) to learn more about plagiarism, citing sources, etc. ([http://wps.prenhall.com/hss\\_understand\\_plagiarism\\_1/6/1668/427064.cw/index.html](http://wps.prenhall.com/hss_understand_plagiarism_1/6/1668/427064.cw/index.html))

**Disabilities and Special Needs:** Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs. You may contact the Learning Center (228-5479 or 1-888-918-5623) to request disability support services.

## Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: EMS 297 – Field Internship

Number of Credits: 4 credits

Course Description: This course allows the paramedic student to apply learned classroom and field skills and knowledge as a team leader in the pre-hospital setting. The student will function under the direction of a preceptor but without prompting. The student will input patient contact information into the Fisdap Internet data collection system.

Pre-/Co-requisites: Successful completion of the majority of the didactic portion of the program.

Course Objectives: To integrate comprehensive knowledge of patient assessment, provide ALS skills and call management into the field clinical setting of an advanced level ambulance service. This is intended to allow, under supervision, the student to operate as an entry level paramedic and improve their knowledge and skills as EMS personnel. Students may complete 25 advanced level team leads with an approved ALS ambulance service.

Instructor: Tami Petersen

Office: 1900 8<sup>th</sup> Ave SE Minot ND

Office Hours: By arrangement

Email: [tami.petersen@trinityhealth.com](mailto:tami.petersen@trinityhealth.com)

Lecture/Lab Schedule: By arrangement

Textbook(s): Emergency and Critical Care Pocket Guide 8<sup>th</sup> Edition-Publisher informed Publishing

ISBN: 978-1-284-02370-1

Course Requirements: Students will be required to complete the required hours functioning with the skills of a competent ALS provider, complete all required paperwork and input data into Fisdap.

Tentative Course Outline: By arrangement

General Education Goals/Objectives: Not identified as a general education course.

Relationship to Campus Theme: The goal of the paramedic program is to prepare professionals to work in the EMT-Paramedic industry and provide an educational continuum for degree advancement. The paramedic program is committed to utilizing the latest technology in a hands-on learning environment and used field experiences in care giving settings as common instructional techniques.

Classroom Policies: See Dakota College at Bottineau – paramedic program guide.

Student Email Policy: Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity: The academic community is operated on the basis of honesty, integrity and fair play. Occasionally, this trust is violated when cheating occurs either inadvertently or deliberately. This code will serve as the guideline for cease where cheating, plagiarism or academic improprieties have occurred.

1. The primary responsibility of the students, faculty and administration is to create an atmosphere where the honesty of individuals will not be questioned.
  - a. Faculty members are responsible for providing guidelines concerning cheating and plagiarism at the beginning of each course, and should use precautionary measures and security in cases where cheating is likely to occur.
  - b. Students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred.

View the [Plagiarism Tutorial-Pearson Education](http://wps.prenhall.com/hss_understand_plagiarism_1/6/1668/427064.cw/index.html) to learn more about plagiarism, citing sources, etc. ([http://wps.prenhall.com/hss\\_understand\\_plagiarism\\_1/6/1668/427064.cw/index.html](http://wps.prenhall.com/hss_understand_plagiarism_1/6/1668/427064.cw/index.html))

Disabilities and Special Needs: Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs. You may contact the Learning Center (228-5479 or 1-888-918-5623) to request disability support services.

## Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:**

ENGL 110 Composition 1

**Course Description:**

Guided practice in college-level reading, writing, and critical thinking

**Instructor:**

Gary Albrightson

**Office:**

Thatcher Hall 2207

**Office Hours:**

1-2 Monday, Wednesday, and Friday

**Phone:**

701-228-5602

**Email:**

Please send email to [gary.albrightson@dakotacollege.edu](mailto:gary.albrightson@dakotacollege.edu) and use your Dakota College at Bottineau account for all email for this course.

**Lecture/Lab Schedule:**

On campus in an IVN enabled classroom with work to be submitted by email.

Final exam to be given last two class periods

**Textbook(s):**

Axelrod and Cooper. *St. Martin's Guide to Writing*. 9th ed. Bedford St. Martin's, 2010

Kolln, Martha and Loretta Gray. *Rhetorical Grammar* 7<sup>th</sup> e.

Strong, William. *Sentence Combining*. 3<sup>rd</sup> ed. 1994

Wardle and Downs. *Writing about Writing*. 1<sup>st</sup> ed. Bedford St. Martin's, 2011

**Classroom Policies:**

Students should post or email responses to all discussion topics, read the assignments, submit all the essays and revisions, and take the daily quizzes given during class sessions. Late work earns no credit. Work submitted to this class should be written for this class this semester. Plagiarized work of the sort described in the section below “Academic Integrity” will earn zero points, and the student will be required to do additional work to demonstrate understanding of plagiarism.

### **Policy on Devices and Class Participation**

So that everyone enrolled in the course may learn, students should attend class, on time, and focus on the topic of each class period. Class meetings will use active learning to meet the class learning objectives. Active learning means interaction between students and the instructor but also interaction among students. Most class periods, classroom assessment techniques will be used to gauge student understanding of daily learning. This means brief in-class quizzes of different types: multiple choice, true/false, written response, or graded notes.

### **Course Requirements:**

Students will read assignments in the *St Martins Guide*, *Rhetorical Grammar*, *Sentence Combining*, and *Writing about Writing*, will write on reading assignments and discussion topics from the textbook, and will write paragraphs and essays on assigned topics.

### **Tentative Course Outline**

Reading Academic Writing  
Plagiarism  
Explanatory Strategies  
Cueing Techniques  
Prewriting  
Revision  
Editing

### **General Education Objectives**

The following competencies reflect the contribution of College Composition I to the General Education Objectives and thus are assessed as part of the course as well as part of the assessment of learning outcomes of the General Education Curriculum.

#### Competency:

Students will be able to write in different essay types or genres (such as memoir, letter, proposal, exam essay) for a variety of audiences and in a variety of contexts. Students will be aware of and will practice inventing, planning, drafting, and revising.

#### Sub-competencies:

- Use the stages of the writing process to develop, organize, and present ideas in writing.
- Analyze the demands and possible strategies of a writing task, based on topic, purpose, context, and audience, and then accomplish that task with clarity.
- Demonstrate competent academic writing through finished writing that includes a clear, original idea, appropriate evidence and support, and a style of language that serves the writer’s purpose and audience.
- Use Edited Standard Written English in spelling, grammar, punctuation, and syntax, and present written work in a style and format consistent with the demands of an academic setting.

### Competency:

Read at a level that allows students to participate in collegiate studies and chosen careers

### Sub-competencies:

- Anticipate and understand the structure and organization of written work.
- Recognize an author's purpose and forms of support.
- Evaluate the effectiveness and validity of an author's style, organization, support, evidence, and presentation.
- Demonstrate awareness of the connection that style and language have to an author's topic, audience, context, and purpose.
- Assimilate and connect information and ideas from multiple written sources.

### Relationship to Campus Theme:

For one of the assignments, students will define a concept or explain a process relevant to the campus theme: nature, technology, and beyond.

### Academic Integrity:

The discussion of plagiarism below comes from the Council of Writing Program Administrators.

“In instructional settings, plagiarism is a multifaceted and ethically complex problem. However, if any definition of plagiarism is to be helpful to administrators, faculty, and students, it needs to be as simple and direct as possible within the context for which it is intended.

**Definition:** *In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source.*

This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Most current discussions of plagiarism fail to distinguish between:

submitting someone else's text as one's own or attempting to blur the line between one's own ideas or words and those borrowed from another source, and carelessly or inadequately citing ideas and words borrowed from another source. Such discussions conflate *plagiarism* with the *misuse of sources*.

Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.”

(<http://www.wpacouncil.org/node/9>)

### Disabilities and Special Needs:

Any student with disabilities or special needs should inform the instructor, who will make accommodations so all students can meet their educational goals.





Engl 110  
English Composition  
3 Credits  
FALL 2016  
M-W-F 8:35 a.m. to 9:20 a.m.  
TuTh 9:30 a.m. to 10:45 a.m.

Instructor: Margaret Bail  
Phone: 701-858-4793  
E-mail: margaret.bail@ndus.edu (best way to reach me)  
Office: MiSU campus, Administration Bldg Rm 160  
Office Hours: Monday – Friday 11:00 a.m. to noon

**Prerequisites:** Appropriate score on English Placement Exam or ASC 087 College Writing Preparation.

**Required Texts**

*Writing Today, MLA Update Edition (3<sup>rd</sup> Edition)* by Richard Johnson-Sheehan and Charles Paine

**Course Description**

English 110 is a composition course designed to explore the writing process by developing your analytical reading, critical thinking, and college-level writing skills.

**Course Objectives:** As part of the General Education Curriculum, this course is designed to work toward some common learning outcomes. Students who successfully complete this course will be able to:

1. Write in different genres or essay types.
2. Analyze the demands and possible strategies of a writing task, based on topic, purpose, context, and audience, and then accomplish that task with clarity.
3. Demonstrate competent College Composition writing through finished writing that includes a clear, original thesis or claim, appropriate evidence and support, a logical structure, and a style of language that serves the writer's purpose and audience.
4. Use the stages of the writing process to develop, organize, and present ideas in writing. Students will be aware of and will practice inventing, planning, drafting, and revising.
5. Students will read closely and analyze what is read.
6. Students will begin to learn to find and evaluate information resources, then integrate and acknowledge sources in their writing.
7. Use edited standard written English in spelling, grammar, punctuation, and syntax, and present written work in a style and format consistent with the demands of an academic setting.
8. Read at a level that allows students to participate in collegiate studies and chosen careers.
9. Begin to use information resources effectively.

## **Course Expectations**

This course is one in which you will practice writing. You can expect to write regularly. Writing is not easy; it takes time, concentration, and a willingness to revise your work. Therefore, you will need to organize your time accordingly.

## **Grading:**

Course requirements will consist of: written revised essays, in-class writing, homework, class discussion, word of the day. Grading will be based on a combination of written work including essays, class activities and participation, and homework. Students must have a grade average of 60%, and satisfactorily complete the three formal papers, to receive a passing grade.

## **Course Policies**

### Attendance and Participation

Attendance and class participation are mandatory. You can't expect to learn what you need to when you miss class. If missing class is unavoidable, please let me know ahead of time, otherwise it will be considered unexcused.

Participation is also important. Many days will be spent in discussion of different elements of writing, and in group work, so come to class prepared and ready to talk to each other. For all reading assignments you will be responsible for preparing at least one discussion question which will be used to prompt discussion among the class.

### Late Work

I will not accept late work. If you will not be able to attend class on a day when something is due, please let me know ahead of time. I will only accept work submitted via e-mail in special circumstances. Otherwise, everything is due in class on the due date.

### Devices Policy

It is your responsibility to turn off or put away all cell phones and other electronic devices (this includes music) while in class (this does not mean put them on silent or vibrate and therefore enable them to distract you or others in class). Texting under the desk fools no one, and **texting during class is not allowed**. It is a rude distraction for everyone.

### Essay Format

Make sure your assignments (except in-class writing and tests) are typed, double spaced, Times New Roman 12, 1-inch margins all around. They should have titles (when applicable), the pages should be numbered and have at least your last name on each page, and they should be **stapled**.

***Do not change font size, character spacing, or margins to make your assignments seem longer.*** If you do this I will automatically reduce your grade.

All materials taken from outside sources must be acknowledged using MLA format.

## Academic Integrity and Plagiarism

The academic community is operated on the basis of honesty, integrity, and fair play. It is the expectation that all students, as members of the college community, adhere to the highest levels of academic integrity. This means that:

- Students are responsible for submitting their own work. Student work must not be plagiarized.
- This means ***do not copy and paste material from the internet or anywhere else and turn it in as your own.*** If you do this, I will fail the paper. If you do it again I will fail you in the class. No exceptions.
- Students must not cooperate on oral or written examinations or work together on evaluated assignments without authorization.

In order to maintain the academic integrity of the university, I will not tolerate acts of academic dishonesty. The writing you do in this class will allow you to develop your own ideas and to share those ideas with others. If you are caught plagiarizing, you will fail the assignment and possibly the class.

If you have additional questions or are not certain about what constitutes plagiarism, please feel free to ask.

## Disabilities and Special Needs

Any student with disabilities or special needs should contact Disability Services in Lura Manor. Their phone number is: 701-858-3371. You may also inform me as soon as possible and I can help you connect with Disability Services so you can receive whatever accommodations you need help meet your educational goals.

## Non-Discrimination Language Policy

It is my policy that we avoid discriminatory or hateful language in my classroom. When participating in classroom discussions everyone is expected to make every effort to be respectful of each other and the subject matter at hand.

## Student Resources

The **Minot State Writing Center** is staffed with tutors who are qualified to help you at any stage of the writing process. A word of caution: The Writing Center is not an editing service.

You can meet with a tutor in person or correspond with one via email. Visit their website for more complete information, including hours of operation, available appointments, and how to submit a paper online – [http://www.minotstateu.edu/writing\\_center](http://www.minotstateu.edu/writing_center).

Another extremely useful writing resource is the OWL (Online Writing Lab) at Purdue site: <http://owl.english.purdue.edu/>.

### Office Hours and Other Forms of Support

See above for my office hours, or you may make an appointment with me; but if you have questions or concerns outside of that time, please don't hesitate to send me an e-mail! (margaret.bail@minotstateu.edu). My role as an instructor is to work with you and help you with your writing. Your role as a student is to be actively engaged in class discussions and to collaborate with your peers.

Please note: You are entirely responsible for your learning experience and for the grades that you earn in this class. If you are frustrated or overwhelmed, you must let me know. **ASK QUESTIONS!**

### TENTATIVE SCHEDULE:

#### Unit One

- Essay: Travel Memoir

Week 1: Intro/Writing process/Discuss communication in academics and real world

Week 2: What is storytelling? How is it relevant in written communication?

Week 3: Genre in writing/What is memoir?/Begin discussion of essay structure—audience, purpose, thesis

Week 4: Description and language in written communication.

#### Unit Two

- Essay: Literary Analysis

Week 5: What is analysis? Why is it relevant? What is literary analysis?

Week 6: Outlining and continued discussion of essay structure including audience, purpose, thesis

Week 7: Sample analyses/Read and talk about short stories

Week 8: Quoting, paraphrasing, summarizing, citing sources

Week 9: Multimedia analysis presentations/Paragraph structure

#### Unit Three

- Essay: Research-Based argumentative essay

Week 10: Intro research and argumentation

Week 11: Argumentative essay structure including argumentative thesis

Week 12: How to research

Week 13: Integrating sources into writing/more quoting, summarizing, paraphrasing practice

Week 14: MLA and APA citation. More practice citing sources.

Week 15: Steps of revision

Week 16: Practice revision

**English 110 College Composition I**  
Fall 2016

Instructor: Damon Schneider  
E-mail: damon.schneider@dakotacollege.edu  
Phone: 920-203-2452

*“The boundaries of my language are the boundaries of my world.” ~ Ludwig Wittgenstein*

**Course Objectives:**

English Composition develops a process approach to writing, which includes planning, researching, drafting, revising, and proofreading and editing, to produce documents. Various writing assignments help the learner analyze audience and purpose, research and organize ideas, and format and design documents based on subject matter, content, and reader needs. Students learn how to avoid plagiarism and how to cite sources properly, using MLA (Modern Language Association) and APA (American Psychological Association) documentation style. The course also develops critical reading and thinking skills through group work and projects. As time is available, attention will be paid to sentence structure, grammar, and punctuation.

Note: Basic skills with Microsoft Word and Internet access either at home or school are required.

**Textbook and Additional Required Materials:**

Required Textbook – *The St. Martin’s Guide to Writing*, 9<sup>th</sup> Edition, Axelrod, Cooper.  
978-0-312-53612-1

**Accommodations**

If you need any special accommodations, please see me to supply documentation of your need and to make the necessary arrangements.

**Mondays:** As we are not meeting in a classroom it is important that you check Blackboard often. Every Monday until the end of the course, then, I will post new assignments on Blackboard (hence, it would be a really good idea to check Blackboard every Monday).

**Reading Assignments:** Reading assignments will come from the textbook as well as from several handouts found on Blackboard. Each assignment should be read in full before the following Monday’s posting of the new assignments.

**Writing Assignments:** There will be several written papers assigned throughout the semester – specifications for each paper/assignment will be placed on Moodle every Monday.

**Short Video Clips:** I will be posting short video clips on Moodle of myself further elaborating on the assignments (if a picture’s worth a thousand words than a one minute clip of video explanation is probably worth a million). These video clips are essential to understanding some of the more abstract points you will have to understand before writing the paper – therefore, please view these clips before beginning any paper.

**Email:** In an effort to acquaint you with appropriate business practices, I will teach you the proper format for sending an email to me. I will only answer email that is sent to me with an appropriate salutation, that uses formal language, and that ends with a formal ending (Sincerely, Joe Smith). Also, I will not answer e-mails written in “text speak” or shorthand. Further, note that I may not get back to you immediately

with a response to your email as the latest that I will check email is 8 pm. Do not email me in the middle of the night and expect a response the next morning.

**Workshops/Revisions:** Peer-review is an important aspect in any composition course (an Accountant I knew once put it this way, “it’s a lot easier to spot errors in someone else’s taxes than it is to spot errors in your own”). Therefore, there will be four workshops throughout the course and each workshop will be conducted before the final draft of the paper is due. During these workshops you will be required to review two other students’ rough drafts. This will be accomplished via “workshop worksheets” – you will be required to fill out one “workshop worksheet” for each student you review, hence every time we have workshop you will be completing two “workshop worksheets.” Please note – I WILL BE GRADING THESE WORKSHOP WORKSHEETS – at the end of the semester I will look at all of your workshop worksheets and giving you a grade as to how much effort I believe you put into your reviews. Simple “no,” and “yes” responses to the workshop questions will result in a very poor grade; to get a good grade, then, each question should be answered with a two-three sentence response. The workshop worksheets will be placed on Moodle on Mondays and you will be required to e-mail your answers to the “workshop worksheets” to your instructor. Thus, in the “TO:” prompt of the e-mail you will type my e-mail address and then the first student you reviewed; after sending that e-mail go ahead and do the same thing for the second student you reviewed. If you, the student, do not receive a review for your own paper then contact me via e-mail as soon as possible so as I can contact the peer who was supposed to review your paper.

### **Computer Use**

The College’s computing equipment, and computing resources are owned by the College. All messages composed, sent, forwarded or received are retained by the College and are the property of the College. They are not the private property of any student or other individual. Violations of this policy include, but are not limited to, denial, revocation, removal of unacceptable data, or suspension of Internet/e-mail rights, disciplinary action, including expulsion, and/or appropriate legal action. Refer to the Student Handbook for additional details of this policy.

**Paper Guidelines:** All papers must be double-spaced, Times New Roman, with 12 pt. font. and 1” margins on all sides.

**Late Papers:** Late papers will suffer a one letter grade drop.

### **Grading (on a 100 point scale):**

Paper 1 = 10 points or 10%  
Paper 2 = 15 points or 15%  
Paper 3 = 20 points or 20%  
Paper 4 (Research Paper) = 25 points or 25%  
Narration Assignment = 5 points or 5%  
Scavenger Hunt = 3 points or 3%  
Workshop Reviews = 10 points or 10%  
Primer Worksheet #1 = 2 points or 2%  
Primer Worksheet #2 = 3 points or 3%  
Primer Worksheet #3 = 3 points or 3%  
Primer Worksheet #4 = 4 points or 4%

A *93 and above*

- B 80-92**  
**C 70-79**  
**D 60-69**  
**F Below 60%**

**Policy on Plagiarism:** You are responsible for knowing and understanding the school’s policy regarding academic honesty. This policy includes plagiarism: the use of someone else’s ideas as your own. You may use the ideas and language of others in your writing, but you must acknowledge the source (using in-text citations and a Works Cited page).

**Course Withdrawal Deadline**

Thursday, November 10<sup>th</sup> is the last day to withdraw from the course.

**Writing Assessment Criteria**

<b>Criteria</b>	<b>Performance Measurement Indicators</b>
<b>Audience and Purpose</b>	Clearly defines topic and purpose (inform, describe, persuade, etc.). Demonstrates understanding of the information needs and interests of the audience.
<b>Structure</b>	Adheres to organizational pattern and structure of required rhetorical mode (Narration, Description, Comparison and Contrast, Argument, Process Analysis, Classification and Division, Research Report, etc.).
<b>Title and Introduction</b>	Connects with audience using interest-generating forecasting title. Introduction utilizes an effective opening strategy appropriate to the subject (i.e.; question, anecdote, startling statistic, example, story, quotation, etc.). Includes a clearly written thesis statement that effectively identifies topic and author’s focus.
<b>Body</b>	Supporting paragraphs are organized logically and effectively in spatial, emphasis, or chronological order. Each supporting paragraph contains a focused topic sentence that supports the thesis. Each paragraph is unified; all sentences support the topic sentence, using concrete evidence and details. Paragraphs are coherent; ideas flow logically through the paragraph. Appropriate transitional words or phrases signal changes in support or content. Transitions make logical connections (items in a series, result or cause, summary, etc.), spatial connections (directions, proximity, distance), or chronological connections (frequency, duration, sequence of events).
<b>Conclusion</b>	Conclusion utilizes effective closing strategy without introducing new ideas. Offers sense of completeness. Reinforces thesis statement. Concludes with summary, recommendation, call to action, comment on broader implications, or prediction.
<b>Word Choice, Tone, and Style</b>	Word choice is varied, imaginative, precise, & appropriate to topic and audience. Phrasing is concise and fluent. Avoids clichés, triteness, overstatement, and inaccurate or shallow vocabulary. Sentences are varied in length and type. Uses consistent tense. Words clearly convey intended meaning. Tone is appropriate to topic, purpose, and audience. Makes appropriate use of 1 <sup>st</sup> person conversational writing style for informal or narrative writing, or appropriately uses 3 <sup>rd</sup> person for formal writing.
<b>Grammar and Mechanics</b>	Adheres to conventions for standard grammar. Sentences are correctly structured, clear, concise, and logically organized. No errors in spelling, punctuation, or usage.
<b>Document</b>	Document meets all formatting requirements for margins, type style, white space,

<b>Format and MLA Style</b>	headings, illustrations, and layout. If APA style is used, document meets all MLA formatting and style requirements.
<b>Research, Content, Insight, and Analysis</b>	Demonstrates adequate level of research utilizing credible sources. Presents researched information by utilizing appropriate paraphrasing or quotations. Synthesizes information obtained from research. Provides new and useful information, insight, and thoughtful analysis of the topic. Claims are supported with facts & credible evidence.
<b>MLA References and Citations</b>	Identifies and correctly integrates all sources of information. Cites all sources with correctly formatted MLA in-text citations. Provides properly formatted MLA references for all research sources. References listed in alphabetical order.

### Fall 2016 Schedule

<b>Week</b>	<b>Reading Assignment</b>	<b>Writing Assignment</b>
Week 1 – beginning Aug. 22	Chapter 1	Paper 1 assigned
Week 2 – beginning Aug. 29	Chapter 2	Primer Worksheet 1 due
Week 3 – beginning Sept 5th	Chapter 3	Workshop 1
Week 4 – beginning Sept. 12	Chapter 19	Paper 1 due + Paper 2 assigned
Week 5 – beginning Sept. 19	Chapter 4	Primer Worksheet 2 due
Week 6 – beginning Sept. 26	Chapter 5	Workshop 2
Week 7 – beginning Oct. 3	<b>Moodle Handouts</b> + Chapter 14	Paper 2 due + Narration Assignment assigned
Week 8 – beginning Oct. 10	<b>Moodle Handouts</b> + Chapter 14	Work on Narration Assignment + Paper 3 assigned
Week 9 – beginning Oct. 17	Chapter 6	Narration Assignment Due
Week 10 – beginning Oct. 24	Chapter 7	Primer Worksheet 3 due
Week 11- beginning Oct. 31	Chapter 9	Workshop 3
Week 12 – Beginning Nov. 7	Chapter 10	Paper 3 due + Scavenger Hunt assigned
Week 13 – Beginning Nov. 14	Chapter 11	Scavenger Hunt due + Paper 4 assigned
Week 14 – beginning Nov. 21	Chapter 12	Primer Worksheet 4 due
Week 15 – Beginning Nov. 28	Chapter 13	Workshop 4
Week 16 – Dec. 5 Submit Missing assignments deadline is Monday, Dec 5.	Pages 764-785	Paper 4 due by Friday, Dec. 11
Week 17 – Dec. 12	None (I will be grading	



	your Paper 4)	

**Please note, this syllabus may change as unforeseen concerns or situations arise.**

**Composition 110**  
**Dakota College at Bottineau Course Syllabus**

**Course Prefix/Number/Title:**

College Composition I: English 110  
3 Credits

**Course Description:**

Composition 110 is a writing course that allows students write about a variety of topics while considering and evaluating the writing of others.

**Pre-requisite:**

Placement score or ASC 87 with a C grade or higher.

**Course Objectives:**

To identify and evaluate the thesis and supporting details in others' writing.  
To use writing and revising strategies to produce short essays.  
To cite sources accurately according to MLA guidelines.  
To edit all final drafts, eliminating all grammatical and typing errors.  
To identify important concepts in reading and discuss them.  
To examine nature, technology, and beyond as they relate to *Deeply Rooted: Unconventional Farmers in The Age of Agribusiness* and *The Things They Carried*.

**Instructor:**

Mr. Michael Porter  
Office: Thatcher Addition: Room 2209  
Telephone: 228-5445  
E-mail: mike.porter@dakotacollege.edu

**Office Hours:**

Tuesday, Thursday: 9:00 to 11:00  
Monday and Friday: 2:00 to 3:00

**Lecture/Lab Schedule:**

Monday, Wednesday, Friday 10:00-10:50  
Monday, Wednesday, Friday 11:00-11:50

**Textbooks:**

Axelrod, Rise B. and Cooper Charles R. *The St Martin's Guide to Writing*. 9<sup>th</sup> ed. Boston: Bedford/St. Martin, 2010. Print.  
Hamilton, Lisa M. *Deeply Rooted: Unconventional Farmers in the Age of Agribusiness*. Berkeley: Counterpoint, 2009. Print.  
O'Brien, Tim. *The Things They Carried*. New York: Broadway Books, 1990. Print.

**Course Requirements:**

Course requirements consist of written revised essays, short written works, class discussion, quizzes, peer revision, major tests. Grading will be based on a combination of written work, quizzes, class activities, midterm test and final test. Students must have a grade average of 60% and satisfactorily complete the three formal paper to receive credit for the course.

**General Education Goals/Objectives:**

Goal 4: Demonstrates effective communication

**Relationship to Campus Theme:**

Students will read and discuss *Deeply Rooted: Unconventional Farmers in The Age of Agribusiness* as it relates to nature, technology, and humanity.

**Classroom Policies: Grading**

1/3 revised essays

1/3 quizzes, short written pieces, other activities or assignments

1/3 midterm and final

**Academic Integrity:**

All assignments, tests, and quizzes will meet the standards of accepted Academic Integrity.

**Disabilities and Special Needs:**

Students with disabilities or special needs must inform the instructor of those needs as soon as possible.

**Student Email Policy**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

## **Tentative Course Outline: Composition 110: Fall 2016**

August 24

Introduce course

*The St. Martin's Guide to Writing*: Chapter 1: Why Writing is Important pp. 1-12

Overview of the writing process; Basic sentence structure

Pretest mechanics

August 26

Chapter 11: Catalogue of Invention Strategies pp. 562-574

Worksheet: Sentence structure works due

Sentence types

August 29

*The St. Martin's Guide to Writing*: Chapter 13: Cueing the Readers pp. 600-614

*The St. Martin's Guide to Writing*: Chapter 19: Arguing pp. 659-668

Worksheet: Sentence types due

*Deeply Rooted*; Introduction 1-5; "Sulfur Springs, Texas"; Chapter 1; pp 9-24

August 31

Persuasive paragraph due

Sentence Boundaries pp. H5-H10 Power points Sentence Fragment; Comma Splices

*Deeply Rooted*; "Sulfur Springs, Texas"; Chapter 2; pp 25-37; Chapter 3; pp 39-47

September 2

*The St. Martin's Guide to Writing*: Chapter 15: Describing pp. 628-638

Worksheet: Sentence Boundaries due.

Pronouns and Antecedents

*Deeply Rooted*; "Sulfur Springs, Texas"; Chapter 4; pp 49-63; *Deeply Rooted*; "Sulfur

Springs, Texas"; Chapter 5; pp 65-75; Chapter 6; pp 77-87

September 7

Descriptive paragraph due

Pronouns and Antecedents worksheet due

*Deeply Rooted*; "Sulfur Springs, Texas"; Chapter 7; pp 89-99; *Deeply Rooted* ; "Abiquiu,

New Mexico"; Chapter 1; pp 103-114; Chapter 2; pp 115-120

Pronoun case

September 9

The St. Martin's Guide to Writing: Chapter 16: Defining pp. 639-646

*Deeply Rooted*; "Abiquiu, New Mexico"; Chapter 3; pp 121-137; Chapter 4; pp 137-150;

Pronoun case worksheet due

September 12

Definition paragraph due

*The St. Martin's Guide to Writing*: pp. H11-H29 Power point Grammatical Sentences:

Pronouns

*Deeply Rooted*; "Abiquiu, New Mexico"; Chapter 5; pp 151-163

September 14

Worksheet Grammatical sentences: Pronouns due

*The St. Martin's Guide to Writing*: Chapter 18: Comparing and Contrasting pp. 653-658

Introduce first paper; Chapter 19: Arguing: Asserting a Thesis pp. 659-662

*Deeply Rooted*; "Abiquiu, New Mexico"; Chapter 6; pp 165-182

September 16

Finish developing thesis statements

*The St. Martin's Guide to Writing* : Outlines : pp. 566-568

Verbs: Tense and mood

*Deeply Rooted*; "Abiquiu, New Mexico"; Chapter 7; pp 183-191; Chapter 8; pp 193-209

September 19

Verbs: Tense and mood worksheet due

Verbs: active and passive voice

*Deeply Rooted*; "LaMoure, North Dakota"; Chapter 1; pp 213-224; Chapter 2; pp 225-

235; *Deeply Rooted*; "LaMoure, North Dakota"; Chapter 3; pp 237-247; Chapter 4; pp

249-259

September 21

Verbs: active and passive voice worksheet due

*The St. Martin's Guide to Writing*: pp. H11-H29 Power point Grammatical Sentences:

Verbs, adjectives and Adverbs

September 23

Worksheet: Grammatical Sentences: Verbs, adjectives and Adverbs due

First draft due

September 26

Writing Conferences

September 28

Writing Conferences

September 30

Final Draft: First Essay

Introduce the second paper and Select Topics

*The St. Martin's Guide to Writing*: Justifying an Evaluation pp.384-387

Readings pp. 389-418; Basic Features: Evaluations pp. 387-389

October 3

*The St. Martin's Guide to Writing*: Guide to Writing pp. 419-426 ; Planning and Drafting pp. 427-431

Prewriting and Introduce Thesis

Commas: introductory elements, items in a series, coordinate adjectives

*Deeply Rooted*; "LaMoure, North Dakota"; Chapter 5; pp 261-281

October 5

Assessment day

October 7

Tentative thesis and outline due

*The St. Martin's Guide to Writing*: Planning and Drafting pp. 431-437; Chapter 26: Essay Examinations pp. 814-831

*Deeply Rooted*; "LaMoure, North Dakota"; Chapter 6; pp 283-296; Chapter 7; pp 297-309

*The St. Martin's Guide to Writing*: Commas: introductory elements, items in a series, coordinate adjectives worksheets due

October 10

Midterm

October 12

Midterm

October 14

*The Things They Carried*: "The Things They Carried," pp. 1-26

*The St. Martin's Guide to Writing*: Chapter 17 Classifying 647-652

Commas: Restrictive and non-restrictive

October 17

*The St. Martin's Guide to Writing*: Punctuation: commas pp. H57-H69; H70-H87

Classification paragraph due

Commas: Restrictive and non-restrictive worksheet due

October 19

Commas worksheet due

*The Things They Carried*: "Love," pp. 27-30; "Spin," pp. 31-38

*The St. Martin's Guide to Writing*: Effective Sentences pp H44-H46 PowerPoint; Sentence Style and Coordination

October 21

*The St. Martin's Guide to Writing*: Critical Reading Guide pp. 436-437; Revising pp. 437-441; Editing and Proofreading pp. 441-442

*The St. Martin's Guide to Writing*: Effective Sentences pp H30-H44 Power points:

Missing Words; Misplaced Modifiers;

Worksheet Coordination Due

October 24  
Worksheet Misplaced Modifiers due  
First Draft: Revise in Class

October 26  
Writing Conferences

October 28  
Writing Conferences

October 31  
*The Things They Carried*: “On the Rainey River,” pp. 39-61

November 2  
*The St. Martin’s Guide to Writing*: Word Choice pp H47-H56 Power point: Concise Writing  
*The Things They Carried*: “Enemies,” pp. 62-64; “Friends,” pp. 65-66.

November 4  
Final Draft  
Introduce Third Paper  
*The Things They Carried*: “How to Tell a True War Story,” pp. 67-85; “The Dentist,” pp.86-88.  
Concise writing Worksheet due

November 7  
*The St. Martin’s Guide to Writing*: Chapter 4: Explain a Concept pp. 126-129; Basic Features pp 129-131; Readings pp. 131-148; Guide to Writing pp. 160-166  
Select topics

November 9  
*The St. Martin’s Guide to Writing*: Guide to Writing pp. 166-172  
*The Things They Carried*: “Sweetheart of Song Tra Bong,” pp.88-116.

November 14  
Thesis and working outline due  
*The St. Martin’s Guide to Writing*: Chapter 22: Field Research pp. 716-727  
*The Things They Carried*: “Stockings,” pp.116-118 and  
“Church,” pp.119-123.

November 16  
*The St. Martin’s Guide to Writing*: Word Choice pp H47-H56 Power point: Diction

November 18

*The St. Martin's Guide to Writing*: Chapter 24: Using and Acknowledging Sources: Using Sources pp. 755-764.

*The Things They Carried*: "The Man I Killed," pp.124-130 and "Ambush," pp.131-134

November 21

*The St. Martin's Guide to Writing*: Drafting pp. 170-172

*The St. Martin's Guide to Writing*: Chapter 24: Using and Acknowledging Sources: Acknowledging Sources pp. 764-778

Diction worksheet due

November 23

*The Things They Carried*: "Style," pp.135-136

*The St. Martin's Guide to Writing*: Critical Reading Guide pp.173-174; Revising pp. 174-180; Editing and Proofreading 180-181

Final thesis statement and outline

First Draft: Peer Review

November 28

Writing Conferences

November 30

Writing Conferences

December 2

*The Things They Carried*: "Speaking of Courage," pp.137-154, and "Notes," pp.155-161.

December 5

*The Things They Carried*: "In the Field," pp.162-178.

Final Paper due

December 7

*The Things They Carried*: "Good Form," and "Field Trip," pp.179-188.

*The Things They Carried*: "The Ghost Soldiers," pp.189-218.

December 9

*The Things They Carried*: "Night Life," pp.219-224 and

"The Lives of the Dead," pp.225-246.

Final Examination

10:00 Class: Tuesday, December 13, 2015: 9:00 to 11:00 a.m.

11:00 Class: Wednesday, December 14, 2015: 12:00 to 2:00 p.m.





## English 120: College Composition II

Fall 2016

Instructor: Damon Schneider

E-mail: damon.schneider@dakotacollege.edu

Phone: 920-203-2452

*“The boundaries of my language are the boundaries of my world.” ~ Ludwig Wittgenstein*

### **Course Objectives:**

#### **Rhetorical Knowledge**

##### *Audience*

- ✓ Understand and use formal academic tone with a clear understanding of audience and purpose
- ✓ Independently adapt a self-generated text’s content, form, and style to a particular writing task defined by audience and purpose

##### *Rhetorical Situation and Purpose*

- ✓ Respond appropriately to different kinds of reading and writing situations
- ✓ Use conventions of format and structure appropriate to different kinds of reading and writing situations

##### *Form*

- ✓ Articulate how disciplinary and generic conventions shape the form of a text
- ✓ Read and write different kinds of texts

#### **Knowledge of Conventions**

- ✓ Demonstrate a command of standard written English, academic writing conventions, and make appropriate decisions about grammar, language usage, punctuation, word choice, and style
- ✓ Understand and avoid plagiarism or the appearance of plagiarism
- ✓ Cite research in an established documentation style

#### **Critical Thinking, Reading, Writing, and Research**

##### *Thinking*

- ✓ Use writing and reading for inquiry, learning, thinking, and communicating
- ✓ Understand the relationships among language, knowledge, and power
- ✓ Consider multiple perspectives and identify bias
- ✓ Understand and evaluate logical reasoning and evidence

##### *Reading*

- ✓ Understand data, its origins, and its inferences
- ✓ Identify the controlling idea of a text
- ✓ Grapple with and analyze complex, nuanced arguments and texts
- ✓ Paraphrase and summarize complex, sophisticated source material
- ✓ Analyze and evaluate the content, organization, and rhetorical appeals of an argument

##### *Writing*

- ✓ Identify, narrow, and develop a topic appropriate to an assignment
- ✓ Construct a logical, well-supported argument
- ✓ Identify, generate, and refute counterarguments
- ✓ Distinguish between “reporting on” or regurgitating information and taking a position and supporting it using source material
- ✓ Synthesize and integrate source material
- ✓ Support a thesis using credible, appropriate, accurate, and sufficient source material

##### *Research*

- ✓ Demonstrate a command of the research process including but not limited to:
  - Generate and develop a research question and thesis
  - Locate, evaluate, and synthesize secondary source material
  - Distinguish between primary and secondary sources and primary and secondary research
  - Effectively use the scholarly online databases, online library catalog, and other library resources

#### *Processes*

- ✓ Demonstrate a command of multiple drafts to create and complete a successful text
- ✓ Develop successful strategies for generating, revising, editing, and proofreading
- ✓ Demonstrate the recursive writing process that permits writers to use later invention and rethinking to revise work
- ✓ Understand the collaborative and social aspects of writing processes
- ✓ Critique their own and others' works
- ✓ Learn to balance the advantages of relying on others with the responsibility of doing their part

#### **Textbook and Additional Required Materials:**

Required Textbook – *The St. Martin's Guide to Writing*, 9<sup>th</sup> Edition, Axelrod, Cooper.  
978-0-312-53612-1

#### **Accommodations**

If you need any special accommodations, please see me to supply documentation of your need and to make the necessary arrangements.

**Mondays:** As we are not meeting in a classroom it is important that you check Moodle often. Every Monday until the end of the course, then, I will post new assignments on Moodle (hence, it would be a really good idea to check Moodle every Monday).

**Discussion Topics:** Each week you will be required to participate in a Discussion Topic (these are posted in Moodle under the Announcements). There are 16 total Discussion Topics and each one is worth .5 points (for a total of 8 points or 8% of your final grade). In order to get credit you must respond to the Discussion Topic by the end of the week (i.e., you must post to the thread before midnight on Sundays).

**Reading Assignments:** Reading assignments will come from the textbook as well as from several handouts found on Moodle. Each assignment should be read in full before the following Monday's posting of the new assignments.

**Writing Assignments:** There will be several written papers assigned throughout the semester – specifications for each paper/assignment will be placed on Moodle every Monday.

**Short Video Clips:** I will be posting short video clips on Moodle of myself further elaborating on the assignments (if a picture's worth a thousand words than a one minute clip of video explanation is probably worth a million). These video clips are essential to understanding some of the more abstract points you will have to understand before writing the paper – therefore, please view these clips before beginning any paper.

**Email:** In an effort to acquaint you with appropriate business practices, I will teach you the proper format for sending an email to me. I will only answer email that is sent to me with an appropriate salutation, that uses formal language, and that ends with a formal ending (Sincerely, Joe Smith). Also, I will not answer

e-mails written in “text speak” or shorthand. Further, note that I may not get back to you immediately with a response to your email as the latest that I will check email is 8 pm. Do not email me in the middle of the night and expect a response the next morning.

**Workshops/Revisions:** Peer-review is an important aspect in any composition course (an Accountant I knew once put it this way, “it’s a lot easier to spot errors in someone else’s taxes than it is to spot errors in your own”). Therefore, there will be four workshops throughout the course and each workshop will be conducted before the final draft of the paper is due. During these workshops you will be required to review two other students’ rough drafts. This will be accomplished via “workshop worksheets” – you will be required to fill out one “workshop worksheet” for each student you review, hence every time we have workshop you will be completing two “workshop worksheets.” Please note – I WILL BE GRADING THESE WORKSHOP WORKSHEETS – at the end of the semester I will look at all of your workshop worksheets and giving you a grade as to how much effort I believe you put into your reviews. Simple “no,” and “yes” responses to the workshop questions will result in a very poor grade; to get a good grade, then, each question should be answered with a two-three sentence response. The workshop worksheets will be placed on Moodle on Mondays and you will be required to e-mail your answers to the “workshop worksheets” to your instructor. If you, the student, do not receive a review for your own paper then contact me via e-mail as soon as possible so as I can contact the peer who was supposed to review your paper.

### **Computer Use**

The College’s computing equipment, and computing resources are owned by the College. All messages composed, sent, forwarded or received are retained by the College and are the property of the College. They are not the private property of any student or other individual. Violations of this policy include, but are not limited to, denial, revocation, removal of unacceptable data, or suspension of Internet/e-mail rights, disciplinary action, including expulsion, and/or appropriate legal action. Refer to the Student Handbook for additional details of this policy.

**Paper Guidelines:** All papers must be double-spaced, Times New Roman, with 12 pt. font. and 1” margins on all sides.

**Late Papers:** Late papers will suffer a one letter grade drop.

### **Grading (on a 100 point scale):**

Paper 1 = 10 points or 10%  
Paper 2 = 15 points or 15%  
Paper 3 = 20 points or 20%  
Paper 4 (Research Paper) = 20 points or 20%  
Workshop Reviews = 10 points or 10%  
Discussion Topics = 8 points or 8% (each DT is worth .5 points)  
Research Journal = 4 points or 4%  
Primer Worksheet #1 = 3 points or 3%  
Primer Worksheet #2 = 3 points or 3%  
MLA Worksheet #3 = 3 points or 3%  
Background Paragraph = 2 points or 2%  
Scavenger Hunt = 2 points or 2%

***A 93 and above***  
***B 80-92***  
***C 70-79***

**Policy on Plagiarism:** You are responsible for knowing and understanding the school’s policy regarding academic honesty. This policy includes plagiarism: the use of someone else’s ideas as your own. You may use the ideas and language of others in your writing, but you must acknowledge the source (using in-text citations and a Works Cited page).

### **Course Withdrawal Deadline**

Friday, November 14<sup>th</sup> is the last day to withdraw from the course.

### **Writing Assessment Criteria**

<b>Criteria</b>	<b>Performance Measurement Indicators</b>
<b>Audience and Purpose</b>	Clearly defines topic and purpose (inform, describe, persuade, etc.). Demonstrates understanding of the information needs and interests of the audience.
<b>Structure</b>	Adheres to organizational pattern and structure of required rhetorical mode (Narration, Description, Comparison and Contrast, Argument, Process Analysis, Classification and Division, Research Report, etc.).
<b>Title and Introduction</b>	Connects with audience using interest-generating forecasting title. Introduction utilizes an effective opening strategy appropriate to the subject (i.e.; question, anecdote, startling statistic, example, story, quotation, etc.). Includes a clearly written thesis statement that effectively identifies topic and author’s focus.
<b>Body</b>	Supporting paragraphs are organized logically and effectively in spatial, emphasis, or chronological order. Each supporting paragraph contains a focused topic sentence that supports the thesis. Each paragraph is unified; all sentences support the topic sentence, using concrete evidence and details. Paragraphs are coherent; ideas flow logically through the paragraph. Appropriate transitional words or phrases signal changes in support or content. Transitions make logical connections (items in a series, result or cause, summary, etc.), spatial connections (directions, proximity, distance), or chronological connections (frequency, duration, sequence of events).
<b>Conclusion</b>	Conclusion utilizes effective closing strategy without introducing new ideas. Offers sense of completeness. Reinforces thesis statement. Concludes with summary, recommendation, call to action, comment on broader implications, or prediction.
<b>Word Choice, Tone, and Style</b>	Word choice is varied, imaginative, precise, & appropriate to topic and audience. Phrasing is concise and fluent. Avoids clichés, triteness, overstatement, and inaccurate or shallow vocabulary. Sentences are varied in length and type. Uses consistent tense. Words clearly convey intended meaning. Tone is appropriate to topic, purpose, and audience. Makes appropriate use of 1 <sup>st</sup> person conversational writing style for informal or narrative writing, or appropriately uses 3 <sup>rd</sup> person for formal writing.
<b>Grammar and Mechanics</b>	Adheres to conventions for standard grammar. Sentences are correctly structured, clear, concise, and logically organized. No errors in spelling, punctuation, or usage.
<b>Document Format and MLA Style</b>	Document meets all formatting requirements for margins, type style, white space, headings, illustrations, and layout. If MLA style is used, document meets all MLA formatting and style requirements.
<b>Research,</b>	Demonstrates adequate level of research utilizing credible sources. Presents researched

<b>Content, Insight, and Analysis</b>	information by utilizing appropriate paraphrasing or quotations. Synthesizes information obtained from research. Provides new and useful information, insight, and thoughtful analysis of the topic. Claims are supported with facts & credible evidence.
<b>MLA References and Citations</b>	Identifies and correctly integrates all sources of information. Cites all sources with correctly formatted MLA in-text citations. Provides properly formatted MLA references for all research sources. References listed in alphabetical order.

### Fall 2016 Schedule

<b>Week</b>	<b>Reading Assignment</b>	<b>Writing Assignment</b>
Week 1 – beginning Aug. 22	Chapter 15	Paper 1 assigned
Week 2 – beginning Aug. 29	Watch the film: The Truth About Wikipedia online	Scavenger Hunt Activity
Week 3 – beginning Sept. 5	Chapter 16	Scavenger Hunt due Workshop 1
Week 4 – beginning Sept. 12	Chapter 17	Paper 1 due + Paper 2 assigned + Background Paragraph assigned
Week 5 – beginning Sept. 19	Chapter 18	Background Paragraph due
Week 6 – beginning Sept. 26	Chapter 20	Workshop 2
Week 7 – beginning Oct. 3	Chapter 21	Paper 2 due + MLA worksheet Assigned
Week 8 – beginning Oct. 10	Chapter 22	MLA Worksheet due + Paper 3 Assigned
Week 9 – beginning Oct. 17	Chapter 23	Primer 1: Identify main points of “The Power of Context” Applying Logos, Ethos, Pathos to “The Power of Context” assigned
Week 10 – beginning Oct. 24	Pages 755-763	Primer 1 due Primer 2: Identify main points of “Where Have all the Criminals Gone?” Assigned
Week 11- beginning Oct. 31	Chapter 24	Primer 2 Due
Week 12 – Beginning Nov. 7	Chapter 25	Workshop 3
Week 13 – beginning Nov. 14	Chapter 26	Paper 3 due + Research Journal assigned

Week 14 – beginning Nov. 21	Chapter 27	Paper 4 assigned + Research Journal Part A Due
Week 15 – Beginning Nov. 28	Chapter 28	Research Journal Due Part B Due
Week 16 – Beginning Dec. 5	Chapter 29	Workshop 4
Week 17 – Beginning Dec. 12 (Missing work is due)	Finals Week	Paper 4 due Thursday, Dec. 15 by 4pm.

**Please note, this syllabus may change as unforeseen concerns or situations arise.**

## Dakota College at Bottineau Course Syllabus

### Course Prefix/Number/Title:

College Composition II: English 120  
3 credits

### Course Description:

An advanced writing course critically considering a wide range of issues and dealing with a variety of writing styles but concentrating on research-based writing, revision, and documentation.

### Pre-Requisite:

English 110: Composition I

### Course Objectives:

To utilize a variety of sources to create research-based formal papers  
To cite sources according to MLA guidelines  
To explore various styles of writing, concentrating on clarity of ideas  
To read, analyze and critically discuss a variety of prose works dealing with important issues including:  
    Humans and nature  
    Humans' use of science and technology  
    Diversity and its affect on language and attitudes

### Instructor:

Mr. Michael Porter  
Office: Thatcher Addition: Room 2209  
Telephone: 228-5445  
E-mail: [mike.porter@dakotacollege.edu](mailto:mike.porter@dakotacollege.edu)

### Office Hours:

Tuesday, Thursday: 9:00 to 11:00  
Monday and Friday: 2:00 to 3:00

### Lecture/Lab Schedule:

Tuesday and Thursday: 11:00-12:15

### Textbooks:

Cohen Samuel. *50 Essays: A Portable Anthology*. 2<sup>nd</sup> ed. Boston: Bedford/St. Martins, 2007.  
Axelrod, Rise B. and Cooper Charles R. *The St Martin's Guide to Writing*. 9<sup>th</sup> ed. Boston: Bedford/St. Martin, 2010.



**Course Requirements:**

Three formal research papers  
Daily reading assignments  
Daily quizzes  
Assorted short writing assignments

**General Education Goals/Objectives:**

Goal 4: Demonstrates effective communication

**Relationship to Campus Theme:**

Students will read about and discuss human nature as it relates to communication and diversity.  
Students will read about and discuss the relationship between science and nature.

**Classroom Policies: Grading**

Students are expected to read the material, complete assignments, and attend class. Class discussion is an important part of the class experience. To insure quality class discussion, students need to express opinions and respect the views of others. Students are to turn off cell phones and computers and refrain from texting. Students must have an average of 60% and satisfactorily complete all three formal papers to receive credit for the class.

**Academic Integrity:**

All assignments, tests and quizzes will meet the standards of accepted Academic Integrity.

**Disabilities and Special Needs:**

Students with disabilities or special needs must inform the instructor of those needs as soon as possible.

**Student Email Policy**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

**Syllabus: Composition II**  
**Fall 2016**

**August 23:**

Introduce Class

Lecture: The Research paper process

Introduce the first paper.

*The St Martin's Guide to Writing*: Starting Points: Speculating about Causes p. 480; Background pp. 448-449; Basic Features pp. 449-451

**August 25:**

*The St Martin's Guide to Writing*: Readings pp. 451-478; Guide to Writing: pp.479-486

**August 30:**

Select a tentative topic for the first paper.

*The St Martin's Guide to Writing*: Arguing: Asserting a Thesis pp. 659-661; Outlining pp.564-568

Formulating a Thesis; p. 487; Planning and Drafting pp. 487-489; Field Research pp. 716-727:

Library and Internet Research pp. 728-754

Lecture annotated Bibliography : *The St Martin's Guide to Writing*: Annotated Bibliographies and Literature Reviews pp. 795-804

**September 1:**

Thesis statement and working outline due

Library Worksheet due

Lecture: Who owns information? Ethical use of information; Plagiarism: Accidental vs. deliberate

Lecture: Avoiding plagiarism and note taking *The St Martin's Guide to Writing*: Using Sources pp. 755-765; Paraphrase worksheet

**September 6:**

Bibliographical entry, and paraphrase with the original text due ; Paraphrase worksheet due

Lecture: Works Cited page

*The St Martin's Guide to Writing*: Using Sources pp. 766-786

**September 8:**

Annotated Bibliography due

*50 Essays: a Portable anthology*: Malcolm X, "Learning to Read" pp. 281-290; David Sedaris, *Me Talk Pretty One Day* pp. 378-382; Frederick Douglass, "Learning to Read and Write" pp. 144-149; Mike Rose, "I Just Wanna Be Average" pp. 350-363

**September 13:**

Research notes due

Lecture: Internal documentation.

*The St Martin's Guide to Writing*: Acknowledging Sources pp. 765-769

Review Outlining pp.564-568; Planning and Drafting pp. 489-494

*50 Essays: A Portable Anthology*: Bernard Cooper, "A clack of Tiny Sparks: Remembrances of a Gay Boyhood" pp. 120-129

**September 15:**

Lecture: Types of Support

*The St Martin's Guide to Writing*: Giving reasons and Support; pp. 662-671

**September 20:**

*The St Martin's Guide to Writing*: Critical Reading Guide pp. 493-494 Revising pp. 494-498;

Editing and Proofreading pp. 498-499

Formal outline and First draft of first paper due

Revise in class.

**September 22:**

Writing Conferences

**September 27:**

*50 Essays: A Portable Anthology*: Gloria Anzaldua, "How to Tame a Wild Tongue" pp. 43-54;

Richard Rodriguez, "Aria Memoir of a Bi Lingual Childhood" pp. 326-350; Amy Tan, "Mother Tongue" pp. 417-424

**September 29:**

Final draft due

Introduce second paper

*The St Martin's Guide to Writing*: Proposing a Solution pp.320-323; Basic Features: Proposing solutions pp. 323-325; Readings pp. 326-346

Select topics for Second paper

*The St Martin's Guide to Writing*: Guide to Writing pp. 356-366

**October 4:**

Topic selected

Work on Thesis and scratch outline

*50 Essays: a Portable anthology*: Vicki Hearne, "What's Wrong with Animal Rights" pp. 192-202; Peter Singer, "Animal Liberation" pp. 384-399

**October 6:**

Midterm

Annotated Bibliography Due

**October 11:**

*The St Martin's Guide to Writing*: Planning and Drafting pp. 366-373

*50 Essays: A Portable Anthology*: Plato, "Crito" pp. 310-325; Thomas Jefferson, "The Declaration of Independence" pp. 211-219

**October 13:**

Research notes due; Review: Outlines

*The St Martin's Guide to Writing*: Planning and Drafting pp. 368-369

*50 Essays: A Portable Anthology*: Martin Luther King Jr. "Letter from the Birmingham Jail" pp. 220-237

**October 18:**

*The St Martin's Guide to Writing*: Critical Reading Guide pp. 373-374; Revising pp. 374-377; editing and Proofreading pp. 377-379

*50 Essays: A Portable Anthology*: James Baldwin, *Notes of a Native Son* pp. 60-81; Zora Neale Hurston, "How It Feels to be colored Like Me" pp. 206-210; Brent Staples, "Just Walk on By: Black Men and Public Space" pp. 404-407;

**October 20:**

First Draft and formal outline due

Revise in class

**October 25:**

Writing Conferences

**October 27:**

Lecture: Fallacies used in persuasion *The St Martin's Guide to Writing*: pp. 671-672

**November 1:**

Final Draft

Introduce third paper

*The St Martin's Guide to Writing*: Chapter 6: Arguing a Position Introduction: pp. 264-267;

Basic Features: Arguing a Position pp. 267-269; Readings pp. 270-291

*The St Martin's Guide to Writing*: Guide to Writing pp. 293-298

Select Topics

**November 3:**

Thesis and scratch outline

*The St Martin's Guide to Writing*: Developing your Argument and counter argument pp. 299-302;

*50 Essays: A Portable Anthology*: Natalie Angier, "Men, Women, Sex and Darwin" pp. 29-42; Stephen Jay Gould, "Women's Brains" pp. 184-190; Elizabeth Cady Stanton "Declaration of Sentiments" pp. 400-403; Sojourner Truth, "Ain't I a Woman?" p. 431; Dave Barry "Lost in the Kitchen" pp. 82-84; Susan Bordo, "Never Just Pictures" pp. 85-92;

**November 8:**

Thesis statement and scratch outline for final paper due

Annotated Bibliography Due

*50 Essays: A Portable Anthology*: Maxine Hong Kingston, “No Name Woman” pp. 238-250;

Judith Ortiz Cofer, “The Myth of the Latin Woman: I just Met a Girl Name Maria” pp. 112-118;

**November 10:**

Research notes due

Review outlines and first draft; *The St Martin’s Guide to Writing* Planning and Drafting pp. 302-308; Outlining pp.566-568

*50 Essays: A Portable Anthology*: Eric Liu, “Notes of a Native Speaker” pp. 251-266; Bharati

Mukherjee, “Two Ways to Belong in America” pp. 298-301

**November 15:**

Advising Day

**November 17:**

*The St Martin’s Guide to Writing*: Critical Reading Guide pp. 308-309; Revising pp. 309-312;

Editing and Proofreading pp. 312-314 Revise in Class

First draft due

**November 22:**

Writing Conferences

**November 29:**

Final Draft of paper

*50 Essays: A Portable Anthology*: N. Scott Momaday, “The Way to Rainy Mountain” pp. 291-297

**December 1:**

William Cronon, “The Trouble with Wilderness; or, Getting Back to the Wrong Nature”

[http://www.williamcronon.net/writing/Trouble\\_with\\_Wilderness\\_Main.html](http://www.williamcronon.net/writing/Trouble_with_Wilderness_Main.html)

**December 6:**

*50 Essays: A Portable Anthology*: Jonathan Swift “A Modest Proposal” pp. 408-416; George

Orwell, “Shooting an Elephant” pp. 302-309; Edward Said, “Clashing Civilizations” pp. 365-368

**December 8:**

*50 Essays: A Portable Anthology*: Barbara Lazaar Ascher, “On compassion” pp. 56-58; Barbara

Ehrenreich, “Serving in Florida” pp. 151-160; Lars Eighner, “On Dumpster Diving” pp. 161-

173; Nancy Mairs, “On Being a Cripple” pp. 267-279

**Tuesday, December 13, 2016: 12:00-2:00 p.m.**

Final Examination

**Dakota College at Bottineau**



**Introduction to Professional Writing ENGL 125 (Online)**

**Course Syllabus**

**Fall 2016 (2<sup>nd</sup> 8 Weeks) – October 24<sup>th</sup> – December 11<sup>th</sup>**

**Instructor/Contact Information:**

Instructor: John Hansen  
Office: Virtual  
Office Phone: 319-572-6744  
E-mail: [john.p.hansen@dakotacollege.edu](mailto:john.p.hansen@dakotacollege.edu)

The best way to contact me is through e-mail at [john.p.hansen@dakotacollege.edu](mailto:john.p.hansen@dakotacollege.edu). I check my e-mail several times throughout the day. If you do not receive a response within 24-48 hours, please resend your e-mail. You may also call me at 319-572-6744 -- please feel free to leave a voicemail if I do not answer and I will promptly return your call.

**Course Prefix/Number/Title:**

Introduction to Professional Writing: English 125 (online 2<sup>nd</sup> 8-week course)

Three credit hours (3)

**Course Description:**

This course is designed for students in all areas of study. Students will utilize critical thinking skills to apply their knowledge of the technical writing style, format, and strategy to various professional writing tasks. These tasks include correspondences, memos, and job application materials (resume, cover letter, etc.), to name a few.

**Course Policies and Procedures:**

**This class is not a self-directed class or an independent study.**

It will follow a strict calendar. *You should access each week's information early in the week, beginning Sundays, in order for you to have enough time to do the required assignments for the week.*

**General Instructional/Specific Learning Outcomes:**

After completion of the course, students will be able to do the following:

1. Demonstrate understanding of the writing purposes, audiences, ethical and legal challenges, and collaborative writing situations faced by workplace writers.
2. Demonstrate understanding of outlines, headings; primary and secondary sources; reader-oriented sentences, paragraphs, and language; principles of document design; effective visuals; and front and back matter.
3. Demonstrate understanding of reader-oriented proposals and informal and formal reports, user-oriented instructions, manuals, web sites, and oral presentations.
4. Demonstrate understanding of business letters, memos, e-mail, netiquette, and job correspondence(s).

**Textbook:**

Markel, Mike. Technical Communication 10<sup>th</sup> edition (Bedford St. Martins, 2012).  
ISBN-10: 0-312-67948-3 ISBN-13: 978-0-312-67948-4 Paper Text, 832 pages.

**Additional Supplies:** Memory stick or flash drive (highly recommended) to save your documents.

**Student E-mail Policy:** Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

**Participation:** Participation is a significant part of your grade, and if you are not "present," then you obviously cannot participate. To be a successful college student, consistent and constructive participation each week of class is essential and expected. Habitual negligence of your coursework can result in a significant negative impact on your overall grade and financial aid status, and **if there has been a significant lack of participation or submissions for two weeks or more, you should not expect to pass the course and may be asked to withdraw.**

**Late Work Policy:** All assignments are due as stated on the course calendar (schedule) or as announced via Moodle. **Late work is not accepted -- no exceptions.** *All unit assignments are due by 11:55 p.m. on Sunday.*

A few things on this topic: You should not wait until Sunday night to begin the week's work nor ask for extra time because your computer or internet connection went out. I will have no way to verify such occurrences. Lastly, students are responsible for meeting all specified deadlines -- no exceptions.

**Professionalism:** In this class, you are a professional-in-training and as such will act like one. Remember that professionals are people who earn and give respect based on their actions. I insist on a class that maintains respect regarding others' ideas, thoughts, and perspectives. At any time, if I feel students are not respecting each other or me, I will deal with the situation accordingly. This may

require removing the disrespectful student(s) from the class altogether, in which case those students will be required to receive administrative consent before returning.

**Threaded Discussions:** To receive full credit for a discussion post, a student will do the following: Respond and fully address the initial question; reply with a substantive post to two or more peers and follows up on questions asked of you while the discussion is current according to the weekly schedule. **Note:** A substantive reply is one that acknowledges what peers have said, expands on what was said, asks questions, or otherwise re-engages and expands the discussion.

**Formatting Assignments:** The body text of all assignments will be formatted in double-spaced, Times New Roman, 12-point font, on a page setup with one inch margins on every side. Always include your name, my name, assignment name, and due date in the upper left hand corner. If you make your fonts or your margins bigger, I can tell. Don't do it -- it makes you look lazy and silly.

**Netiquette:** Communication in an online environment can be tricky because physical cues and auditory cues like intonation and loudness to help us decipher the communicator's meaning and intent are absent. Violation(s) of the netiquette policy may result in being removed from the course. Given that we only have the written word to determine a communicator's intent, here are some guidelines to keep in mind when communicating with the instructor or other students (such as posts on the discussion board):

- When you are posting comments on the discussion board, remember that you are addressing the class as a whole, not just the instructor, so do not say anything that you would not say publicly.
- Read your messages before you send them.
- Avoid using ALL CAPITAL LETTERS BECAUSE MOST PEOPLE INTERPRET ALL CAPITAL LETTERS AS SHOUTING.
- Online discussions can be rather informal, but try to express yourself using proper spelling, capitalization, grammar, and punctuation so that your message can be clearly understood.
- Do not use text and chat abbreviations (e.g., OMG, BTW) because not everyone will know these abbreviations.
- Always respond to other people respectfully; do not attack.
- Avoid offensive language because as a college student you should be learning to express yourself more eloquently than the average person.
- Do not make discriminatory or hurtful comments about anyone based upon race, sex, gender identity, disability, religion, and sexual orientation. Remember, we live in a world that has a lot of diversity of beliefs and customs.
- Be careful when using humor and sarcasm because humor is highly subjective. Consider using emoticons {e.g., :) ;-):-0 } if you are not sure whether the reader will know you are making a joke. Humorous comments are a great way to help people get to know you, but again, carefully scrutinize the comments you make; many psychologists argue that most humor is a form of aggression because there is typically a victim in a joke. (If you doubt this viewpoint, watch a stand-up comedian on TV or the internet and you will notice that there is typically a victim, i.e. a blonde, redneck, etc., in the jokes; sometimes the victim is the comedian him-/herself.)
- When you send an e-mail message, make sure that the subject line accurately describes what the message is about.



**Academic Integrity and Conduct:** Academic dishonesty, including but not limited to the following below shall be subject to disciplinary procedures:

- cheating
- plagiarism
- knowingly furnishing false information to the college
- forgery
- alteration or misuse of college documents or records
- dual submission

The integrity of the academic program and degree rests on the principle that the grades awarded to students reflect only their own individual efforts and achievement(s). Students are required to perform the work specified by the instructor and are responsible for the content of work submitted, such as papers, reports, examinations, and other work. Violations of academic integrity include various types of plagiarism and cheating.

**Plagiarism (including self-plagiarism):** Plagiarism is presenting the written, published or creative work of another as the student's own work. Whenever the student uses wording, arguments, data, design, etc., belonging to someone else in a paper, report, oral presentation, or other assignment, the student must make this fact explicitly clear by correctly citing the appropriate references or sources. The student must fully indicate the extent to which any part or parts of the project are attributed to others. The student must also provide citations for paraphrased materials. Plagiarism can result in failure of the course or suspension from the college. See the college's policies for more information. Please let me know if you have any questions or concerns about these issues.

**ADA Statement:** In accordance with the Americans with Disabilities Act, students with documented disabilities can pursue accommodations as needed. To assure that accommodations and or modifications will be available when classes start, students are encouraged to make request as soon as possible. Students who require some modifications of seating, testing, or other course requirements, should contact the Dean of Students or academic adviser.

**Nondiscrimination in Education:** It is the policy of Dakota College at Bottineau not to discriminate on the basis of race, color, national origin, sex, disability, age, sexual orientation, gender identity, creed, religion, and actual or potential parental, family or marital status in its programs, activities, or employment practices as required by state and federal law.

**Evaluation:**

- 1) Eight Threaded Discussions over assigned readings (*remember to respond to others -- it is part of your grade!*) – 25 points each (200 points)
- 2) Seven Reading Quizzes – 25 points each (175 points)
- 3) Seven Writing Assignments – 25 points each (175 points)
- 4) Four Projects – 100 points each (400 points)
- 5) Personal Reflection – 50 points

**Total possible points for the course: 1000**

**Grading Scale:** Grades are assigned based on the following percentages: 100%-93% = A; 92%-90% = A-; 89%-87% = B+; 86%-83% = B; 82%-80% = B-; 79%-77% = C+; 76%-73% = C; 72%-70% = C-; 69%-67% = D+; 66%-63% = D; 62%-60% = D-; 59%-0% = F.

**Disclaimer:** The instructor reserves the right to change these policies and the schedule of assignments as conditions and ongoing review of the course indicate would be appropriate.

### **Class Schedule:**

**Fall 2016 (2<sup>nd</sup> 8 Weeks) – October 24<sup>th</sup> – December 11<sup>th</sup>**

**Class Schedule (Tentative):** Unit assignments will be due at 11:55 p.m. Sunday (no exceptions, unless otherwise noted.) You must double check that you have correctly submitted your assignment to the appropriate dropbox by the listed due date. This is not a valid excuse.

### **Understanding the Technical Communication Environment**

**Unit 1 assignments due at 11:55 p.m. Sunday, October 30<sup>th</sup>:** Class Introductions (discussion board); Read Chapters 1-3; Discussion board questions (remember to respond to two classmates); Reading quiz; Writing Assignment.

### **Planning the Document**

**Unit 2 assignments due at 11:55 p.m. Sunday, November 6<sup>th</sup>:** Read Chapters 5 and 7; Discussion board questions (remember to respond to two classmates); Reading quiz; Writing Assignment.

### **Developing and Testing the Verbal and Visual Information**

**Unit 3 assignments due at 11:55 p.m. Sunday, November 13<sup>th</sup>:** Read Chapters 8 and 10; Discussion board questions (remember to respond to two classmates); Reading quiz; Writing Assignment; Project.

**Unit 4 assignments due at 11:55 p.m. Sunday, November 20<sup>th</sup>:** Read Chapters 11-13; Discussion board questions (remember to respond to two classmates); Reading quiz; Writing Assignment; Project.

### **Learning Important Applications in the Workplace**

**Unit 5 assignments due at 11:55 p.m. Sunday, November 27<sup>th</sup>:** Read Chapters 14 and 15; Discussion board questions (remember to respond to two classmates); Reading quiz; Writing Assignment; Project.

**Unit 6 assignments due at 11:55 p.m. Sunday, December 4<sup>th</sup>:** Read Chapters 16 and 17 (review Chapter 15); Discussion board questions (remember to respond to two classmates); Reading quiz; Writing Assignment; Project.

**Unit 7 assignments due at 11:55 p.m. Sunday, December 11<sup>th</sup>:** Read Chapters 21 and 22; Discussion board questions (remember to respond to two classmates); Reading quiz; Writing Assignment; Personal Reflection.

**Dakota College at Bottineau**



**Introduction to Literature (online)  
Course Syllabus  
Fall 2016 – August 22<sup>nd</sup> – December 11<sup>th</sup>**

**Course Prefix/Number/Title:**

Introduction to Literature (online): English 220  
Three credit hours (3)

**Course Description:**

English 220: Introduction to Literature is a course which includes reading and discussion of representative examples of poetry, drama, and fiction, with emphasis on the use of common literary terminology. In the process, we will write well-constructed, sound, analytical essays about literature.

**Course Objectives:**

- To read, study, evaluate, and appreciate literature (literary criticism)
- To analyze genres of fiction, drama, and poetry by examining their basic elements
- To analyze literature using a variety of critical approaches/lenses
- To discuss the interpretations of literature with others in various written formats
- To examine human diversity as presented in literature

**Instructor/Contact Information:**

Instructor: John Hansen  
Office: Virtual; by appointment  
Office Phone: 319-572-6744  
E-mail: [john.p.hansen@dakotacollege.edu](mailto:john.p.hansen@dakotacollege.edu)

The best way to contact me is through e-mail at [john.p.hansen@dakotacollege.edu](mailto:john.p.hansen@dakotacollege.edu). I check my e-mail several times throughout the day. If you do not receive a response within 24 hours, please resend your e-mail. You may also call me at 319-572-6744 -- please feel free to leave a voicemail if I do not answer and I will promptly return your call.

**Textbook:**

Kennedy, X.J. and Dana Gioia. *Literature: An Introduction to Fiction, Poetry, Drama, and Writing*. 12<sup>th</sup> Portable Edition. New York: Pearson, 2012.

**Additional Supplies:** Memory stick or flash drive (highly recommended) to save your documents.

**General Education Goals/Objectives:**

**Goal 7: Demonstrates the ability to create and analyze art; evaluate aesthetics; and synthesize interrelationships among the arts, the humanities, and society.**

Objective 1: Creates art

Skill 1: Demonstrates knowledge of fundamentals of genres

Objective 2: Analyzes art

Skill 1: Possesses a base knowledge of art forms

Skill 2: Uses base knowledge to critique art works

Objective 3: Evaluates aesthetics

Skill 1: Demonstrates knowledge of systems of aesthetics as those vary through time and among cultures

Skill 2: Evaluates relationship of content and form in art works

Objective 4: Synthesizes interrelationships among arts, languages the humanities, and societies

Skill 1: Demonstrates knowledge of art forms in cultures

Skill 2: Evaluates the impact of art on individuals and society

**Relationship to Campus/Online Theme:** Students will read, discuss, and apply human nature and culture as it is revealed in works of different genres of literature (fiction, poetry, and drama, to name a few).

**Course Policies and Procedures:** **This class is not a self-directed class or an independent study.** It will follow a strict calendar. *You should access each week's information early in the week, beginning Sundays, in order for you to have enough time to do the required assignments for the week.*

**Student E-mail Policy:** Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student. Please check your school's e-mail account daily!

There will be **three major essays**, all of which *must* be submitted to the correct dropbox. All major papers must be *saved and submitted as a Microsoft Word document or saved in a RTF format*. If you're unsure how to do this, please make accommodations in order to learn how. *Failure to submit*

*in the proper format will result in a failure for the assignment. Please save copies of every assignment or project that you submit to the dropbox or e-mail me -- this is for your own records.*

**Participation:** Participation is a significant part of your grade, and if you are not “present,” then you obviously cannot participate. To be a successful college student, consistent and constructive participation each week of class is essential and expected. Habitual negligence of your coursework can result in a significant negative impact on your overall grade and financial aid status, and **if there has been a significant lack of participation or submissions for two weeks or more, you should not expect to pass the course and may be asked to withdraw.**

**Late Work Policy:** All assignments are due as stated on the course calendar (schedule) or as announced via Moodle. **Late work is not accepted -- no exceptions.** *All unit assignments are due by 11:55 p.m. on Sunday.*

A few things on this topic: You should not wait until Sunday night to begin the week’s work nor ask for extra time because your computer or internet connection went out. I will have no way to verify such occurrences. Lastly, students are responsible for meeting all specified deadlines -- no exceptions.

**Professionalism:** In this class, you are a professional-in-training and as such will act like one. Remember that professionals are people who earn and give respect based on their actions. I insist on a class that maintains respect regarding others’ ideas, thoughts, and perspectives. At any time, if I feel students are not respecting each other or me, I will deal with the situation accordingly. This may require removing the disrespectful student(s) from the class altogether, in which case those students will be required to receive administrative consent before returning.

**Threaded Discussions:** To receive full credit for a discussion post, a student will do the following: Respond and fully address the initial question; reply with a substantive post to two or more peers and follows up on questions asked of you while the discussion is current according to the weekly schedule. **Note:** A substantive reply is one that acknowledges what peers have said, expands on what was said, asks questions, or otherwise re-engages and expands the discussion.

**Formatting Assignments:** The body text of all assignments will be formatted in double-spaced, Times New Roman, 12-point font, on a page setup with one inch margins on every side. Always include your name, my name, assignment name, and due date in the upper left hand corner. If you make your fonts or your margins bigger, I can tell. Don’t do it -- it makes you look lazy and silly.

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- When you are posting comments on the discussion board, remember that you are addressing the class as a whole, not just the instructor, so do not say anything that you would not say publicly.

- Read your messages before you send them.
- Avoid using ALL CAPITAL LETTERS BECAUSE MOST PEOPLE INTERPRET ALL CAPITAL LETTERS AS SHOUTING.
- Online discussions can be rather informal, but try to express yourself using proper spelling, capitalization, grammar, and punctuation so that your message can be clearly understood.
- Do not use text and chat abbreviations (e.g., OMG, BTW) because not everyone will know these abbreviations.
- Always respond to other people respectfully; do not attack.
- Avoid offensive language because as a college student you should be learning to express yourself more eloquently than the average person.
- Do not make discriminatory or hurtful comments about anyone based upon race, sex, gender identity, disability, religion, and sexual orientation. Remember, we live in a world that has a lot of diversity of beliefs and customs.
- Be careful when using humor and sarcasm because humor is highly subjective. Consider using emoticons {e.g., :) ;-)-0 } if you are not sure whether the reader will know you are making a joke. Humorous comments are a great way to help people get to know you, but again, carefully scrutinize the comments you make; many psychologists argue that most humor is a form of aggression because there is typically a victim in a joke. (If you doubt this viewpoint, watch a stand-up comedian on TV or the internet and you will notice that there is typically a victim, i.e. a blonde, redneck, etc., in the jokes; sometimes the victim is the comedian him-/herself.)
- When you send an e-mail message, make sure that the subject line accurately describes what the message is about.

**Academic Integrity and Conduct:** Academic dishonesty, including but not limited to the following below shall be subject to disciplinary procedures:

- cheating
- plagiarism
- knowingly furnishing false information to the college
- forgery
- alteration or misuse of college documents or records
- dual submission

The integrity of the academic program and degree rests on the principle that the grades awarded to students reflect only their own individual efforts and achievement(s). Students are required to perform the work specified by the instructor and are responsible for the content of work submitted, such as papers, reports, examinations, and other work. Violations of academic integrity include various types of plagiarism and cheating.

**Plagiarism (including self-plagiarism):** Plagiarism is presenting the written, published or creative work of another as the student's own work. Whenever the student uses wording, arguments, data, design, etc., belonging to someone else in a paper, report, oral presentation, or other assignment, the student must make this fact explicitly clear by correctly citing the appropriate references or sources. The student must fully indicate the extent to which any part or parts of the project are attributed to others. The student must also provide citations for paraphrased materials. Plagiarism can result in

failure of the course or suspension from the college. See the college's policies for more information. Please let me know if you have any questions or concerns about these issues.

**ADA Statement:** In accordance with the Americans with Disabilities Act, students with documented disabilities can pursue accommodations as needed. To assure that accommodations and or modifications will be available when classes start, students are encouraged to make request as soon as possible. Students, who require some modifications of seating, testing, or other course requirements, should contact the Dean of Students or academic adviser.

**Nondiscrimination in Education:** It is the policy of Dakota College at Bottineau not to discriminate on the basis of race, color, national origin, sex, disability, age, sexual orientation, gender identity, creed, religion, and actual or potential parental, family or marital status in its programs, activities, or employment practices as required by state and federal law.

### **Evaluation:**

- 1) Eight Weekly Threaded Discussion over assigned readings (*remember to respond to others -- it is part of your grade!*) – 25 points each (200 points)
- 2) Eight Weekly Reading Quizzes – 25 points each (200 points)
- 3) 16 Weekly Assignments (response papers -- two each week) – 25 points each (400 points)
- 4) Three Essays – 100 points each (300 points)
- 5) A Final Exam – 100 points

**Total possible points for course: 1200**

**Directions about the above assignments will be posted in the course.**

**Grading Scale:** Grades are assigned based on the following percentages: 100%-93% = A; 92%-90% = A-; 89%-87% = B+; 86%-83% = B; 82%-80% = B-; 79%-77% = C+; 76%-73% = C; 72%-70% = C-; 69%-67% = D+; 66%-63% = D; 62%-60% = D-; 59%-0% = F.

**Help Desk (Technical Issues):** The North Dakota University System Help Desk is open 24 hours, 7 days a week and provides technical support for the following systems and applications:

- NDUS Account IDs and passwords
- ConnectND applications, including Campus Solution/Campus Connection, Financials, and HRMS
- ALT applications of Moodle, Wimba Classroom, Wimba Voice Tools, and Blackboard IM
- Office 365:
  - Password changes
  - 'How To' support for Exchange Email & Calendar
  - Lync Chat
  - Support for SharePoint, Lync Video, Unified Communication and Presenter, or creating new resources or distribution lists is currently not provided
- Live@EDU--Best effort 'How To' support

**Please visit the following link if you have issues with any of the above:**

**<https://helpdesk.ndus.edu/>**



**Disclaimer:** The instructor reserves the right to change these policies and the schedule of assignments as conditions and ongoing review of the course indicate would be appropriate.

**Class Schedule (Tentative): Unit assignments will be due at 11:55 p.m. Sunday (no exceptions, unless otherwise noted.) You have 2 weeks to complete each unit's assignments. You must double-check that you have correctly submitted your assignment(s) to the appropriate dropbox by the listed due date. This is not a valid excuse.**

### Fiction

**Unit 1 assignments due at 11:55 p.m. Sunday, September 4<sup>th</sup>:** Introductions; Read Chapters 1 and 2: pp. 5-82; Chapter 42: pp. 1928-1930 (two response papers over readings); Discussion board questions (remember to respond to two classmates); Reading quiz.

**Unit 2 assignments due at 11:55 p.m. Sunday, September 18<sup>th</sup>:** Read Chapters 3 and 4: pp. 83-162; Chapter 42: pp. 1908-1932 (two response papers over readings); Discussion board questions (remember to respond to two classmates); Reading quiz. **Paper 1 assigned.**

**Unit 3 assignments due at 11:55 p.m. Sunday, October 2<sup>nd</sup>:** Read Chapters 7 and 11: pp. 239-274; 472-507 (two response papers over readings); Discussion board questions (remember to respond to two classmates); Reading quiz.

### Poetry

**Unit 4 assignments due at 11:55 p.m. Sunday, October 16<sup>th</sup>:** Read Chapter 13: pp. 673-686; Read Chapter 14: pp. 687-691, 699-704; Chapter 15: pp. 716-723, 729-730; Chapter 18: 770-790; Chapter 21: pp. 829-841; Chapter 43: pp. 1933-1954 (two response papers over readings); Discussion board questions (remember to respond to two classmates); Reading quiz. **Paper 1 due in dropbox. Paper 2 assigned.**

**Unit 5 assignments due at 11:55 p.m. Sunday, October 30<sup>th</sup>:** Read Chapter 23: pp. 870-880; Chapter 30: pp. 996-999; Chapter 31: pp. 1000-1035; Chapter 33: pp. 1078-1089, 1111-1114, 1120-1126, 1131-1136 (two response papers over readings); Discussion board questions (remember to respond to two classmates); Reading quiz.

### Drama

**Unit 6 assignments due at 11:55 p.m. Sunday, November 13<sup>th</sup>:** Read p. 1150; Chapter 34: pp. 1151-1175; Chapter 35: pp. 1176-1198; Chapter 36: pp. 1199-1244; Chapter 44: pp. 1955-1965 (two response papers over readings); Discussion board questions (remember to respond to two classmates); Reading quiz. **Paper 2 due in dropbox. Paper 3 assigned.**

**Unit 7 assignments due at 11:55 p.m. Sunday, November 27<sup>th</sup>:** Read Chapter 36 (play) and Chapter 37: pp. 1245-1273; 1284-1392 (two response papers over readings); Discussion board questions (remember to respond to two classmates); Reading quiz.

**Unit 8 assignments due at 11:55 p.m. Sunday, December 11<sup>th</sup>:** Read Chapter 38: pp. 1595-1652, 1729-1734; Chapter 39: pp. 1735-1737 (two response papers over readings); Discussion board questions (remember to respond to two classmates); Reading quiz. **Paper 3 due in dropbox (given you extra time on this final essay). Final Exam.**

## Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title:

ENGL 221 Introduction to Drama

Number of credits:

3

Course Description:

Reading and discussion of representative dramatic works from ancient Greece to the present.

Pre-/Co-requisites:

None

Course Objectives: Upon completing this class, students will be able to

- List and define Aristotelian principles of drama
- Use Aristotelian principles of drama to analyze and describe drama of various kinds
- Read, describe, and analyze drama not constructed on Aristotelian principles
- Explore reasons writers construct plays on principles not Aristotelian
- Use a process to develop and write analytical essays for college English courses
- Use MLA guidelines accurately to cite sources.

Instructor:

Gary Albrightson

Office:

Thatcher Addition 2207

Office Hours:

10:00 Tuesday, Wednesday, Thursday, Friday

Phone:

701 228 5602

Email:

[gary.albrightson@dakotacollege.edu](mailto:gary.albrightson@dakotacollege.edu)

Student Email Policy:

Dakota College at Bottineau sends official communications to students at their campus-assigned email address and not to other email addresses. Students will not receive information the college sends if they do not check their DCB email or do not forward their email to a provider they prefer. The instructor communicates course information to students at the same campus assigned email address and does not receive email from any other email providers.

Lecture/Lab Schedule:

On campus with an online moodle shell

Textbook(s):

Lee Jacobus. *The Bedford Introduction to Drama*, 6<sup>th</sup> ed

Course Requirements:

- Essay 1 Midterm Essay
- Essay 2 Final Essay
- Responses to interactive lectures
- In class writing: summaries, paraphrases, short essays

Tentative Course Outline:

- Comedy
- Tragedy
- Tragicomedy
- Changing conceptions of tragedy

General Education Goals/Objectives:

Demonstrates effective communication

Demonstrates ability to create and analyze art; evaluate aesthetics; and synthesize interrelationships among the arts, the humanities, and society

Relationship to Campus Theme:

Students should write an essay about theater exploring connections and interrelationships among the concepts of the DCB campus theme—nature, technology, and beyond.

Classroom Policies:

Late work earns half credit and earns no credit if not submitted before the next assignment is due.

Academic Integrity:

The information below is quoted at the Council of Writing Program Administrators at <http://www.wpacouncil.org/node/9>.

In instructional settings, plagiarism is a multifaceted and ethically complex problem. However, if any definition of plagiarism is to be helpful to administrators, faculty, and students, it needs to be as simple and direct as possible within the context for which it is intended.

Definition: In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source.

This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Most current discussions of plagiarism fail to distinguish between:

1. submitting someone else's text as one's own or attempting to blur the line between one's own ideas or words and those borrowed from another source, and
2. carelessly or inadequately citing ideas and words borrowed from another source.

Such discussions conflate plagiarism with the misuse of sources.

Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

Disabilities and Special Needs:

Any student with disabilities or special needs should inform the instructor, who will make accommodations so students can meet their educational goals.

**Course Prefix/Number/Title:** ENGL238/Children's Literature

**Number of Credits:** 3

**Course Description:** This online course will help students who are preparing for an Elementary Education/Early Childhood program. Topics covered are Developmental Characteristics of Children, Literature and Teaching of Reading, Criteria for evaluation and selection of books for children, and the following Genres of literature and their characteristics: Poetry and plays, picture books, traditional literature, modern fantasy, realistic and historical fiction, biography and informational books, and literature for a diverse society. Also covered is the Presentation of Literature in the Classroom.

**Pre-/Co-requisites:** None

**Course Objectives:** Students completing the course should:

Find pleasure and enjoyment in children's literature through reading many children's books.

Show familiarity with the various genres of children's literature and learn how each might be integrated into the K-8 school curriculum.

Have read and appreciated some prose and poetry of all kinds and for all levels from preschool through eighth grade.

Know evaluation criteria for children's picture books, fiction, and nonfiction.

Know the elements of fiction, nonfiction, poetry, and illustration as they apply to evaluation and analysis of literature.

Understand developmental stages and types of books appropriate to use within each stage.

Be aware of First Amendment rights of children and how these rights pertain to offering children choice in their reading materials. Be familiar with the difference between selection and censorship. **(Gen Ed Goal #8)**

Be familiar with the historical development of the various genres of children's literature.

Be able to design, role play, and teach lessons which encompass a variety of literature-related activities and purposes, including nature and environmental concerns. **(Gen Ed Goal #5)**

Demonstrate an ability to read orally both prose and poetry in an entertaining fashion and to develop storytelling techniques. **(Gen Ed Goal #9)**

Be able to appreciate the aesthetic quality of illustrations in children's picture books; also perceive the illustrations' contributions to the story.

Be aware of teaching strategies that promote culturally responsive instruction.

Show awareness of the way diverse cultures have been and are portrayed in children's literature.  
**(Gen Ed Goal #8)**

Be able to locate and use selection aids to identify books that meet the needs of children.

Have begun building a personal library of children's books and professional books in the field.

Be familiar with various Internet sites related to children's literature as well as other literature-related media such as CD-ROMs, DVDs, videotapes, audiotapes, and films. **(Gen Ed Goal #3)**

Be familiar with seminal research studies showing the benefits of reading literature aloud to children, teaching reading with literature (literature-based instruction), and using literature across the curriculum.

**Instructor:** Faye Bernstein

**Office:** Online

**Office Hours:** Use the eMail tool within the online course to communicate with the instructor. Course eMail messages will be checked daily. If you have a technical problem, contact the Distance Education office by calling 1-701-228-5479 or 1-888-918-5623 (toll-free)

**Email:** Use online course eMail tool.

**Class Schedule:** Online

**Textbook:**

Title: Essentials of Children's Literature

Author: Lynch-Brown, C. & Tomlinson, C.M., 6th ed.

Publisher: Allyn and Bacon

Edition/Year: 2008

ISBN-13: 978-0-205-52032-9

Additional information : none

Type : **Required resource**

Title : Charlotte's Web & The Tale of Peter Rabbit

Author : E.B. White and Beatrix Potter

Publisher : Harper Collins and F.Warne & Co.

ISBN : 0-06-441093-5 0-7232-4770-6

Additional information : none

Type : **Required resource**

Title : Where the Wild Things Are

Author : Maurice Sendak

Publisher : Harper Trophy

ISBN : 13:-978-06-443178-1

Additional information : none

Type : **Required resource**

**Course Requirements:**

Complete weekly lessons.

Read a chapter a week and take Chapter Tests and some Open Book Tests.

Write Weekly Essay Answers.

Write 3 Essays (Based on the 3 children's books mentioned above.)

Complete all assignments by the dates listed.

**Tentative Course Outline:**

Topics presented will help students who plan to go into Education. The value of literature to children, different genres of literature, and strategies for instruction are covered.

**General Education Goals/Objectives:**

Through literature, children learn about other cultures. **(Gen Ed Goal #8)**

Being exposed to different types of literature can motivate children to enjoy reading. **(Gen Ed Goal #9)**

Through DVD books, e-books, and online literature, children benefit from the connections between technology and literature. **(Gen Ed Goal #3)**

Through literature, children can learn about nature and environmental concerns. **(Gen Ed Goal #5)**

**Relationship to Campus Theme:**

Reading and writing topics will include nature and environmental concerns.

**Classroom Policies:**

Regular participation is expected.

All quizzes and exams can be taken on any computer with Internet access.

Students should select an environment conducive for testing (distraction-free area at home, a computer lab at a library, etc.)

Students can take the tests at any time between the given dates and times.

Each test will be available for a limited period of time.

**Academic Integrity:** The academic community is operated on the basis of honesty, integrity, and fair play. It is expected that all students as members of the college community adhere to the highest levels of academic integrity. This means that:

Students are responsible for submitting their own work. Student work must not be plagiarized. Students must not cooperate on oral or written examinations or work together on evaluated assignments without authorization.

To learn how to avoid plagiarism in your work, review the website from Purdue University, [Is It Plagiarism Yet?](#)



Violations of academic principles such as cheating, plagiarism or other academic improprieties will be handled using the guidelines outlined in the Student Handbook.

### **Disabilities and Special Needs:**

If you have a disability for which you need accommodation, contact the Learning Center to request disability support services: Phone 701-228-5477 or toll-free 1-888-918-5623.

### **Evaluation**

**Grading Method:** Your final grade is determined by total points.

**Grading:** Grades will be calculated using the following criteria:

18 Tests-Some are timed; some are Open Book = 273 Pts.

13 Chapter Essay Questions: 20 pts. each = 260 Pts.

3 Writing Assignments: 100 Pts. each = 300 Pts.

**Total Points** for the Semester = **833**

A=749-833 points (90-100%)

B=664-748 points (80-89%)

C=583-663 points (70-79%)

D=499-582 points (60-69%)

F=Below 499 Total Points

**Section Instructor:** Faye Bernstein

**E-mail:** fobernstein@gmail.com

**DCB e-mail policy:** All students are required to use their DCB assigned e-mail accounts for all school related information they need to receive via e-mail (billings, financial aid, coursework, class assignments, etc.)

**Free Access to Microsoft Office:** Available to all students

## **Dakota College at Bottineau Course Syllabus**

**Course Prefix/Number/Title:** ENVT 110 - Introduction to GPS

**Number of credits:** 2

**Course Description:**

The Global Positioning System (GPS) is a system of hardware, software, and procedures designed to support the capture, management, manipulation of spatially referenced data for solving complex planning and management problems. GPS applications use data collectors to locate positions and to guide navigation.

This course covers GPS applications related to recreation, navigation and engineering.

**Pre-/Co-requisites:** None

**Course Objectives:**

Successful completion of this course enables students to:

- . Demonstrate ability to use handheld GPS units.
- . Demonstrate ability to collect data in the field for use in computer applications.
- . Be able to understand and describe the range of applications of GPS
- . Discuss what GPS is in terms of its components and functionality
- . Identify the components of the GPS system and sources of data discrepancies
- . Plan, prepare, and carry out a GPS based data collection
- . Demonstrate ability to use a standard GPS unit.

**Instructor:** Cody Clemenson

**Office:** By appointment

**Office hours:** By appointment

**Phone:** 701-263-5772

**E-mail:** cody.s.clemenson@dakotacollege.edu

**Lecture/Lab Schedule:** To be decided

**Textbook(s):** NA

**Course Requirements:** Students are required to complete in class assignments, answer quiz questions, complete lab assignments where they collect data and answer questions regarding GPS applications in the real world.

**Grading Scale:** The grading scale is listed below.

Percentage Grade

90 - 100 A

80 - 89 B

70 - 79 C

60 - 69 D

< 60 F

**Tentative Grade Allocation:**

In class assignments ~ 200

In class quizzes ~100

Projects ~100

Tests ~ 200

Total of 600 possible points for the course.

**Tentative Course Outline:**

- An overview of Global Positioning Systems (GPS)
- GPS hardware, GPS terminology
- Data collection; sources, accuracy and error propagation
- GPS segments and structure
- Map projections, datums, coordinate systems, structures and scale
- Review of current GPS issues and events
- Integration of Global Positioning Systems (GPS) field measurements into GIS databases
- Legal issues concerning GPS data collection
- Data transfer/exchange from GPS to the computer
- GPS activities (Geocaching)

**Student E-mail Policy:**

Dakota College is increasingly dependent upon e-mail as an official form of communication. A student's campus assigned e-mail address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus e-mail rests with the student.

**Classroom Policies:**

All students will respect the classroom environment which will allow for maximum interaction between students and the professor. All cell phones, iPods, and related technology are discouraged in the classroom at all times. Food and beverages are allowed in the classroom; make sure to clean up after.

**Academic Integrity:**

All students are expected to adhere to the highest standards of academic integrity. Dishonesty in the classroom and with assignments, quizzes and exams is a serious offense and is subject to disciplinary action by the instructor and college administration. For more information refer to the Student Handbook.

**Disabilities and Special Needs:**

Please inform the professor if any assistance is required due to disabilities or special need.

Cooperative Education: Land Management Internship  
Fall 2015

**Course prefix/number/title:** ENVT 297, Co-op Education

**Number of credits:** 3

**Course Description:** Students combine course learning with practical, professional work experiences in the field of Land Management. The employer does an evaluation of the work experience; the faculty advisor and cooperative education coordinator supervise the students; the students are required to complete a daily log and self-evaluation submitted to the faculty advisor. A minimum of 45 hours of work is required to earn one credit.

**Pre-/Co-requisites:** Advisor approval

**Course Objectives**

- Hands-on learning through real world work experience in Land Management.
- Increased understanding of the Oil and Gas industry, particularly Land Management
- Acquire skills and capabilities in Land Management
- Develop work relationships in Land Management
- Apply learning from the curriculum to a work environment

**Instructor:** Angie Bartholomay

**Office/Phone:** Nelson Science Center, Room 111

Phone: 228-5471

**Office Hours:** MWF 9-10:00am, MF 1:00-2:00pm

**E-mail:** [angela.bartholomay@dakotacollege.edu](mailto:angela.bartholomay@dakotacollege.edu)

**Course requirements**

*-Work Experience:* Students must work a minimum of 45 hours in approved work environment to earn one credit. A minimum of 3 credits is needed for the certificate. Up to 6 credits Available.

*-Before Work Documents:* Students must submit the Approval of Worksite and the Employer Agreement form before August 25th to receive credit.

*-During Work Document:* Students must submit an hourly log of time worked, with description of the work to be submitted no later than December 11<sup>th</sup>. Log must be signed by worksite supervisor.

*-Post Work Documents:* Students must complete and submit the Student Survey Document. The Employer Performance Evaluation must be submitted directly to course advisor (Angela Bartholomay) from the student's internship worksite supervisor. Email must come directly from supervisor's email, not the student's email. These forms must be submitted no later than December 16th.

Student Email Policy

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Early Warning Attendance Policy will be followed

Academic Integrity

The academic community is operated on the basis of honesty, integrity and fair play. It is the expectation that all students, as members of the college community, adhere to the highest levels of academic integrity. This means that:

- Students are responsible for submitting their own work. Student work must not be plagiarized.
- Students must not cooperate on oral or written examinations or work together on evaluated assignments without authorization.
- Students should have high ethical standards and conduct themselves in an appropriate manner.
- Cheating and/or plagiarism may include: using unauthorized assistance on any exam, paper or project; presenting the work of someone else as your own without acknowledging the source; taking exams or course material from an instructor or student; submitting the same academic work for credit more than once without consent. Violations will result in a "zero" on the assignment or exam, even if cheating is suspected by the instructor.

#### Disabilities and Special Needs

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs. If you have a disability for which you need an accommodation, contact the Learning Center to request disability support services. Phone: (701)228-5477; Toll-free: 1(888)918-5623

Relationship to Campus Theme: This course addresses the campus theme by incorporating the role that environmental technology plays in our everyday life and the impact it has on our natural world.

**Instructor:** Angie Bartholomay

**Office/Phone:** Nelson Science Center, Room 111

Phone: 228-5471

**Office Hours:** MWF 9:00-10:00am

**E-mail:** [angela.bartholomay@dakotacollege.edu](mailto:angela.bartholomay@dakotacollege.edu)

# Finite Math

MATH 104 Finite Math (3 semester credits)

**Course Description:** An extension of basic algebra to areas that have applications in the economic, behavior, social, and life science. Topics include systems of linear equations and inequalities, matrices, linear programming, mathematics of finance, elementary probability and descriptive statistics.

**Prerequisite(s):** ASC 093 or ACT Math Score of 21 or Placement Test

**Instructor:** Harmony Richman

harmony.richman@vcsu.edu

701-845-7658

McFarland 134

**Delivery Method:** Online

**Office Hours:** By appointment

**Textbook:** Finite Mathematics 11<sup>th</sup> Edition; Lial, Greenwell and Ritchey. ISBN-10: 0133864472 ISBN-13 9780133864472

**Course Requirements:** Students are expected to:

- Participate regularly in class discussions.
- Submit graded assignments by dates posted on the course calendar.
- Read assigned textbook chapters.
- Do ungraded, independent practice exercises.
- Submit assigned textbook problems as pdf or jpeg files.
- Complete graded quizzes/tests.

**Course Objectives/Student Outcomes:** The students will be able to:

- Work with elementary probability.
- Work with mathematics of finance.
- Solve systems of linear equations.
- Solve systems of linear inequalities.
- Work with linear programming.
- Work with statistics.
- Demonstrate an understanding of matrices.

**Relationship to Campus Theme:** The course addresses the campus theme by exploring real world applications of mathematics in economics, behavioral, social and life science.

**Grading Criteria:** Your final grade is determined by dividing total points earned by total points possible. Points will be awarded for math activities, selected textbook exercises, online math assignments, reflections, and tests.

Grades will be calculated using the following criteria:

A 90% - 100%  
 C 70% - 79%  
 F ≤ 59%

B 80% - 89%  
 D 60% - 69%

**Schedule (subject to change):**

Week	Topic
Week 1	Welcome! 2.1 Solution of Linear Systems by the Echelon Method 2.2 Solution of Linear Systems by the Gauss-Jordan Method
Week 2	2.3 Addition and Subtraction of Matrices 2.4 Multiplication of Matrices
Week 3	2.5 Matrix Inverses 2.6 Input-Output Models
Week 4	3.1 Graphing Linear Inequalities 3.2 Solving Linear Programming Problems Graphically
Week 5	3.3 Applications of Linear Programming Chapter 2 and 3 Test
Week 6	5.1 Simple and Compound Interest 5.2 Future Value of an Annuity
Week 7	5.3 Present Value of an Annuity; Amortization Chapter 5 Test
Week 8	7.1 Sets 7.2 Applications of Venn Diagrams
Week 9	7.3 Introduction to Probability 7.4 Basic Concepts of Probability
Week 10	7.5 Conditional Probability; Independent Events Chapter 7 Test
Week 11	8.1 The Multiplication Principle; Permutations 8.2 Combinations
Week 12	8.3 Probability Applications of Counting Principles 8.4 Binomial Probability
Week 13	8.5 Probability Distributions; Expected Value Chapter 8 Test
Week 14	9.1 Frequency Distributions; Measures of Central Tendency 9.2 Measures of Variation
Week 15	9.3 The Normal Distribution 9.4 Normal Approximation to the Binomial Distribution
Week 16	Final Project Chapter 9 Test

**Student Email Policy:** Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.



**Academic Integrity:** The academic community is operated on the basis of honesty, integrity and fair play. It is the expectation that all students, as members of the college community, adhere to the highest levels of academic integrity. This means that:

- Students are responsible for submitting their own work. Student work must not be plagiarized.
- Students must not work together on graded assignments without authorization from the instructor or get help from people, technological resources, textbooks, notes, etc. on examinations.

Violations of academic principles such as cheating, plagiarism or other academic improprieties will be handled using the guidelines outlined in the student handbook on pages 18, 19, and 37.

**Disabilities and Special Needs:** If you have a disability for which you need accommodation, contact the Learning Center to request disability support services: phone 701-228-5477 or toll-free 1-888-918-5623.

## Dakota College at Bottineau Course Syllabus

### Course Prefix/Number/Title/Credits:

FORS 255 Urban Trees and Shrubs 4 Credits

### Course Description:

Urban Trees and Shrubs is a study of the nomenclature, identification and landscape characteristics of trees and shrub most commonly found along urban streets, in parks, and in residential landscapes.

### Course Objectives:

Students will learn:

How to identify 166 different woody plants.

Both scientific and common names of each plant.

Landscape uses, hardiness, and growing requirements of each.

### Instructor:

Eden McLeod

### Email:

Use iMail within course

### Lecture/Lab Schedule:

Online

### Textbook:

Manual of Woody Landscape Plants

6<sup>th</sup> Edition

Michael A. Dirr

ISBN: 978-1-58874-868-3

### Course Requirements:

15 weekly **quizzes** ranging in length from 36 to 56 points will be given for a total of 664 points.

15 weekly **assignments** ranging in length from 18 to 42 points will be given for a total of 346 points.

A final project worth 300 points.

1310 points total for class.

Grading will be on the 90-80-70-60% grading scale.

**Tentative Course Outline:**

Week 1

Pre-test

List 1 - Angiosperms - Acer

Week 2

List 2 - Angiosperms - Actinidia – Betula

Week 3

List 3 - Angiosperms - Buddleia – Cercidiphyllum

Week 4

List 4 - Angiosperms - Cercis – Cotoneaster

Week 5

List 5 - Angiosperms - Diospyros – Gymnocladus

Week 6

List 6 - Angiosperms - Hippophae – Liquidambar

Week 7

List 7 - Angiosperms - Liriodendron – Nyssa

Week 8

List 8 - Angiosperms - Ostrya – Populus

Week 9

List 9 - Angiosperms - Potentilla – Ptelea

Week 10

List 10 - Angiosperms - Pyrus – Quercus

Week 11

List 11 - Angiosperms - Rhamnus – Sassafras

Week 12

List 12 - Angiosperms - Shepherdia – Syringa

Week 13

List 13 - Angiosperms - Tilia – Zelkova

Week 14

List 14 - Gymnosperms - Abies – Picea

Week 15

List 15 - Gymnosperms - Pinus – Tsuga

Week 16

Final Project Due

Post-Test

### **Relationship to Campus Theme: Nature, Technology and Beyond**

In Urban Trees and Shrubs we will study trees and shrubs used in the landscape or occurring in their **Natural** habitat. We will make extensive use of **Technology** as this course is being taught entirely online. Learning will also take place **Beyond** the virtual classroom, as students collect their own samples from where they live in order to complete their final project.

### **Classroom Policies:**

This 4 credit, online course requires the following to build and engage a classroom community of learners:

Log in to the course a minimum of three times per week.

Complete and submit coursework on time.

Pace yourself, and make sure that all assignments are completed by the end of the semester.

Late work may not be submitted and will earn 0 points.

Communicate with the instructor.

Reading the assigned texts is the student's responsibility and is essential to success in this course.

This academic environment is open and harassment free.

### **Student Email Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

### **Academic Integrity:**

All assignments must consist of the student's own work. Any instance of copying another student's files and trying to pass them off as your own will result in an automatic "F" for the project, and a possible "F" for the course.

### **Disabilities and Special Needs:**

If you have a disability for which you need accommodation, contact the Learning Center to request disability support services. Thatcher Hall 1104; 701-228-5477 or toll-free 1-888-918-5623.

## Dakota College at Bottineau Course Syllabus

### Course Prefix/Number/Title:

FORS 260 Parks and Urban Greenspaces

### Number of credits:

3

### Course Description:

Students will explore the benefits of parks and innovative ways to incorporate parks and greenspace into cities. Topics include: building trails on abandoned tracks, establishing community gardens, removing parking, and adding rooftop gardens.

### Pre-requisites:

None

### Course Objectives:

Students will learn:

How to implement community gardens, rain gardens, and rooftop gardens into a municipal forestry and parks plan.

How to develop abandoned rail lines into an urban trail system.

How urban forestry departments can best manage wooded river and stream corridors.

How to manage trees along urban boulevards and parkways.

### Instructor:

Eden McLeod

### Email:

Use iMail within course

### Lecture/Lab Schedule:

Online

### Textbook:

Urban Green: Innovative Parks for Resurgent Cities

Author: Peter Harnik

ISBN-13: 978-1597266840

## **Course Requirements:**

14 weekly **quizzes** ranging in length from 14 to 60 points will be given for a total of 438 points.  
14 weekly **assignments** ranging in length from 20 to 25 points will be given for a total of 340 points.  
778 points total for class.

Grading will be on the 90-80-70-60% grading scale.

## **Course Outline:**

### Weeks 1 and 2

Chapter 1 - How much Parkland Should a City Have?

Chapter 2 - The Different Kinds of Parks and Their Uses

### Week 3

Chapter 3 - Is It Acres, Facilities, or Distance?

Chapter 4 - Parks and Their Competition

### Week 4

Chapter 5 - Neighborhoods Are Not All Created Equal

Chapter 6 - It's Not How Much but Who and Why

### Week 5

Chapter 7 - A Process Rather than a Standard

Chapter 8 - Stop, Look, and Listen

Chapter 9 - Analyze and Prioritize

Chapter 10 - Don't Forget Money and Time

### Week 6

Chapter 11 - Buying It

Chapter 12 - Utilizing Urban Redevelopment

### Week 7

Chapter 13 - Community Gardens

### Week 8

Chapter 14 - Old Landfills

Chapter 15 - Wetlands and Stormwater Storage Ponds

### Week 9

Chapter 16 - Rail Trails

### Week 10

Chapter 17 – Rooftops

### Week 11

Chapter 18 - Sharing Schoolyards

Chapter 19 - Covering Reservoirs

Week 12

Chapter 20 - River and Stream Corridors

Week 13

Chapter 21 - Cemeteries

Chapter 22 - Boulevards and Parkways

Week 14

Chapter 23 - Decking Highways

Chapter 24 - Closing Streets and Roads

Weeks 15 and 16

Chapter 25 - Removing Parking

Chapter 26 - Adding Hours Rather than Acres

### **Relationship to Campus Theme: “Nature, Technology, and Beyond”**

Parks and Urban Greenspaces deals with how to manage our urban natural resources. The latest ideas and technology will be used when considering greenspaces such as rooftop gardens and ways to effectively collect urban runoff and channel it into rain gardens. This class looks beyond the common idea of our urban forest being just the street trees, and into new ways to manage all components of our urban forests.

### **Classroom Policies:**

This three credit, online course requires the following to build and engage a classroom community of learners:

Log in to the course a minimum of three times per week.

Complete and submit coursework on time.

Pace yourself, and make sure that all assignments are completed by the end of the semester.

Late work may not be submitted and will earn 0 points.

Communicate with the instructor.

Reading the assigned texts is the student’s responsibility and is essential to success in this course.

This academic environment is open and harassment free.

### **Student Email Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

**Academic Integrity:**

Discussion among students during class projects is encouraged, however all tests are meant to be done entirely by the student. Any instance of cheating while taking a test will result in an automatic "F" for the test, and a possible "F" for the course.

**Disabilities and Special Needs:**

If you have a disability for which you need accommodation, contact the Learning Center to request disability support services. Thatcher Hall 1104; 701-228-5477 or toll-free 1-888-918-5623.



## **FORS 263 URBAN FORESTRY MANAGEMENT**

**Credits :** Three

**Prerequisites:** None

**Instructor:** Mr. Robert Underwood -

**Office Hours:** To be arranged

**Cell Phone:** 701-871-1041

**E-Mail Address:** [Bob.Underwood@dakotacollege.edu](mailto:Bob.Underwood@dakotacollege.edu)

**Class Hours:** Online

**Text:** Miller, Robert W. 1996. *Urban Forestry: Planning and Managing Urban Greenspaces*. 2nd Edition Prentice - Hall, Inc., 490 pp.

**Objectives:** To explain the evolution of forestry in the urban environment and the changes in traditional forestry concepts toward management, measurements, silviculture, utilization and administration, which have been necessary to meet the unique conditions of this new forest. (addresses General Ed Goals # 7,8,9)

**Description:** After a brief historical overview of the field and a look at the social changes, which have driven it, we look at the functions which trees serve in the urban environment. We look at the basis and determination of the legal and economic values of trees, and learn the inventorying processes and techniques necessary to assess and describe the urban forests of our streets and parks. We then use this information to develop a plan for the management of the forest. The management plan covers ordinances, planting and maintenance.

The lab projects deal with mapping, surveying, aerial photo interpretation, evaluation of individual trees, inventory techniques, hazard tree recognition, public opinions, and sources of funding.

### **Work Expectations:**

- All Lab assignments are graded.
- **Exams - Policies & Procedures:**All exams are taken online.
- Exams may be taken on any computer with Internet access. Hence, students need to set up or select an environment conducive to testing (e.g. distraction-free area at home, a computer lab in a library, etc.)
- Tests are not proctored. Students may use their books and/or notes while taking exams.
- Exams consist of multiple choice, short answer and essay type questions. Exams must be completed in sequence, and all tests must be completed within the timeframe of the class.

- There is no final comprehensive exam.

**Delivery Method:** Assignments submitted by mail or online by using e-mail or the course mail software. Students are not expected to come to campus at any time.

**Grading:**

Grading will be based on tests after each 1 or 2 Chapters. Grades will be figured as a percentage of the total possible points and letter grades assigned on a straight 90%-80%-70%-60% basis.

Lab grades will be determined by attendance and exercises assigned and turned in.

Attendance on Field Trips, Participation in Class, Interest in Current Events and other examples of interest and enthusiasm, while not assigned specific scores, will be noted and may accumulate "Brownie Points" influencing borderline letter grades.

**CLASS SCHEDULE**

**SUBJECT ASSIGNMENT**

Introduction and History Chap. 1

Benefits and Uses of Trees Chap. 2,3,4

Appraisals (Shade Tree, Shelterbelt and Parks) Chap. 5

Street Tree Inventories Chap. 6

Parks and Natural Resource Inventories Chap. 7

Planning Process and Urban Forestry Chap. 8

Ordinances, Laws, and Standards. (Quiz) Chap. 9

THE MANAGEMENT PLAN FOR STREET TREES Chap. 10-12

Planning, Planting and Maintenance

Park and Open Space Vegetation Management Chap. 13

Commercial and Utility Arborists (Quiz) Chap. 14

Administration, Management and Funding Chap. 15

Review

Final Exam Week EVERYTHING

Let's try to make this class both informative and fun. If there is a particular area you are more interested in, let me know and we can make the classes fit.

Good Luck

Last modified: Thursday, August 23, 2016

## Dakota College at Bottineau Course Syllabus

### **Course Prefix/Number/Title:**

FORS 265 Arboricultural Practices

### **Number of credits:** 3

### **Course Description:**

Students will learn about the different types of climbing equipment and how they are used for pruning and tree removal. They will also be introduced to industry safety and quality standards, as well as how to recognize potential hazards and to use safety skills.

### **Pre-requisites:**

PLSC 273 and PLSC 275

### **Course Objectives:**

It is expected that students will be knowledgeable of:

- Industry safety standards
- Chain saw operation and safety
- How to fell a tree
- Brush chipper and stump cutter operation and safety
- Aerial lift and crane usage and safety

### **Instructor:**

Eden McLeod

### **Email:**

Use iMail within course

### **Lecture/Lab Schedule:**

Online

### **Textbook:**

Title: American National Standard for Arboricultural Operations- Safety Requirements  
Publisher: International Society of Arboriculture

Edition/Year: 2012  
ISBN: 978-1-881956-74-7

Title: The Tree Climber's Companion: A Reference And Training Manual For Professional Tree Climbers  
Author: Jeff Jepson  
Publisher: Access Pub Inc  
Edition/Year: 2<sup>nd</sup> Edition  
ISBN: 978-0615112909

**Course Requirements:**

Tests: 8 topic quizzes worth from 25 to 75 points each.  
Essay Assignments: 8 essay assignments worth 50 points each.  
Midterm and Final Essay tests worth 100 points each.  
Grading is on the 90-80-70-60% grading scale.

**Tentative Course Outline:**

Week 1  
Introduction to Industry Safety Standards

Week 2  
Introduction to Industry Safety Standards

Week 3  
Chain Saw Operation and Safety

Week 4  
Chain Saw Operation and Safety

Week 5  
Chain Saw Operation and Safety

Week 6  
Chain Saw Operation and Safety

Week 7  
Tree Felling

Week 8  
Tree Felling

Week 9  
Midterm Exam

Week 10  
Felling, Limbing, and Bucking

Week 11  
Brush Chipper Usage and Safety

Week 12  
Brush Chipper Usage and Safety

Week 13  
Stump Cutter Usage and Safety

Week 14  
Stump Cutter Usage and Safety

Week 15  
Aerial Lift Usage and Safety

Week 16  
Final Exam

### **Relationship to Campus Theme: Nature, Technology and Beyond**

By planting trees and shrubs in our cities, near our homes, and in rural areas, we are utilizing their **natural** ability to clean the air, temper high winds, and cool our homes. **Technology** in arboriculture includes new techniques for planting, watering and pruning, along with the constant improvement of the tools used to perform these tasks safely. **As we look to the future**, trees become even more important in the face of a gradually warming planet and the effects it will have on people everywhere.

### **Classroom Policies:**

This three credit, online course requires the following to build and engage a classroom community of learners:

Log in to the course a minimum of three times per week.

Complete and submit coursework on time.

Pace yourself, and make sure that all assignments are completed by the end of the semester.

Late work may not be submitted and will earn 0 points.

Communicate with the instructor.

Reading the assigned texts is the student's responsibility and is essential to success in this course.

This academic environment is open and harassment free.

**Student Email Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

**Academic Integrity:**

Discussion among students during class projects is encouraged, however all tests are meant to be done entirely by the student. Any instance of cheating while taking a test will result in an automatic "F" for the test, and a possible "F" for the course.

**Disabilities and Special Needs:**

If you have a disability for which you need accommodation, contact the Learning Center to request disability support services. Thatcher Hall 1104; 701-228-5477 or toll-free 1-888-918-5623.

## Course Syllabus

**Name of Instructor:** Jim Holben, LCSW, CTRS, CPRP

**Course Number and Title:** *GERO 130 INTRODUCTION TO HUMAN SERVICES*

**Credits:** 2

**Prerequisite:** None

**Course Description:** This course provides an introduction to helping professions, including the various roles, functions, values, and personal attributes needed to function effectively in these careers. Included will be the history, practice settings, career opportunities, and philosophical concepts related to working with vulnerable populations.

**Required Textbook:** *The Generalist Model of Human Services Practice*; G. Hull & K. Kirst-Ashman, Brooks/Cole-Thomson Learning; 2004, ISBN # 0-534-51273

**Recommended Resources:** *The Social Work Portfolio: Planning, Learning in Dynamic Profession*, Barry R. Cournoyer, Mary J. Stanley, Brooks/Cole-Thomson Learning; 2002, ISBN # 0-534-34305-8

*Social Work Values and Ethics 2<sup>nd</sup> Ed*, Frederic G. Reamers, Columbia University Press; 1999, ISBN # 0231-11391-9

*Direct Social Work Practice: Theory and Skills 6<sup>th</sup> Ed*, Dean H. Hepworth, Ronald H. Rooney, Jo Ann Larsen, Brooks/Cole-Thomson Learning; 2002, ISBN # 0-534-36830-7

*“Human Services?...That must be so rewarding.”* Gail S. Bernstein & Judith A. Halaszyn, Paul H. Brooks Publishing Co., Inc. 1989, ISBN # 1-55766-007-7

*Therapeutic Recreation: Processes and Techniques 2<sup>nd</sup> Ed*, David R. Austin, Sagamore Publishing, Inc. 1991, ISBN # 0-915611-45-7.

*American Social Welfare Policy: A Pluralist Approach 4<sup>th</sup> Ed*. Howard Jacob Karger, David Stoesz, Allyn and Bacon 2002, ISBN # 0-8013-3311-3

*The Reluctant Welfare State 4<sup>th</sup> Ed*, Bruce S. Jansson, Brooks/Cole-Thomson Learning; 2001, ISBN # 0-534-36551-5

*A New History of Social Welfare 5<sup>th</sup> Ed*, Phyllis J. Day, Allyn and Bacon 2006, ISBN # 0-205-43703-6

**Course Outcomes:** Students will

1. Describe the importance of a liberal arts (electic) knowledge base for generalist human services practice.
2. Identify and describe basic knowledge, practice principles, and human services values and ethics.
3. Appraise one's goodness of fit by examining personal motivation for entering a human services profession.
4. Explain the basic concepts of social problems, social justice, economic justice, social welfare, and human diversity with emphasis on the oppressed and vulnerable particularly in rural populations.
5. Discuss the impact of cultural diversity and the practitioner's need to develop ethnic and gender competencies.
6. Demonstrate an understanding of the historical development of the human services professions.



7. Describe the generalist approach to practice and the rationale for applying this approach, particularly in rural settings.
8. Identify the areas and settings of human services practice especially the Northern Great Plains Region.

**Course Content:**

- Introduction to human services
- Values, ethics, and self-awareness
- Culturally competent practice
- Historical development of the helping professions
- Helping process in generalist practice
- Working with individuals and systems
- Career avenues in human services

**Course Requirements and Evaluation:** Students must read assigned chapters from the textbook and other resources, complete assignments that reinforce learning, and demonstrate by exam knowledge of the topics covered. There will be 3 tests, a comprehensive midterm and final, as well as 10 quizzes, 10 discussion board questions, 2 reaction papers and 1 case study. Your final grade is determined by dividing total points earned by total points possible. There are a total of 500 points possible for this course.

Tests 1-3 @ 25 points each for a Total of 75 points

Mid Term @ 75 points for a Total of 75 points

Final @ 100 points for a Total of 100 points

10 Discussion Board Questions @ 5 points each for a Total of 50 points

10 Quizzes @ 5 points each for a Total of 50 points

1 Practice Paper @ 50 points for a Total of 50 points

2 One page Reaction Papers @ 25 points each for a Total of 50 points

1 Case Study @ 50 points for a Total of 50 points

Grades will be calculated using the following criteria:

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 59 and below

**Final Comments:**

The recommended Resources do not need to be purchased, however were utilized in the development of this course and will be referenced in the lecture presentation, discussions board questions, quizzes, exams, reaction papers, practice paper and case study.

# Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:** GEO 285 Home Health Management

**Number of credits:** 1 Semester Hour Credit

**Course Description:** The course covers the financial practices of individuals providing home health care/home and community based services in an agency or privately as a Qualified Service Provider (QSP), as well as, the maintaining of financial records and necessary skills in managing a business. This course explores the advantages and disadvantages of being self- employed and being an employee of an agency that provides home health service/home and community based services. The course also discusses grant funded government programs, a working knowledge of the disciplines and agencies involved in the screening and assessment process for services. Lastly the course covers waived services, difference between Medicaid and Medicare and private insurance providers.

**Pre-/Co-requisites:** None

## **Course Objectives:**

- Critically analyze financial practices of self-employment and agency employment.
- Analyze the skills necessary in managing a business.
- Describe how grand funded program, waived services, government and private health insurance make up the health care delivery payment system.
- Describe and evaluate self-employment and agency employment.
- Define the disciplines and agencies involved in the assessment and screening process for services.

**Instructor:** James (Jim) Holben LCSW,CTRS/CPRP

**Office:** Can be reach through course e-mail or through Dakota College e-mail

**Office Hours:** The course is checked daily throughout the semester and will answer questions at that time.

**Phone:** None

**Email:** James.Holben@dakotacollege.edu

**Lecture/Lab Schedule:** Follow course calendar and weekly schedule posted in the course

**Textbook(s):** None

**Course Requirements:** Students must have access to a computer with specific versions of Internet Explorer or Netscape. To see which versions are compatible, please refer to our pages.

**Tentative Course Outline:** This course follows the traditional on-campus semester timeline. It begins the first day of the semester and concludes at the end of the semester. Students are

expected to complete the course in that timeframe. Should an emergency occur, students need to contact the instructor. If a student elects to discontinue the course at any time, s/he must complete the online drop/withdraw form found on Dakota College Online Campus homepage.

Students must read the assigned lecture note and review other resources identified in the course complete assignments that reinforce learning, and demonstrate by exam knowledge of the topics covered. There will be a mid-term exam and a final exam, as well as 10 quizzes, 10 discussion board/forum questions, and one case study paper.

Week 1: Business Structure, Quiz 1

Week 2: Financial/Income Statements, Forum 1

Week 3: Budgeting, Income and Expense Reporting to the IRS, Quiz 2, Forum 2

Week 4: Reimbursement and Reimbursement Language, Quiz 3, Forum 3

Week 5: Insurance, Quiz 4, Forum 4

Week 6: Fee Schedules and Billing, Quiz 5, Forum 5

Week 7: Home Health Prospective Payment System, Quiz 6, Forum 6

Week 8: Mid Term Exam

Week 9: Provider Information and Forms, Quiz 7, Forum 7

Week 10: Government Sponsored Programs Medicaid, Quiz 8, Forum 8

Week 11: Government Sponsored Programs Medicare, Quiz 9, Forum 9

Week 12: Retirement Planning

Week 13: Qualified Service Providers, Forum 10

Week 14: Assessments/Screenings, Quiz 10

Week 15: Case Study

Week 16: Final

### **Relationship to Campus Theme:**

Home Health Management course provides an introduction to the financial practices of individuals providing home health care/home and community based services in an agency or privately as a Qualified Service Provider (QSP), as well as, the importance of maintaining financial records and necessary skills in managing a business. This course explores self-employment and being an employee of an agency that provides home health service/home and community based services. The course also discusses government programs, working knowledge of the disciplines and agencies involved in the screening and assessment process for services. Waived services, difference between Medicaid and Medicare and private insurance providers. Then through class assignments the student demonstrates knowledge and application of technology as it applies to Home Health management, along with demonstrating effective communication skills

### **Classroom Policies:**

- Regular participation in the class is expected.
- Every assignment is done online or in your community and then sent to the Instructor through an assignment drop box located within the course. Quizzes/Tests are completed online. Students are NOT expected to come to the campus at any time.
- All quizzes and exams can be taken on any computer with Internet access.
- Quizzes and exams can be taken at home, in a library, and/or some other setting that has a suitable testing environment.
- Students need to select a testing environment conducive for testing such as a distraction-free area at home, a computer lab at a library, etc.
- Exams may be taken during set dates and times. The dates and time period are posted on the course calendar.
- Each quiz/test will be available for a 3-5 day period on a date set by the instructor. Students can take a quiz/test at any time during the 3-5 day period.
- Quizzes and test are given for a limited time only.
- Each quiz/test will be available for a limited period of time (15-90 minutes) depending upon the number of questions.
- Expectations: There are ten quizzes, a mid-term and final that is given during the course of the semester. The type of questions on the quizzes and tests are multiple choice, true/false, fill in the blank, short essay, essay and matching.
- Tests are comprised primarily of multiple choice, true/false, fill in the blank and matching. Quizzes have approximately 5 questions each and mid- term exam and final have around 50 questions each.

## Evaluation

Your final grade is determined by dividing total points earned by total points possible. There are a total of 350 points possible for this course.

- Case Study Paper (50 Points)
- 10 Forum/ Discussion Board Questions (5 points each for a total of 50 points)
- Mid-Term and Final (100 points each for a total of 200 points)
- 10 Quizzes (5 points each for a total of 50 points )

Grades will be calculated using the following criteria:

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 59 and below

## Academic Integrity:

All submitted work is to be your own.

- Students are responsible for submitting their own work. Student work must not be plagiarized.
- Students must not cooperate on oral or written examinations or work together on evaluated assignments without authorization.

To learn how to avoid plagiarism in your work, review the website from Purdue University, [Is It Plagiarism Yet?](#)

Violations of academic principles such as cheating, plagiarism or other academic improprieties will be handled using the guidelines outlined in the [Student Handbook](#) on pages 18, 19, and 37.

**Disabilities and Special Needs:** If you have a disability for which you need accommodation, contact the Learning Center to request disability support services: phone 701-228-5477 or toll-free 1-888-918-5623. The instructor will make necessary accommodations.

## Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: GEOL 105, Physical Geology

Number of credits: 4 Credits

Course Description: The purpose of this course is to present the various aspects of physical geology. Geology, the study of Earth, benefits everyone who lives on the planet.

Pre-/Co-requisites: none

Course Objectives: By the end of the course, you should be able to: 1) Understand the relationship of our Earth with the rest of the universe. 2) understand how the Earth works 3) understand how and why different kinds of substances are distributed on and in our Earth 4) Know how rocks and minerals are identified 5) be familiar with different geologic structures and how they are formed 6) understand that intelligently searching for metals, sources of energy, and gems is our responsibility. In addition we will work toward the regard of the environment and understanding of geologic hazards. Travel may be necessary to understand the role of Geology in everyday life.

Instructor: Angela Bartholomay

Phone: 228-5471

Email: [angela.bartholomay@dakotacollege.edu](mailto:angela.bartholomay@dakotacollege.edu)

Textbook(s): Physical Geology by Plummer & Carlson 12<sup>th</sup> Ed.

### Course Requirements:

Grades will be based on total points using the following percentage system:

100-90, A; 89-80, B; 79-70, C; 69-60, D; <60% F.

Assessment methods- measurement of the expected general education outcomes will be achieved through exams, quizzes, laboratory exercises and a final project.

Exams- There will be 5 exams during the course of the semester. All exams will be worth 100 points. If you are going to miss an exam, you are expected to make it up ahead of time. Make up exams will be different and will be worth 70%, which must be made up within a week following the original exam.

Lecture- Lecture outlines are available from the moodle shell. The outlines can be used to guide you in the understanding of the material and assist in note taking. Be prepared and have the outlines ready for class.

Quizzes- There will be 10-12 quizzes due each Monday. End of the chapter questions will be Assigned will not be graded but may be used to assist you on the quizzes.

Laboratory- The laboratory portion of the course provides an opportunity to integrate lecture concepts with observable activities. There will be no make-ups for labs unless prior arrangements are made and the lab write-ups are due during the next lab period. No credit will be given for dry labs!

Final lab project- This scavenger hunt allows you to demonstrate what you have learned Throughout the semester.

<u>Lecture Schedule</u>	<u>Reading assignment</u>	<u>Lab schedule</u>	
Week 1	Chapter #1 Chapter #2	p. 3-25 p. 29-41	No Lab
Week 2	Chapter #2	p. 41-51	Mineral identification
Week 3	Chapter #3	p. 55-76	
Week 4	Chapter #4 <b>Exam #1</b>	p. 83-109 <b>Chapters #1-4</b>	Igneous Rock identification
Week 5	Chapter #5	p. 113-133	Soil lab
Week 6	Chapter # 6	p. 137-165	Sedimentary rock identification
Week 7	Chapter #7	p. 169-190	Metamorphic rock identification
Week 8	Chapter #8 <b>Exam #2</b>	p. 193-216 <b>Chapters #5-8</b>	Geologic time Fossil Lab
Week 9	Chapter # 9 Chapter #10	p. 221-244 p. 247-280	
Week 10	chapter #11	p. 283-303	Ground water
Week 11	chapter #12 <b>Exam #3</b>	p. 307-335 <b>Chapters #9-12</b>	
Week 12	Chapter #15	p. 383-403	
Week 13	Chapter #16 Chapter #19		
Week 14	chapter #20 Chapter #21	p. 407-438 p. 491-522 p. 527-548	Earthquake location lab
Week 15	chapter #22 <b>Exam #4</b>	p. 551-579 <b>Chapters 15,16, 19-22</b>	Final Lab presentations
Week 16	<b>Final lab project</b> <b>Final Exam</b>		

General Education Goals/Objectives: **1) For a student to have a greater appreciation and understanding of the Earth on which they live and depend. 2) For each student to be able to use the knowledge they obtained in their future.**

Relationship to Campus Theme: **A greater understanding of the Earth, Earth's resources and its companions in the solar system will lead to a greater respect for the environment. components of technology will lead to this understanding. Students will explore career options for their future.**

Classroom Policies: **Attendance in class is expected at every lecture and laboratory period. If you are absent, please find another student to obtain the notes. For an exam, if you know you will be absent from class or if you are ill, please notify me, prior to the exam, so that the exam can be rescheduled. If I am not notified your test will be worth 70%. Quizzes cannot be made up unless prior approval has been made. All make-up work must be completed within one week.**

Academic Integrity: **Academic honesty is expected, any violations is sufficient grounds for immediate failure and removal from class. Cell phones must be turned off during class time.**

Disabilities and Special Needs: **Any student who has a disability that may prevent them from fully demonstrating their abilities should contact the instructor to discuss accommodations necessary to ensure full participation and facilitate his or her educational opportunities.**

## Dakota College Course Syllabus

### Course Prefix/Number/Title:

HIST 103H – United States History until 1877

### Number of Credits:

1 Credit

### Course Description:

This class will explore the major themes in the political, social, technological and cultural development of the United States from pre-Columbian times to the formal end of the Reconstruction period in 1877. This class is partnered with HIST 103 and integrates additional primary source readings and assignments in this honors section. Active student discussion based on these readings is also an important portion of this class.

### Pre-/Co-Requisites:

HIST 103 – United States History until 1877

### Course Objectives:

First, the student will have an accurate understanding of the forces leading up to and results from this historical era. Secondly, the student will be able to identify the key figures and influential actions made. Finally, the student will also have a greater knowledge of not only this time period, but how the study of history is directly related to almost every other discipline within a college course catalog.

### Instructor:

Steven J. Sathre

### Office:

Thatcher Hall 2206

### Office Hours:

MWF 9:00-9:50/11:00-12:00

### Phone:

701-228-5456

### Email:



steve.sathre@dakotacollege.edu

**Lecture/Lab Schedule:**

1 hour weekly – will coordinate with students' schedules

**Textbook(s):**

*American Issues: A Primary Source Reader in United States History, Vol. 1*, Unger, Tomes, 5<sup>th</sup> Edition, 2010.

*Uncle Tom's Cabin*, Harriet Beecher Stowe.

Various Handouts

**Course Requirements:**

The formula for grades is as follows.

HIST 103 – regular section

4 exams (non-cumulative), 30 pts. each = 120 pts.

10 quizzes/class participation, 2 pts. each = 20 pts.

1 essay = 60 pts.

Total pts. available = 200 pts.

No Incompletes will be given.

Exams will be multiple choice and essay format. They are not cumulative. Closed book and notes. The final exam will not be given early.

Quizzes will be 2 questions and given randomly. They cannot be made up under any circumstances. They cover material in that week's reading and are short answer in form. Class discussions may also be counted as quiz points based on participation.

The essay is thesis-based, 7500 words at a minimum and written in Chicago Style format. These essays are longer than the standard HIST 103 requirements, but will be used in the grading formula for that class as well. The student may substitute this paper for participating in the semester's Honors Symposium, then reducing the word count to 2500, as required in the regular section.

This Honors section is only available in an S/U grading format. Earning 70% of the available points is necessary for a passing grade.

Paper/symposium presentation – 140 points

Reading responses – 60 points

70-100% - 140-200pts. = S  
<69.99% - <139pts. = U

This class meets only once per week, therefore it is highly recommended that the student finishes the reading assignment *before* that class meets, as well as keeping absences to a minimum.

### **Tentative Course Outline**

Week 1

Introduction to Class & Structure

Week 2

Chapter 3

Week 3

Chapters 1-2

Week 4

Chapter 4

Week 5

Chapters 5, 6, 9

Week 6

**Exam #1**

Week 7

Chapters 7, 8

Week 8

Chapter 10

Week 9

Chapter 11

Week 10

Chapter 12

Week 11

**Exam #2**

Week 12

Chapter 13

Week 13

*Uncle Tom's Cabin*

Week 14  
*Uncle Tom's Cabin*

Week 15  
Chapter 14

Week 16  
Handout: *The Defense of Washington*  
**Essay/Symposium project due**

Week 17  
**Final Exam**

### **General Education Goals/Objectives**

**Goal 6:** Demonstrates the knowledge of the human experience throughout history

**Objective 3:** Recognizes human social structures

**Skill 2:** Demonstrates, through historical examples, what happens when differing social structures collide

### **Relationship to Campus Theme:**

A focus on the interaction between natural resources and the development of the United States. Discovering how technological developments have affected the history of the American population. Reviewing the political process of the United States and reflecting on how future events hinge on current decisions.

### **Classroom Policies:**

Reading the assigned text is the student's responsibility, and is essential to success in this course. It should be noted though that it is in your best academic interest to read material *before* the week of lecture/discussion as to aid in your understanding. Any deadlines are final and your work is due on the day specified (11:59:59 PM). Any late work will not be accepted for full credit.

Please refrain from doing anything that might be disruptive and disturb other students or the instructor, such as chronically arriving late, leaving early, talking with neighbors, using a cell phone or texting. This class does not require the use of a laptop computer, therefore they are not allowed to be operated in lecture periods.

This academic environment is an open and harassment free one. Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to accountability and support. If you or someone you know has been harassed or assaulted, contact the professor or any other DCB employee.

Participation within the classroom is highly encouraged and is an integral part of the higher education experience. Ask questions – comment on discussions.

**Academic Integrity:**

*Webster's Encyclopedic Unabridged Dictionary* defines plagiarism as: "The appropriation or imitation of the language, ideas, and thoughts of another author, and representation of them as one's original work." There will be *zero tolerance* of any form of academic dishonesty. If any evidence appears of students not doing their own work, plagiarism, or outright cheating on quizzes/exams, the matter will be investigated. If it is concluded that such dishonesty occurred, the student in question will receive an automatic "F" for the course. Furthermore, the matter will be reported to the appropriate university office and the instructor will participate in any proceedings against the guilty party.

**Disabilities and Special Needs:**

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs.

## **Dakota College Course Syllabus**

**Course Title:** HIST 103 - U.S. History To 1877

**Credits:** 3

**Instructor:** Aimee Duchsherer

Please use iMail (Moodle course mail) as your first means of communication with me. If this is impossible for whatever reason, then you may email me at [aimee.duchsherer@dakotacollege.edu](mailto:aimee.duchsherer@dakotacollege.edu).

### **Course Description:**

This course offers students an introduction to the History of the United States from before Native American contact with Europeans through the end of Reconstruction in 1877. This class will follow the development of America as a nation, advances in technology, and the varied means by which Americans met social and economic challenges. Students will be introduced to key events, people, and trends fundamental to any course in American History. Within and beyond these key events, this course allows students significant freedom to explore those areas of American History of greatest interest to them.

### **Course Objectives:**

This course has three objectives. First, students will be able to identify key historical events and people and the forces surrounding them. In other words, students will have a grasp of the basic elements of early American History. Second, students will take from this course the many skills that the study of History provides. Students will learn how to evaluate sources and how to cite them. Students will learn how to craft a thesis and support it. Third, students will take from this course the unique preparation a digital course offers for a digital age. More and more work is done online, and this requires a new kind of professionalism. The ability to assert one's position in a credible and collegial manner is crucial to communication through electronic media. Proper grammar is of the utmost importance in establishing one's credibility in a world where the written word is the primary means of communication as is the case in digital communication. Particularly in the online world, the written word represents people. This course is designed to prepare students for working in a digital community.

### **Texts:**

Ayers, Gould, Oshinsky, Soderlund, *American Passages: A History of the United States, Vol. 1: To 1877*, 4th Edition, Wadsworth Publishing, 2009. ISBN-13: 978-0-547-16631-5.  
Free supplemental and primary source materials via the course site.

Please note: there are a few different versions of the textbook and sometimes your page numbers might not be the same as your classmates'. This is ok. Just ensure you are following along with the correct chapter.

Course Requirements and Grading:

**Testing:**

4 quizzes (non-cumulative), 50 points each = 200 points

1 final exam (cumulative) = 100 points

Total: 300 Points

Quizzes are non-cumulative and multiple choice. The final exam is cumulative and multiple choice.

**Discussion:**

16 Weekly Discussions, 25 points each = 400 points

Chicago Citation Exercise = 25 points

Primary Source Exercise = 25 points

Structuring an Argument Exercise = 25 points

Crafting a Thesis Exercise = 25 points

Total: 500 Points

The heart of this course is participation. The weekly discussion fora have four purposes:

To explore and analyze the readings.

To build the skills required to craft and support an argument.

To build writing skills.

To teach students how to thrive in a professional digital community.

Please Note: I use rubrics to grade Discussion posts so you are able to clearly see where you can use improvement. Because Moodle is not always user-friendly, there is no capability for me to privately attach feedback to your Discussion grades. As such, each week I will iMail you a PDF containing your graded rubric. If you do not wish to receive this graded feedback in this way due to security or other concerns, notify me immediately and we will work out another way for you to have access to this information.

Because you will write 500 - 1,000 words each week in discussion posts, there are only 2 papers of 1,000 words each. In this class you will learn how to argue logically, with proper grammar and source citation to ensure your credibility.

**Papers:**

2 essays, 100 points each = 200 points

Total: 200 points

Optional Extra Credit Paper (details to follow) = 50 points.

Essays are thesis-based, 1,000 words at minimum and written in Chicago Style format. Students will provide papers that are polished and free of typos and grammatical errors. There will be abundant opportunity in the Weekly Discussion Boards to fix grammatical problems. Students will respond to one of two provided essay prompts; you will argue a point; and you will use primary source evidence and the text book to support your argument.

**Total points available = 1,000 points**

90-100% = 900-1,000 points = A

80-90% = 800-899 points = B

70-80% = 700-799 points = C

60-70% = 600-699 points = D

<59% = <599 points = F

No Incompletes will be given.

Tentative Course Outline

Each week there are:

Chapter Readings.

Primary Source Readings.

Weekly Discussions.

There are occasional supplemental readings. There are also four exercises to develop paper writing skills. These exercises are to be accomplished in the early weeks of the course.

Week 1

Chapter 1: To 1590: Contact, Conflict, and Exchange in the Atlantic World Citation Exercise

Citation Practice

Week 2

Chapter 2: 1590-1675: Colonization of North America

Primary, Secondary, Tertiary Sources Discussion

Crafting a Thesis Discussion

Week 3

Chapter 3: 1675-1720: Crisis and Change

Structuring an Argument Discussion

Week 4

Chapter 4: 1720-1763: The Expansion of Colonial British America Forum

Quiz 1

Week 5

Chapter 5: 1764-1783: Wars for Independence

Week 6

Chapter 6: 1783-1788: Toward a More Perfect Union

Paper 1 Due October 3rd

Week 7

Chapter 7: 1789-1799: The Federalist Republic

Week 8

Chapter 8: 1800-1815: The New Republic Faces a New Century

Quiz 2

Week 9

Chapter 9: 1815-1828: Exploded Boundaries

Week 10

Chapter 10: 1829-1836: The Years of Andrew Jackson

Week 11

Chapter 11: 1837-1845: Panic and Boom

Week 12

Chapter 12: 1846-1854: Expansion and Reaction



Quiz 3

Week 13

Chapter 13: 1855-1861: Broken Bonds

Paper 2 Due November 21st

Week 14

Chapter 14: 1861-1862: Descent into War

Week 15

Chapter 15: Chapter 15: 1863-1865: Blood and Freedom

Week 16

Chapter 16: 1865-1877: Reconstruction: Its Rise and Fall

Optional Extra Credit Paper Due December 12th.

Quiz 4

Week 17

Final Exam

**Lecture/Lab Schedule:** Online and asynchronous.

**General Education Goal:**

Beyond the standard goal of any History course that students will be able to identify key historical events and people and the forces surrounding those events, this course has the goal of educating students in credible written communication. History requires analysis and argument. Because this is an online course, all communication is written. Hence, students will have the opportunity to develop the following skills:

Uses the stages of the writing process to develop, organize, and present ideas in writing. Analyzes the demands and possible strategies of a writing task, based on topic, purpose, context, and audience, and then accomplish that task with clarity.

Demonstrates competent writing that includes a clear, original thesis or claim, appropriate evidence and support, a logical structure, and a style of language that serves the writer's purpose and audience.

Uses edited standard written English in spelling, grammar, punctuation, and syntax, and presents written work in a style and format consistent with the demands of an academic setting.

**Relationship to Campus Theme:**

A focus on the interaction between natural resources and the development of the United States.

Discovering how technological developments have affected the history of the American population. Reviewing the political process of the United States and reflecting on how future events hinge on current decisions.

**Classroom Policies:**

Reading the assigned texts is the student's responsibility and is essential to success in this course. The final exam must be taken by the due date. Papers will lose 5 points for every day they are late. This academic environment is open and harassment free.

**Academic Integrity:**

Webster's Encyclopedic Unabridged Dictionary defines plagiarism as: "The appropriation or imitation of the language, ideas, and thoughts of another author, and representation of them as one's original work." There will be zero tolerance of any form of academic dishonesty. If any evidence appears of students not doing their own work, plagiarism, or outright cheating on quizzes/exams, the matter will be investigated. If it is concluded that such dishonesty occurred, the student in question will receive an automatic "F" for the course. Furthermore, the matter will be reported to the appropriate university office and the instructor will participate in any proceedings against the guilty party.

**Disabilities and Special Needs:**

If you have a disability for which you need accommodation, contact the Learning Center to request disability support services: phone 701-228-5477 or toll-free 1-888-918-5623.

## Dakota College Course Syllabus

**Course Prefix/Number/Title:**

HIST 103 – U.S. History until 1877

**Course Description:**

This class will explore the major themes in the political, social, technological and cultural development of the United States from pre-Columbian times to the formal end of the Reconstruction period in 1877. Focusing on key moments during the span of those 400 years, the student will be guided on a thorough tour concerning the formation, and later flourishing, of early America.

**Course Objectives:**

First, the student will have an accurate understanding of the forces leading up to and results from this historical era. Secondly, the student will be able to identify the key figures and influential actions made. Finally, the student will also have a greater knowledge of not only this time period, but how the study of history is directly related to almost every other discipline within a college course catalog. History is truly a cornerstone of learning, and this course is essential to any college student, no matter the major.

**Pre/Co-requisite:** None

**Instructor:**

Steven J. Sathre

**Office:**

Thatcher Hall 2206

**Office Hours:**

MWF 9:00-10:00/11:00-12:00

**Phone:**

701-228-5456

**Email:**

steve.sathre@dakotacollege.edu

**Lecture/Lab Schedule:**

MWF 10:00-10:50  
Thatcher 2212

**Textbook(s):**

*American Passages: A History of the United States, Vol. 1*, Ayers, Gould, Oshinsky, Soderlund, 4<sup>th</sup> Edition, Thomson Publishers, 2009.

Various Handouts

**Course Requirements:**

The formula for grades is as follows.

4 exams (non-cumulative), 30 pts. each = 120 pts.  
10 quizzes, 3 pts. each = 30 pts.  
1 essay (details to follow) 50 pts. = 50 pts.

Total pts. available = 200 pts.

90-100% - 180-200pts. = A  
80-90% - 160-179pts. = B  
70-80% - 140-159pts. = C  
60-70% - 120-139pts. = D  
<59% - <119pts. = F

No Incompletes will be given.

Exams will be multiple choice and essay format. They are not cumulative. Closed book and notes. The final exam will take place on **Tuesday, December 13 at 9:00** and will not be given early.

Quizzes will be 2 questions and given randomly. They cannot be made up under any circumstances. They cover material in that week's reading and are short answer in form.

The essay is thesis-based, 2500 words at minimum and written in Chicago Style format.

**Tentative Course Outline**

Week 1  
Chapter 1, A Continent of Villages, to 1500

Week 2  
Chapter 2, When Worlds Collide, 1492-1590

Week 3

Chapter 3, Planting Colonies in North America, 1588-1701

Week 4

Chapter 4, Slavery and Empire, 1441-1770

**Exam #1**

Week 5

Chapter 5, The Cultures of Colonial North America, 1700-1780

Week 6

Chapter 6, From Empire to Independence, 1750-1776

Week 7

Chapter 7, The American Revolution, 1776-1786

**Exam #2**

Week 8

Chapter 8, The New Nation, 1786-1800

Week 9

Chapter 9, An Empire for Liberty, 1790-1824

Week 10

Chapter 10, The South and Slavery, 1790-1850

Week 11

Chapter 11, The Growth of Democracy, 1824-1840

**Exam #3**

Week 12

Chapter 13, Meeting the Challenges of the New Age, 1820-1855

Week 13

Chapter 15, The Coming Crisis, the 1850's

Week 14

Thanksgiving week, video: "The Impending Crisis"

Assignment to follow

Week 15

Chapter 16, The Civil War, 1861-1865

Week 16

Chapter 17, Reconstruction, 1865-1877

**Essay due December 9**

Week 17

**Final Exam**  
**Tuesday, December 13, 9:00**

### **General Education Goals/Objectives**

**Goal 6:** Demonstrates the knowledge of the human experience throughout history

**Objective 3:** Recognizes human social structures

**Skill 2:** Demonstrates, through historical examples, what happens when differing social structures collide

### **Relationship to Campus Theme:**

A focus on the interaction between natural resources and the development of the United States. Discovering how technological developments have affected the history of the American population. Reviewing the political process of the United States and reflecting on how future events hinge on current decisions.

### **Classroom Policies:**

Reading the assigned text is the student's responsibility, and is essential to success in this course. It should be noted though that it is in your best academic interest to read material *before* the week of lecture/discussion as to aid in your understanding. Any deadlines are final and your work is due on the day specified (11:59:59 PM). Any late work will not be accepted for full credit.

Please refrain from doing anything that might be disruptive and disturb other students or the instructor, such as chronically arriving late, leaving early, talking with neighbors, using a cell phone or texting. This class does not require the use of a laptop computer, therefore they are not allowed to be operated in lecture periods.

This academic environment is an open and harassment free one. Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to accountability and support. Contact the professor or any DCB employee if you feel a violation has taken place to you or someone you know.

Participation within the classroom is highly encouraged and is an integral part of the higher education experience. Ask questions – comment on discussions.

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

### **Academic Integrity:**

*Webster's Encyclopedic Unabridged Dictionary* defines plagiarism as: "The appropriation or imitation of the language, ideas, and thoughts of another author, and representation of them as one's original work." There will be *zero tolerance* of any form of academic dishonesty. If any evidence appears of students not doing their own work, plagiarism, or outright cheating on quizzes/exams, the matter will be investigated. If it is concluded that such dishonesty occurred, the student in question will receive an automatic "F" for the course. Furthermore, the matter will be reported to the appropriate university office and the instructor will participate in any proceedings against the guilty party.

**Disabilities and Special Needs:**

Please inform the professor within the first week of classes if any assistance is required due to disabilities or special needs.

## Dakota College Course Syllabus

**Course Prefix/Number/Title:**

HIST 211H – Honors Course/World Civilization to 1500

**Number of Credits:**

1 credit

**Course Description:**

This is a study of the major political, economic, social and cultural developments of the world from prehistory to the 1500's.

**Course Objectives:**

First, the student will have an accurate understanding of the forces leading up to and results from these historical eras. Secondly, the student will be able to identify the key figures and influential actions made. Finally, the student will also have a greater knowledge of not only this time period, but how the study of history is directly related to almost every other discipline within a college course catalog. History is truly a cornerstone of learning, and this course is useful to any college student, no matter the major.

**Pre/Co-requisite:** HIST 211 – World Civilization to 1500

**Instructor:**

Steven J. Sathre

**Office:**

Thatcher Hall 2206

**Office Hours:**

MWF 9:00-10:00/T-Th 1:00-2:00

**Phone:**

701-228-5456

**Email:**

steve.sathre@dakotacollege.edu



**Lecture/Lab Schedule:**

1 hour weekly – will coordinate with registered students

**Textbook(s):**

*A Concise History of the World*, Oxford University Press, 2005. Roberts, John M.  
Various other readings handed out in class.

**Course Requirements:**

This Honors section is only available in an S/U grading format. Earning 70% of the available points is necessary for a passing grade.

70-100% - 140-200pts. = S

<69.99% - <139pts. = U

No Incompletes will be given. Final grades are based on completion of supplemental reading (60 pts), in addition to either participation in the Honors Division end of semester symposium **or** a final research essay of 7,000 words minimum (140 pts).

**Tentative Course Outline:**

## Week 1

An Introduction to Studying History

## Week 2

Earliest Civilizations and the Empires of the Near East  
Chapters 2 and 3

## Week 3

Earliest Civilizations and the Empires of South and East Asia  
Chapters 4 and 5

## Week 4

Civilizations in Miniature: Kingdoms and City-States  
Chapter 6

## Week 5

The Greeks  
Chapters 7, 8 and 9

## Week 6

The End of the Ancient World  
Chapter 11 and 12

**Exam #1**

Week 7  
Western Christendom  
Chapter 13 and 14

Week 8  
Eastern Christendom and Islam  
Chapter 15 and 16

Week 9  
South and East Asia in the Middle Ages  
Chapter 17 and 18  
**Exam #2**

Week 10  
Europe and Africa in the Middle Ages  
Chapter 19 and 20

Week 11  
Developments in the Americas and Oceania  
Chapter 21

Week 12  
Holy Wars, Steppe Empires and the Unification of Eurasia  
Chapters 17 and 22  
**Exam #3**

Week 13  
The 14<sup>th</sup> Century  
Chapter 23

Week 14  
The 15<sup>th</sup> Century  
Chapters 24 and 25

Week 15  
Europe Explores the World  
Chapter 26

Week 16  
The Advancement of Technology  
Reading Hand Outs  
**Essay Due Dec. 9**

Week 17  
The Birth of New Empires  
Reading Hand Outs

**Final – Thursday, December 15 – 9:00**

### **General Education Goals/Objectives**

**Goal 6:** Demonstrates the knowledge of the human experience throughout history

**Objective 3:** Recognizes human social structures

**Skill 2:** Demonstrates, through historical examples, what happens when differing social structures collide

### **Relationship to Campus Theme:**

A focus on the interaction between natural resources and the development of human civilization. Discovering how technological developments have affected the history of human survival. Reviewing the political process of cultures and reflecting on how future events hinge on current decisions.

### **Classroom Policies:**

Reading the assigned text is the student's responsibility, and is essential to success in this course. It should be noted though that it is in your best academic interest to read material *before* the week of lecture/discussion as to aid in your understanding. Any deadlines are final and your work is due on the day specified (11:59:59 PM). Any late work will not be accepted for full credit.

Please refrain from doing anything that might be disruptive and disturb other students or the professor, such as chronically arriving late, leaving early, talking with neighbors, or texting. This class does not require the use of a laptop computer, therefore they are not allowed to be operated in lecture periods unless permission is granted by the professor.

This academic environment is an open and harassment free one. Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to accountability and support. If you or anyone you know has been harassed or assaulted, contact the professor or any other DCB employee.

Participation within the classroom is highly encouraged and is an integral part of the higher education experience. Ask questions – comment on discussions.

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

### **Academic Integrity:**

*Webster's Encyclopedic Unabridged Dictionary* defines plagiarism as: "The appropriation or imitation of the language, ideas, and thoughts of another author, and representation of them as one's original work." There will be *zero tolerance* of any form of academic dishonesty. If any evidence appears of students not doing their own work, plagiarism, or outright cheating on quizzes/exams, the matter will be investigated. If it is concluded that such dishonesty occurred, the student in question will receive an automatic "F" for the course. Furthermore, the matter will be reported to the appropriate university office and the instructor will participate in any proceedings against the guilty party.

**Disabilities and Special Needs:**

Please inform the professor within the first week of classes if any assistance is required due to disabilities or special needs.

## Dakota College Course Syllabus

### Course Prefix/Number/Title:

HIST 211 – World Civilization to 1500

### Course Description:

This is a study of the major political, economic, social and cultural developments of the world from prehistory to the 1500's.

### Course Objectives:

First, the student will have an accurate understanding of the forces leading up to and results from these historical eras. Secondly, the student will be able to identify the key figures and influential actions made. Finally, the student will also have a greater knowledge of not only this time period, but how the study of history is directly related to almost every other discipline within a college course catalog. History is truly a cornerstone of learning, and this course is useful to any college student, no matter the major.

**Pre/Co-requisite:** none

### Instructor:

Steven J. Sathre

### Office:

Thatcher Hall 2206

### Office Hours:

MWF 9:00-10:00/T-Th 1:00-2:00

### Phone:

701-228-5456

### Email:

steve.sathre@dakotacollege.edu

### Lecture/Lab Schedule:

MWF 8:00-8:50  
1108 Thatcher Hall

**Textbook(s):**

*A Concise History of the World*, Oxford University Press, 2005. Roberts, John M.  
Various other readings handed out in class.

**Course Requirements:**

The formula for grades is as follows.

4 exams (non-cumulative), 30 pts. each = 120 pts.

10 quizzes, 3 pts. each = 30 pts.

1 essay = 50 pts.

Total pts. available = 200 pts.

90-100% - 180-200pts. = A

80-90% - 160-179pts. = B

70-80% - 140-159pts. = C

60-70% - 120-139pts. = D

<59% - <119pts. = F

No Incompletes will be given. Exams are essay questions and are closed book and notes. The final exam will take place during finals week - taking the exam early is not an option.

Quizzes will be 3 questions and given randomly. They cannot be made up under any circumstances. Absences due to school related events will result in omission of that quiz from grade point totals. Quizzes cover material in that week's reading and are short answer in form.

The essay is thesis-based, 2500 words at minimum and written in *Chicago Style* format. Grading criteria will be covered in class.

**Tentative Course Outline:**

Week 1

An Introduction to Studying History

Week 2

Earliest Civilizations and the Empires of the Near East

Chapters 2 and 3

Week 3

Earliest Civilizations and the Empires of South and East Asia

Chapters 4 and 5

Week 4

Civilizations in Miniature: Kingdoms and City-States  
Chapter 6

Week 5  
The Greeks  
Chapters 7, 8 and 9

Week 6  
The End of the Ancient World  
Chapter 11 and 12  
**Exam #1**

Week 7  
Western Christendom  
Chapter 13 and 14

Week 8  
Eastern Christendom and Islam  
Chapter 15 and 16

Week 9  
South and East Asia in the Middle Ages  
Chapter 17 and 18  
**Exam #2**

Week 10  
Europe and Africa in the Middle Ages  
Chapter 19 and 20

Week 11  
Developments in the Americas and Oceania  
Chapter 21

Week 12  
Holy Wars, Steppe Empires and the Unification of Eurasia  
Chapters 17 and 22  
**Exam #3**

Week 13  
The 14<sup>th</sup> Century  
Chapter 23

Week 14  
The 15<sup>th</sup> Century  
Chapters 24 and 25

Week 15  
Europe Explores the World

## Chapter 26

### Week 16

The Advancement of Technology

Reading Hand Outs

**Essay Due Dec. 9**

### Week 17

The Birth of New Empires

Reading Hand Outs

**Final – Thursday, December 15 – 9:00**

## General Education Goals/Objectives

**Goal 6:** Demonstrates the knowledge of the human experience throughout history

**Objective 3:** Recognizes human social structures

**Skill 2:** Demonstrates, through historical examples, what happens when differing social structures collide

## Relationship to Campus Theme:

A focus on the interaction between natural resources and the development of human civilization. Discovering how technological developments have affected the history of human survival. Reviewing the political process of cultures and reflecting on how future events hinge on current decisions.

## Classroom Policies:

Reading the assigned text is the student's responsibility, and is essential to success in this course. It should be noted though that it is in your best academic interest to read material *before* the week of lecture/discussion as to aid in your understanding. Any deadlines are final and your work is due on the day specified (11:59:59 PM). Any late work will not be accepted for full credit.

Please refrain from doing anything that might be disruptive and disturb other students or the instructor, such as chronically arriving late, leaving early, talking with neighbors, or texting. This class does not require the use of a laptop computer, therefore they are not allowed to be operated in lecture periods unless permission is granted by the professor.

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**Academic Integrity:**

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**Disabilities and Special Needs:**

Please inform the professor within the first week of classes if any assistance is required due to disabilities or special needs.

## Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:**

HIST 220 – North Dakota History

**Course Description:**

This course will examine the history of North Dakota from earliest geological times to the present. Examined will be such subjects as glaciation land forms, Native American nations, early trading activity, military exploration and outposts, farming and ranching, statehood, state politics, economies, the development of technology, and modern 21st century development.

**Course Objectives:**

To have an accurate understanding of the forces leading up to and results from this historical era.  
To understand the details of North Dakota's history, or more exactly, how they are interpreted today.  
To understand how the history of North Dakota is currently affecting the student's life, and also others in the state.

**Pre/Co-requisite:** none

**Instructor:**

Steven J. Sathre

**Office:**

Thatcher Hall 2206

**Office Hours:**

MWF 9:00-10:00/11:00-12:00

**Phone:**

701-228-5456

**Email:**

steve.sathre@dakotacollege.edu

## Lecture/Lab Schedule:

MWF 2:00-2:50  
Arntzen 1

## Textbook(s):

*History of North Dakota*, Robinson, Elwin B.  
*Plains Folk: North Dakota's Ethnic History*, Sherman, Thorson  
*The Children's Blizzard*, Laskin, David

Various Handouts

## Course Requirements:

The formula for grades is as follows.

4 exams (non-cumulative), 30 pts. each = 120 pts.  
10 quizzes, 3 pts. each = 30 pts.  
1 essay = 50 pts.

Total pts. available = 200 pts.

90-100% - 180-200pts. = A  
80-90% - 160-179pts. = B  
70-80% - 140-159pts. = C  
60-70% - 120-139pts. = D  
<59% - <119pts. = F

No Incompletes will be given.

Exams will be multiple choice and essay format. They are not cumulative. Closed book and notes. The Final Exam will be on **Tuesday, December 13 at 3:00** and will not be given early, no matter the conflict.

Quizzes will be 3 questions and given randomly. They cannot be made up under any circumstances. They cover material in that week's reading and are short answer in form.

The essay is thesis-based, 2500 words at minimum and written in Chicago Style format.

## Tentative Course Outline

Week 1  
Prehistory

Week 2  
Geography and Climate

Week 3  
Native Americans in the region

Week 4  
Early contacts with Europeans

Week 5  
The Fur Trade  
**Exam #1**

Week 6  
Expansion

Week 7  
Conflict

Week 8  
Homesteading  
**Exam #2**

Week 9  
Statehood

Week 10  
Farming and Ranching

Week 11  
WWI through the Dust Bowl

Week 12  
WWII

Week 13  
The Postwar Years  
**Ethnic Presentations begin on November 16 – scored as Exam #3**

Week 14  
Thanksgiving week, video: "Dakota Through the Years"  
Assignment to follow

Week 15  
*The Children's Blizzard*

Week 16  
Today's North Dakota  
**Essay Due on Dec. 9**

Week 17

**Final Exam**

**Tuesday, December 13 – 3:00**

### **General Education Goals/Objectives**

**Goal 6:** Demonstrates the knowledge of the human experience throughout history

**Objective 3:** Recognizes human social structures

**Skill 2:** Demonstrates, through historical examples, what happens when differing social structures collide

### **Relationship to Campus Theme:**

- Students examine how North Dakota's natural resources have shaped its history.
- Students examine how the future of the state depends on the development and exploitation of technology.
- Environmental responsibility is discussed within the class.

### **Classroom Policies:**

Reading the assigned text is the student's responsibility, and is essential to success in this course. It should be noted though that it is in your best academic interest to read material *before* the week of lecture/discussion as to aid in your understanding. Any deadlines are final and your work is due on the day specified (11:59:59 PM). Any late work will not be accepted for full credit.

Please refrain from doing anything that might be disruptive and disturb other students or the instructor, such as chronically arriving late, leaving early, talking with neighbors, using a cell phone or texting. This class does not require the use of a laptop computer, therefore they are not allowed to be operated in lecture periods.

This academic environment is an open and harassment free one. Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to accountability and support. If you or someone you know has been harassed or assaulted, contact the professor or any other DCB employee.

Participation within the classroom is highly encouraged and is an integral part of the higher education experience. Ask questions – comment on discussions.

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**Academic Integrity:**

*Webster's Encyclopedic Unabridged Dictionary* defines plagiarism as: "The appropriation or imitation of the language, ideas, and thoughts of another author, and representation of them as one's original work." There will be *zero tolerance* of any form of academic dishonesty. If any evidence appears of students not doing their own work, plagiarism, or outright cheating on quizzes/exams, the matter will be investigated. If it is concluded that such dishonesty occurred, the student in question will receive an automatic "F" for the course. Furthermore, the matter will be reported to the appropriate university office and the professor will participate in any proceedings against the guilty party.

**Disabilities and Special Needs:**

Please inform the professor within the first week of classes if any assistance is required due to disabilities or special needs.

## Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: **HORT 141 Production Aquaponics**

Number of credits: 3

Course Description: Course provides an overview of aquaponics and its history, five different plant growth subsystems, fish and plant species, nutrient dynamics, water chemistry, disease and pest controls, and environment control methods.

Pre-/Co-requisites: None

Course Objectives:

- Explain the key factors of water quality for sustaining a favorable aquatic environment.
- Display proficiency for daily operations pertaining to the fish and plant nutrient program.
- Demonstrate awareness of recent trends and techniques used in aquaponics to make operations more productive and efficient.
- Maintain a pest and disease management program using documented procedures.
- Demonstrate a basic understanding of aquaponics production and application of environmental controls.

Instructor: Keith Knudson

Office: 519 Main Street, Suite 5; Bottineau, ND 58318; Bottineau Tech Center

Office Hours: 9 AM to 9:50 AM – MWF or by appointment

Phone: 701-228-2160

Email: keith.knudson@dakotacollege.edu

Lecture/Lab Schedule: MWF 8:00 to 9:00 AM

Textbook(s): [Aquaponics Food Production](#) ISBN 978-0-9779696-1-6, 218 pages, 37 color photos and diagrams, 14 grayscale photos and diagrams, soft cover, released July, 2008

SKU Number: AFPB

Course Requirements: Grading will be based on the following to obtain points. There will be 6 lecture quizzes each worth 40 points; 3 individual student led discussions each worth 80 points; and a final exam worth 50 points. Total possible points for the course are 530. The final grade is based on the following criteria:

A = 89.5% to 100% of the total points

B = 79.5% to < 89.5% of the total points

C = 68.5% to < 79.5% of the total points

D = 59.6% to < 69.5% of the total points

F = < 59.5% of the total points

Tentative Course Outline:

- Introduction – Aquaculture, Hydroponics and Aquaponics
- History of Aquaponics
- The Process
- System Components
- System Designs
- Fish Selection
- Plant Selection
- System Start Up
- Operation and Maintenance
- Plant Health and Care
- Plant Nutrition
- Photosynthesis and Plant Lighting
- Pests and Diseases
- Fish Health
- Fish Feeds and Feeding

General Education Goals/Objectives: Must follow general suggested program outline.

Relationship to Campus Theme: This course is part of our Aquaponics Production and Management program and it addresses the campus theme of Nature, Technology and Beyond by learning about our natural resources and how best to utilize each resource. The latest technology is discussed and demonstrated.

Classroom Policies:

1. Cell phones, iPods and related technologies use are prohibited in the classroom unless otherwise instructed. It is recommended that you do not bring your internet/cellular device into the classroom if it interrupts you or your fellow student



- in the course that you have purchased, as you will not receive the value you should expect in order to excel in the area of study.
2. Food and beverages are permitted in accordance with IVN classroom policy.
  3. Be respectful of other students, instructor and guests.

**Student Email Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

**Academic Integrity:** All students are expected to excel to the best of their ability. Students must adhere to the highest standards of academic integrity. Dishonesty in the classroom or laboratory and with assignments, quizzes and exams is a serious offense and is subject to disciplinary action by the instructor and college administration. For more information, refer to the student handbook.

**Disabilities and Special Needs:** If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact your instructor and the Learning Center (701-228-5479) as early as possible during the beginning of the semester

## Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: **HORT 146 Aquaponics Practicum II**

Number of credits: 4

Course Description: Course provides students with hands-on experiences in a greenhouse environment. Students will continue to apply concepts discussed in Production Aquaponics course. Students will work with daily operations including monitoring water quality, cleaning filters and components, plant propagation, pruning, transplanting and harvesting, plant nutrient requirements, sampling and analysis, photosynthesis and plant lighting, pathogen controls, fish health and feeding.

Pre-/Co-requisites: Practicum I

Course Objectives:

- Understand the importance of monitoring water quality and cleaning the system on a schedule.
- Propagate plants using grafting techniques and transplant at the proper times.
- Demonstrate pruning techniques mainly on vine and/or indeterminate type vegetables.
- Obtain proper tissue samples and analysis for plant nutrient needs.
- Adjust lighting throughout the growing season to assure maximum vegetable production.
- Develop and awareness of proper handling and cleaning procedure to reduce the risk of pathogens and disease.
- Develop proper feed rations and feed rate ratios based on age, weight and species of fish.

Instructor: Keith Knudson

Office: 519 Main Street, Suite 5; Bottineau, ND 58318; Bottineau Tech Center

Office Hours: 11 AM to 4:50 PM – MWF or by appointment

Phone: 701-228-2160

Email: keith.knudson@dakotacollege.edu

Lecture/Lab Schedule: TBD – Aquaponics Greenhouse

Textbook(s): None

Course Requirements: Grading is based on student's ability to demonstrate practices relating to the course objectives. The final grade is based on the following criteria:

A = 89.5% to 100% of the total points

B = 79.5% to < 89.5% of the total points

C = 68.5% to < 79.5% of the total points

D = 59.6% to < 69.5% of the total points

F = < 59.5% of the total points

Tentative Course Outline: The practicum demonstrates the below activities and skills.

- Plant Health and Care
- Plant Nutrition- Sampling, review of test results, analysis and recommending nutrient rates
- Plant Propagation – Seeding, transplanting, grafting  
Photosynthesis and Plant Lighting – Adjusting light based on season  
Fish Health – Monitoring, caring for sick fish and prevention of health issues
- Food Safety – Demonstrating proper handling of plants, fish and harvesting techniques.
- Field Tours

General Education Goals/Objectives: Students should follow the Aquaponics Program curriculum.

Relationship to Campus Theme: This course is part of our Aquaponics Production and Management program and it addresses the campus theme of Nature, Technology and Beyond by learning about our natural resources and how best to utilize each resource. The latest technology is discussed and demonstrated.

Classroom Policies:

1. Cell phones, iPods and related technologies use are prohibited in the classroom unless otherwise instructed. It is recommended that you do not bring your internet/cellular device into the classroom if it interrupts you or your fellow student in the course that you have purchased, as you will not receive the value you should expect in order to excel in the area of study.
2. Food and beverages are permitted in accordance with IVN classroom policy.
3. Be respectful of other students, instructor and guests.

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

**Academic Integrity:** All students are expected to excel to the best of their ability. Students must adhere to the highest standards of academic integrity. Dishonesty in the classroom or laboratory and with assignments, quizzes and exams is a serious offense and is subject to disciplinary action by the instructor and college administration. For more information, refer to the student handbook.

**Disabilities and Special Needs:** If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact your instructor and the Learning Center (701-228-5479) as early as possible during the beginning of the semester

## Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: **HORT 221 Aquaponics Management I**

Number of credits: 3

Course Description: Course provides an overview of aquaponics management for designing and managing an aquaponics system including fish to plant ratio, feed to biological surface area (BSA), water quality maintenance, integrated pest management and biosecurity.

Pre-/Co-requisites: HORT 141 Production Aquaponics

Course Objectives:

- Design an aquaponics system using one or more subsystems in combination or stand alone.
- Design an aquaponics system giving consideration to all of the following critical parameters;
  - Water
  - Pumps, pipe, tanks and valves
  - Aeration
  - Filtration – Mechanical and bio-filtration
  - Greenhouse environment
  - Supplemental lighting
- Understand and develop systems accommodating feed to plant to BSA ratios
- Develop a water quality maintenance program
- Provide measures necessary for monitoring, control, and assessing an integrated pest management system
- Understand the necessary precautions required to assure minimum biological risk to fish, plants, workers, beneficial insects, and the users of the produce.

Instructor: Keith Knudson

Office: 519 Main Street, Suite 5; Bottineau, ND 58318; Bottineau Tech Center

Office Hours: 11 AM to 4:50 PM – MWF or by appointment

Phone: 701-228-2160

Email: keith.knudson@dakotacollege.edu

Lecture/Lab Schedule: MWF 8:00 to 9:00 AM

Textbook(s): TBD

Course Requirements: Grading will be based on the following to obtain points. There will be 6 lecture quizzes each worth 40 points; 3 individual student led discussions each worth 80 points; and a final exam worth 100. Total possible points for the course are 580. The final grade is based on the following criteria:

- A = 89.5% to 100% of the total points
- B = 79.5% to < 89.5% of the total points
- C = 68.5% to < 79.5% of the total points
- D = 59.6% to < 69.5% of the total points
- F = < 59.5% of the total points

Tentative Course Outline:

- System Designs
- Pump specifications vs system requirements
- Aerator specifications vs system requirements
- Bio-filters
- Greenhouse environment
- Lighting for workers, pollinators, beneficial insects, plants and fish
- Bio-security
- Field Trips

General Education Goals/Objectives: Students should follow the Aquaponics Program course curriculum.

Relationship to Campus Theme: This course is part of our Aquaponics Production and Management program and it addresses the campus theme of Nature, Technology and Beyond by learning about our natural resources and how best to utilize each resource. The latest technology is discussed and demonstrated.

Classroom Policies:

1. Cell phones, iPods and related technologies use are prohibited in the classroom unless otherwise instructed.
2. Food and beverages are permitted in accordance with IVN classroom policy.
3. Be respectful of other students, instructor and guests.

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity: All students are expected to excel to the best of their ability. Students must adhere to the highest standards of academic integrity. Dishonesty in the classroom or laboratory and with assignments, quizzes and exams is a serious offense and is subject to disciplinary action by the instructor and college administration. For more information, refer to the student handbook.

Disabilities and Special Needs: If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact your instructor and the Learning Center (701-228-5479) as early as possible during the beginning of the semester

**Course Prefix/Number/Title:** HORT 285 - Vegetable Prod. Practicum I

**Number of credits:** 3 Semester Credit

**Course Description:** This field of study is designed to help an individual develop skills to produce vegetables using environmentally safe methods. Experience hands-on learning including sustainable production methods of vegetables, composting, good agricultural practices, safe postharvest handling, marketing and pest management. Course study will be based on common activities performed in the fall season.

**Pre-/Co-requisites:** None

**Objectives:**

1. To learn the basic principles of sustainable vegetable farming.
2. Demonstrate the ability to develop a simple crop rotation plan.
3. Demonstrate an ability to successfully build, monitor and manage compost piles and assess compost quality and maturity.
4. To develop good handling procedures when picking and preparing produce for market.
5. To understand the importance of proper fall soil preparation and high tunnel shutdown procedures.
6. Be able to perform safe worker awareness at all times during the practicum.

**Instructor:** Keith Knudson/Mike Baier

**Office:** 519 Main Street, Suite 5; Bottineau, North Dakota 58318; Bottineau Tech Center

**Office Hours:** 11 – 12 AM – MWF or by appointment

**Phone:** 701-228-2160

**Email:** Keith.Knudson@dakotacollege.edu

**Lecture/Lab Schedule:** TBD

**Textbook(s):** Sustainable Vegetable Production from Start-Up to Market, NRAES-104; ISBN: 978-0-935817-45-4 (this textbook is reference only)



**Course Requirements:** Grading is based on student's ability to demonstrate practices relating to the course objectives. The final grade is based on the following criteria:

- A = 89.5% to 100% of the total points
- B = 79.5% to < 89.5% of the total points
- C = 68.5% to < 79.5% of the total points
- D = 59.6% to < 69.5% of the total points
- F = < 59.5% of the total points

**Tentative Course Outline:** This practicum will touch on a lot of everyday activities required to run a sustainable vegetable production system. Daily activities include:

- Organic Farm Plan
- Mulching and weeding
- Monitoring soil and ambient temperatures
- Frost protection
- Harvesting
- Preparing produce for market
- Practicing safety procedures
- Winterizing greenhouses and plant bed cleanup

**General Education Goals:** Not Applicable

**Relationship to Campus Theme:** This course is part of our Sustainable Vegetable Production program and it addresses the campus theme of Nature, Technology and Beyond by learning about our natural resources and how best to utilize each resource. Methods of sustainable vegetable production using the latest methods and technology are practiced.

**Practicum Area Policies:**

1. Cell phones, iPods and related technology are prohibited at all times. It is recommended that you do not bring your cell phone into the practicum area or, at the very least, turn it off.
2. Food and beverages are permitted in accordance with IVN classroom policy.
3. Be respectful of other students, instructors and guests.

**Academic Integrity:**

All students are expected to adhere to the highest standards of academic integrity. Dishonesty in the classroom or laboratory and with assignments, quizzes and exams is a serious offense and is subject to disciplinary action by the instructor and college administration. For more information, refer to the student handbook.

**Disabilities and Special Needs:**

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact your instructor and Jan Nahinurk in the Learning Center (701-228-5479) as early as possible during the beginning of the semester.

**Communications:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student. Please check your campus-assigned email daily.

# Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: HPER 100

Number of credits: 2

Course Description: HPER 100 is a course on general health and wellness. We will learn about physical fitness, nutrition, and wellness. We hope you take lessons learned in this class and use them for the rest of your life. You will learn how to assess, develop, and implement a complete lifetime fitness and wellness program and its components. The course is designed online to give you the tools to lead a very healthy and successful life.

Pre-/Co-requisites: N/A

Course Objectives: To educate and engage the student in activities that will enable him/her to make positive lifestyle choices, based on self-responsibility that will prepare the student to meet the demands of life. To have fun in a safe and caring learning environment.

Instructor: Jason Harris

Office: N/A

Office Hours: N/A

Phone: 701-527-5034

Email: Jason.harris@bismarckstate.edu

Lecture/Lab Schedule:

Textbook(s): Fit & Well 12e Brief Edition(Fahey, Insel, Roth, Insel) ISBN 978-1-259-75126-4

Course Requirements:

- Textbook – Fit & Well (Fahey, Insel, Roth, Insel)
- Exams
- Course work and Lab activities

General Education Goals/Objectives:

Goal 1 – to develop the ability to communicate

Goal 6 – to promote the management and use of physical activity

Goal 9 – to develop lifelong learning skills

**Student Email Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

**Academic Integrity:** Please do your own work on tests, quizzes and assignments.

**Disabilities and Special Needs:** Please notify the Instructor if you have any disabilities and/or special needs. We try making arrangements so the whole class can participate in the activities we do.

**Week 1:** Introductions and Syllabus.

**Week 2:** Chapter 1

**Week 3:** Chapter 2

**Week 4:** Chapter 2 and Chapter 3

**Week 5:** Chapter 3 and Chapter 4

**Week 6:** Activities

**Week 7:** Chapter 4

**Week 8:** Chapter 5

**Week 9:** Chapter 6

**Week 10:** Special Topics – Alcohol

**Week 11:** Chapter 7

**Week 12:** Chapter 8

**Week 13:** Chapter 8 and Activities

**Week 14:** Activities and Presentations

**Week 15:** Presentations and Special Topics

**Week 16:** Final Testing and Evaluation

## Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: HPER 100 Concepts of Wellness and Fitness

Number of credits: 2

Instructor: Travis Rybchinski

Office: Thatcher Hall 128 (Under the Bleachers beside the team room.)

Office Hours: MWF – 10AM – Noon and others arranged

Phone: 701-228-5450

Email: [travis.rybchinski@dakotacollege.edu](mailto:travis.rybchinski@dakotacollege.edu)

Lecture/Lab Schedule: Tuesdays and Thursdays 1 PM to 1:50 PM

Course Description: HPER 100 is a course on general health and wellness. We will learn about physical fitness, nutrition, and wellness. We hope you take lessons learned in this class and use them for the rest of your life. You will learn how to assess, develop, and implement a complete lifetime fitness and wellness program and its components. The course is designed to incorporate the ideas through lectures and activity. You will not be forced to do anything you do not feel comfortable with while we are doing the Physical Activities.

Pre-/Co-requisites: None

Course Objectives: To educate and engage the student in activities that will enable him/her to make positive lifestyle choices, based on self-responsibility that will prepare the student to meet the demands of life. To have fun in a safe and caring learning environment.

Textbook(s): Fit & Well (Fahey, Insel, Roth)

Course Requirements:

- Textbook – Fit & Well (Fahey, Insel, Roth)
- Attire – Proper clothing for activities
- Attendance
- Exams
- Course work and Lab activities

General Education Goals/Objectives:

Goal 6 – to promote the management and use of physical activity

Goal 9 – to develop lifelong learning skills

Relationship to Campus Theme: We will use modern technology in various fitness tests. We will also do some activities outside to encourage the Nature theme.

Classroom Policies: Please turn cell phones off. Participate in class discussions. Please attend all lectures and activities. Hand in all coursework and exams. Be on time.

Academic Integrity: Please do your own work on tests, quizzes and assignments.

Disabilities and Special Needs: Please see Instructor if you have any disabilities and/or special needs. We try making arrangements so the whole class can participate in the activities we do.

Other: Please email, call, or stop by my office if you have any problems/questions with the class. I look forward to being your instructor. Any announcements about class will go through the Campus Student Email Policy.

Student Email Policy:

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Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to accountability and support. If you or someone you know has been harassed or assaulted, you can get help here at Dakota College. Contact Laura at 228-5680 in the Student Success Office.

Tentative Schedule: (subject to change)

Week 1: Introductions and Syllabus. (First week activities)

Week 2: Chapter 1

Week3: Chapter 2

Week 4: Chapter 2 and Chapter 3

Week 5: Chapter 3 and Chapter 4

Week 6: Activities

Week 7: Chapter 4

Week 8: Chapter 5

Week 9: Chapter 6

Week 10: Special Topics – Alcohol

Week 11: Chapter 7

Week 12: Chapter 8

Week 13: Chapter 8 and Special Topics (Stress and Finals)

Week 14: TBD – Thanksgiving Week

Week 15: Final Catch up and Special Topics as well as Activities

Week 16: Final Testing and Evaluation

LETS MAKE IT A GREAT SEMESTER!!



## Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: HPER 101 – Activity - Canoeing

Number of credits: .5

Instructor: Travis Rybchinski

Office: TH 128

Office Hours: MWF – 10AM – Noon, and other hours arranged

Phone: 228-5450

Email: [travis.rybchinski@dakotacollege.edu](mailto:travis.rybchinski@dakotacollege.edu)

Course Description: This course will help the student to develop an enjoyment and satisfaction of canoeing. Activity sessions will consist of canoeing off campus at Lake Pelican. This is a limited instruction class but more of a hands on and activity class.

Pre-/Co-requisites: None

Course Objectives:

- 1) Learn the fundamentals and safety of canoeing.
- 2) Enjoy the benefits of physical fitness.

Lecture/Lab Schedule: Wednesdays at 4 PM. (We will decide the dates and times when we meet after the first class.) We will meet in the gym and rides will be provided. The tentative schedule will be a meeting on Aug 26 and then we will go to the Lake on September 2, 9, and 16.

Textbook(s): None, there will be some handouts.

Final Test: This is a participation class so there is no final test.

Course Requirements: Participate in class and go out on the lake and canoe. Participate in the safety session.

General Education Goals/Objectives:

Goal 6 – to promote the management and use of physical activity

Relationship to Campus Theme: We canoe in an outdoor setting.

Classroom Policies:

- 1) Attend regularly and participate.
- 2) Wear proper attire.

Academic Integrity: Please participate.

Disabilities and Special Needs: See Coach Rybchinski if you have any disabilities and/or special needs. This includes any minor injuries.



**Any announcements and class notices will be distributed through email. As per Student Email Policy:**

**Student Email Policy**

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# DAKOTA COLLEGE AT BOTTINEAU COURSE SYLLABUS

**Course Prefix/Number/Title:** HPER 101- Activity- Frisbee Golf

**Number of credits:** 0.5

**Course Description:** Students will learn the lifelong game of Frisbee Golf

**Pre-/Co-requisites:** None

**Course Objectives:**

- 1) To promote healthy living through exercise
- 2) To know and understand the rules and etiquette of Frisbee Golf

**Instructor:** Dano Fagerlund

**Office:** Thatcher Hall Weight Room

**Office Hours:** Monday-Friday – 9:00 AM – Noon; 1:00-5:00 By arrangement

**Phone:** 701-228-5636

**Email:** daniel.fagerlund@dakotacollege.edu

**Lecture/Lab Schedule:** Tuesdays/Thursdays 10-10:50 AM 1st 8 Weeks

**Textbook(s):** None

**Course Requirements:**

- Attire – Proper clothing for activities
- Attendance

**General Education Goals/Objectives:**

- Goal 1 – to develop the ability to communicate
- Goal 6 – to promote the management and use of physical activity
- Goal 9 – to develop lifelong learning skills

**Relationship to Campus Theme:** We will encourage the nature theme by interacting with nature by helping build a makeshift course throughout the campus. We will also do some activities outside to encourage the Nature theme.

**Classroom Policies:** Please turn cell phones off. Only music can be listened to through headphones. Please attend all classes as this is an activity based class. Hand in all coursework.

**Academic Integrity:** Please do your own work on assignments.

**Disabilities and Special Needs:** Please see Instructor if you have any disabilities and/or special needs. We try making arrangements so the whole class can participate in the activities we do.

**Other:** Please email, call, or stop by my office if you have any problems/questions with the class. I look forward to being your instructor. Any announcements about class will go through the Campus Student Email Policy.

**Student Email Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

**Week 1:** Introductions and Syllabus. Understanding the rules of Frisbee Golf. Mapping out a Frisbee golf course

**Week 2:** Playing the Frisbee golf course

**Week 3:** Playing the Frisbee golf course

**Week 4:** Playing the Frisbee golf course

**Week 5:** Playing the Frisbee golf course

**Week 6:** Playing the Frisbee golf course

**Week 7:** Playing the Frisbee golf course

**Week 8:** Frisbee golf tournament

## **Dakota College at Bottineau Course Syllabus**

Course Prefix/Number/Title: HPER 101 Activity – Weight Training

Number of credits: .5

Instructor: Travis Rybchinski

Office: Thatcher Hall 127

Office Hours:

Phone: 701-228-5450

Email: [travis.rybchinski@dakotacollege.edu](mailto:travis.rybchinski@dakotacollege.edu)

Lecture/Lab Schedule: Tuesdays at 9:00 AM and/or hours arranged or Thursdays at 9:00 AM and/or hours arranged

Course Description: Students will learn the basic lifelong skills, knowledge, and strategies used in weight training and conditioning.

Pre-/Co-requisites: None

Course Objectives:

- To learn basic lifts to gain strength and conditioning of muscles in the body.
- To learn different conditioning programs through various methods of training.
- To expose the students to a variety of experiences and demonstrations that may enable the student to make lifelong healthy exercise decisions.
- To properly learn how to work and maintain the fitness equipment.

Textbook(s): None

Course Requirements: Attendance and Participation

Tentative Course Outline: Students will set goals and we will work on workout and conditioning programs to benefit each individual.

General Education Goals/Objectives:

Goal 6 – to promote the management and use of physical activity

Goal 9 – to develop lifelong learning skills

Classroom Policies:

- Please let instructor know if you are going to miss class
- Absences will have to be made up
- Please put weights away after use
- Let instructor know of any injuries you may have
- Safety first!

Academic Integrity: Please fill out weight reports honestly.

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offences subject to accountability and support. If you or someone you know has been harassed or assaulted, you can get help here at Dakota College. Contact Laura at 228-5680 in the Student Success Office.

Disabilities and Special Needs:

- Please let instructor know of any disabilities or special needs.

# DAKOTA COLLEGE

## COURSE OUTLINE

Name of Instructor: Jay Chatman

Course Title and Number: HPER 110 - Sports Officiating

Credits: 1

Course Description:

The students will study and understand the concepts of officiating high school football and basketball.

Required Text: 2016 and 2017 Football Officials Manual book for High School and 2016 and 2017 Basketball Officials Manual

Course Objectives:

The objective of this course is to introduce the rules and mechanics of officiating high school football and basketball. The students will learn it can be a valuable lesson to give back to the game and stay involved in the game after they are done playing.

Course Content:

Attendance, quizzes, out of class assignments, and a final test on each football and basketball

Course Evaluation:

Participation-25%

Quizzes and out of class assignments-25%

Tests-50%

## Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: HPER 150 – Varsity Athletics Hockey

Number of credits: 1

Instructor: Travis Rybchinski

Office: TH 128 (Underneath the Bleachers in the Gym)

Office Hours: Various (M-Th 11:00 – Noon) Or arranged.

Phone: 701-228-5450

Email: [travis.rybchinski@dakotacollege.edu](mailto:travis.rybchinski@dakotacollege.edu)

Lecture/Lab Schedule: To Be Determined

**Course Description:** This course requires a full semester of participation in varsity hockey. The fundamental skills and basic strategies of hockey will be taught through teaching, practicing, and playing the game of hockey. On and off ice lessons will be given.

**Pre-/Co-requisites:** None

**Course Objectives:** The student will understand that lifelong wellness is achieved and sustained through proper physical exercise and nutrition. They will also learn the proper skill techniques to succeed as a collegiate hockey player. They will understand the importance of being a student-athlete and community involvement/volunteering.

**Textbook(s):** Handouts will be provided if needed.

**Course Requirements:** The students are evaluated on their participation, effort, attitude, and willingness to learn. Each of the four criteria is weighted at 25%. The students will participate in daily practice sessions, occasional classroom lectures, and a full season of participation including post season play.

**Tentative Course Outline:** The season will begin in early October and continue through the playoffs which conclude the end of February. There will also be preseason off-ice training and open ice sessions.

**General Education Goals/Objectives:**

Goal 6 – to promote the management and use of physical activity

Goal 9 – to develop lifelong learning skills

**Relationship to Campus Theme:** We will be utilizing the Beyond part of our campus theme. The students will be learning how communicate effectively with others. They also will be learning the value of lifelong fitness and promoting physical, emotional wellness.

Classroom Policies: The students will be expected to attend all practices/games/training sessions/ and meetings. They will conduct themselves in the appropriate manner that supports good character.

Academic Integrity: Please do your best. You will get out of it what you will put in it.

Disabilities and Special Needs: See Coach Rybchinski if you have any special needs.

Students will be communicated through emails as per the student email policy. (also Text messaging and captain's communication)

**Student Email Policy**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.



## Dakota College at Bottineau Online Course Syllabus

**Course Prefix/Number/Title:** HPER 210 First Aid and CPR/AED online

**Number of credits:** 1 credit

**Course Description:**

Online videos/learning modules with individual hands on practice of first aid basics, CPR, and AED use. This course is based on the latest First Aid, CPR, and AED guidelines recommended by the American Heart Association. Students will receive Heartsaver First Aid/CPR/AED certification from the American Heart Association after demonstrating knowledge of the above topics and proper demonstration of skills.

**Pre-/Co-requisites:** None

**Course Objectives:**

Goal:

The goal of this course is to facilitate student learning about first aid, CPR, and AED use so that the student will understand and be able to utilize the basic skills to perform first aid and/or CPR/AED when needed.

Objectives:

The student will:

- 1) Understand and demonstrate CPR/AED use in adults and children.
- 2) Understand and demonstrate CPR in infants
- 3) Understand and demonstrate first aid skills for a variety of emergencies.

**Instructor:** Erin Williams, BSN, RN

American Heart Association Certified CPR/AED/First Aid Instructor

**Office Hours:** online via email

**Phone:** 701-228-5444

**Email:** erin.beth.williams@dakotacollege.edu

**Course Requirements:**

Grading is based on a standard college curve, where students earn a grade based upon the percent of total possible points they obtain. Completion of online course videos and learning modules comprise 50% of total points (must submit Certificate of Completion before receipt of this grade) and videoed or live demonstration of skills will comprise of 50% of total points.

Final letter grades are assigned based on the following criteria:

A= 89.5-100%

B= 79.5-89.4%

C= 69.5- 79.4%

D= 59.5-69.4%

F= 0-59.4%

## Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:** HPER 210 First Aid and CPR/AED

**Number of credits:** 1 credit

**Course Description:**

Lecture and hands-on practice of first aid basics, CPR and AED. This course is based on the latest First Aid, CPR, and AED guidelines recommended by the American Heart Association. Students will receive Heartsaver First Aid/CPR/AED certification from the American Heart Association after demonstrating knowledge of the above topics and proper demonstration of skills.

**Pre-/Co-requisites:** None

**Course Objectives:**

Goal:

The goal of this course is to facilitate student learning about first aid, CPR, and AED use so that the student will understand and be able to utilize the basic skills to perform first aid and/or CPR/AED when needed.

Objectives:

The student will:

- 1) Understand and demonstrate CPR/AED use in adults and children.
- 2) Understand and demonstrate CPR in infants
- 3) Understand and demonstrate first aid skills for a variety of emergencies.

**Instructor:** Erin Williams

**Office:** Thatcher Hall Room 207

**Office Hours:** by appointment

**Phone:** 701-228-5444

**Email:** erin.beth.williams@dakotacollege.edu

**Lecture/Lab Schedule:** Tuesday 9-9:50am

**Textbook(s):**

Heartsaver First Aid/CPR/AED Student Workbook, American Heart Association

**Course Requirements:**

Grading is based on a standard college curve, where students earn a grade based upon the percent of total possible points they obtain. Lectures and skill demonstration will comprise 50% of total points and the final exam will comprise of 50% of total points.

Final letter grades are assigned based on the following criteria:

- A= 89.5-100%
- B= 79.5-89.4%
- C= 69.5- 79.4%
- D= 59.5-69.4%
- F= 0-59.4%

**Tentative Course Outline: Schedule subject to change depending on guest speaker availability**

<b>August 23</b>	<b>Introduction, Class Schedule, Syllabus</b>
<b>August 30</b>	<b>Life is Why, Adult CPR</b>
<b>September 6</b>	<b>Adult CPR Continued, AED use</b>
<b>September 13</b>	<b>Nalox, Choking, Review</b>
<b>September 20</b>	<b>Child CPR &amp; AED use</b>
<b>September 27</b>	<b>Infant CPR</b>
<b>October 4</b>	<b>Review all CPR/AED skills</b>
<b>October 11</b>	<b>Medical Emergencies</b>
<b>October 18</b>	<b>Medical Emergencies</b>
<b>October 25</b>	<b>Injury Emergencies</b>
<b>November 1</b>	<b>Injury Emergencies</b>
<b>November 8</b>	<b>Environmental Emergencies</b>
<b>November 15</b>	<b>Environmental Emergencies</b>
<b>November 22</b>	<b>Review First Aid/ Written test</b>
<b>November 29</b>	<b>Review CPR/AED skills</b>
<b>December 6</b>	<b>CPR/AED test</b>

**Classroom Policies:**

1. Cell phones, iPods, and related technology are prohibited in the classroom at all times. It is recommended that you do not bring your cell into the classroom.
2. Food and beverages are permitted in accordance with classroom policy.
3. Be respectful of other students, technicians, instructors, and guests.
4. The instructor reserves the right to ask any student disregarding these policies to leave the class for that day or longer, if there is a continuous disregard for classroom policies. The student is still responsible for all information discussed during that class period.

**Academic Integrity:**

All students are expected to adhere to the highest standards of academic integrity. Dishonesty in the classroom and with assignments and exams is a serious offense and is subject to disciplinary action by the instructor and college administration. For more information, refer to the Student Handbook.

**Disabilities and Special Needs:**

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact your instructor and/or the Student Success Center. The Student Success Center provides a variety of academic support services for eligible students with disabilities.

# DAKOTA COLLEGE @ BOTTINEAU COURSE SYLLABUS

## Course Prefix/Number/Title: HPER 217 Personal and Community Health

### Course Description:

This course is designed to acquaint the student with those principles and practices which will ensure the maintenance of conditions necessary for wholesome personal and community living. Economic, social, and legal aspects of health preservation and disease prevention will be emphasized.

### Course Objectives:

1. The student will understand that lifelong wellness is achieved and sustained through proper physical exercise and nutrition. To promote lifelong learning skills for a healthier life.
2. Awareness that lifelong fitness includes developing muscular strength, endurance, flexibility and cardiovascular health.
3. Understanding the importance of team training in maintain a healthy lifestyle.

**Instructor:** Dan Fagerlund

**Office:** TH Weight Room

**Office Hours:** Posted on office door.

**Phone:** 228-5636

**Email:** daniel.fagerlund@dakotacollege.edu

### Lecture/Lab Schedule:

MWF 9:00-9:50

**Textbook:** Health & Wellness, 9<sup>th</sup> or 10<sup>th</sup> Edition by Edlin and Golanty

### Course Requirements:

This class will be a lecture format with out of class reports and assignments using various technologies including the internet and outside readings. Class participation and attendance will be a must to be successful.

Grading will be based on the following items being completed and turned in.

1. Article reviews & classroom presentations
2. Web assignments
3. Multi-chapter tests
4. Attendance (more than 3 unexcused absences will result in the loss of a letter grade)
5. Grade scale A:100-90 B:89-80 C:79-70 D:69-60 F:59-Below

### Tentative Course Outline:

Week 1-3 Unit One Achieving Wellness

Chapter 1 Achieving Personal Health

Chapter 2 Mind-Body Communications

Chapter 3 Managing Stress

Chapter 4 Mental Health/Illness

Week 4-5 Unit Two Eating & Exercising Toward a Healthy Lifestyle

Chapter 5 Choosing a Nutritious Diet

Chapter 6 Managing a Healthy Weight

Chapter 7 Physical Activity for Health/Well-Being

Week 6-7 Unit Three Building Healthy Relationships

Chapter 8 Sexuality & Intimate Relationships

Chapter 9 Understanding Pregnancy & Parenthood

Chapter 10 Choosing a Fertility Control Method

Chapter 11 Protecting Against STD's

Week 8-10 Unit Four Understanding and Preventing Disease

Chapter 12 Reducing Infections & Building Immunity

Chapter 13 Cancer: Risks & Prevention

Chapter 14 Cardiovascular Diseases

Chapter 15 Heredity & Disease

Week 11-12 Unit Five Explaining Drug Use and Abuse  
Chapter 16 Using Drugs Responsibly  
Chapter 17 Eliminating Tobacco Use  
Chapter 18 Using Alcohol Responsibly  
Week 13- 14 Unit Six Making Healthy Decisions  
Chapter 19 Making Decisions About Health Care  
Chapter 20 Exploring Alternative Medicines  
Chapter 21 Accidents & Injuries  
Week 15-16 Unit Seven Overcoming Obstacles  
Chapter 22 Understanding Aging & Dying  
Chapter 23 Violence in Our Society  
Chapter 24 Working Towards a Healthy Environment

**General Education Goals/Objectives:**

Goal 5: Employs the principles of wellness  
Objective 1: Demonstrate healthy lifestyle and physical wellness.  
Objective 2: Demonstrate emotional and spiritual wellness.  
Goal 4: Demonstrate effective communication.  
Objective 4: Works collaboratively with others  
Objective 5: Demonstrates effective oral communication skills.

**Relationship to Campus Theme:**

The students will identify differences between healthy life choices and what the consequences of negative life choices are. They will be able to recognize that there are many ways to maintain a healthy lifestyle and that health is more than just physical wellness it also includes emotional and spiritual wellness.

**Classroom Policies:**

Reading the assigned text is the student's responsibility, and is essential to success in this course. It should be noted though that it is in your best academic interest to read material *before* the week of lecture/discussion as to aid in your understanding. Any deadlines are final and your work is due on the day specified (11:59:59 PM). Any late work will not be accepted for full credit.

Please refrain from doing anything that might be disruptive and disturb other students or the instructor, such as chronically arriving late, leaving early, talking with neighbors, using a cell phone or texting. Turn all electronic junk off. This class does not require the use of a laptop computer, therefore they are not allowed to be operated in lecture periods.

This academic environment is an open and harassment free one. Participation within the classroom is highly encouraged and is an integral part of the higher education experience. Ask questions – comment on discussions.

**Academic Integrity:**

*Webster's Encyclopedic Unabridged Dictionary* defines plagiarism as: "The appropriation or imitation of the language, ideas, and thoughts of another author, and representation of them as one's original work." There will be *zero tolerance* of any form of academic dishonesty. If any evidence appears of students not doing their own work, plagiarism, or outright cheating on quizzes/exams, the matter will be investigated. If it is concluded that such dishonesty occurred, the student in question will receive an automatic "F" for the course. Furthermore, the matter will be reported to the appropriate university office and the instructor will participate in any proceedings against the guilty party.

**Disabilities Special Needs:**

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs.

## SYLLABUS            HPER 217    PERSONAL AND COMMUNITY HEALTH(ONLINE)

Course Prefix/Number/Title: HPER 217 ONLINE Personal and Community Health (3 Credits)

Course Description: This course is designed to acquaint the student with those principles and practices which will ensure the maintenance of conditions necessary for wholesome personal and community living. Economic, social, and legal aspects of health preservation and disease prevention will be emphasized.

Prerequisite classes: None

Course Objectives: 1. The student will understand that lifelong wellness is achieved and sustained through proper physical exercise and nutrition, that promotes lifelong learning skills for a healthier life. 2. Awareness that lifelong fitness includes developing muscular strength, endurance, flexibility and cardiovascular health. 3. Understanding the importance of team training to maintain a healthy lifestyle.

Instructor: Ken Keysor Phone: 701-385-3348    Email: [Ken.Keysor@dakotacollege.edu](mailto:Ken.Keysor@dakotacollege.edu)

Lecture/Lab Schedule: ONLINE

Textbook(s): Health & Wellness, 9th or 10th Edition by Edlin and Golanty

Course Requirements: This class will be an online format with assignments using various technologies including the internet and outside readings. Class participation and attendance will be a must to be successful. Grading will be base on the following items being completed and turned in. 1. All web assignments 2. Grading Scale A:100-90 B:89-80 C:79-70 D:69-60 F: 59-Below

Tentative Course Outline: **\*\*NOTE\*\*** YOU WILL NEED TO STAY WITHIN ONE CHAPTER OF THE WEEK WE ARE ON. THIS WILL HELP YOU STAY ON TRACK AND NOT GET BEHIND IN THE CLASS.

Week 1 Chapter 1 Achieving Personal Health

Week 2 Chapter 2 Mind-Body Communications

Week 3 Chapter 3 Managing Stress

Week 4 Chapter 4 Mental Health/Illness

Week 5 Chapter 6 Managing a Healthy Weight

Week 6 Chapter 7 Physical Activity for Health/Well-Being

Week 7 Chapter 13 Cancer: Risks & Prevention

Week 8 Chapter 14 Cardiovascular Diseases

Week 9 Chapter 15 Heredity & Disease

Week 10 Chapter 16 Using Drugs Responsibly

Week 11 Chapter 17 Eliminating Tobacco Use

Week 12 Chapter 18 Using Alcohol Responsibly

Week 13 Chapter 20 Exploring Alternative Medicines

Week 14 Chapter 21 Accidents & Injuries

Week 15 Chapter 22 Understanding Aging & Dying

Week 16 Chapter 23 Violence in Our Society

General Education Goals/Objectives: Goal 5: Employs the principles of wellness Objective 1: Demonstrate healthy lifestyle and physical wellness. Objective 2: Demonstrate emotional and spiritual wellness. Goal 4: Demonstrate effective communication. Objective 4: Works collaboratively with others Objective 5: Demonstrates effective oral communication skills.

Relationship to Campus Theme: The students will identify differences between healthy life choices and what the consequences of negative life choices are. They will be able to recognize that there are many ways to maintain a healthy lifestyle and that health is more than just physical wellness it also includes emotional and spiritual wellness.

Classroom Policies: 1. The student will be required to look over the following items A:  
Read/look over each chapter.

B: Read the lecture outline and chapter summary.

C: If you are more of a auditory learner there is also a class lecture for each chapter. Please make sure to still look over the chapter as the lecture is not all inclusive with the information of the chapter.

D: If extra help is needed you may do the crossword puzzle. The crossword puzzle is a way for you to test your knowledge without being worried about how your grade might be affected.

E: For each chapter you **MUST COMPLETE** the Chapter Test. You will only get one opportunity to take each test. You may use your book for the tests. My belief is that if you are looking in your book you are getting familiar with some of the key concepts.

GRADING: After all assignments are completed the grading scale will be as follows. A: 100-90 B: 89-80 C: 79-70 D: 69-60 F: 59-Below There will be no incompletes given. As an online student it is your responsibility to complete ALL assignments/quizzes. You may finish early if you wish. The outline gives you an idea on how we will move along in this class. You will be expected to always be within 1 chapter of the outline. Example: If we are in week 4 you would need to be at least working on Chapter 3. PLEASE DON'T GET BEHIND. Unless there are dire circumstances no late work (1 week late) will be accepted. Please keep me in the loop of any troubles you may have.

. Academic Integrity: Webster's Encyclopedic Unabridged Dictionary defines plagiarism as: "The appropriation or imitation of the language, ideas, and thoughts of another author, and

representation of them as one's original work." There will be zero tolerance of any form of academic dishonesty. If any evidence appears of students not doing their own work, plagiarism, or outright cheating on quizzes/exams, the matter will be investigated. If it is concluded that such dishonesty occurred, the student in question will receive an automatic "F" for the course. Furthermore, the matter will be reported to the appropriate university office and the instructor will participate in any proceedings against the guilty party.

**Disabilities and Special Needs:** Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs.



## Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: HPER 250 – Varsity Athletics Hockey

Number of credits: 1

Instructor: Travis Rybchinski

Office: TH 128 (Underneath the Bleachers in the Gym)

Office Hours: Various (M-Th 11:00 – Noon) Or arranged.

Phone: 701-228-5450

Email: [travis.rybchinski@dakotacollege.edu](mailto:travis.rybchinski@dakotacollege.edu)

Lecture/Lab Schedule: To Be Determined

**Course Description:** This course requires a full semester of participation in varsity hockey. The fundamental skills and basic strategies of hockey will be taught through teaching, practicing, and playing the game of hockey. On and off ice lessons will be given.

**Pre-/Co-requisites:** None

**Course Objectives:** The student will understand that lifelong wellness is achieved and sustained through proper physical exercise and nutrition. They will also learn the proper skill techniques to succeed as a collegiate hockey player. They will understand the importance of being a student-athlete and community involvement/volunteering.

**Textbook(s):** Handouts will be provided if needed.

**Course Requirements:** The students are evaluated on their participation, effort, attitude, and willingness to learn. Each of the four criteria is weighted at 25%. The students will participate in daily practice sessions, occasional classroom lectures, and a full season of participation including post season play.

**Tentative Course Outline:** The season will begin in early October and continue through the playoffs which conclude the end of February. There will also be preseason off-ice training and open ice sessions.

**General Education Goals/Objectives:**

Goal 6 – to promote the management and use of physical activity

Goal 9 – to develop lifelong learning skills

**Relationship to Campus Theme:** We will be utilizing the Beyond part of our campus theme. The students will be learning how communicate effectively with others. They also will be learning the value of lifelong fitness and promoting physical, emotional wellness.

Classroom Policies: The students will be expected to attend all practices/games/training sessions/ and meetings. They will conduct themselves in the appropriate manner that supports good character.

Academic Integrity: Please do your best. You will get out of it what you will put in it.

Disabilities and Special Needs: See Coach Rybchinski if you have any special needs.

Students will be communicated through emails as per the student email policy. (also text messaging and captain's communication)

**Student Email Policy**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

## Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:** HPER

Yoga Movement/Fusion 1 & 2

**Number of credits:** 0.5

### Course Description:

This class is designed to teach beginning and intermediate Yoga poses/postures, stretches, and different styles of movement. Students are expected to maintain an open mind and body to experience the potential benefits that Yoga/Movement Fusion can bring to them.

### Pre-/Co-requisites:

A medical release from their doctor will be required if a student has had recent surgery and/or physical therapy. If a student has any physical limitations, poses and stretches will be modified to accommodate their physical needs. This class can be taken with Yoga Movement / Fusion II as both practice the same format, and students can take two sessions per week.

### Course Objectives:

- \* To learn and practice beginning and intermediate Yoga poses and stretches
- \* To execute Yoga postures and breathing techniques in a safe and effective manner
- \* To realize the mental and physical benefits of Yoga Movement Fusion

**Instructor:** [Crystal Grenier](#); NASM-CPT, AFAA, PM, PR, Yoga Fit, Zumba Fitness, TK

**Office:** None

**Office Hours:** Available upon request to meet

**Phone:** (cp) 701-550-9531 (wp) 701-228-9319

**Email:** [crystal.grenier@dakotacollege.edu](mailto:crystal.grenier@dakotacollege.edu)

[grenier.crystal@gmail.com](mailto:grenier.crystal@gmail.com)

**Lecture/Lab Schedule:** Tuesdays and Thursdays, 11:00am in the gymnasium

**Textbook(s):** None

### Materials of Instruction:

We have yoga mats, belts and blocks on campus for your use. May want to bring a towel (to use for props if needed) with you to each class. Wear comfortable clothing for exercise (no jeans). Please turn off your cell phones during class (no texting or talking). Don't forget your water!

### Course Requirements:

Your class participation will be based upon a point system. Each class session is worth 5 points. We have 16 classes in the Fall Semester. You have 80 points total to receive an A in this class.

So depending on how many classes you miss, points will be calculated and your grade will be determined on a point scale system.

***You must participate fully in all classes and complete a Health History Questionnaire. A textbook or particular readings may be assigned throughout the course for journaling or assignment purposes.***

1 class missed - 94%	<b>A</b>	2 classes missed - 88%	<b>B</b>
3 classes missed - 81%	<b>B</b>	4 classes missed - 75%	<b>C</b>
5 classes missed - 69%	<b>D</b>	6 classes missed - 63%	<b>D</b>
7 or more classes missed - 56%	<b>F</b>		

### **Tentative Course Outline:**

- Weeks 1-6: Beginning Yoga stretches, poses/postures, breathing, and movement sequences (Tai Chi and other disciplines TBD)
- Weeks 7-12: Introduce Intermediate Yoga stretches, poses/postures, breathing, and movement sequences
- Weeks 13-16: Continue to practice Yoga stretches, poses/postures, breathing and movement sequences.

### **General Education Goals/Objectives:**

This course meets General Education Goal 5: Employs the principles of wellness (Objective 1; Skill 2).

### **Relationship to Campus Theme:**

Yoga practice through poses/postures and breath are designed to tone, strengthen, and align the body. These poses/postures are performed to make the spine supple and healthy and to promote blood flow to all the organs, glands, and tissues, keeping all the bodily systems healthy. On a mental level, yoga uses breathing techniques and meditation to quiet, clarify, and discipline the mind. Movement adds connection from one pose/posture to the next...thus creating a continuous flow. Tai chi brings a precise movement and a calm presence to the body and mind to prepare the student for their yoga practice. Students will experience a safe, low impact workout that will bring balance into their daily lives and take them beyond their normal comfort zone.

### **Classroom Policies:**

By participating fully (mentally and physically) in each class session, the student will notice significant changes in his/her body. Please refer to the Requirements section stated above which must be adhered to in order to receive your grade. You will have to attend and participate in order to receive a grade.

### **Academic Integrity:**

Please be true to yourself and your body. Be patient and persistent with your practices as they will give you gratitude and self-satisfaction daily.

### **Disabilities and Special Needs:**

Please inform the instructor within the first week of classes if modifications are needed due to disabilities or special needs.

# **Humanities 101**

## **Introduction to Humanities**

### **Policies and Procedures**

Gary Albrightson

Office: Thatcher 2207

Office Phone: 228 5602

Office Hours: 1-2 Monday, Wednesday, Friday but also by appointment

### **Course Description**

This course is designed to introduce beginning university students to the major disciplines of the Humanities: philosophy, history, religion, drama, music, and the arts. This course accomplishes this by presenting a chronological survey of the humanities produced in European civilization. This survey starts with the Paleolithic era and ends in the Late Middle Ages.

### **Required Texts**

The Western Humanities Complete	7E	9780073376622
Reading in the Western Humanities Vol 1	6E	9780073136395

### **Humanities 101 Objectives**

- Develop students' ability to read, view, and listen to various forms of cultural production and to write and speak about those experiences.
- Identify cultural productions created by people in different cultures and in different historical periods.
- Enable each student to fashion his or her own answer to the question of why humans create and use art.

### **Course Content**

This course starts with the Paleolithic era and surveys the centuries from that era to the Renaissance. This course surveys painting, sculpture, architecture, literature, philosophy, music, and religion to identify the humanities created during this period but also to see connections among these cultural productions and between cultural productions created in different places and times during the Paleolithic era and the late Middle Ages.

### **Course Requirements**

Students earn a final grade in this class by reading the textbook and reading other assignments, by participating in class discussions, by successfully passing quizzes and examinations on the reading assignments and lectures, and by writing in-class essays.

- Quizzes on reading assignments and on lectures
- Class participation
- In class essays
- Examinations
- Final essay on the intersection of nature, technology, and beyond in the humanities, 1,000 word minimum

### **Policy on Devices and Class Participation**

Students who have electronic devices visible or generating audio or video will not earn participation points and will fail this class. Students should turn electronic devices off and put them away. Students earn points for class participation, and the instructor assumes students are not participating if they have cell phones, ipods, and other media delivery devices on display. Students need to bring the required books with them in class to earn participation points. Other behaviors like conversations not addressed to the class do not earn participation points. Entering class after it starts does not earn participation points, and exiting class before it ends does not earn participation points. Any behavior that interferes with other students' learning does not earn participation points.

### **Statement on Non-Discrimination**

Alternative viewpoints are welcome in this classroom. There will be no discrimination on the basis of race, color, age, religion, national origin, sexual orientation, sex, marital status, disability, or status as a veteran.

### **Accommodation Statement**

Please communicate any special needs or special accommodations to the instructor at the beginning of the semester or as soon as you become aware of your needs.

## Syllabus

**Dakota College at Bottineau**  
**MATH 102 - Intermediate Algebra**  
**Section #16476**  
**Fall 2016 (August 22-December 16, 2016)**  
**MTWR 1:00-1:50 pm, Model Hall 207**

### Instructor:

**Kim Schwinler**

**Office:** Model Hall 317

**Office Hours:** By appointment.

**Phone:** (757) 968-3320

**E-mail:** kimberly.schwinler@minotstateu.edu

### Course Description:

**MATH 102 - Intermediate Algebra 4 cr:** Properties of the real number system, factoring, linear and quadratic equations, functions, polynomial and rational expressions, inequalities, systems of equations, exponents and radicals. Prerequisites: ASC 93 or appropriate Math Placement Test Score. Credit earned does not count towards any degree, nor does it transfer.

### Textbook and Materials:

1. **Required:** MyMathLab Student Access Kit for Intermediate Algebra (8th Edition) by Lial, Hornsby, and McGinnis (2016). Pearson. ISBN: 978-0-321-119991X. Note: MyMathLab includes the eText (online copy of the textbook) and is available for purchase at the Dakota College at Bottineau and Minot State University Bookstores. Access to MyMathLab can also be purchased online from <http://pearsonmylabandmastering.com> using a valid credit card. You do not need to purchase a hardcover textbook. The electronic version of the textbook (eText) is included within Pearson MyLab/Mastering (MyMathLab).

2. Pearson MyLab login access (<http://pearsonmylabandmastering.com>), course ID **schwinler45214**. Pearson MyLab/Mastering (MyMathLab) is a website that supports this course and uses videos, animations, and other multimedia, to help you learn. No additional textbook materials are required. You will need an access code the first time you register to use Pearson MyLab. The access code is included in the MyMathLab Student Access Kit or can be purchased using a credit card at the online registration site. Once you login with the course ID (**schwinler45214**) and your access code, you will select a login and password for future logins. Note: If you have used MyMathLab before, you do not need to create a new account.

3. To use the multimedia material of Pearson MyLab, you may need to download and install additional software, at no cost. I recommend you open Pearson MyLab and see what kind of plug-ins it requires, if any. Note that some software may not work in all browsers.

4. A TI-83, TI-83 Plus, or TI-84 Plus Graphing Calculator is recommended. You will need a calculator for in-class activities and homework. Your calculator is also an allowable tool during exams. No TI-89 calculators allowed.
5. A binder, loose-leaf paper or one-subject notebook, a straight-edge for graphing, and plenty of pencils and erasers.

### **Student Outcomes/Competencies**

Students will acquire the skills necessary to communicate mathematical ideas and procedures using appropriate mathematical vocabulary and notation. In addition, students should develop the skills necessary to understand and proficiently solve problems without aid or resources. Throughout the course, students should sharpen existing algebra skills through practice, repetition, and the study of new and more challenging algebra topics. The use of technology will allow students to enhance their mathematical thinking and understanding, solve mathematical problems and applications, and judge the reasonableness of their solutions. In addition, students will discuss topics in the study of algebra, understand its importance in human culture, and recognize its connection to other disciplines (business, economics, sciences, social sciences, art, and so on). Ultimately, students should gain confidence in their abilities to use algebra and problem solving techniques in daily life.

### **General Education Goals/Course Objectives:**

*Goal 3: Demonstrates the ability to convert, calculate, and analyze a variety of mathematical problems*

Objective 1: Utilizes mathematical equations to solve problems

Skill 1: Solves equations and problems using the appropriate method

Objective 2: Applies practical application of mathematics to everyday life

Skill 2: Defines and demonstrates the use of decimals, percentages, and fractions

Skill 3: Solves word problem

### **Relationship to Campus Theme:**

The student will begin to see applications of algebra in nature, business, health, construction, etc. As they use the graphing calculator, they can solve real life problems with large numbers. These problems will require critical thinking and interaction with other students.

### **Course Policies and Procedures:**

1. **Attend and participate:** This course meets Monday, Tuesday, Wednesday, and Thursday each week unless a holiday is on the schedule. Students are expected to attend class on Monday, Tuesday, Wednesday, and Thursday every week. Please be on time. It is essential to attend, to take notes, learn the material presented, ask questions, participate in group learning, hand in assignments and projects, and take the exams. Attendance/participation in the course also includes meeting all deadlines for homework, projects, and exams.



It'll be difficult to catch up if you fall behind in this course. Keep me informed if something unexpected comes up that may affect your participation and/or performance in the course. If, by chance, an emergency requires that you miss a substantial amount of class, please let me know so we can make arrangements to help you catch up and be successful.

**Prepare for class:** You are expected to be on time. Class starts promptly at 1:00 pm. You should be in your seat and ready to begin class at this time. You are also expected to have any assignments or projects due ready for submission at the start of class. In addition, students are responsible for studying or reviewing the textbook/eText section that will be covered that day in advance. The lecture and examples demonstrated in class will make much more sense if you have a jump on the material.

2. **Be respectful:** Raise your hand to be recognized. Classroom discussion should be civilized and respectful to everyone and relevant to the topic we are discussing. **All Cell phones, pagers, computers, games, or other electronic devices that generate sound and/or pictures must be turned off during class.** Disruptive behaviors, including arriving late to class, excessive talking, sleeping, or using unauthorized electronic devices during class is not permitted. Packing up your things early is disrespectful to me and disruptive to others around you as well.
3. **Communicate and seek help:** You are not alone in this class! Students are expected to communicate with fellow students and the instructor regarding questions/answers to the course material and assignments. This means we should share information and learn from each other, but does not give permission for students to submit identical (shared) assignments (see Academic Honesty below). Take advantage of the many resources available to you to help you learn. Make an appointment with me for individual help. Use the Math Clinic (check schedule at <http://www.minotstateu.edu/mathcs/>), get peer tutoring through the Center for Teaching and Learning (Old Main 101; 858-4039) or the POWER Center (TRiO Student Support Services), or form a study group with some of your classmates.
4. **Adhere to Late Work Policies:**
  - **Homework:** Homework in MyMathLab is due at 11:59 pm each Sunday. You have three chances to answer each assigned question correctly, and I strongly discourage students from falling behind in homework. Strive to be a daily doer.
  - **Projects:** There will be four projects assigned throughout the semester. Projects submitted late will incur a 10% grade penalty for each day overdue. Any other arrangement is unfair to your classmates who participate fully in the course and meet their deadlines.
  - **Exams:** Exams will be administered to all students in class. If you miss an exam, you will receive a grade of zero, and there are very few instances where a make-up exam will be allowed. If you have extenuating circumstances and a make-up exam is allowed, you must make an appointment with me to take the missed exam at the earliest opportunity. If you know in advance that you will be absent on the exam day, you must make arrangements with your instructor to take the exam early. No exceptions!

## Academic Honesty:

The academic community is operated on the basis of honesty, integrity and fair play. It is the expectation that all students, as members of the college community, adhere to the highest levels of academic integrity. This means that

- Students are responsible for submitting their own work. Student work must not be plagiarized.
- Students must not work together on graded assignments without authorization from the instructor or get help from people, technological resources, textbooks, notes, etc. on examinations.

Violations of academic principles such as cheating, plagiarism or other academic improprieties will be handled using the guidelines outlined in the Student Handbook available at <http://dakotacollege.edu/handbook/#10>.

## Course Requirements:

Material to be covered from the textbook/eText:

Chapter R, Sections 1-4

Chapter 1, Sections 1-7

**Exam 1** over Chapters R & 1

Chapter 2, Sections 1-6

Chapter 3, Sections 1-3

**Exam 2** over assigned sections in Chapters 2 & 3 and all material covered to this point

Chapter 4, Sections 1-2 & 4-5

Chapter 5, Sections 1-5

Chapter 6, Sections 1-4

Chapter 12, Sections 1-2

**Exam 3** over assigned sections in Chapters 4, 5, 6, & 11 and all material covered to this point

Chapter 7, Sections 1-7

Chapter 8, Sections 1-3

Chapter 9, Sections 2-3

**Exam 4** over assigned sections in Chapters 7, 8, & 9 and all material covered to this point

**Comprehensive Final Exam**

§ **Reading Assignments:** Students are responsible for reading or reviewing all assigned material before class. Students who have prepared for the lecture will find the material presented in class more meaningful.

§ **Writing assignments, in-class discussions, and board work:** Speak up when asked to participate orally. Students might also be invited to the board to solve a problem. You must at least try. Take a partner with you if you do not wish to go to the board alone. Don't be afraid to

make a mistake...we're all friends here, and we all make mistakes...but we learn from our errors and by being involved.

§ **Homework:** Homework is an important part of this course. All homework must be completed in MyMathLab, which is a website that supports this course and uses videos, homework help, and other multimedia, including your eText (the electronic version of the textbook) to help you learn.

You will need an access code the first time you register to use MyMathLab (<http://pearsonmylabandmastering.com>). The access code will come with your MyMathLab Student Access kit or can be purchased using a valid credit card at the Pearson registration website. Once you log in with the **course ID (schwinler45214)** and your access code, you will select a login and password for future logins.

Homework will consist of selected problems from the exercise set in Pearson MyLab/Mastering for each section covered in the course. The problems are similar to those in Exercises at the end of each section from the textbook. You must keep up with weekly homework to have success in this class. **Homework is due each Sunday by 11:59 pm** and will be automatically scored within Pearson MyMathLab. You get three attempts at each problem so you can learn from your mistakes, but you should not just repeatedly guess until you get the correct answer.

I recommend keeping a notebook with the problems you solve and the work you did to solve each problem so that you can use the printout of your homework and your notebook as study aids for the exams. You must score a minimum of 70% on each assigned section in MyMathLab in order to be able to continue on to the homework for the next section. Assignments that are not completed by the suggested due date will be marked "Past due". Past due assignments can still be completed after the due date, but I strongly discourage students from falling behind more than a day or two. Obviously, you should have the assigned homework completed to the best of your ability before taking the exam over the homework material as well.

No credit can be given if a question is skipped completely. There really is no excuse for skipping a question in MyMathLab entirely as there are examples and help hints to get you through each problem. View an Example walks you through a similar problem with no penalty, Help Me Solve This may take one of your three attempts away but walks you through the homework problem you're solving step-by-step, and Similar Exercise gives you another chance to demonstrate your skills by solving a similar problem. The Ask My Instructor tool also allows you to e-mail me about a problem that you are having difficulties with. Practicing your algebra skills and obtaining feedback are the reasons for doing homework. Overall, homework in MyMathLab is worth 670 points, about 45% of your final course grade in Intermediate Algebra.

§ **Projects:** In addition to the lesson homework in Pearson MyMathLab, four projects will be assigned throughout the semester. Each project will consist of 3-7 applications (word problems) that you will work using a strategy called "5-Steps for Problem Solving". Projects will be graded and returned in class with comments and feedback.

Overall, writing assignments, in-class discussion participation, board work, and projects are worth about 5% of your final course grade in Intermediate Algebra.

§ **Exams:** Four exams and a comprehensive final exam will be given. These exams are not computer-based, must be written in your own handwriting, and are designed to be 50 minutes in length. They are not multiple choice, fill-in-the-blank, or True/False, but instead give problems similar to what was learned and demonstrated in the homework. Partial credit will be given for all attempts to answer the exam questions. No credit can be given if a question is skipped completely. Exams will generally have 10-20 questions including plenty of room to work solutions on the exam itself. The Final Exam will be comprehensive. Exams 1-4 are worth 125 points (about 8.3%) of your final course grade in Intermediate Algebra each; the Final Exam is worth 250 points and counts for about 16.67% of your final course grade.

### Grading Policy:

Based on North Dakota state policy, students must earn a grade of C or higher to be promoted to the next level of college mathematics. Letter grades are assigned using the following scale.

Points	Grade
1350-1500	A
1200-1349	B
1050-1199	C
900-1049	D
0-899	F

### How to be Successful in Intermediate Algebra:

Math can be frustrating, but you cannot give up. Those who are successful in math persist through frustration and ask questions after giving it their best try. I understand that Intermediate Algebra is probably not your only class, but you will be more successful in algebra if you practice problems daily even though the requirements are due weekly. The assigned lesson homework problems are the *minimum* amount that you should complete. If you need to do more problems to understand the material, then you should continue to work to improve your skills in the Study Plan within Pearson MyMathLab or by working additional problems from Exercises at the end of each section in the textbook/eText. If you do not complete the problems for the current lesson, you cannot expect to understand the material in the succeeding lesson.

### Here are my tips for success:

1. Read! Read the textbook/eText, not just the problem examples. Algebra textbooks don't read like novels. Read slowly, practice problems on paper, and jot down questions. You may not understand everything the first time you read it, but that is not an excuse to avoid reading. Then re-read the lesson! You'll understand more the second time around and may even answer some of your own questions after the second read.
2. Practice! Work problems...that is, do your homework! The real key to success in mathematics is working problems and practicing your algebra skills, daily if possible. The more problems you practice, the better you get at working problems. The problems you are struggling with are the ones you should spend more time on. Homework is necessary practice for tests, which will be similar to the homework and project assignments. Test questions will expect you to apply algebra concepts, use proper algebraic symbolism and notation, and interpret your results.
3. Be patient! Don't expect to understand a topic the first time around. Remember topics in mathematics are not always understandable the first time they are encountered. That's just the way it is in math. Expecting to understand everything you come across immediately will only lead to disappointment and frustration.
4. Spend as much time as it takes for you to get to the level you want to attain. There is no set formula for the exact amount of time you need to spend on math to master it. You will find out quickly - probably on the first test - if you are spending enough time studying. Even if it turns out that you have to spend two or three hours on each section to master it, then that's how much time you should take. Spending less time than that will not allow you to be successful. The ultimate goal is to be able to work problems **without aid**.
5. Learn to use your calculator. Students are encouraged to use a TI-83 or TI-84 calculator (no TI-89 please) to complete assignments. Calculators are not required for this class, but you may find them useful when you do your assignments, and you may use them when you take tests. The TI-83 or TI-84 Plus calculator will, however, be required for your next class, MATH 103-College Algebra or MATH 210-Elementary Statistics, for example.
6. Ask for help! This course is cumulative — what you learn at the beginning you will need to know at the end—do not wait too long before asking for help. E-mail [kimberly.schwinler@minotstateu.edu](mailto:kimberly.schwinler@minotstateu.edu) or phone me at (757) 968-3320. I am always happy to help students with algebra questions and concerns.
7. Work together and learn with your classmates. By communicating about algebra, you'll learn more algebra.

### Free Online Tutoring!

**Smarthinking** is an online tutoring service that includes tutorials and live chat twenty-four hours a day, seven days a week! To access Smarthinking, login to Moodle by going to [www.dakotacollege.edu](http://www.dakotacollege.edu) > online students > go to class. You will login using your CampusConnection username and password. Once logged in, click on the DCB Learning Center link. Then locate Resources and Technology, and click on the Smarthinking link. If you have questions about Smarthinking, please contact the distance education office at 1-888-918-5623. **The Khan Academy** has an extensive library of content, including interactive challenges, assessments, and videos that students can access from any computer with access to the

internet. If you're stuck on a topic, visit [www.khanacademy.org](http://www.khanacademy.org) and find a video and an exercise to help you out!

### **Technical Support:**

For help with MyMathLab, contact Pearson Student Support (<http://www.pearsonmylabandmastering.com/northamerica/students/support/index.html>). Direct your inquiries about course operations to the instructor. For issues involving your computer or software issues, contact the MSU Help Desk (<http://www.minotstateu.edu/itcentral/help.shtml>).

### **Student Email Policy**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student. Therefore, you **MUST** use your school e-mail address to create your MyMathLab account!

### **ADA Accommodation Statement:**

In coordination with the Disability Support Service, reasonable accommodations will be provided for qualified students with disabilities (LD, Orthopedic, Hearing, Visual, Speech, Psychological, ADD/ADHD, Health Related & Other). Please contact the instructor during the first week of class to make arrangements. Accommodations and alternative format print materials (large print, audio, disk or Braille) are available through the Disability Support Service, located in the basement of Lura Manor, phone number 701-858-3371 or [evelyn.klimpel@minotstateu.edu](mailto:evelyn.klimpel@minotstateu.edu).

Dakota College at Bottineau does not discriminate on the basis of sex, religion, creed, national origin, race, age, disability, or any other basis prohibited by law. If you believe you have been discriminated against unlawfully, please bring this matter to the attention of your instructor or the MSU's Human Resource Office at 701-858-3352.

### **Title IX Statement:**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to accountability and support. If you or someone you know has been harassed or assaulted, you can find the appropriate resources off/on Minot State University's campus. These resources include:

Lisa Dooley  
Title IX Coordinator  
Memorial Hall, 4th floor, Room 412  
701-858-3447  
[lisa.dooley@minotstateu.edu](mailto:lisa.dooley@minotstateu.edu)

MSU Counseling (Confidential)  
701-858-3371

Domestic Violence Crisis Center (Confidential)  
24/7 Crisis Line: 701-857-2200  
24/7 Rape Crisis Line: 701-857-2500

MSU Campus Safety & Security  
701-858-HELP (4357)

Minot Police Department  
911/701-852-0111

You can find additional information regarding Dakota College at Bottineau and Title IX at <http://dakotacollege.edu/student-life/safety/title-ix/>.

**Dates to Remember:**

Beginning Tuesday, August 23, 2016, we will meet Monday, Tuesday, Wednesday, and Thursday from 1:00-1:50 pm in Model Hall Room 207 each week until Thursday, December 8, 2016 unless specified below.

T Aug 23	Class begins; Course syllabus, MyMathLab, and resources discussion
W Aug 31	Last day to add a class in CampusConnection Last day to drop a class or withdraw from all classes and received a 100% refund
M Sep 5	Labor Day, University closed
W Oct 12	Assessment Day; no classes before 3 pm
M Oct 17	Midterm Grades
R Nov 10	Last day to drop
F Nov 11	Veteran's Day, University closed
R Nov 24	Thanksgiving, University closed
F Nov 25	Thanksgiving holiday, no classes
R Dec 8	Course Evaluation Final Exam Prep
Dec 12-16	Finals Week (our Final is Thursday, December 15 <sup>th</sup> from 12:00-1:50 pm)
M Dec 19	Course grades due to the Registrar

## Class Meeting Schedule

Below you will find the course lesson, exam, and final exam schedule. The dates indicated in the column to the right are required submission deadlines meant to encourage diligent practice and the ongoing development of your algebra skills.

Two to five sections will be assigned for each weekly lesson. Each lesson consists of the in-class lecture/notes followed by eText readings and homework in Pearson MyLab/Mastering (MyMathLab). On occasion, a project may be assigned to accompany a lesson. Topics and assignments for each week are due as assigned in the table below. Homework scores will be available in MyMathLab. Projects and exams will be graded within one week.

If you are unable to submit an assessment on time, you are 1) still required to submit the assessment as soon as possible, and 2) required to notify the instructor of your circumstances for being late and to request more time.

Lesson	Topic	To Do	Points	Required Submission Deadline
Lesson 1	Sets, Real Numbers, Operations on the Set of Real Numbers	Study Lesson 1 notes from class and read the eText Sections R.1-R.2 from Chapter Contents in MyMathLab  Do Lesson 1 Homework in MML; complete "Tell Me About Yourself" worksheet	50 MML Homework points  + 5 "Tell me about yourself"	Lesson 1 Homework due Sunday, August 28, 2016
Lesson 2	Evaluating Expressions, Properties of Real Numbers, Using the Properties	Study Lesson 2 notes from class and read the eText Sections R.3-R.4 from Chapter Contents in MyMathLab  Do Lesson 2 Homework in MML.	33 MML Homework points	Lesson 2 Homework due Sunday, September 4, 2016
Lesson 3	Linear Equations in One Variable, Formulas, Applications	Study Lesson 3 notes from class and read the eText Sections 1.1-1.4 in MyMathLab  Do Lesson 3 Homework in MML; do Project 1 (given in class)	38 MML Homework points  + 28 Project 1	Lesson 3 Homework due Sunday, September 11, 2016  Project 1 due Monday, September 12 in class.
Lesson 4	Inequalities, Compound Inequalities, Absolute Value Equations and Inequalities	Study Lesson 4 notes from class and read the eText Sections 1.5-1.7 from Chapter Contents in MyMathLab  Do Lesson 4 Homework in MML; do Project 2 (given in class)	46 MML Homework points  + 16 Project 2	Lesson 4 Homework, due Sunday, September 19, 2016  Project 2 due Monday, September 19 in class.



<b>Exam 1</b>		Write Exam 1 in class over Lessons 1-4 (assigned sections in Chapters R and 1)	125 Exam 1	<b>Exam 1</b> will be given in class on <b>Thursday, September 22, 2016</b>
Lesson 5	Graphing Lines, Slope of a Line, Equation of a Line	Study Lesson 5 notes from class and read the eText Sections Sections 2.1-2.3 from Chapter Contents in MyMathLab  Do Lesson 5 Homework in MML	57 MML Homework points	Lesson 5 Homework due Sunday, September 25, 2016
Lesson 6	Linear Inequalities and Their Graphs, Functions and Relations	Study Lesson 6 notes from class and read the eText Sections Sections 2.4-2.6 from Chapter Contents in MyMathLab  Do Lesson 6 Homework in MML	50 MML Homework points	Lesson 6 Homework due Sunday, October 2, 2016
Lesson 7	Solving Systems by Graphing and Substitution, The Addition Method, Systems of Linear Equations in 3 Variables	Study Lesson 7 notes from class and read the eText Sections Sections 3.1-3.3 from Chapter Contents in MyMathLab  Do Lesson 7 Homework in MML; do Project 3 (given in class)	20 MML Homework points  + 16 Project 3	Lesson 7 Homework due Sunday, October 9, 2016  Project 3 due Monday, October 10 in class.
<b>Exam 2</b>		Write Exam 2 in class over Lessons 5-7 (assigned sections in Chapters 2 and 3)	125 Exam 2	<b>Exam 2</b> will be given in class on <b>Thursday, October 13, 2016</b>
Lesson 8	Exponents and Scientific Notation, the Power Rules, Polynomials and Polynomial Functions, Multiplying Binomials	Study Lesson 8 notes from class and read the eText Sections Sections 4.1, 4.2, and 4.4 from Chapter Contents in MyMathLab  Do Lesson 8 Homework in MML	59 MML Homework points	Lesson 8 Homework due Sunday, October 16, 2016
Lesson 9	GCF, Factoring by Grouping, and Special Factorizations, Factoring Trinomials	Study Lesson 9 notes from class and read the eText Sections Sections 5.1-5.3 from Chapter Contents in MyMathLab  Do Lesson 9 Homework in MML	45 MML Homework points	Lesson 9 Homework due Sunday, October 23, 2016
Lesson 10	Factoring Strategy, Solving Equations by Factoring	Study Lesson 10 notes from class and read the eText Sections Sections 5.4-5.5 from Chapter Contents in MyMathLab  Do Lesson 10 Homework in MML do Project 4 (given in class)	30 MML Homework points  + 15 Project 4	Lesson 10 Homework due Sunday, October 30, 2016  Project 4 due Monday, October 31 in class.

Lesson 11	Rational Expressions and Functions, Multiplication and Division, Addition and Subtraction	Study Lesson 11 notes from class and read the eText Sections Sections 6.1-6.2 from Chapter Contents in MyMathLab  Do Lesson 11 Homework in MML	30 MML Homework points	Lesson 11 Homework due Sunday, November 6, 2016
Lesson 12	Complex Fractions, Division of Polynomials, and Solving Rational Equations	Study Lesson 12 notes from class and read the eText Sections Sections 6.3, 4.5, 11.1, 11.2, and 6.4 from Chapter Contents in MyMathLab  Do Lesson 12 Homework in MML	45 MML Homework points	Lesson 12 Homework due Sunday, November 13, 2016
<b>Exam 3</b>		Write Exam 3 in class over Lessons 8-12 (assigned sections in Chapters 4, 5, 6, and 11)	125 Exam 3	<b>Exam 3</b> will be given in class on <b>Thursday, November 17, 2016</b>
Lesson 13	Radicals, Rational Exponents, Operations with Radicals	Study Lesson 13 notes from class and read the eText Sections Sections 7.1-7.5 from Chapter Contents in MyMathLab  Do Lesson 13 Homework in MML	60 MML Homework points	Lesson 13 Homework due Sunday, November 20, 2016
Lesson 14	Quotients, Powers, and Rationalizing Denominators, Solving Radical Equations, Complex Numbers	Study Lesson 14 notes from class and read the eText Sections Sections 7.3, 7.5-7.7 from Chapter Contents in MyMathLab  Do Lesson 14 Homework in MML	55 MML Homework points	Lesson 14 Homework due Sunday, November 27, 2016
Lesson 15	Factoring and Completing the Square, the Quadratic Formula, Equations Quadratic in Form, and Quadratic Functions and their Graphs	Study Lesson 15 notes from class and read the eText Sections Sections 8.1-8.3, 9.2-9.3 from Chapter Contents in MyMathLab  Do Lesson 15 Homework in MML	52 MML Homework points	Lesson 15 Homework due Sunday, December 5, 2016
<b>Exam 4</b>		Write Exam 4 in class over Lessons 13-15 (assigned sections in Chapters 7, 8, and 9)	125 Exam 4	<b>Exam 4</b> will be given in class on <b>Thursday, December 8, 2016</b>
<b>Comprehensive Final Exam</b>		Write Final Exam over all MATH 102 topics	250 Final Exam	<b>Final Exam</b> will be given in class on <b>Thursday, December 15, 2016</b> from <b>12:00-1:50 pm</b>
<b>MML Points Total</b>			670	
			<b>Total Points: 1500</b>	

\*This plan is tentative and subject to change at any time throughout the semester.



# MATH 103 - College Algebra

4 credits

Instructor: Jessica Deichert

**Course Description:** This course covers the following topics:

- Linear and Quadratic Equations
- Radicals
- Exponents and Logarithms
- Rational Expressions
- Systems of Linear Equations
- Functional Notation
- Graphing Functions

**Prerequisite:** MATH 102 Intermediate Algebra, ASC 93 Algebra Prep III, placement by math placement test or instructor approval.

**Course Objectives:** The student will be introduced to the topics above which require certain techniques for solutions. We will develop ideas and methods for applying these techniques leading to a solution or resolution of the question. During the course the student will be exposed to the use and application of the graphics calculator in the appropriate areas.

**Class Schedule:** MWThF 7:40am - 8:30am  
(Possibly some Tuesdays depending on which schedule we decide on)

Monday	Tuesday	Wednesday	Thursday	Friday
7:40am-8:30am		7:40am-8:30am	7:40am-8:30am	7:40am-8:30am

**Instructor:** Jessica Deichert

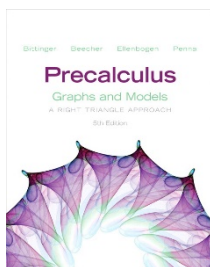
Phone: (701) 597-3355

E-mail: [jessica.deichert@k12.nd.us](mailto:jessica.deichert@k12.nd.us)

**Tentative Course Outline:** (This may be off a bit depending on the schedule chosen.)

<b>Chapter</b>	<b>Topics</b>	<b>Dates</b>
Chapter R Sections R.1-R.8	Basic Concepts of Algebra	Weeks 1-3
Chapter 1 Sections 1.1-1.6	Graphs, Functions, and Models	Weeks 4-5
Chapter 9 Sections 9.1 & 9.3	Systems of Equations & Inequalities	Week 6
Chapter 2 Sections 2.1-2.6	More on Functions	Weeks 7-9
Chapter 3 Sections 3.1-3.5	Quadratic Functions and Equations; Inequalities	Weeks 10-11
Chapter 4 Sections 4.1-4.6	Polynomial Functions and Rational Functions	Weeks 12-14
Chapter 5 Sections 5.1-5.6	Exponential Functions and Logarithmic Functions	Weeks 15-16

**Required Text:** *Precalculus Graphs and Models 5<sup>th</sup> Edition* by Bittinger, Beecher, Ellenbogen and Penna with MyMathLab online learning software. Pearson Publishing.



*MyMathLab Learning Software Website:* [www.mymathlab.com](http://www.mymathlab.com)

### **Course Requirements:**

The sequential nature of mathematics deems it necessary for students to attend class on a regular basis, therefore one of the course requirements is regular attendance. Learning algebra is an investment of time. Algebra is learned best by practice, reflect, and practice some more. Understanding the examples provided by the instructor and textbook is a good first step. However, to truly know the material, you should be able to look at a problem, know how to proceed, and carry out the steps **WITHOUT ASSISTANCE**. The independent practice and graded homework provide opportunities for you to get to that point. Passing grades on quizzes and tests demonstrate that you have indeed learned the skills taught.

**Homework Assignments:** These are graded assignments that can be done multiple times. Only the highest score will be used. These assignments close at 11:59 PM, Central Daylight Time on the night before the corresponding chapter test. Do the work well in advance. If the assignment is done after the posted due date, 30% will be deducted from your score.

**Tests:** Six graded tests are administered over the semester. Students are allowed one attempt on each test and must be completed in one sitting. If a student leaves the classroom during a test, the test will be collected and graded. Tests must be taken on the day they are given or previous arrangements must be made prior to the test day. **If you miss an exam you must contact me within 24 hours of the missed exam to arrange for a time to make up the exam. Exams must be made up within 72 hours of the original exam time. If you do not contact me within 24 hours, a grade of 0 will be entered for the exam that was missed. Students are only allowed to make up ONE exam per course. The exam grade will be docked 10% per day for late points. Cheating on tests will not be tolerated. If you are caught cheating, that will result in an automatic 0 for the exam.**



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

### Classroom Policies:

- Respect is to be shown towards the instructor and fellow students in the classroom.
- Attendance and participation is expected. You are responsible for the activities of each class period. If you know of a conflict ahead of time, you are welcome to submit assignments early.
- Show up to class on time and be prepared (pencil, notebook, calculator, etc).
- Learning activities and evaluation will occur in the MyMathLab learning system and requires Internet connectivity.
- **Electronic Devices:** Silence cellular phones, pagers, CD players, radios, and similar devices in the classroom and laboratory facilities. If this is an IVN course, cell phone must be turned off at all times in class! I will not tolerate texting, playing games, watching videos or anything else that is disruptive to the class and others around you. You will be asked once to put the phone away, if asked again you will be asked to leave. (If you are expecting an important phone call, please inform me before class.)
- **Do NOT wear headphones during class or tests. They are not allowed.**
- The syllabus is a living document that is subject to change. All assignments will be confirmed during the class prior to their due date. The instructor reserves the right to allow the class agenda to fluctuate as the course progresses.

**Student Email Policy:** Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

**General Education Goals/Objectives:**

- Goal 2: Demonstrates knowledge and application of technology.
  - Objective 2: Uses electronic resources for course related assignments and information
    - Skill 1: Selects appropriate program on the graphing calculator to solve problems
- Goal 3: Demonstrates the ability to convert, calculate, and analyze a variety of mathematical problems
  - Objective 1: Utilizes mathematical equations to solve problems
    - Skill1: Solves equations and problems using the appropriate method
  - Objective 2: Applies practical application of mathematics to everyday life
    - Skill3: Solves word problems

**Relationship to Campus Theme:** The student will use the graphing calculator to model application problems in nature, economics, science, psychology, etc. Communication with others will be emphasized.

**Academic Integrity:** The academic community is operated on the basis of honesty, integrity and fair play. It is the expectation that all students, as members of the college community, adhere to the highest levels of academic integrity. This means that:

- Students are responsible for submitting their own work. Student work must not be plagiarized.
- Students must not cooperate on oral or written examinations or work together on evaluated assignments without authorization.
- If there is evidence of cheating on an exam the student will receive an F on the respective exam.

**Disabilities and Special Needs:** If you have a disability for which you need accommodation, contact the Learning Center to request disability support services: phone 701-228-5477 or toll-free 1-888-918-5623.

## Dakota College at Bottineau Course Syllabus

### Course Prefix/Number/Title:

Math 103 College Algebra, 4 credits

### Course Description:

Linear and quadratic equations, radicals, exponents and logarithms, rational expressions, systems of linear equations, functional notation, sequences, and series.

### Course Objectives:

The student will be introduced to the topics above which require certain techniques for solutions. We will develop ideas and methods for applying these techniques leading to a solution or resolution of the question. During the course the student will be exposed to the use and application of the graphing calculator in the appropriate areas.

### Instructor:

Scott Johnson

### Office:

Nelson Science Center 110

### Office Hours:

MWF 1:00-2:00

### Phone:

(701)-228-5474

### Email:

scott.johnson@dakotacollege.edu

### Lecture:

MTWF 10:00, NSC 105 and 11:00, NSC 105

### Textbook/Calculator:

College Algebra 5e by James Stewart, Lothar Redlin, Saleem Watson, Brooks/Cole, 2009.  
TI-83 or TI-84 Series

**Course Requirements:**

The sequential nature of mathematics deems it necessary for students to attend class on a regular basis, therefore one of the course requirements is regular attendance. Grades will be based on five exams using the following scale.

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 59-0%

**Tentative Course Outline:**

Real Numbers, operations and properties

Linear Equations and Inequalities

Polynomials: 1. Operations 2. Factoring

Rational expressions and Polynomial division

Rational Exponents and Radicals

Quadratics and the Quadratic Formula

Graphing Linear Equations and Inequalities

Functions; linear, quadratic, polynomial, exponential, logarithmic

Linear systems and matrices

Sequences and Series

**General Education Goals/Objectives:**

Goal 2: Demonstrates knowledge and application of technology

Objective 2: Uses electronic resources for course related assignments and information

Skill 1: Selects appropriate program on the graphing calculator to solve problems

Goal 3: Demonstrates the ability to convert, calculate, and analyze a variety of mathematical problems

Objective 1: Utilizes mathematical equations to solve problems

Skill1: Solves equations and problems using the appropriate method

Objective 2: Applies practical application of mathematics to everyday life

Skill3: Solves word problems

**Relationship to Campus Theme:**

Mathematics 103 emphasizes technology through the use of graphic calculators and nature through wildlife population modeling.

**Classroom Policies:**

Please refrain from any behavior that would disrupt the class. Cell phones can only be used in emergency situations and they must be turned to vibrate. The academic environment is an open and harassment free environment. Participation is encouraged.



**Academic Integrity:**

If there is evidence of cheating on an exam the student will receive an F on the respective exam.

**Disabilities and Special Needs:**

If you have a disability for which you will need accommodation, contact the Learning Center to request disability support services.

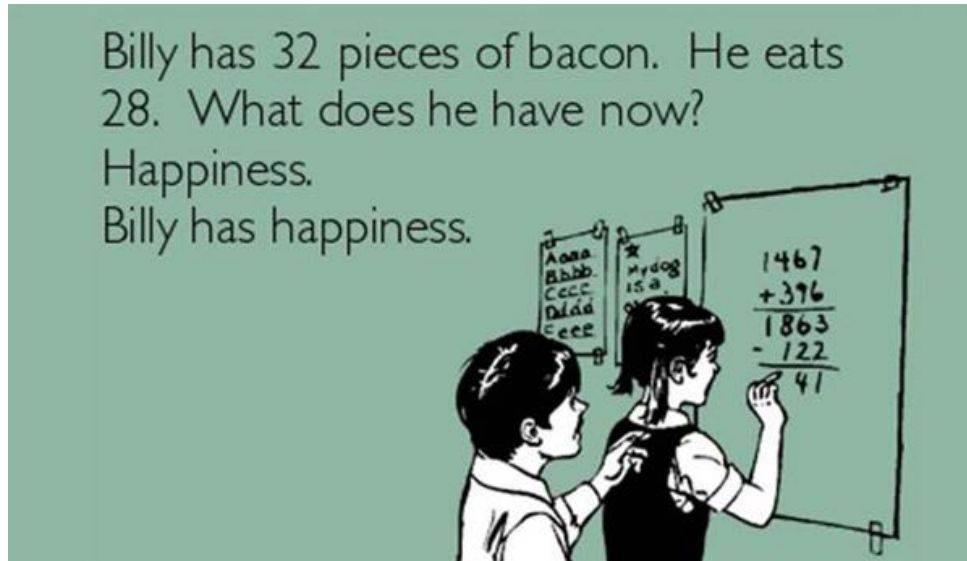
Thatcher Hall 1104; phone 701-228-5477 or toll free 1-888-918-5623.

**Student Email Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

# Welcome to College Algebra Online!

## MATH 103 Syllabus—Spring 2016



**Instructor:** Connie Blair

**Office:** Online!

**Contact:** [connie.blair@minotstateu.edu](mailto:connie.blair@minotstateu.edu) or (701) 858-4042

**Office Hours:** use the email tool within MyMathLab. Email messages will be checked daily, Monday through Friday. (NOTE: You will receive a quicker response if you contact by e-mail rather than by Moodle Mail!)

**Technical Problems:** If you have a technical program with *Moodle*, contact the DCB Distance Education office by calling (701) 228-5479 or 1-888-918-5623. You can also call the ND University System Moodle help desk at 1-866-940-0065. If you have a technical problem with *MyMathLab* please contact MyMathLab Student Help at 1-844-292-7015

**Class Schedule:** Online; homework and tests must be completed on or before the due date listed on the course calendar. You may, however, work ahead!

**Pre-requisites: MATH 102:** Intermediate Algebra with a “C” or better, or a designated math placement test score.

**Welcome to College Algebra online!** This intensive four credit course will span sixteen weeks. Throughout this course you will be asked to complete daily homework assignments (Monday—Thursday), chapter tests, as well as a mid-term and final exam. Topics covered will include linear and quadratic equations, radicals, exponents and logarithms, rational expressions, system of linear equations, functional notation, graphing sequences, and series. This course will utilize the MyMathLab system for homework and quizzes. Tests will be taken in MyMathLab with the aid of a proctor. While we will have no direct contact, *I am here to help!* Utilize the “help me solve this!” feature in MyMathLab when you are stuck on a question, or e-mail me when you are finding a section or chapter particularly difficult. ***You are not in this alone!***



## Course Objectives/Student Outcomes

Students will learn techniques for solving problems related to the topics listed above. Students will develop *ideas* and *methods* for applying techniques to find solutions or resolutions to questions requiring algebraic reasoning. A graphing calculator (TI-83 or TI-84) may be utilized when appropriate.



## Learning Environment

This course utilizes an online learning system called MyMathLab. Through MyMathLab, students will have access to worked out explanations, textbook lessons, and video demonstrations. Students may also utilize the e-mail tool to ask classmates and the instructor questions about assignments.



## Textbook

MyMathLab access code with access to *College Algebra: Graphs and Models*. 5<sup>th</sup> edition by Bittinger, Beecher, Ellenbogen, and Penna.

Order by e-mail at [bookstore@dakotacollege.edu](mailto:bookstore@dakotacollege.edu) or by calling (701) 228-5458



## Course Requirements

Learning algebra is an *investment of time*. Algebra is learned best by practicing, reflecting, and practicing some more. While understanding the steps in the topic explanations and video presentations is a good first step, to truly master the material you should be able to look at a problem, know how to proceed and be able to carry out the steps **WITHOUT ASSISTANCE**. The multiple attempts allowed during independent practice (including homework and practice tests) in MyMathLab provides opportunities for you to get to that point. Passing grades on chapter tests as well as the mid-term and final exam demonstrate that you have indeed mastered the skills taught.



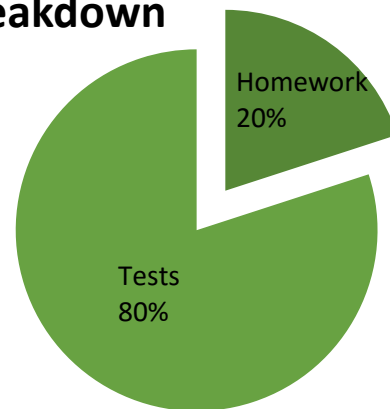
## Evaluation

### Homework—20%

Section Homework will be submitted after each section in MyMathLab and can be found under the homework tab in MyMathLab. You may work ahead, but each homework assignment must be completed by the due date listed. Grades of 80% or higher are required to proceed to the subsequent homework assignment. There is no limit to the number of times you can complete a homework assignment.

Homework Tests are to be completed at the end of each chapter and each question has a maximum of two attempts. While you may work ahead, you **must** complete a homework test by the due date listed. You will receive a 30% penalty for any homework test that is not completed by midnight on the due date.

### Grade Breakdown



### Tests—80%

Two proctored tests are administered over the eight-week term, a mid-term and a final exam. Students are allowed one attempt on each test and will need to utilize an in-person proctor when taking these exams. Check the course calendar both in MyMathLab and at the end of the syllabus for the dates of these exams. **There will be no make-ups.**

Letter grades are assigned using the following scale:

- A 89.50%-100%
- B 79.50%-89.49%
- C 69.50%-79.49%
- D 59.50%-69.49%
- F 59.49% or lower



## Relationship to Campus Theme

The student will use algebra to solve application problems in nature, economics, science, psychology, etc. The graphing calculator will be used to represent solutions visually and to find answers to complex problems.



## General Education Goals/Objectives

- Goal 2: Demonstrates Knowledge and application of technology
  - Objective 2: Uses electronic resources for course related assignments and information
    - Skill 1: Selects appropriate program on the graphing calculator to solve problems
- Goal 3: Demonstrates the ability to convert, calculate, and analyze a variety of mathematical problems
  - Objective 1: Utilizes mathematical equations to solve problems
    - Skill 1: Solves equations and problems using the appropriate method
  - Objective 2: Applies practical application of mathematics to everyday life
    - Skill 3: Solves word problems



## Student Email Policy

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student. Therefore, you MUST use your school e-mail address to create your MyMathLab account!



## Class Policies

- Regular participation is expected. This includes participation in MyMathLab, Moodle, and responding to emails from the instructor in a timely manner.
- Learning activities and evaluation will occur in the MyMathLab learning system and requires Internet connectivity.
- Students must arrange for a proctor in order to take their mid-term and final exam. The exams must be taken on the dates stated in the course calendar.
- Tests will be available for a limited period of time. The maximum time allowed for the midterm and final exam is two hours.



## Academic Integrity

The academic community is operated on the basis of honesty, integrity and fair play. It is the expectation that all students, as members of the college community, adhere to the highest levels of academic integrity. This means that

- Students are responsible for submitting their own work. Student work must not be plagiarized.
- Students must not work together on graded assignments without authorization from the instructor or get help from people, technological resources, textbooks, notes, etc. on examinations.

Violations of academic principles such as cheating, plagiarism or other academic improprieties will be handled using the guidelines outlined in the Student Handbook.

## Disabilities and Special Needs

If you have a disability for which you need accommodation, contact the Learning Center to request disability support services.

Phone: (701) 228-5477

Toll Free: 1-888-918-5623



## Key Considerations for Academic Success

- Be an active participant in class every day. Use the e-mail tool to ask your classmates questions and don't forget to utilize your instructor!
- Balance school with the rest of your life. Plan enough study time to do well in this class. You can expect to spend 2-3 hours on each homework assignment.
- Use good study habits and get academic assistance at the first warning sign! If you are struggling with a topic or homework assignment don't hesitate to ask someone!
- Understand the impact of dropping classes both academically and financially.
- Don't put off for tomorrow what you can do today.



## Free Online Tutoring!

**Smarthinking** is an online tutoring service that includes tutorials and live chat twenty-four hours a day, seven days a week! To access Smarthinking, login to *Moodle* and click on the *DCB Learning Center* link. Then locate *Resources and Technology*, and click on the *Smarthinking* link. If you have questions about Smarthinking, please contact the distance education office at 1-888-918-5623.

**The Khan Academy** has an extensive library of content, including interactive challenges, assessments, and videos that students can access from any computer with access to the internet. If you're stuck on a topic, visit [www.khanacademy.org](http://www.khanacademy.org) and find a video and an exercise to help you out!

## MATH 103 Fall 2016 Due Dates

August 2016						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22 First day of class, Welcome! Read through syllabus, complete syllabus quiz, and complete the Chapter O homework assignment	23 <b>R.1: The Real Number System</b>	24 R.2: Exponents and Order of Operations	25 R.3: Add, Subtract, and Multiply Polynomials	26	27
28	29 R.4: Factoring	30 R.5: The Basics of Equation Solving	31 R.6: Rational Expressions <b>Last day to drop with 100% refund</b>			
September 2016						
				1 R.7: Radical Notation and Rational Exponents	2	3
4	5 	6 Review for Chapter R Homework Test	7 Chapter R Homework Test	8 Chapter 1.1: introduction to Graphing	9	10
11	12 1.2: Functions and Graphs	13 1.3: Linear Functions, Slopes, and their Applications	14 1.4: Equations of Lines and Modeling	15 1.5: Linear Equations, Functions, Zeros, and their Applications	16	17
18	19 1.6: Solving Linear Inequalities	20 6.1: Systems of Equations in Two Variables	21 6.7: Graph of Linear Inequalities	22 Review for Chapter 1&6 Homework Test	23	24
25	26 Chapter 1&6 Homework Test	27 <b>2.1: Increasing, Decreasing, and Piecewise Functions</b>	28 2.2: The Algebra of Functions	29 2.3: The Composition of Functions	30	
<a href="#">Jul-Aug 2016</a>	Printfree.com <a href="#">Printable Calendars</a>					<a href="#">Sep-Oct 2016</a>

October 2016						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 2.4: Symmetry	5 2.5: Transformations	5 2.6: Variation and Applications	6 Review for Chapter 2 Homework Test	7	8
9	10 Chapter 2 Homework Test	11 Study for Mid-Term	12 Study for Mid-Term	13 Study for Mid-Term	14 Mid-term grades are due	15
16	17 Mid-Term Exam Window	18 Mid-Term Exam Window	19 Mid-Term Exam Window	20 Mid-Term Exam due at 3:00 pm	21	22
23	24 3.1: The Complex Numbers	25 3.2: Quadratic Equation, Functions, Zeroes, and Models	26 3.3: Analyzing Graphs of Quadratic Functions	27 3.4: Solving Rational and Radical Equations	28	29
30	31					
November 2016						
	31 3.5: Solving Equations and Inequalities with Absolute Value	1 Review for Chapter 3 Homework Test	2 Review for Chapter 3 Homework Test	3 Chapter 3 Homework Test	4	5
6	7 4.1: Polynomial Functions and Modeling	8 4.2: Graphing Polynomial Functions	9 4.3: Polynomial Division	10 4.4: Theorems about Zeros of Polynomial Functions Last day to drop a class or withdraw from school Graduation Applications due	11 	12
13	14 4.5: Rational Functions	15 4.6: Polynomial and Rational Inequalities	16 Review for Chapter 4 Homework Test	17 Chapter 4 Homework Test	18	19
20	21 5.1: Inverse Functions	22 5.2: Exponential Functions and Graphs	23 5.3: Logarithmic Functions and Graphs	24 	25	26
27	28 5.4: Properties of Logarithmic Functions	29 5.5: Solving Exponential and Logarithmic Equations	30 5.6: Applications and Models: Growth & Decay and Compound Interest			
<a href="#">Sep-Oct 2016</a>	Printfree.com Printable Calendars					<a href="#">Nov-Dec 2016</a>



December 2016						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 Review for Chapter 5 Homework Test	2	3
4	5 Chapter 5 Homework Test	6 Review for Final Exam	7 Review for Final Exam	8 Review for Final Exam	9	10
11	12 Final Exam Window	13 Final Exam Window	14 Final Exam Window	15 Final Exam due by 3:00 pm	16	17
18	19	20	21	22	23	24
25	26 	27	28	29	30	31
January 2017						
1 	2	3	4	5	6	7
8	9 Classes start at 4pm	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
<a href="#">Nov-Dec 2016</a>	Printfree.com Printable Calendars				<a href="#">Jan-Feb 2017</a>	

**DCB Syllabus for College Algebra:**

1. Real Numbers, operations and properties -
2. Linear Equations and Inequalities
3. Polynomials: 1. Operations 2. Factoring
4. Rational expressions and Polynomial division
5. Rational Exponents and Radicals
6. Quadratics and the Quadratic Formula
7. Graphing Linear Equations and Inequalities
8. Functions; linear, quadratic, polynomial, exponential, logarithmic
9. Linear systems and matrices
10. Sequences and Series

**How I cover material:**

1. Use supplemental material, Algebra I book or Algebra II book
2. Parts of Chapter 1 (Functions and Their Graphs), Parts of Chapter 7 (Systems of equations and Inequalities)
3. Chapter 2 (Polynomial and Rational Functions)
4. Chapter 2
5. Chapter 1, may have to use supplemental material
6. Chapter 2 Section 2.1 Quadratic functions and their models
7. Chapter 1 and Chapter 7
8. Chapter 1, may have to use some supplemental material
9. Chapter 8 (Matrices and Determinants)
10. Parts of Chapter 9 (Sequences, Series, and Probability)

In other words I would teach Chapter 1, 2, 7, 8, and 9 with some supplemental material

## Dual Credit College Algebra Syllabus

### College Course Title

Math 103 at Dakota College in Bottineau

### Course Description

Linear and quadratic equations, radicals, exponents and logarithms, rational expressions, systems of linear equations, functional notation, sequences, and series.

### Course Objectives

The student will be introduced to the topics above which require certain techniques for solutions. We will develop ideas and methods for applying these techniques leading to a solution or resolution of the questions. During the course the student will be exposed to the use and application of the graphing calculator in the appropriate areas.

### Instructor

Dana Schmidt

### Calculator

TI-83, TI-84, or TI-89

### Course Requirements

Grades are weighted as follows:

10% Homework

30% Quizzes

60% Tests

This course includes a final weighted  
as follows:

80% Course Work

20% Final

The following is the grading scale:

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 0-59%

### Course Outline

A tentative course outline and homework assignments can be found at the class website:

<https://sites.google.com/site/schmidtmath2/college-algebra>

# Finite Math

MATH 104 Finite Math (3 semester credits)

**Course Description:** An extension of basic algebra to areas that have applications in the economic, behavior, social, and life science. Topics include systems of linear equations and inequalities, matrices, linear programming, mathematics of finance, elementary probability and descriptive statistics.

**Prerequisite(s):** ASC 093 or ACT Math Score of 21 or Placement Test

**Instructor:** Harmony Richman

harmony.richman@vcsu.edu

701-845-7658

McFarland 134

**Delivery Method:** Online

**Office Hours:** By appointment

**Textbook:** Finite Mathematics 11<sup>th</sup> Edition; Lial, Greenwell and Ritchey. ISBN-10: 0133864472 ISBN-13 9780133864472

**Course Requirements:** Students are expected to:

- Participate regularly in class discussions.
- Submit graded assignments by dates posted on the course calendar.
- Read assigned textbook chapters.
- Do ungraded, independent practice exercises.
- Submit assigned textbook problems as pdf or jpeg files.
- Complete graded quizzes/tests.

**Course Objectives/Student Outcomes:** The students will be able to:

- Work with elementary probability.
- Work with mathematics of finance.
- Solve systems of linear equations.
- Solve systems of linear inequalities.
- Work with linear programming.
- Work with statistics.
- Demonstrate an understanding of matrices.

**Relationship to Campus Theme:** The course addresses the campus theme by exploring real world applications of mathematics in economics, behavioral, social and life science.

**Grading Criteria:** Your final grade is determined by dividing total points earned by total points possible. Points will be awarded for math activities, selected textbook exercises, online math assignments, reflections, and tests.

Grades will be calculated using the following criteria:

A 90% - 100%  
C 70% - 79%  
F ≤ 59%

B 80% - 89%  
D 60% - 69%

**Schedule (subject to change):**

Week	Topic
Week 1	Welcome! 2.1 Solution of Linear Systems by the Echelon Method 2.2 Solution of Linear Systems by the Gauss-Jordan Method
Week 2	2.3 Addition and Subtraction of Matrices 2.4 Multiplication of Matrices
Week 3	2.5 Matrix Inverses 2.6 Input-Output Models
Week 4	3.1 Graphing Linear Inequalities 3.2 Solving Linear Programming Problems Graphically
Week 5	3.3 Applications of Linear Programming Chapter 2 and 3 Test
Week 6	5.1 Simple and Compound Interest 5.2 Future Value of an Annuity
Week 7	5.3 Present Value of an Annuity; Amortization Chapter 5 Test
Week 8	7.1 Sets 7.2 Applications of Venn Diagrams
Week 9	7.3 Introduction to Probability 7.4 Basic Concepts of Probability
Week 10	7.5 Conditional Probability; Independent Events Chapter 7 Test
Week 11	8.1 The Multiplication Principle; Permutations 8.2 Combinations
Week 12	8.3 Probability Applications of Counting Principles 8.4 Binomial Probability
Week 13	8.5 Probability Distributions; Expected Value Chapter 8 Test
Week 14	9.1 Frequency Distributions; Measures of Central Tendency 9.2 Measures of Variation
Week 15	9.3 The Normal Distribution 9.4 Normal Approximation to the Binomial Distribution
Week 16	Final Project Chapter 9 Test

**Student Email Policy:** Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

**Academic Integrity:** The academic community is operated on the basis of honesty, integrity and fair play. It is the expectation that all students, as members of the college community, adhere to the highest levels of academic integrity. This means that:

- Students are responsible for submitting their own work. Student work must not be plagiarized.
- Students must not work together on graded assignments without authorization from the instructor or get help from people, technological resources, textbooks, notes, etc. on examinations.

Violations of academic principles such as cheating, plagiarism or other academic improprieties will be handled using the guidelines outlined in the student handbook on pages 18, 19, and 37.

**Disabilities and Special Needs:** If you have a disability for which you need accommodation, contact the Learning Center to request disability support services: phone 701-228-5477 or toll-free 1-888-918-5623.

## Dakota College at Bottineau Course Syllabus

### Course Prefix/Number/Title:

Math 107 PreCalculus, 4 credits

### Course Description:

Trigonometric functions, solving triangles, analytic geometry, exponential and logarithmic functions, theory of equations, sequences, series and induction.

### Course Objectives:

The student will be introduced to the topics listed above which require certain techniques for solutions. We will develop the ideas and methods for applying these techniques leading to a solution or resolution of the question. During the course the application of the graphing calculator will be emphasized.

### Instructor:

Scott Johnson

### Office:

Nelson Science Center 110

### Office Hours:

MWF 1:00-2:00

### Phone:

(701)-228-5474

### Email:

scott.johnson@dakotacollege.edu

### Lecture:

MTWF 9:00-9:50  
Nelson Science Center 125

### Textbook/Calculator:

Precalculus by Faires and DeFranza, 4th edition Brooks/Cole Publishing,  
TI-83 or TI-84 Series

**Course Requirements:**

The sequential nature of mathematics deems it necessary for students to attend class on a regular basis, therefore one of the course requirements is regular attendance. Grades will be based on exams and selected homework assignments using the following scale.

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F= 59-0%

**Tentative Course Outline:**

1. Functions
2. Algebraic Functions
3. Trigonometric Functions
4. Exponential and Logarithmic Functions
5. Conic Sections, Polar Coordinates, and Parametric Equations

**General Education Goals/Objectives:**

Goal 2: Demonstrates knowledge and application of technology

Objective 2: Uses electronic resources for course related assignments and information

Skill 1: Selects appropriate program on the graphing calculator to solve problems

Goal 3: Demonstrates the ability to convert, calculate, and analyze a variety of mathematical problems

Objective 1: Utilizes mathematical equations to solve problems

Skill1: Solves equations and problems using the appropriate method

Objective 2: Applies practical application of mathematics to everyday life

Skill3: Solves word problems

**Relationship to Campus Theme:**

Mathematics 107 emphasizes technology through the use of graphic calculators and nature through population modeling.

**Classroom Policies:**

Please refrain from any behavior that would disrupt the class. Cell phones can only be used in emergency situations and they must be turned to vibrate. The academic environment is an open and harassment free environment. Participation is encouraged.

**Academic Integrity:**

If there is evidence of cheating on an exam the student will receive an F on the respective exam or assignment.



**Disabilities and Special Needs:**

If you have a disability for which you will need accommodation, contact the Learning Center to request disability support services.

Thatcher Hall 1104; phone 701-228-5477 or toll free 1-888-918-5623.

**Student Email Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.



# **MATH 210 – Elementary Statistics**

4 credits

Instructor: Tracy Chisholm

**Course Description:** An introduction to statistical methods of gathering, presenting and analyzing data. Topics include probability and probability distributions, confidence intervals, hypothesis testing, and linear regression and correlation.

- Data Collection & Sampling
- Descriptive Statistics
  - Organizing & Summarizing Data
  - Numerically Summarizing Data
  - Correlation & Regression
- Probability & Probability Distribution
  - Probability
  - Discrete Probability Distributions
  - The Normal Probability Distribution
- Inference: From Samples to Population
  - Sampling Distributions
  - Eliminating the Value of a Parameter
  - Hypothesis Tests Regarding a parameter
  - Inferences on Two Samples
  - Inference on Categorical Data
  - Comparing Three or More Means/ANOVA
  - Inference on the Least-Squares Regression model and Multiple Regression

Technology will be used to enhance learning and mirror statistical applications and practices in the larger world.

**Prerequisite:** MATH 103 College Algebra

## **Course Objectives:**

- To develop an understanding of basic probability and statistical concepts.
- To develop an understating of how statistics are relevant in real-life situations and in decision making processes.
- To teach students how to calculate, use, and interpret statistics correctly so that they may use this knowledge in their fields of study.
- To teach students how to use statistical technology to solve and interpret problems in elementary probability and statistics.
- To develop lifelong learning skills; students will learn to learn.
- To improve communication and collaboration with others.
- To become better problem solvers who think creatively to solve novel problems.

**Class Schedule:** online – detailed schedule is provided in the online course

**Instructor:** Tracy Chisholm

*Office:* Nelson Science Center, Room 112

*Phone:* (701) 228-5424

*E-mail:* use the Course Mail tool within the Moodle course (For out of class correspondence, you may use [tracy.chisholm@dakotacollege.edu](mailto:tracy.chisholm@dakotacollege.edu))

*Office Hours:* by appointment

### Tentative Course Outline:

This schedule is designed to give you an idea of where you should be in the course. A more detailed schedule is provided in the online course in Moodle.

<b>Chapter</b>	<b>Topic</b>	<b>Dates</b>
Chapter 1	Data Collection	Week 1
Chapter 2	Organizing and Summarizing Data	Weeks 2
Chapter 3	Numerically Summarizing Data	Weeks 2-3
Chapter 4	Describing the Relation between Two Variables	Weeks 3-4
Chapter 5	Probability	Weeks 5
Chapter 6	Discrete Probability Distributions	Weeks 6
Chapter 7	The Normal Probability Distribution	Weeks 7-8
Chapter 8	Sampling Distributions	Week 9
Chapter 9	Estimating the Value of a Parameter	Weeks 9-10
Chapter 10	Hypothesis Tests Regarding a Parameter	Weeks 11-12
Chapter 11	Inferences on Two Samples	Weeks 13-14
Chapter 12	Inference on Categorical Data	Week 15
Chapter 13	Comparing Three or More Means	Week 16
Chapter 14	Inference on the Least-Squares Regression model & Multiple Regression	Week 16
Final Exam	COMPREHENSIVE	

## Required Text/Material:

1. *Statistics: Informed Decisions Using Data, Fourth Edition* by Michael Sullivan, III with MyMathLab online learning software. Pearson Publishing.

(sold as a book and MyMathLab package from the DCB bookstore at a discounted price)



2. TI-83 or TI-84 graphing calculator.
3. Word processing software, preferably Word or the ability to convert to PDF files.
4. Adobe Reader
5. To use the multimedia material of MyLab/Mastering, you may need to download and install additional software, at no cost. I recommend you open your course in MyLab/Mastering and see what kind of plug-ins it requires, if any. Note that some software may not work in all browsers.
  - The player window that you use to answer questions online, such as the MathXL Player, the MyEconLab Player, and so on.
  - [Adobe® Flash™](#) - Needed to run the player window in most courses and to view some tutorial videos.
  - [Adobe® Reader®](#) - Needed to view online MyLab/Mastering guides and other PDF documents.
  - [Adobe Shockwave®](#) - Needed to view animations in some courses.
  - [Apple® QuickTime®](#) - Needed to view the tutorial videos and animations that accompany your course, or hear audio files in any of 30 audio, video, and image formats, including Flash.
  - [Java™](#) plug-in - Needed to view the Virtual Classroom and Chat sessions in MyLab/Mastering.
  - [RealNetworks® RealPlayer™](#) - Needed to watch streamed media animations in some courses.
  - [TestGen Player](#) plug-in - Needed to view and take online TestGen tests in MyLab/Mastering.

## Course Requirements:

Participation is expected. Learning takes place through participation and engagement in the material and the course, and thus, it is essential that you attend and actively participate in class on a regular bases. Read, log on, do the problems, interact with your peers, the material, and me, the instructor. If, by chance, an emergency requires that you miss a substantial amount of class, please let me know so we can make arrangements. I understand that life happens, so please be honest and let me know if you run into a problem.

Interaction in an online course is different than in an in-person class, but we can make it work. Use the discussion feature in Moodle to ask me and your classmates questions and check the Questions and Answers discussion folder to see if your question has already been asked answered before you ask me. I expect you to ask questions, be curious, have fun, be challenged, and interact so that your learning experience is maximized. I also hope that you will interact with your peers. Working with others to discuss the material will help you gain a better understanding of it.

As part of an online course, you will spend more time teaching yourself concepts than you may be used to doing. Thus, you may have to read and reread sections of the text book and the online notes. Read slowly, take notes, try the examples, try and retry problems using the online resources, or try odd problems in the text so you can check your answers. When you get stuck, work problems online in one of the tutorials, watch the online videos, ask another student, post a question in one of the Questions and Answers discussion folder, or call or email me after you have given it your best shot.

This course is schedule-driven, not self-paced. Thus, you must keep up and hand in assignments every week. In order to succeed you will have to work extremely hard! You will need to spend at least 1-2 hours each day reading the section and working problems (at least 8-10 hours/week or more). If you cannot commit this much time, please do not take the course because you will most likely not be successful.

### **Homework:**

Homework is an important part of this course. It is extremely important for you to read and do the homework every day! I will assign weekly homework problems. These problems are the minimum amount of homework that you should complete. If you need to do more problems to understand the material, then you should do so.

Weekly homework starts on Monday at 12:00 a.m. and is due no later than 11:59 p.m. the following Sunday (except the first week when you get an extra week in case you don't have course access right away). You get two attempts at each problem so you can learn from your mistakes, but not just repeatedly guess until you get the correct answer. Late homework will not be accepted. Keep track of your individual assignment scores inside MyLab/Mastering.

The MyLab/Mastering page is loaded with tools to help you learn - videos, animations, the book in an online format, StatCrunch (a statistical software program that is easy to use), a calculator, and other materials. Use these materials to your advantage. When working homework problems in MyLab/Mastering, you will notice icons on the side; you can click on these to pop-up videos, the calculator, StatCrunch, similar examples, and other helpful materials. Make sure you click around inside MyLab/Mastering so you can use it to its full potential.

It is up to you to keep up and not fall behind. If you do not read the text and work problems, it is highly unlikely that you will be successful in this course. You must do the homework in a timely fashion and ask questions when you get stuck. Math can be frustrating, especially when you are working on it without a face-to-face classroom for lecture, interaction, and discussion, but you cannot give up. Those who are successful in math persist through frustration, but still ask questions after giving it their best try.

## **Discussions:**

At the beginning of each week, a discussion question or problem will be posted on Monday. Your response is due no later than 11:59 p.m. the following Sunday. All discussions are to be completed in the Moodle course. Late discussions will not be accepted. You must also respond to at least one other member's response no later than the due date of that week's discussion. There are a total of 16 discussions (one per week). Each one is worth 10 points. You need to complete at least 15 of the 16 discussions (150 points total). If you complete all 16 discussions, then you can earn up to 10 bonus points.

For maximum participation points, you are expected to post at least twice throughout the week; first to introduce your thoughts, opinions, ideas, or response to the topic/question(s) posed in this threaded discussion, and second, in response to at least one comment made by a fellow student (5 points for your initial response to the questions posed + 5 points for your reply to a fellow student = 10 possible points). I strongly encourage you to send your first post by Thursday or Friday of the week, and then return a couple of days later to post your response to your classmates' ideas. This discussion will end at 11:59 pm Sunday, and you will no longer be able to add comments after that day. Each post should be well thought out, written using complete sentences and proper grammar, and should include not only your thoughts, opinions, or ideas, but also your reasons for why you feel the way you do for each initial and follow-up post.

## **Case Studies:**

At the end of each chapter is a case study which pulls together the key ideas of the chapter and has you apply these concepts in a meaningful context. Not all of these case studies have been assigned, but four of them have (chapters 2, 6, 10, and 11). Do not procrastinate on these! They require you to think about, apply, and write about the material of the course. What you hand in must reflect good writing and the correct application of the concepts of the chapter.

## **Tests:**

Three proctored unit tests and a proctored comprehensive final exam will be given during the semester. Each unit test is worth about 12% (180 points) of your final grade and the final exam is worth 24% (360 points) of your final grade.

Exams will be sent to an accepted proctor and must be emailed, faxed, or returned by mail postmarked no later than the due date of the exam. You must complete a proctor form and return it to me within the first two weeks of the course. I reserve the right to reject any proctor that I deem unacceptable. I will provide you with formula sheets to use on tests. You should use a TI-83 or TI-84 calculator on all tests. \*The TI-89, TI-Nspire or any other calculator that is a symbolic manipulator is not allowed on any tests.\* If for some reason you have to miss a test, arrangements satisfactory to the instructor must be made prior to the test to schedule a make-up (or as soon thereafter as possible for an unforeseen occurrence). If you fail to contact me within 24 hours of the test, you will receive a zero on that test.



A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

### Classroom Policies:

- Respect is to be shown towards the instructor and fellow students in the classroom.
- Regular participation is expected.
- Learning activities and evaluation will occur in the MyMathLab learning system and requires Internet connectivity.
- The syllabus is a living document that is subject to change.

**Academic Integrity:** The academic community is operated on the basis of honesty, integrity and fair play. It is the expectation that all students, as members of the college community, adhere to the highest levels of academic integrity. This means that:

- Students are responsible for submitting their own work. Student work must not be plagiarized.
- Students must not cooperate on oral or written examinations or work together on evaluated assignments without authorization.
- If there is evidence of cheating, the student will receive an F on the assignment or exam.

**Student Email Policy:** Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

### **General Education Goals/Objectives:**

- Goal 2: Demonstrates knowledge and application of technology.
  - Objective 2: Uses electronic resources for course related assignments and information
    - Skill 1: Selects appropriate electronic resources
  - Objective 4: Employs problem solving and critical thinking skills in order to solve a variety of different problems
    - Skill 1: Locates, evaluates, and applies research information
    - Skill 2: Analyzes information to determine its validity
    - Skill 3: Draws conclusions from information collected
  
- Goal 3: Demonstrates the ability to convert, calculate, and analyze a variety of mathematical problems
  - Objective 1: Utilizes mathematical equations to solve problems
    - Skill1: Solves equations and problems using the appropriate method
  - Objective 2: Applies practical application of mathematics to everyday life
    - Skill 1: Constructs tables, charts, graphs based on data
    - Skill 2: Defines and demonstrates the use of decimals, percentages, and fractions
    - Skill 3: Solves word problems
  - Objective 3: Employs problem solving and critical thinking skills in order to solve a variety of different problems
    - Skill 1: Locates, evaluates, and applies research information
    - Skill 2: Analyzes materials to determine their validity
    - Skill 3: Draws conclusions from information collected

**Relationship to Campus Theme:** The student will use the graphing calculator and StatCrunch to model application problems in nature, economics, science, psychology, etc. Communication with others will be emphasized.

**Disabilities and Special Needs:** If you have a disability for which you need accommodation, contact the Learning Center to request disability support services: phone 701-228-5477 or toll-free 1-888-918-5623.



# Mathematics for Elementary Teachers I

MATH 277 Mathematics for Elementary Teachers I (3 semester credits)

**Course Description:** A course designed to provide elementary teachers/paraprofessionals with the ability to integrate the understanding of content with the understanding of how students learn arithmetic concepts. Students study the application of arithmetic concepts of the solutions of problems.

Mathematical content includes algebra fundamentals, inductive and deductive reasoning, whole number operations, number bases, numeration systems, place value, number theory topics, sets, integers, decimals, percentages and fractions. Calculators, computers and manipulatives are used in the course.

**Prerequisite(s):** MATH 103 or instructor approval

Harmony Richman <b>Email:</b> harmony.richman@vcsu.edu <b>Phone:</b> 701- 845-7685 <b>Office Location:</b> McFarland 134  <b>Textbook:</b> <i>Mathematics for Elementary Teachers: A Conceptual Approach</i> 10 <sup>th</sup> E ebook/Connect  Bennett, A.B. and Nelson, L. T., McGraw-Hill  ISBN: 9781259293436	<b><u>Class Schedule:</u></b>	
	Monday	
	Tuesday	
	Wednesday	
	Thursday	
	Friday	
	<b><u>Office Hours:</u></b> By appointment only.	

**Course Requirements:** Students are expected to:

- Participate regularly in class.
- Submit graded work by dates posted on the course calendar.
- Read assigned textbook chapters.
- Do ungraded, independent practice exercises.
- Submit assigned textbook problems as pdf or jpeg files.
- Use manipulatives to complete online math activities.
- Complete graded assignments weekly.
- Share your reflections on teaching mathematics using national standards.
- Report on experiences working with children in elementary school.

**Course Objectives/Student Outcomes:** The students will be able to:

- Demonstrate an understanding of the mathematical concepts taught at the elementary level.
- Communicate to others an understanding of elementary – level mathematics by writing reflections on methods of teaching and by explaining strategies and steps used in problem-solving.

- Use manipulatives and models to demonstrate and explain the mathematical processes used in problem-solving.
- Utilize many distinct problem solving strategies.
- Demonstrate an understanding of developmental processes in learning mathematics through the selection of age-appropriate strategies.

**Relationship to Campus Theme:** This course is a core requirement of the Paraeducation Program, a program that requires knowledge of human nature and learning, utilization of computer equipment and other media to create lessons and deliver instruction, and understanding of the role of paraprofessionals in education.

**Grading Criteria:** Your final grade is determined by dividing total points earned by total points possible. Points will be awarded for math activities, selected textbook exercises, online math assignments, reflections, and written reports. No tests will be given.

Grades will be calculated using the following criteria:

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

**Schedule (subject to change):**

Week	Topic
Week 1	Welcome!
Week 2	1.1 Problem Solving Strategies
Week 3	1.3 Algebra & Problem Solving
Week 4	3.1 Numeration Systems
Week 5	3.2 Addition & Subtraction
Week 6	3.3 Multiplication
Week 7	3.4 Division & Exponents
Week 8	4.1 Factors & Multiples Project 1 – Report
Week 9	4.2 GCF and LCM
Week 10	5.1 Integers
Week 11	5.2 Introduction to Fractions
Week 12	5.3 Operations with Fractions
Week 13	6.1 Decimals & Rational Numbers
Week 14	6.2 Operations with Decimals

<b>Week 15</b>	6.3 Ratio, Percent, Scientific Notation
<b>Week 16</b>	6.4 Irrational & Real Numbers Course Evaluation

**Academic Integrity:** The academic community is operated on the basis of honesty, integrity and fair play. It is the expectation that all students, as members of the college community, adhere to the highest levels of academic integrity. This means that:

- Students are responsible for submitting their own work. Student work must not be plagiarized.
- Students must not work together on graded assignments without authorization from the instructor or get help from people, technological resources, textbooks, notes, etc. on examinations.

Violations of academic principles such as cheating, plagiarism or other academic improprieties will be handled using the guidelines outlined in the student handbook on pages 18, 19, and 37.

**Disabilities and Special Needs:** If you have a disability for which you need accommodation, contact the Learning Center to request disability support services: phone 701-228-5477 or toll-free 1-888-918-5623.

# Mathematics for Elementary Teachers I

MATH 277 Mathematics for Elementary Teachers I (3 semester credits)

**Course Description:** This course is a mathematics methods course for prospective elementary school teachers and paraprofessionals. Topics include problem-solving, numeration systems, real numbers, and elementary number theory. Calculators, computers and manipulatives are used in the course.

**Prerequisite(s):** MATH 103 or instructor approval

Harmony Richman <b>Email:</b> harmony.richman@vcsu.edu <b>Phone:</b> 701- 845-7685 <b>Office Location:</b> McFarland 134  <b>Textbook:</b> <i>Mathematics for Elementary Teachers: A Conceptual Approach</i> 10 <sup>th</sup> E ebook/Connect  Bennett, A.B. and Nelson, L. T., McGraw-Hill  ISBN: 9781259293436	<b>Class Schedule:</b>	
	Monday	
	Tuesday	3:30P – 5:10P
	Wednesday	
	Thursday	
	Friday	
	<b>Office Hours:</b> By appointment only.	

**Course Requirements:** Students are expected to:

- Participate regularly in class.
- Submit graded work by dates posted on the course calendar.
- Read assigned textbook chapters.
- Do ungraded, independent practice exercises.
- Submit assigned textbook problems as pdf or jpeg files.
- Use manipulatives to complete online math activities.
- Complete graded assignments weekly.
- Share your reflections on teaching mathematics using national standards.
- Report on experiences working with children in elementary school.

**Course Objectives/Student Outcomes:** The students will be able to:

- Demonstrate an understanding of the mathematical concepts taught at the elementary level.
- Communicate to others an understanding of elementary – level mathematics by writing reflections on methods of teaching and by explaining strategies and steps used in problem-solving.
- Use manipulatives and models to demonstrate and explain the mathematical processes used in problem-solving.
- Utilize many distinct problem solving strategies.

- Demonstrate an understanding of developmental processes in learning mathematics through the selection of age-appropriate strategies.

**Relationship to Campus Theme:** This course is a core requirement of the Paraeducation Program, a program that requires knowledge of human nature and learning, utilization of computer equipment and other media to create lessons and deliver instruction, and understanding of the role of paraprofessionals in education.

**Grading Criteria:** Your final grade is determined by dividing total points earned by total points possible. Points will be awarded for math activities, selected textbook exercises, online math assignments, reflections, and written reports. No tests will be given.

Grades will be calculated using the following criteria:

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

**Schedule (subject to change):**

Week	Topic
Week 1	Welcome!
Week 2	1.1 Problem Solving Strategies
Week 3	1.3 Algebra & Problem Solving
Week 4	3.1 Numeration Systems
Week 5	3.2 Addition & Subtraction
Week 6	3.3 Multiplication
Week 7	3.4 Division & Exponents
Week 8	4.1 Factors & Multiples Project 1 – Report
Week 9	4.2 GCF and LCM
Week 10	5.1 Integers
Week 11	5.2 Introduction to Fractions
Week 12	5.3 Operations with Fractions
Week 13	6.1 Decimals & Rational Numbers
Week 14	6.2 Operations with Decimals
Week 15	6.3 Ratio, Percent, Scientific Notation
Week 16	6.4 Irrational & Real Numbers

**Academic Integrity:** The academic community is operated on the basis of honesty, integrity and fair play. It is the expectation that all students, as members of the college community, adhere to the highest levels of academic integrity. This means that:

- Students are responsible for submitting their own work. Student work must not be plagiarized.
- Students must not work together on graded assignments without authorization from the instructor or get help from people, technological resources, textbooks, notes, etc. on examinations.

Violations of academic principles such as cheating, plagiarism or other academic improprieties will be handled using the guidelines outlined in the student handbook on pages 18, 19, and 37.

**Disabilities and Special Needs:** If you have a disability for which you need accommodation, contact the Learning Center to request disability support services: phone 701-228-5477 or toll-free 1-888-918-5623.

# Mathematics for Elementary Teachers II

MATH 278 Mathematics for Elementary Teachers II (2 semester credits)

**Course Description:** This course is designed to broaden, strengthen, and apply geometry concepts in the elementary classroom. Mathematical content includes sets, functions, and reasoning; geometric figures; measurement; and motions in geometry.

**Prerequisite(s):** MATH 277 Mathematics for Elementary Teachers I

<p>Harmony Richman</p> <p><b>Email:</b> harmony.richman@vcsu.edu <b>Phone:</b> 701- 845-7685 <b>Office Location:</b> McFarland 134</p> <p><b>Course Website:</b></p> <p><b>Textbook:</b> <i>Mathematics for Elementary Teachers: A Conceptual Approach</i> 10<sup>th</sup>E ebook/Connect Bennett, A.B. and Nelson, L. T., McGraw-Hill ISBN: 9781259293436</p> <p><b>Office Hours:</b> By appointment only.</p>	<p><b>Other Materials:</b></p> <ul style="list-style-type: none"><li>✓ Mire plexi-glass tool</li><li>✓ Compass and straight-edge</li><li>✓ Pattern blocks</li><li>✓ <i>Sir Cumference Math Series</i> Literature books. CHOOSE 2<ol style="list-style-type: none"><li>1. Sir Cumference and the Sword and the Cone ISBN: 9781570916014</li><li>2. Sir Cumference and the Great Knight of Angleland ISBN: 9780756917524</li><li>3. Sir Cumference and the First Round Table ISBN: 9781570911521</li><li>4. Sir Cumference and the Dragon of Pi ISBN: 9781570911644</li></ol></li></ul>
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**Course Requirements:** Students are expected to:

- Participate regularly in class.
- Submit graded work by dates posted on the course calendar.
- Read assigned textbook chapters.
- Do ungraded, independent practice exercises.
- Submit assigned textbook problems as pdf or jpeg files.
- Use manipulatives to complete online math activities.
- Complete graded assignments weekly.
- Share your reflections on teaching mathematics using national standards.
- Report on experiences working with children in elementary school.
- Complete weekly quizzes. All quizzes will be completed online. Each quiz has a set time limit. Once a quiz is opened, it must be completed. It is up to the student to be sure they are ready to take the quiz before entering it.

**Course Objectives/Student Outcomes:** The students will be able to:

- Demonstrate an understanding of the mathematical concepts taught at the elementary level.

- Communication to others an understanding of elementary – level mathematics by writing reflections on methods of teaching and by explaining strategies and steps used in problem-solving.
- Use manipulatives and models to demonstrate and explain the mathematical processes used in problem-solving.
- Utilize many distinct problem solving strategies.
- Demonstrate an understanding of developmental processes in learning mathematics through the selection of age-appropriate strategies.

**Relationship to Campus Theme:** This course develops mathematical skills that are used to teach mathematical concepts to students in the elementary/middle school classroom with the use of technology.

**Grading Criteria:** Your final grade is determined by dividing total points earned by total points possible. Points will be awarded for math activities, selected textbook exercises, online math assignments, quizzes, reflections, and written reports. No tests will be given.

Grades will be calculated using the following criteria:

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

**Course Outline:** The course will follow the same format each week.

Assignments	Open	Closed
<b>Homework in Connect</b>	Monday – 12:00 am	Sunday – 10:00 pm
<b>Quizzes</b>	Monday – 12:00 am	Sunday 10:00 pm
<b>Projects</b>	Monday – 12:00 am	Sunday – 10:00 pm
<b>Learn Smart in Connect</b>	Monday of start of chapter – 12:00 am	Sunday of end of chapter – 10:00 pm

**Schedule (subject to change):**

Week	Topic
<b>Week 1</b>	2.1 Sets and Venn Diagrams
<b>Week 2</b>	2.2 Introduction to Deductive Reasoning
<b>Week 3</b>	10.1 Plane Figures
<b>Week 4</b>	10.2 Polygons and Tessellations
<b>Week 5</b>	10.3 Space Figures
<b>Week 6</b>	10.4 Symmetric Figures



<b>Week 7</b>	Teaching Reading in Mathematics
<b>Week 8</b>	11.1 Systems of Measurement
<b>Week 9</b>	11.2 Area and Perimeter
<b>Week 10</b>	11.3 Volume and Surface Area
<b>Week 11</b>	Sir Cumference Series
<b>Week 12</b>	12.1 Congruence and Constructions
<b>Week 13</b>	12.2 Congruence and Mappings
<b>Week 14</b>	12.3 Similarity Mappings
<b>Week 15</b>	Final Project
<b>Week 16</b>	Final Project
<b>Finals Week</b>	Course Evaluation

**Academic Integrity:** The academic community is operated on the basis of honesty, integrity and fair play. It is the expectation that all students, as members of the college community, adhere to the highest levels of academic integrity. This means that:

- Students are responsible for submitting their own work. Student work must not be plagiarized.
- Students must not work together on graded assignments without authorization from the instructor or get help from people, technological resources, textbooks, notes, etc. on examinations.

Violations of academic principles such as cheating, plagiarism or other academic improprieties will be handled using the guidelines outlined in the student handbook on pages 18, 19, and 37.

**Disabilities and Special Needs:** If you have a disability for which you need accommodation, contact the Learning Center to request disability support services: phone 701-228-5477 or toll-free 1-888-918-5623.

## Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title: MUSC 138/Pop Choir

Number of credits:

Course Description: This ensemble will learn, create, and perform music in a variety of contemporary genres.

Pre-/Co-requisites: At this time, there are no pre-requisites.

Instructor: Mrs. Jaque Marum

Office: N/A

Office Hours: N/A

Phone: 602-568-0723

Email: [jaque.marum@dakotacollege.edu](mailto:jaque.marum@dakotacollege.edu)

Lecture/Lab Schedule: Tuesdays, 7:00-8:30 PM

Textbook(s): A folder and music will be issued during class time.

### Course Requirements:

In order for the group to be successful, all members of the class must attend every rehearsal. I understand that sometimes conflicts occur. Please be sure to communicate with me if you must miss a rehearsal.

Your grades will be determined by your **time**, your **effort**, and your **performance**, both in class and in a concert setting. Each of these areas will be approximately 33.3% of your grade.

- A = 89.5-100% of the total points
- B = 79.5 - <89.5% of the total points
- C = 69.5 - <79.5% of the total points
- D = 59.5 - <69.5% of the total points
- F = <59.5% of the total points

### Educational Goal:

Students will actively engage in choral music through sound technique, serious study of the varied repertoire and the development of artistic expression. Students will gain a stronger appreciation for the art of singing and its relationship to the larger society.

## Educational Objectives

The student will ...

1. Understand, develop and demonstrate good vocal technique.
2. Engage in artistic decision making through the group rehearsals.
3. Understand the vocabulary essential for performing great choral literature
4. Demonstrate knowledge of basic music literacy.
5. Grow in awareness of and ability to perform with professional standards visually and aurally.
6. Work effectively and efficiently with other singers for the best results.
7. Evaluate individual and group progress toward mastery of the repertoire.
8. Develop the creative, imaginative part of the brain.

## Classroom Policies:

- 1) Do not use your cell phone into the classroom unless the instructor allows you to use it for learning purposes. Please turn off your notifications so you are not distracted during the rehearsal time.
- 2) No food or gum in the rehearsal room. Only water will be permitted in the rehearsal classroom.
- 3) Be respectful of other students, technicians, instructors, and guests.

## Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

## Academic Integrity:

All students are expected to adhere to the highest standards of academic integrity. Dishonesty in the classroom or laboratory and with assignments, quizzes and exams is a serious offense and is subject to disciplinary action by the instructor and college administration. For more information, refer to the Student Handbook

## Disabilities and Special Needs:

Please visit with instructor if there is an issue that needs to be addressed.

## Dakota College Course Syllabus

**Course Prefix/Number/Title:**

MUSC 207 – History of Rock & Roll Music

**Course Description:**

This course presents a survey of rock music from 1900 to the present. The class provides a segmented review of variations in the form and the sociological impact of music.

**Course Objectives:**

First, this class focuses on the history and progression of Rock and Roll music. To understand these underpinnings is absolutely crucial. Secondly, music influences people as much as people influence music. The student will also examine the societal implications of this genre of music and how it can take on a life of its own, sometimes not in the manner the author intended. Finally, we will attempt to view the subject through the lens of the campus theme, “Nature, Technology and Beyond”.

**Pre/Co-requisite:** none

**Instructor:**

Steven J. Sathre

**Office:**

Thatcher Hall 2206

**Office Hours:**

MWF 9:00-10:00/11:00-12:00

**Phone:**

701-228-5456

**Email:**

steve.sathre@dakotacollege.edu

**Lecture/Lab Schedule:**

T,Th 9:30-10:45 or 11:00-12:15  
Arntzen 1

**Textbook(s):**

*What's That Sound?; An Introduction to Rock and its History*, Covach & Flory, 3<sup>rd</sup> Edition, Norton Publishing, 2012.

Various Handouts

**Course Requirements:**

The formula for grades is as follows.

3 exams (non-cumulative), 30 pts. each = 90 pts.

20 quizzes, 4 pts. each = 80 pts.

1 essay (details to follow) = 30 pts.

Total pts. available = 200 pts.

90-100% - 180-200pts. = A

80-90% - 160-179pts. = B

70-80% - 140-159pts. = C

60-70% - 120-139pts. = D

<59% - <119pts. = F

No Incompletes will be given.

Exams will be multiple choice and essay format. They are not cumulative. Closed book and notes. Final exams **WILL NOT BE GIVEN EARLY**. Plan accordingly.

Quizzes will be given randomly throughout the semester. They cannot be made up under any circumstances (except institution based reasons). They cover material in that week's reading and are short answer in form.

The essay is thesis-based, 2000 words at minimum and written in APA or Chicago Style format.

**Tentative Course Outline**

Week 1

The Varied Roots of Rock and Roll, 1900-1950

Week 2

Enter Country, 1945-1955

Week 3

Rock and Roll and "White Culture", 1955-1961

Week 4

The Folkies, 1958-1966

Week 5

Surf Rock, 1961-1967

Week 6

The British Scene, 1955-1964

**Exam #1**

Week 7

The Beatles, 1962-1970

Week 8

The Theme to Rebellion, 1965-1970

Week 9

Approaching Zenith – Woodstock, 1969

Week 10

The Party's Over – The Stones and Altamont, 1969-1970

**Exam #2**

Week 11

The Hangover – The 1970's and the Many Faces of Rock and Roll, 1970-1978

Week 12

Punks, 1975-1983

Week 13

Synthesizers and Hair, 1983-1992

Week 14

Is Rock Dead?, 1988-1992

No class Nov. 24

Week 15

Enter Nirvana, 1992-1994

Week 16

Alternative Rock and the Splinter Effect, 1992-2000

**Essay due Dec 9**

Week 17

**Final Exam**

**Monday, December 12, 12:00**

**Tuesday, December 13, 12:00**

## **General Education Goals/Objectives**

**Goal 6:** Demonstrates the knowledge of the human experience throughout history

**Objective 3:** Recognizes human social structures

**Skill 2:** Demonstrates, through historical examples, what happens when differing social structures collide

### **Relationship to Campus Theme:**

- Throughout the course, there is a focus on technology and its role within music.
- The question is presented, "How will future generations reflect and understand current music?"
- Environmentalist movements have been assisted through awareness efforts by musicians, these actions are addressed in class.

### **Classroom Policies:**

Reading the assigned text is the student's responsibility, and is essential to success in this course. It should be noted though that it is in your best academic interest to read material *before* the week of lecture/discussion as to aid in your understanding. Any deadlines are final and your work is due on the day specified (11:59:59 PM). Any late work will not be accepted for full credit.

Please refrain from doing anything that might be disruptive and disturb other students or the professor, such as chronically arriving late, leaving early, talking with neighbors, using a cell phone or texting. This class does not require the use of a laptop computer, therefore they are not allowed to be operated in lecture periods.

This academic environment is an open and harassment free one. Title IX makes it clear that violence and harassment based on sex or gender are Civil Rights offenses subject to accountability and support. If you or anyone you know has been harassed or assaulted, contact the professor or any other DCB employee.

Participation within the classroom is highly encouraged and is an integral part of the higher education experience. Ask questions – comment on discussions.

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

### **Academic Integrity:**

*Webster's Encyclopedic Unabridged Dictionary* defines plagiarism as: "The appropriation or imitation of the language, ideas, and thoughts of another author, and representation of them as one's original work." There will be *zero tolerance* of any form of academic dishonesty. If any evidence appears of students not doing their own work, plagiarism, or outright cheating on quizzes/exams, the matter will be investigated. If it is concluded that such dishonesty occurred, the student in question will receive an

automatic “F” for the course. Furthermore, the matter will be reported to the appropriate university office and the professor will participate in any proceedings against the guilty party.

**Disabilities and Special Needs:**

Please inform the professor within the first week of classes if any assistance is required due to disabilities or special needs.



# DAKOTA NURSING PROGRAM

Bismarck State College • Dakota College at Bottineau • Lake Region State College • Williston State College

## NURS 121 Syllabus - Fall 2016

**COURSE:** NURS 121: Practical Nursing I

**CREDIT HOURS:** 3 semester hours (Didactic course – 48 hours classroom)

### **COURSE DESCRIPTION:**

Explore three core concepts of health assessment, nutrition and mental health as they relate to client care. Learn how the nurse incorporates this knowledge in caring for the diverse client from the moment they begin care for an individual to any point along the health-illness continuum.

### **MEETING TIME:**

**Section I** 0930 – 1050 on T and R - BSC-Bismarck A and B, BSC-Hazen, LRSC-Devils Lake, WSC-Williston, WSC-NHSC

**Section II** 1330 - 1450 on T and R - DCB-Bottineau, DCB-Minot, DCB-BJC, DCB-Rugby, DCB-Valley City, LRSC-Mayville, LRSC-Grand Forks

### **INSTRUCTORS:**

**Dawn Romfo, MSN, RN** (Health Assessment on Tuesdays)

DCB Nursing Program Director

Dakota College at Bottineau

105 Simrall Blvd.

Bottineau, ND 58318

Office Hours: email or call

for an appointment (Best way to contact me is by email)

Office Phone: 701-228-5433

[dawn.romfo@dakotacollege.edu](mailto:dawn.romfo@dakotacollege.edu)

**Denise Beaver-Eslinger, MSN, RN**

(Nutrition on Thursdays Weeks 1-6)

Nursing Instructor

Dakota College at Bottineau

@ Valley City Site

101 College St. SW

Valley City, ND 58072

Office Hours email or call for an appointment

Office Phone: 701-845-7681

[denise.beavereslinger@vcsu.edu](mailto:denise.beavereslinger@vcsu.edu)

**Gail Raasakka, MSN, RN, CNE**

(Mental Health on Thursdays Weeks 7-17)

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# DAKOTA NURSING PROGRAM

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**PREREQUISITES:** Admission to Dakota Nursing Program, Practical Nursing Certificate  
**COREQUISITE(s):** NURS 120 Foundations of Nursing  
 NURS 122 Clinical Practice I

**REQUIRED TEXTBOOKS:**

1. Assessment Technologies Institute (ATI) Review Package and Skills Modules for PN students.
2. Dudek, S. (2014). *Nutrition Essentials for Nursing Practice*. (7<sup>th</sup> ed.). Philadelphia: Lippincott.
3. Perry, A.G. & Potter, P. (2017) *Fundamentals of nursing*. (9<sup>th</sup> ed.) St. Louis: Mosby.  
(Text and/or eBook)
4. Silvestri, L. (2016) *Saunders Comprehensive Review for the NCLEX PN* (6<sup>th</sup> ed.) St. Louis: Saunders/Mosby.
5. Skyscape Nursing Constellation Plus package (*Includes Davis’s Drug Guide for Nurses, Diseases and Disorders: A Nursing Therapeutics Manual, Davis’s Comprehensive Handbook of Laboratory and Diagnostic Tests with Nursing Implications, and Taber’s Cyclopedic Medical Dictionary*)
6. Varcarolis, E, M., Halter, M. J. (2014) Varcarolis’ *Foundations of Psychiatric Mental Health Nursing*, (7<sup>th</sup> ed.) St. Louis, Elsevier
7. Weber and Kelly (2014). *Health Assessment in Nursing*. (5<sup>th</sup> ed.) Philadelphia: Lippincott.
8. Weber and Kelly (2014). *Lab Manual for Health Assessment in Nursing*. (5<sup>th</sup> ed.) Philadelphia: Lippincott.

*\*Students must have reliable high speed internet which is required to access online books and resources.*

**STUDENT LEARNING OUTCOMES (With Related Learning Activities and Evaluation):**

NURS 121: Clinical Practice II			
Program Student Learner Outcomes (SLOs)	NURS 121 Course Student Learner Outcomes (SLOs)	Learning Activities	Course SLO Evaluation
<b>TEAMWORK AND COMMUNICATION:</b> Participate as a member of the interdisciplinary health care team through effective communication in the delivery and management of client care.	1. Identify effective communication as a member of the interdisciplinary health team interacting with clients along the health illness continuum.	* Assigned reading * Lecture *Case Study on Abuse *Documentation of medical condition specific diet *Video on Validation of Documentation *Role play with therapeutic communication	* Exams * Quizzes * Case Study * Health Assessment Documentation Assignment *Role play
<b>PROFESSIONALISM AND LEADERSHIP:</b> Incorporate professional standards and scope of practice as a certificate practical nurse while pursuing professional growth within legal, ethical and regulatory frameworks.	2. Describe ethical, legal, and documentation issues related to health assessment and in care of the patient with a mental health disorder.	* Assigned reading * Lecture *Writing NCLEX Style Quiz questions	* Exams * Quizzes * Pre-Lecture Exams
<b>CLIENT-CENTERED CARE:</b> Provide culturally competent care for clients while promoting their self-determination and integrity.	3. Recall the effects of age, gender, culture and lifestyle choices on nutrition, health assessment and mental health.  4. Identify data related to the diverse client’s values, beliefs, and attitudes related to health and wellness.  5. Define therapeutic communication, cultural sensitivity, and caring as related to the individual and diverse client.	* Assigned reading * Lecture * Case Study on Schizophrenia Videos Physical Assessment *Discussion on how a client’s culture can have an effect on a healthy diet *ATI non proctored Exam	* Exams * Quizzes *ATI non proctored exam results
<b>EVIDENCE-BASED PRACTICE AND NURSING JUDGEMENT:</b> Utilize the nursing process, science, and clinical reasoning to provide quality evidenced-based client care.	6. Describe the role of proper nutrition in health promotion and disease prevention across the lifespan.  7. Recognize common mental health	* Assigned reading * Lecture * Psych Medication Flowsheet *ATI Pharmacology Made Easy on Psych Medications	* Exams * Quizzes *ATI post tests *Pharmacology quiz on Psych meds

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	<p>disorders and appropriate interventions across the lifespan</p> <p>8. Define normal and abnormal findings of a physical assessment for clients across the lifespan.</p> <p>9. Describe interpersonal, technical, and organizational skills needed to complete the data collection process.</p>	<p>*Development of a medical specific diet</p> <p>*Videos of different system assessments</p>	
<p><b>QUALITY IMPROVEMENT AND SAFETY:</b></p> <p>Incorporate a spirit of inquiry to make evidence based clinical judgments and management decisions to improve the safety and quality of care across a variety of systems.</p>	<p>10. Describe client safety issues relating to nutrition, health assessment and mental health.</p>	<p>* Assigned reading</p> <p>* Lecture</p>	<p>* Exams</p> <p>* Quizzes</p>
<p><b>INFORMATICS:</b></p> <p>Employ evidence based decision making to deliver safe and effective client care and to evaluate client outcomes.</p>	<p>11. Describe how to document data collection on an electronic health record</p>	<p>* Assigned reading</p> <p>* Lecture</p>	

**GRADE BREAKDOWN:**

Health Assessment, Mental Health Nursing, and Nutrition exams, quizzes, and assignments will all be combined for the total grade with the following grade breakdown:

Exams: 95%

Quizzes/ Assignments: 5%

100%

**GRADING POLICY:**

The following grading scale is used:

92.0 - 100.00 = A

84.0 - 91.99 = B

76.0 - 83.99 = C

68.0 - 75.99 = D

Below 68 = F

**There will be no rounding up of grades for any reason.**

**There is no extra credit offered.**

**GRADING:**

Students have access to and should review the Pearson grading calculation method. Students are responsible to know what their grades are during the course. Please review the gradebook frequently. If a Pearson assignment or exam in the student's gradebook says the assignment or exam has not been submitted or has not been entered, it is then treated as a fact that the student did not do the assignment or exam unless the student has written proof that they did in fact complete and submit such assignment/exam as outlined in the directions. Make sure your assignments are submitted well before the due date so you can make sure they are in. All gradebook questions must be addressed by the student to the lead instructor at midterm and then again during the week before finals. There will be no changes accepted to the gradebook regarding absent or late/missed assignments or late/missed exams during finals week. It is the student's responsibility to know what their grades are and contact the instructors or their nursing coordinator for a plan to improve.

1. **Grades:** Grades are given for both theory classes and clinical performance of clinical nursing courses. Students must earn a minimum grade of "C" with a maintained 2.5 GPA or better in all required courses of the program. Students who fail a theory or clinical course will be dismissed from the nursing program. A final grade of D or F is considered to be an unsatisfactory grade.

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2. **Active Learning:** In addition to educational strategies such as reading, listening, and reflecting, when appropriate this class makes use of learning techniques commonly known as active learning. Students should expect to participate in active learning techniques such as discussions and presentations, small group activities, writing, problem-solving, movement, case studies, role-playing, etc. These activities promote analysis, synthesis, and evaluation of class content in order to improve student learning outcomes.
3. **Assignments/Quizzes/Clinical Paperwork:** All assignments will be completed in order to pass the course. All assignments must be completed and submitted on time in the manner specified by the faculty. Late/makeup work will be graded a 0% unless previously arranged with the instructor. Students who submit late/makeup work may receive an admonition notice and if work continues to be submitted late, they will progress through the disciplinary process.
4. **Exams:** Students will notify the **coordinator/site manager AND the lead course instructor** 1 hour prior to missing the scheduled exam for the day. Failure to notify these individuals or missing more than 1 exam day may result in an admonition notice. Any exams that are not made up in one week will receive a 0% for a grade on that exam. Students must make up the exam before or on the next date they are scheduled to be on campus. In the cases of extenuating circumstances, the lead instructor and site coordinator may extend the deadline for exams. It is the student's responsibility to contact the nursing coordinator to arrange a makeup exam. "Notification" means that the student sends an email with the appropriate information to the lead nursing instructor and coordinator prior to one hour before the exam is scheduled.
5. **Records of Grades:** The faculty strongly endorses the idea that each student is responsible for knowing his/her own academic status based on grades from learning activities. Grades are recorded in the Pearson gradebook. Please carefully review the student tutorial for an explanation of how grades are calculated in the program. Any time a student has unsatisfactory averages, he/she should contact the instructor for guidance.
6. **Classroom Etiquette:** It is expected that students will show sensitivity to their peers as well as instructors by avoiding any activity that may cause distraction during class. Incivility will not be tolerated and is grounds for disciplinary action. Cell phone use (texting or talking), cameras, side conversations, and children are not allowed in the classroom. Refer to 'Handheld Device Use Policy'.

Nursing is a profession and thus requires professional behavior. It is expected that students will act in a professional manner displaying commitment to learning in the classroom, lab, all clinical areas, all college areas, and at all times in the public (including social networking sites including but not limited to Facebook, Twitter and Google+) when representing the college or the profession of nursing. **Unprofessional behaviors will merit receipt of admonition/critical behavior notices.**

Refer to Professional Behaviors Table in the student handbook for examples of both professional and unprofessional behaviors.

7. **Course study expectations:** Commitment to learning is important to success. For every semester credit hour you are taking in a class, three hours needs to be set aside in your weekly schedule to read, study and devote towards your education outside of class.

For example: NURS 120 (3 credit) x 3 hours = 9 hours/week to study (minimal recommended study hours per week.)

This formula should be factored in for all of your classes, and soon you will see that many hours need to be devoted to becoming a successful nursing student.

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## Attendance Policy

The Dakota Nursing Program supports the college policy on attendance as stated in your college catalog. In addition, the nursing program implements strict attendance policies for classroom, lab and clinical experiences.

Regular, punctual attendance demonstrates professional behavior and responsibility. In recognition of the fact that the primary learning takes place in the teacher-student relationship, the principle governing class attendance is that the student is expected to attend all regularly scheduled classes (classroom, laboratory, and clinical) and is responsible for meeting course objectives. Absences may make it impossible for a student to meet course objective and result in failure of the course. A student may be excused from class or clinical with the approval of the instructor. It is the student's responsibility to make arrangements to fulfill missed assignments with the appropriate faculty member. All makeup work may have a deduction in theory, lab, or clinical applications. Please note that all missed hours in lab or clinical need to be made up with an hour for each hour missed. Please see the **Attendance Policy in your Nursing Program Handbook** for directions on how to notify faculty of and for consequences specific to being absent or tardy.

### SPECIAL ACCOMMODATIONS:

Any student who has medical information to share with the faculty or has a disability that may prevent them from fully demonstrating their abilities should contact the instructor to discuss accommodations necessary to ensure full participation and facilitate their educational opportunities.

### DROP AND WITHDRAW DATES CAN BE FOUND ON YOUR CAMPUS WEBSITE AT:

BSC – <http://www.bismarckstate.edu/current/records/calendarsdeadlines/>

DCB – <http://www.dakotacollege.edu/academics/academic-calendar/>

LRSC – <http://www.lrsc.edu/academics/term-schedules>

WSC – <http://www.willistonstate.edu/Class-Schedule.html>

**If you have any questions about dropping or withdrawing from a class please contact your campus coordinator or registrar.**

### ADDITIONAL INFORMATION:

It is expected that you will read the assigned textbook chapters PRIOR to coming to class.

All written work must be completed and turned in to the instructor prior to taking any scheduled exam. **Any assignments which are not complete and turned in will result in the student failing the course with a grade of F.**

Students are required to read the Dakota Nursing Program student handbook upon admission to the program and submit the signature form found in the handbook showing that the student will agree to follow the information and policies found in the handbook.

Nursing is a profession which demands high standards and a strict code of ethics. There is no place in nursing for dishonesty. Anyone caught in any dishonest activity (cheating, plagiarism, copying other's work, theft, etc.) will receive an F in the course. A minimum grade of C in each course is required to progress in the nursing program.

Material for this course will be posted onto the Pearson site. It is your responsibility to check this site for assignments and notes. It is also your responsibility to know what your grade is in the course by reviewing the Pearson gradebook.

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## WEB STREAMING (Tegrity):

Tegrity is a lecture and content capture software that was chosen by the ND University System to provide that service for its 11 campuses. Tegrity enables faculty, students and staff to record presentations, lessons, training, an entire lecture, and more. The recorded content is searchable, provides for note-taking and participant rating of content, can be streamed live, and can be used on portable devices having internet access. Tegrity integrates with most learning management systems and is ADA compliant. An instructor's lecture for the DNP is recorded and stored within a learning management system for the duration of the semester. Instructors will record IVN and other lectures on Tegrity. Students should be aware that their voices or any presentation they do in class may be recorded on Tegrity and available via Pearson for other students in their class to view. The webstreaming is located under the heading "Tegrity" in your courses. The recordings will be available for viewing for the duration of the semester. Watching class via webstreaming does not count as attendance for class but is highly encouraged if you are unable to attend class or wish to review concepts covered in class. Please refer to attendance policy if there are any questions.

## FACULTY/STUDENT COMMUNICATION:

Faculty/students are responsible for checking course announcements in Pearson, bulletin boards and/or mailboxes as appropriate at each campus for messages each class day. Email is used extensively within the Pearson Learning Management System, students are responsible to have a **working college email account** and check it daily during the semester. Students, staff and faculty are expected respond to emails promptly – within 48 hours during a usual work week or as requested. The purpose is to assure rapid communication between students and instructors. *Students must notify the nursing coordinator if their email address changes.*

Faculty and students must identify themselves **professionally** with each contact (mail, email, or telephone). This includes first and last name as well as identification of location within the consortium.

Example of student identification at end of each email:

John Miller  
DCB – Valley City

Communication between students and faculty should remain on a professional level with no questionable jokes, cartoons, etc. transmitted. Students using the institution's computer labs are reminded that they cannot download information onto the computer hard drives. Any information must be stored on CDs, DVDs, or an alternate drive.

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## NURS 227 Syllabus - Fall 2016

**COURSE:** NURS 227: Clinical Applications I

**CREDIT HOURS:** 4 Semester hours (192 lab/clinical hours)  
(144 hours in clinical and 48 hours in lab)  
(1 credit of lab/clinical course = 3 contact hours)

**COURSE DESCRIPTION:**

Participate collaboratively with members of the interdisciplinary health care team to provide safe and culturally sensitive client centered care in the lab, clinical area and simulation lab. Practice parenteral medication therapies and demonstrate professional and leadership competencies while incorporating evidence based practices and sound nursing judgment.

**MEETING TIME:** **Clinical:** Tuesday, Thursday, Friday, or Saturday. Please see individualized site calendars for your clinical assignments.

**Lab:** as scheduled by your coordinator for three hours per week. Students are expected to prepare for lab by completing the eCollege assignments each week before lab.

**INSTRUCTORS:** **Kari Lesmeister, MSN, RN**  
Nursing Instructor  
Williston State College  
1410 University Avenue  
Williston, ND 58801  
Office Hours: email or call for an appointment  
Office (701) 774-4277  
[kari.lesmeister@willistonstate.edu](mailto:kari.lesmeister@willistonstate.edu)

*See local site schedules for the Nursing Coordinator and Clinical Instructors at your location.*

**PREREQUISITES:** Admission to Dakota Associate Degree Nursing Program

**COREQUISITES:** NURS 224, Professional Role Development  
NURS 225, Alterations in Health I  
NURS 226, Maternal Child Nursing

**REQUIRED TEXTBOOKS:**

1. Assessment Technologies Institute (ATI) Review Package, Skills Modules, and Virtual Review for RN students.
2. Doenges, M. (2016). *Nurses pocket guide diagnoses, prioritized interventions and rationales*. (14<sup>th</sup> ed.). Philadelphia: F. A. Davis.
3. Horntvedt, T., (2015). *Calculating dosages safely: A dimensional analysis approach*. (1<sup>st</sup> ed.). Philadelphia: F. A. Davis.
4. LaCharity, L., Kumagai, C., & Bartz, B. (2015). *Prioritization, delegation, & assignment*. (3<sup>rd</sup> ed.). St. Louis: Mosby/Elsevier.

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5. Lewis, S. L., Dirksen, S., Heitkemper, M., & Bucher, L. (2014). *Medical-surgical nursing: Assessment and management of clinical problems*. (9<sup>th</sup> ed.). St. Louis: Mosby/Elsevier. Text and/or eBook (also need study guide)
  6. McKinney, E., James, S., Murray, S., Nelson, K., Ashwill, J. (2013). *Maternal-child nursing*. (4<sup>th</sup> ed.). St. Louis: Saunders/Elsevier. Text and/or eBook (also need study guide)
  7. Silvestri, L. A. (2014). *Saunders comprehensive review for the NCLEX-RN*. (6<sup>th</sup> ed.). St. Louis: Saunders/Elsevier.
  8. Skyscape Nursing Constellation Plus package. (*Includes Davis’s Drug Guide for Nurses, Diseases and Disorders: A Nursing Therapeutics Manual, Davis’s Comprehensive Handbook of Laboratory and Diagnostic Tests with Nursing Implications, and Taber’s Cyclopedic Medical Dictionary*).
- \*Students must have reliable high speed internet which is required to access online books and resources.**

## STUDENT LEARNING OUTCOMES (With Related Learning Activities and Evaluation):

NURS 227: Clinical Applications I			
Program Student Learner Outcomes (SLOs)	NURS 227 Course Student Learner Outcomes (SLOs)	Learning Activities	Course SLO Evaluation
<b>TEAMWORK AND COMMUNICATION:</b> Collaborate with clients and members of the interdisciplinary health care team to optimize effective communication, caring behaviors, and management of client needs.	1. Participate in collaborative relationships using effective communication with members of the interdisciplinary healthcare team.	<ul style="list-style-type: none"> <li>• ATI resources and exams</li> <li>• Skills return demonstrations (IV skills, medication administration, blood administration and central lines</li> <li>• Lab activities ECG, chest tubes)</li> <li>• Clinical/Simulation performance and paperwork</li> <li>• Interdisciplinary Communication</li> </ul>	<ul style="list-style-type: none"> <li>• ATI Exam</li> <li>• Skill return demonstration</li> <li>• Clinical performance evaluation</li> <li>• Clinical reflection in post-paperwork</li> <li>• Patient assessment documentation</li> <li>• Concept map</li> <li>• Simulation lab performance</li> <li>• Group and individual presentations</li> </ul>
<b>PROFESSIONALISM AND LEADERSHIP:</b> Adhere to professional standards and scope of practice as an associate degree registered nurse while pursuing professional growth and acting as a leader and change agent within legal, ethical and regulatory frameworks.	2. Demonstrate actions and behaviors that are congruent with professional nursing standards including ethical and legal dimensions 3. Demonstrate management and delegation competencies performed in the role of the RN.	<ul style="list-style-type: none"> <li>• Delegation, Leadership, Management Case Study – incorporated ND NPA</li> <li>• Clinical/Simulation performance and paperwork</li> <li>• Professional Values</li> <li>• Ethical/Legal Issues</li> <li>• Management of Role of an RN</li> </ul>	<ul style="list-style-type: none"> <li>• ATI Exam</li> <li>• Clinical performance evaluation</li> <li>• Clinical reflection in post-paperwork</li> <li>• Patient assessment documentation</li> <li>• Concept map</li> <li>• Simulation lab performance</li> <li>• Group and individual presentations</li> </ul>
<b>CLIENT-CENTERED CARE:</b> Provide culturally competent care and advocate for clients while promoting their self-determination and integrity.	4. Utilize the nursing process and therapeutic communication in caring for clients while providing and advocating for culturally sensitive care that will promote their self-determination and integrity 5. Incorporate the psychosocial, cultural, spiritual, and developmental needs into the plan of care. 6. Incorporate client education regarding health care and safety issues with respect to self-determination.	<ul style="list-style-type: none"> <li>• ATI resources and exams</li> <li>• Skills return demonstrations (IV skills, medication administration, blood administration and central lines</li> <li>• Lab activities ECG, chest tubes)</li> <li>• Dosage calculations in clinical/lab and on exams</li> <li>• Clinical/Simulation performance and paperwork</li> <li>• Therapeutic Communication, Caring, ADLs, Assessment, Client Education</li> </ul>	<ul style="list-style-type: none"> <li>• ATI Exam</li> <li>• Skill return demonstration</li> <li>• Dosage calculation exams</li> <li>• Clinical performance evaluation</li> <li>• Clinical reflection in post-paperwork</li> <li>• Patient assessment documentation</li> <li>• Concept map</li> <li>• Simulation lab performance</li> <li>• Group and individual presentations</li> </ul>



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<p><b>EVIDENCE-BASED PRACTICE AND NURSING JUDGEMENT:</b> Implement nursing judgment to make safe, effective, and evidenced-based decisions that integrate science and the nursing process in providing holistic client care.</p>	<p>7. Identify the evidence-based practices involved in clinical decision-making to prioritize safe nursing care.</p> <p>8. Interpret results of diagnostic studies for patients with chronic, acute, and complex healthcare needs.</p>	<ul style="list-style-type: none"> <li>• ATI resources and exams</li> <li>• Skills return demonstrations (IV skills, medication administration, blood administration and central lines).</li> <li>• Lab activities ECG, chest tubes)</li> <li>• Dosage calculations in clinical/lab and on exams</li> <li>• Clinical/Simulation performance and paperwork</li> <li>• Clinical reasoning</li> <li>• Prioritization</li> </ul>	<ul style="list-style-type: none"> <li>• ATI Exam</li> <li>• Skill return demonstration</li> <li>• Dosage calculation exams</li> <li>• Clinical performance evaluation</li> <li>• Clinical reflection in post-paperwork</li> <li>• Patient assessment documentation</li> <li>• Concept map</li> <li>• Simulation lab performance</li> <li>• Group and individual presentations</li> </ul>
<p><b>QUALITY IMPROVEMENT AND SAFETY:</b> Incorporate a spirit of inquiry to make evidence based clinical judgments and management decisions to improve the safety and quality of care across a variety of systems.</p>	<p>9. Examine individual performance and system effectiveness to improve the safety and quality of care.</p> <p>10. Implements safe practices and sound judgment in the administration of medications and treatment.</p> <p>11. Identify potential/actual patient complications and respond appropriately.</p>	<ul style="list-style-type: none"> <li>• ATI resources and exams</li> <li>• Skills return demonstrations (IV skills, medication administration, blood administration and central lines</li> <li>• Lab activities ECG, chest tubes)</li> <li>• Dosage calculations in clinical/lab and on exams</li> <li>• Clinical/Simulation performance and paperwork</li> <li>• Client satisfaction</li> <li>• Safety</li> </ul>	<ul style="list-style-type: none"> <li>• ATI Exam</li> <li>• Skill return demonstration</li> <li>• Dosage calculation exams</li> <li>• Clinical performance evaluation</li> <li>• Clinical reflection in post-paperwork</li> <li>• Patient assessment documentation</li> <li>• Concept map</li> <li>• Simulation lab performance</li> <li>• Group and individual presentations</li> </ul>
<p><b>INFORMATICS:</b> Integrate current technology to support decision-making and manage information in the delivery of client care.</p>	<p>12. Incorporate appropriate technology to communicate effectively and manage information in the delivery of client care.</p>	<ul style="list-style-type: none"> <li>• Clinical/Simulation performance and paperwork</li> <li>• Documentation/Confidentiality</li> <li>• Technology – safety equipment</li> </ul>	<ul style="list-style-type: none"> <li>• ATI Exam</li> <li>• Clinical performance evaluation</li> <li>• Clinical reflection in post-paperwork</li> <li>• Patient assessment documentation</li> <li>• Concept map</li> <li>• Simulation lab performance</li> <li>• Group and individual presentations</li> </ul>

**GRADE BREAKDOWN:**

Weekly lab assignments –	
(Math & IV worksheets, re-demos, simulation, quizzes, and LaCharity)	10%
ATI practice & ATI skills modules	5%
Exams	10%
Clinical paperwork	35%
Clinical behaviors	35%
ATI Proctored Exam Average	<u>5%</u>
	100%

**GRADING POLICY:**

The following grading scale is used:

92.0 - 100.00	= A
84.0 - 91.99	= B
76.0 - 83.99	= C
68.0 - 75.99	= D
Below 68	= F

**There will be no rounding up of grades for any reason.**

**There is no extra credit offered.**

**NCLEX REVIEW PROGRAM NURSING REVIEW PROGRAM:**

The Dakota Nursing Program requires students to purchase and complete an ATI Nursing Review Program. This program is complete with the review modules (Books or eBooks, Skills Modules, Online

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Practice Assessments, and Proctored Assessments). Please review the complete ATI policy in your student handbook for schedule of exams, remediation policy and grading levels.

To properly prepare for the proctored exams students are expected to study by taking ATI practice exams until they score 90% or greater. Students will not be eligible to take the corresponding ATI proctored exams until they score 90% or greater on the practice exam. Practice exams can only be taken one time every 12 hours.

## **GRADING:**

Students have access to and should review the eCollege grading calculation method. Students are responsible to know what their grades are during the course. Please review the gradebook frequently. If an eCollege assignment or exam in the student's gradebook says the assignment or exam has not been submitted or has not been entered, it is then treated as a fact that the student did not do the assignment or exam unless the student has written proof that they did in fact complete and submit such assignment/exam as outlined in the directions. Make sure your assignments are submitted well before the due date so you can make sure they are in. All gradebook questions must be addressed by the student to the lead instructor at midterm and then again during the week before finals. There will be no changes accepted to the gradebook regarding absent or late/missed assignments or late/missed exams during finals week. It is the student's responsibility to know what their grades are and contact the instructors or their nursing coordinator for a plan to improve.

1. **Grades:** Grades are given for both theory classes and clinical performance of clinical nursing courses. Students must earn a minimum grade of "C" with a maintained 2.5 GPA or better in all required courses of the program. Students who fail a theory or clinical course will be dismissed from the nursing program. A final grade of D or F is considered to be an unsatisfactory grade.
2. **Active Learning:** In addition to educational strategies such as reading, listening, and reflecting, when appropriate this class makes use of learning techniques commonly known as active learning. Students should expect to participate in active learning techniques such as discussions and presentations, small group activities, writing, problem-solving, movement, case studies, role-playing, etc. These activities promote analysis, synthesis, and evaluation of class content in order to improve student learning outcomes.
3. **Assignments/Quizzes/Clinical Paperwork:** All assignments must be completed and submitted on time in the manner specified by the faculty. Students may fail the course if all assignments are not completed. Late/makeup work will not be accepted (student will receive a 0%) unless previously arranged with the instructor. Students who submit late/makeup work may receive an admonition notice and if work continues to be submitted late, they will progress through the disciplinary process.
4. **Exams:** Students will notify the **coordinator/site manager AND the lead course instructor** 1 hour prior to missing the scheduled exam for the day. Failure to notify these individuals or missing more than 1 exam day may result in an admonition notice. Any exams that are not made up in one week will receive a 0% for a grade on that exam. Students must make up the exam before or on the next date they are scheduled to be on campus. In the cases of extenuating circumstances the lead instructor and site coordinator may extend the deadline for exams. It is the student's responsibility to contact the nursing coordinator to arrange a makeup exam. "Notification" means that the student sends an email with the appropriate information to the lead nursing instructor and coordinator prior to one hour before the exam is scheduled.
5. **Records of Grades:** The faculty strongly endorses the idea that each student is responsible for knowing his/her own academic status based on grades from learning activities. Grades are recorded in the eCollege gradebook. Please carefully review the student tutorial for an explanation of how grades are calculated in

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the program. Any time a student has unsatisfactory averages, he/she should contact the instructor for guidance.

6. **Classroom Etiquette:** It is expected that students will show sensitivity to their peers as well as instructors by avoiding any activity that may cause distraction during class. Incivility will not be tolerated and is grounds for disciplinary action. Cell phone use (texting or talking), cameras, side conversations, and children are not allowed in the classroom. Refer to 'Handheld Device Use Policy'.

Nursing is a profession and thus requires professional behavior. It is expected that students will act in a professional manner displaying commitment to confidentiality and learning in the classroom, lab, all clinical areas, all college areas, and at all times in the public (including social networking sites including but not limited to Facebook, Twitter and Google+) when representing the college or the profession of nursing. **Unprofessional behaviors will merit receipt of admonition/critical behavior notices.**

Refer to Professional Behaviors Table in the student handbook for examples of both professional and unprofessional behaviors.

7. **Clinical Grades:** Grades are awarded in clinical courses based on the student's ability to apply knowledge and skill to client care, to meet the clinical objectives for the course, and to give safe, reliable nursing care.

The clinical instructor evaluates student performance after every clinical experience. Periodic written evaluations on student progress will be individually reviewed and signed by each student during student evaluation sessions. Responsible members of the health team may also contribute their observations of students' performance to be added to the evaluation of students.

8. **Clinical Exclusions:** Students may not:
  - a. Take verbal provider orders or transcribe provider orders
  - b. Administer blood transfusions
  - c. Administer chemotherapy
  - d. Or any skill that is excluded by the clinical facility in regard to nursing students
9. **Clinical Restrictions:** Students are not to bring children to the clinical site or laboratory. These experiences require full attention and participation. Hazardous equipment and supplies may be accessible to children during laboratory experiences. Clinical site policies restrict children for safety reasons. Students may not leave the clinical site anytime (including during breaks) during the scheduled clinical hours; this includes visiting their car unless approved by the clinical instructor. Students may not smoke on breaks during clinical hours. Students may not carry cell phones during clinical rotations. There are no cameras allowed in a clinical facility unless used for a clinical purpose
10. **Skills Practice and Skills Check-off:** All students are required to practice their skills in the laboratory at least 1 day before they complete their skills return. Practice time will be set by the faculty or be a minimum of twice the time expected for skill returns and student must be proficient in the skill before leaving the lab. The practice time must occur between the time the instructor demonstrates the skill up to 12 hours before lab class starts on the day the student is scheduled to re-demonstrate the skill. This prevents unprepared students from arriving early in the morning and rushing through the practice. Alternate arrangements may be made at sites based on lab/clinical instructor availability but must be approved by the nursing coordinator. Students are expected to sign in for practice. Dishonesty is grounds for dismissal from the nursing program.

Students are expected to be prepared to re-demonstrate the assigned skill any time during the lab on the day

# DAKOTA NURSING PROGRAM

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the re-demo is scheduled. If a student is not prepared for the skill re-demonstration, this is considered a failed skill. All failed skills will be made up outside of class with the assigned instructor. The student failing a skill must redo that demonstration until they pass but the first grade they received will be the grade for that skill. It is the student's responsibility to make an appointment and arrange a make-up date/time with the lead lab instructor on your campus within one week to demonstrate any failed skills, to demonstrate any make-up skills, or to make up a lab. Failure to do so will be considered unprofessional behavior and will result in a zero for the skill and may be cause for disciplinary action.

If a student fails two clinical lab skills on separate days, the student and the instructor will have a conference. On the third failed skill on separate days, the student will receive an admonition notice. On the fourth failed skill on separate days, a critical behavior form will be given to the student. On the fifth failed skill on separate days, the student will receive a second critical behavior and may withdraw or will be dismissed from the program. Note: the failed skills may be the same skill reattempted multiple times or any combination of different skills. For example: the student fails Sterile technique twice, NG insertion once (which is then the third failed skill so they receive an admonition notice, then they fail catheter insertion once for a first critical behavior and then they fail IM injection once for a second critical behavior and at that point will leave the program.

Students must be checked off on specific skills in the laboratory before they are able to perform them in clinical.

## Attendance Policy

The Dakota Nursing Program supports the college policy on attendance as stated in your college catalog. In addition, the nursing program implements strict attendance policies for classroom, lab and clinical experiences.

Regular, punctual attendance demonstrates professional behavior and responsibility. In recognition of the fact that the primary learning takes place in the teacher-student relationship, the principle governing class attendance is that the student is expected to attend all regularly scheduled classes (classroom, laboratory, and clinical) and is responsible for meeting course objectives. Absences may make it impossible for a student to meet course objective and result in failure of the course. A student may be excused from class or clinical with the approval of the instructor. It is the student's responsibility to make arrangements to fulfill missed assignments with the appropriate faculty member. All makeup work may have a deduction in theory, lab, or clinical applications. Please note that all missed hours in lab or clinical need to be made up with an hour for each hour missed. Please see the **Attendance Policy in your Nursing Program Handbook** for directions on how to notify faculty of and for consequences specific to being absent or tardy.

## SPECIAL ACCOMMODATIONS:

Any student who has medical information to share with the faculty or has a disability that may prevent them from fully demonstrating their abilities should contact the instructor to discuss accommodations necessary to ensure full participation and facilitate their educational opportunities.

## DROP AND WITHDRAW DATES CAN BE FOUND ON YOUR CAMPUS WEBSITE AT:

BSC – <http://www.bismarckstate.edu/current/records/calendarsdeadlines/>

DCB – <http://www.dakotacollege.edu/academics/academic-calendar/>

LRSC – <http://www.lrsc.edu/academics/term-schedules>

WSC – <http://www.willistonstate.edu/Class-Schedule.html>

**If you have any questions about dropping or withdrawing from a class please contact your campus coordinator or registrar.**

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## ADDITIONAL INFORMATION:

It is expected that you will read the assigned textbook chapters PRIOR to coming to class.

All written work must be completed and turned in to the instructor prior to taking any scheduled exam. **Any assignments which are not complete and turned in will result in the student failing the course with a grade of F.**

Students are required to read the Dakota Nursing Program student handbook upon admission to the program and submit the signature form found in the handbook showing that the student will agree to follow the information and policies found in the handbook.

Nursing is a profession which demands high standards and a strict code of ethics. There is no place in nursing for dishonesty. Anyone caught in any dishonest activity (cheating, plagiarism, copying other's work, theft, etc.) will receive an F in the course. A minimum grade of C in each course is required to progress in the nursing program.

Material for this course will be posted onto the Pearson site. It is your responsibility to check this site for assignments and notes. It is also your responsibility to know what your grade is in the course by reviewing the Pearson gradebook.

## WEB STREAMING (Tegrity):

Tegrity is a lecture and content capture software that was chosen by the ND University System to provide that service for its 11 campuses. Tegrity enables faculty, students and staff to record presentations, lessons, training, an entire lecture, and more. The recorded content is searchable, provides for note-taking and participant rating of content, can be streamed live, and can be used on portable devices having internet access. Tegrity integrates with most learning management systems and is ADA compliant. An instructor's lecture for the DNP is recorded and stored within a learning management system for the duration of the semester. Instructors will record IVN and other lectures on Tegrity. Students should be aware that their voices or any presentation they do in class may be recorded on Tegrity and available via Pearson for other students in their class to view. The webstreaming is located under the heading "Tegrity" in your courses. The recordings will be available for viewing for the duration of the semester. Watching class via webstreaming does not count as attendance for class but is highly encouraged if you are unable to attend class or wish to review concepts covered in class. Please refer to attendance policy if there are any questions.

## FACULTY/STUDENT COMMUNICATION:

Faculty/students are responsible for checking course announcements in Pearson, bulletin boards and/or mailboxes as appropriate at each campus for messages each class day. Email is used extensively within the Pearson Learning Management System, students are responsible to have a **working college email account** and check it daily during the semester. Students, staff and faculty are expected respond to emails promptly – within 48 hours during a usual work week or as requested. The purpose is to assure rapid communication between students and instructors. *Students must notify the nursing coordinator if their email address changes.*

Faculty and students must identify themselves **professionally** with each contact (mail, email, or telephone). This includes first and last name as well as identification of location within the consortium.

Example of student identification at end of each email:

John Miller

DCB – Valley City

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Communication between students and faculty should remain on a professional level with no questionable jokes, cartoons, etc. transmitted. Students using the institution's computer labs are reminded that they cannot download information onto the computer hard drives. Any information must be stored on CDs, DVDs, or an alternate drive.

## Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:** NUTR 240 Principles of Nutrition

**Number of credits:** 3 credits

**Course Description:** Course content includes the what, why, and how of up-to-date nutrition science.

**Pre-/Co-requisites:** none

### Course Objectives:

Goal: The goal of this course is to facilitate student learning and implementation of nutrition science.

Objectives: The student will:

- 1) Understand what nutrition is, why we need it, and how to incorporate it into our daily lives.
- 2) Understand weight management and energy balance.
- 3) Describe how nutrition and fitness are linked.
- 4) Discuss consumerism and sustainability; food safety and technology.
- 5) Understand nutritional needs and changes throughout the human life cycle.
- 6) Discuss hunger issues at home and abroad.

**Instructor:** Erin Williams, BSN, RN

**Office:** Thatcher Hall Room 207

**Office Hours:** by appointment

**Phone:** 701-228-5444

**Email:** erin.beth.williams@dakotacollege.edu

**Lecture Schedule:** M-W-F, 11-11:50am, Thatcher Hall Room 2211

**Textbook(s):** Blake, Nutrition and You, 4<sup>th</sup> Ed. (2017)

### Course Requirements:

- Students are expected to attend class regularly. You are responsible for information discussed in the class room which may not be in the textbook. If absent from class, the student is responsible for obtaining the day's information from another student.
- Students are expected to have read the assigned materials and come to class prepared for discussion.
- Students are expected to act in a professional manner at all times.
- Students are expected to complete assignments, discussions, etc. on or before the due date. Late assignments will not be accepted.

**Course Evaluation:**

Grades are based on a standard college curve where students earn a grade based upon the total number of points received for the course.

Final letter grades are based on the following criteria:

- A= 89.5-100%
- B= 79.5-89.4%
- C= 69.5- 79.4%
- D= 59.5-69.4%
- F= 0-59.4%

**Tentative Course Outline: Schedule subject to change**

<b>Week 1</b>	<b>Introduction to class and syllabus overview, Chapter 1</b>
<b>Week 2</b>	<b>Chapter 2 &amp; 3</b>
<b>Week 3</b>	<b>Chapter 4; Test Chapter 1, 2, &amp; 3</b>
<b>Week 4</b>	<b>Chapter 4</b>
<b>Week 5</b>	<b>Chapter 5 &amp; 6</b>
<b>Week 6</b>	<b>Chapter 7, Test Chapter 4, 5, &amp; 6</b>
<b>Week 7</b>	<b>Chapter 8</b>
<b>Week 8</b>	<b>Chapter 9, Test Chapter 7, 8, &amp; 9</b>
<b>Week 9</b>	<b>Chapter 10</b>
<b>Week 10</b>	<b>Chapter 11, Test Chapter 10 &amp; 11</b>
<b>Week 11</b>	<b>Chapter 12</b>
<b>Week 12</b>	<b>Chapter 13, Test Chapter 12 &amp; 13</b>
<b>Week 13</b>	<b>Chapter 14</b>
<b>Week 14</b>	<b>Chapter 15, Test Chapter 14 &amp; 15</b>
<b>Week 15</b>	<b>Chapter 16, Project Chapter 16</b>
<b>Week 16</b>	<b>Final Review</b>

**No class:**

September 5- Labor Day

October 5- Assessment Day

November 11- Veteran's Day

November 16- Advising Day

November 25- Thanksgiving Break

**Relationship to campus theme:****Nature**

Explains the interrelationship between humans and our environment and the role of science in our lives.

**Technology**

Demonstrates knowledge and application of technology.

**And Beyond**

Employs the principles of wellness throughout the human life cycle.



**Classroom Policies:**

- Cell phone and other related technology must be muted or turned off.
- NO texting or phone calls are allowed during class time. If you need to use your phone, leave the classroom as a courtesy to the instructor and your fellow students.
- Laptop computers may be used for note taking. Other uses will not be tolerated.
- DO NOT wear headphones in class or during tests.
- Food and drink according to IVN classroom policy.
- Exams are to be closed book, closed notes, and closed neighbor.
- The instructor reserves the right to ask any student disregarding these policies to leave the class for that day or longer if there is a continuous disregard for classroom policies. The student is responsible for all information discussed during that class period.

**Student Email Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

**Academic Integrity:**

All students are expected to adhere to the highest standards of academic integrity. Dishonesty in the classroom and with assignments and exams is a serious offense and is subject to disciplinary action by the instructor and college administration. For more information, refer to the Dakota College at Bottineau Student Handbook.

**Disabilities and Special Needs:**

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact your instructor and/or the Student Success Center. The Student Success Center provides a variety of academic support services for eligible students with disabilities.

# Principles of Nutrition

## NUTR 240

**Course:** NUTR 240 Principles of nutrition

**Credit Hours:** 3 credits

**Course Description:** In this introductory nutrition course you will explore the newest frontiers in nutrition and learn how to apply nutrition principles to your own food choices. Solidly based on science, this course will help you to understand how key nutrients (carbohydrates, lipids, proteins, amino acids, vitamins, water and minerals) affect health, disease, energy balance, and weight control. You'll learn how nutrition needs change throughout the life span and you'll explore such global issues as alcohol, weight management, nutrition & fitness, food safety, food technology, consumerism & sustainability, and world hunger.

**Prerequisite (s):** None

**Course Learning Objectives:** After completing this nutrition course, you will be able to:

- Interpret what the scientific facts tell us about nutrition and health
- Understand why we eat what we eat
- Explain the nutrition standards and guidelines
- Describe the processes of digestion, absorption, and transport
- Describe the major nutrients, vitamins, and minerals and their roles in the body
- Understand the concepts of energy balance and weight control
- Recognize the relationship between physical fitness, health, and nutrition
- Explain the relationship between diet and health
- Describe the nutritional needs at various stages of the life cycle
- Understand the basic principles of food safety
- Recognize the growing problem of hunger in the global economy
- 

**Instructor Information:**

- Lori Slaubaugh, MSN, RN
- 4341 69<sup>th</sup> St NE
- Wolford, ND 58385
- Email: [Lori.Slaubaugh@dakotacollege.edu](mailto:Lori.Slaubaugh@dakotacollege.edu)
- Phone: 701-208-0230

**Lecture Schedule:** Class meets completely online.

**Technology Required:** High speed internet access

**Required Textbooks:** Blake, J. S. (2016). *Nutrition and You* (4th ed.). Hoboken: Pearson. ISBN- 13: 978-0-13-416754-1

## Course Requirements

Active participation in online discussion is required. Expectations include reading all assigned chapters and materials, participating in online group discussions, and completing all assigned work within the allowed time frame.

**Course Outline:** Refer to course topical outline for course schedule, assignments, exams and a break-down of course grades.

**Relationship to Campus theme:** The goal of principles of nutrition is to provide an introduction to nutrition and provide an educational continuum for degree advancement.

## Classroom Policies

**Assessment Methods:** Assessment methods include participation in discussion boards, 2 projects, unit quizzes, a mid-semester exam, and a final exam. Instructor may require use of Tegrity proctoring and Respondus lock down per discretion.

**Grading Policy.** Class grade will be calculated by dividing total points earned by total points possible and grades will be assigned according to the following:

A= 100-90%

B= 89-80%

C = 79- 70%

D= 69-60%

F= 59-0%

Any late assignments or quizzes will be reduced by **10% per day** unless prior exception granted by instructor or extenuating circumstances. Late exams will be reopened only with extenuating circumstances per instructor's discretion.

**Academic integrity:** Tests are timed, opened book. All discussions, papers, projects, and exams must be personally completed. Academic honesty is expected of all students. Cheating and/or plagiarism may include: using unauthorized assistance on any exam, paper or project; or curse material from an instructor or student; or submitting the same academic work for credit more than once without consent. Violations will result in receiving a "zero" on the assignment or exam if cheating is suspected by the instructor.

**Disability Policy:** Any students requiring accommodations should contact the Learning Center for assistance.

**PHOT 180 ONLINE**  
**Photography 1**  
**Three (3) Credits**

**Course Description:**

This is an introductory level photography course in which students will learn the basics in photography and how to use a DSLR camera. This class will cover all aspects of the camera from shutter speed and aperture to all of the buttons, dials, and menus. Students will also learn basics visual communication, an intro to 2D design, and “seeing” creatively. Online students **MUST** have access to a DSLR in order to take this class.

**Pre-/Co Requisites:**

None

**Course times:**

Online

**Instructor:**

Clint Saunders

**Office number:**

Online

**Office Hours:**

See “office hours” section on the information section of the class homepage

**Phone:**

All contact should be done through email.

**Email:**

For anything pertaining to the course, please use the mail feature within the moodle class.

For other questions, you can contact me at - [clint.saunders@dakotacollege.edu](mailto:clint.saunders@dakotacollege.edu)

**Text:**

*None*

**General Education Objectives**

1. Use techniques to create original photographs
2. Possess a base knowledge of art forms
3. Use base knowledge to critique photographic works
4. Evaluate relationships of content and form in a photograph

**Course Objectives:**

1. To learn all camera functions of a DSLR camera
2. To apply critical thinking to exposure problems
3. To get basic understanding of composition and design
4. To learn basics in how to communicate visually

**Relationship to Campus Theme:**

This course addresses the campus theme by having students compare and contrast traditional film methods in photography with current digital technologies while anticipating future changes in photographic technologies.

**Classroom Policies:**

1. Be respectful of other students, technicians, instructors, and guests.
2. You must participate in discussions in order to receive full credit.

**Communication/Campus Email**

All students at DCB are given a DCB email account. This account is how DCB will communicate with you. You will receive important emails about classes, financial aid, emergencies, school closures, important dates, etc. through this email account. Along with the important emails you will receive, it also gives you access to Microsoft Office software.

I WILL use your DCB email account for ALL communications with you. YOU are responsible for checking your email regularly. I will email homework lists, important dates, information on photo shoots, grades, etc. to your DCB account. You are responsible for knowing all the information sent to your campus email.

Along with DCB email, I will also use the “announcement” section in Moodle to communicate, so be sure to check it regularly.

**Academic Integrity:**

All students are expected to adhere to the highest standards of academic integrity. Dishonesty in the classroom or studio and with assignments, quizzes, exams, and papers is a serious offense and is subject to disciplinary action by the instructor and college administration. For more information refer to the Student Handbook. Please note that I have a ZERO tolerance policy for cheating, plagiarism, and copyright violations.

**Disabilities and Special Needs:**

If you have a disability for which you are, or may be, requesting an accommodation, you are encouraged to contact your instructor and Kayla

O'Toole in the Learning Center (228-5479) as early as possible during the beginning of the semester.

**Late Assignments:**

I will NOT accept late assignments unless you make arrangements ahead of time. The art world is a deadline driven world, and I would be doing you a great disservice to allow late work.

**Grading Philosophy:**

Please understand that I do not care about your grades, I care about your education. My job is to teach you, your job is to learn what I teach you, and hopefully more. If we both do our jobs, grades shouldn't be necessary.

An instructor once said to me, "if you do everything that is expected of you in this class, then you will earn a "C". Because only doing what is expected is average, and a "C" represents an average grade. If you want a "B," do more than is expected, if you want an "A," do a lot more than is expected."

I embraced this philosophy as a student and discovered something amazing. When I did more than what was expected, I learned more, and when I did a lot more than was expected, I learned a lot more. Amazing huh?

The best way to succeed in my class is to NOT focus on - "what's my grade" - but instead focus on - "how much can I learn." If you embrace this, you won't be doing assignments for grades, you'll be doing them in order to learn, and the grade will become secondary and take care of itself.

**Grading Scale:**

A (90 - 100%) B (80 - 89%) C (70 - 79%) D (60 - 69%) F (below 60%)

**Attendance:**

If you aren't in class, you aren't learning the material. The main advantage of online courses is that you can "attend" class whenever you want. This is also one of the largest disadvantages to online education because, without a set meeting time, it takes a great deal of self discipline to make sure you log in and get your work done.

Moodle tracks your log in time and, if you don't log in enough hours, you cannot pass the class. Credit hours are based on a certain number of hours spent in the classroom, you are required to have a certain number of hours per credit in order to pass.

In this class, I will have required meeting times for critiques. We will meet in a chat room in moodle to critique images in person. I will have several times during a day available for this, so that everyone should be able to participate

in at least one of the critique sessions. **ATTENDANCE IN THE LIVE CRITIQUES IS MANDATORY.**

**Critiques:**

Critiques are a crucial part of learning. During critiques, the instructor and students will offer feedback on your work.

Critiques will be done in a live, video chat room. All assignments are due on Sunday night at the end of each week. Critiques will take place on the following Monday. You are required to attend one of the critique sessions listed each week. This is graded, so if you are unable to attend, please notify the instructor ASAP, as you cannot make these up.

**The following rules apply to critiques.**

1. Be respectful!
2. Give positive and negative feedback. Positive feedback is important to learn what is working and to build confidence. Negative feedback is important because we cannot improve without it. All negative feedback should be as constructive as possible.
3. When receiving a critique, keep an open mind and don't get defensive. Remember, no one is attacking you or your work. The goal is to learn. You cannot learn with a closed mind or defensive attitude.

**Photography Program Internship/Field Study Guidelines (Practicum)**

- Student's in Dakota College at Bottineau's (DCB) photography classes will do internship or field study experiences as part of their educational training. These applied experiences will help them to be "job ready" when they enter the profession. The classes for which internship or field study instruction will be provided are as follows:

PHOTO 180  
PHOTO 190  
PHOTO 290  
PHOTO 210  
PHOTO 292  
PHOTO 232

PHOTO 235  
PHOTO 240  
PHOTO 250  
PHOTO 270  
PHOTO 289

- The DCB photography program will not assertively or opportunistically promote its services outside of the campus environment in order to not be in competition with the private sector. The program will take measures that

- will help prevent it from requisitioning work otherwise accomplished by persons in the profession.
- Pictures taken by photography students as part of their course of study will not belong to them. Ownership rights will lie with the parties for whom the photographs have been taken. Students will sign a waiver stating that the product of their internship or field study photography work belongs to the subjects of the photos or to their representatives.
  - All revenue generated by students' internship or field study experiences will be invested back into the program to cover operation and equipment costs. Dakota College students, instructors, or staff will gain no monetary benefit from their participation.
  - Students participating in an internship or field study exercise will be supervised and provided guidance by their instructor and advisor. No applied training event will be approved that does not have proper authorization from the photography program's instructor/advisor. However, although the students will be taught and directed by the institution, the actual engagement in the educational experience may or may not be done under direct supervision of their instructor.
  - Transportation to the locations where the photos will be taken will not be provided by the institution.

### **HOMEWORK ASSIGNMENTS**

ALL homework must be created for this class. You **MUST** create new work every week. Work created for other classes, or created in the past will **NOT** be accepted.

### **Disclaimer Statement:**

The instructor of this course reserves the right to make changes to this syllabus without prior notice.



## **Tentative Course Outline:**

### Week 1 – Introduction, After Capture

- What is a Camera
- DSLR vs point and shoot
- Film vs digital
- Downloading
- Organizing files
- Storage and backup
- Deleting images
- Resizing/cropping
- Printing

### Week 2 – Lighting and Composition

- Natural
- Pop up flash
- Dedicated flash
- Gradients
- Cast shadows
- Composition,
- Auto focus points

### Week 3 - Creating photographic images

- Principles of design
- Surface and Space
- Color, Line, different realities
- Figure ground
- Breaking the rules

### Week 4 – Shutter Speed

- Shutter Speed
- Drive Modes
- Auto Focus modes
- What do you want to say?

### Week 5 – Aperture, ISO

- Aperture
- ISO
- What do you want to say?

### Week 6 – Shooting on Manual

- Shooting on Full Manual
- Balancing exposure
- Metering modes

Week 7 – Lenses, Filters, Misc. Settings, WB

- Lenses
- Filters
- WB
- Misc Settings
- RAW vs JPG

Week 8 – Final Portfolios

- Final Portfolios

**PHOT 180**  
**Photography 1**  
**Three (3) Credits**

**Course Description:**

This is an introductory level photography course in which students will learn the basics in photography and how to use a DSLR camera. This class will cover all aspects of the camera from shutter speed and aperture to all of the buttons, dials, and menus. Students will also learn basics visual communication, an intro to 2D design, and “seeing” creatively.

**Pre-/Co Requisites:**

None

**Course times:**

Tu Th 9:30 am – 11:00 am

**Studio times:**

See schedule on door

**Room number:**

NCS 104

**Instructor:**

Wayne Thomas

**Office number:**

NCS 104

**Office Hours:**

See schedule on door

**Phone:**

701-228-5657

**Email:**

Wayne.Thomas@dakotacollege.edu

**Recommended Text**

*Best Business Practices 1 and 2*

Available in bookstore

**General Education Objectives**

1. Use techniques to create original photographs
2. Possess a base knowledge of photography

3. Use base knowledge to critique photographic works
4. Evaluate relationships of content and form in a photograph

**Course Objectives:**

1. To learn all camera functions of a DSLR camera
2. To apply critical thinking to exposure problems
3. To get basic understanding of composition and design
4. To learn basics in how to communicate visually

**Relationship to Campus Theme:**

This course addresses the campus theme by having students compare and contrast traditional film methods in photography with current digital technologies while anticipating future changes in photographic technologies.

**Classroom Policies:**

1. Cell phones and related devices are prohibited in the classroom at all times. You have the option of keeping them turned off or leaving them at home.
2. The internet in the classroom will be used for educational purposes only. Do not use the internet for Facebook, instant messaging, or any other similar websites during class time.
3. Food and beverages are permitted in accordance with IVN classroom policy.
4. Be respectful of other students, technicians, instructors, and guests.

**Communication/Campus Email**

All students at DCB are given a DCB email account. This account is how DCB will communicate with you. You will receive important emails about classes, financial aid, emergencies, school closures, important dates, etc. through this email account. Along with the important emails you will receive, it also gives you access to Microsoft Office software.

I WILL use your DCB email account for ALL communications with you. YOU are responsible for checking your email regularly. I will email homework lists, important dates, information on photo shoots, grades, etc. to your DCB account. You are responsible for knowing all the information sent to your campus email.

**Academic Integrity:**

All students are expected to adhere to the highest standards of academic integrity. Dishonesty in the classroom or studio and with assignments, quizzes, exams, and papers is a serious offense and is subject to disciplinary action by the instructor and college administration. For more information,

refer to the Student Handbook. Please note that I have a ZERO tolerance policy for cheating, plagiarism, and copyright violations.

**Disabilities and Special Needs:**

If you have a disability for which you are, or may be, requesting an accommodation, you are encouraged to contact your instructor and the Learning Center (701-228-5479) as early as possible during the beginning of the semester.

**Late Assignments:**

I will NOT accept late assignments unless you make arrangements ahead of time. The photo world is a deadline driven world, and I would be doing you a great disservice to allow late work.

**Grading Philosophy:**

Please understand that I do not care about your grades, I care about your education. My job is to teach you, your job is to learn what I teach you, and hopefully more. If we both do our jobs, grades shouldn't be necessary.

An instructor once said to me, "if you do everything that is expected of you in this class, then you will earn a "C". Because only doing what is expected is average, and a "C" represents an average grade. If you want a "B," do more than is expected, if you want an "A," do a lot more than is expected."

I embraced this philosophy as a student and discovered something amazing. When I did more than what was expected, I learned more, and when I did a lot more than was expected, I learned a lot more. Amazing huh?

The best way to succeed in my class is to not focus on - "what's my grade" - but instead focus on - "how much can I learn." If you embrace this, you won't be doing assignments for grades, you'll be doing them in order to learn, and the grade will become secondary and take care of itself.

**Grading Scale:**

A (90 - 100%) B (80 - 89%) C (70 - 79%) D (60 - 69%) F (below 60%)

**Attendance:**

If you aren't in class, you aren't learning the material. Don't miss class! And, don't be tardy! Being late or being on time is nothing more than a habit. If you are in the habit of being late, this will be a good time to work on changing that habit to one of being on time. In the career field, being late is a just cause for firing employees, so if you are in the habit of being late, then you can use this class as an opportunity to work on changing that habit. However, I'd rather you were late, than miss class, so if you are running late, please come in quietly and take your seat.

### **Critiques:**

Critiques are a crucial part of learning. During critiques, the instructor and students will offer feedback on your work. The following rules apply to critiques.

1. Be respectful!
2. Give positive and negative feedback. Positive feedback is important to learn what is working and to build confidence. Negative feedback is important because we cannot improve without it. All negative feedback should be as constructive as possible.
3. When receiving a critique, keep an open mind and don't get defensive. Remember, no one is attacking you or your work. The goal is to learn. You cannot learn with a closed mind or defensive attitude.

### **Photography Program Internship/Field Study Guidelines (Practicum)**

- Student's in Dakota College at Bottineau's (DCB) photography classes will do internship or field study experiences as part of their educational training. These applied experiences will help them to be "job ready" when they enter the profession. The classes for which internship or field study instruction will be provided are as follows:

PHOTO 180

PHOTO 190

PHOTO 290

PHOTO 210

PHOTO 292

PHOTO 232

PHOTO 235

PHOTO 240

PHOTO 250

PHOTO 270

PHOTO 289

- The DCB photography program will not assertively or opportunistically promote its services outside of the campus environment in order to not be in competition with the private sector. The program will take measures that will help prevent it from requisitioning work otherwise accomplished by persons in the profession.
- Pictures taken by photography students as part of their course of study will not belong to them. Ownership rights will lie with the parties for whom the photographs have been taken. Students will sign a waiver stating that the product of their internship or field study photography work belongs to the subjects of the photos or to their representatives.
- All revenue generated by students' internship or field study experiences will be invested back into the program to cover operation and equipment costs.

Dakota College students, instructors, or staff will gain no monetary benefit from their participation.

- Students participating in an internship or field study exercise will be supervised and provided guidance by their instructor and advisor. No applied training event will be approved that does not have proper authorization from the photography program's instructor/advisor. However, although the students will be taught and directed by the institution, the actual engagement in the educational experience may or may not be done under direct supervision of their instructor.
- Transportation to the locations where the photos will be taken will not be provided by the institution.

**Disclaimer Statement:**

The instructor of this course reserves the right to make changes to this syllabus without prior notice.

**Tentative Course Outline:**

Week 1 - After Capture

- Downloading
- Organizing files
- Storage and backup
- Deleting images
- Resizing/cropping
- Printing

Week 2 - Lighting

- Natural
- Pop up flash
- Dedicated flash
- Gradients
- Cast shadows

Week 3 - Creating photographic images

- Composition,
- Auto focus points

Week 4 - Creating photographic images

- Principles of design

Week 5 - Creating photographic images

- Surface and Space

Week 6 - Creating photographic images

- Color, Line, different realities

- Figure ground,
- Breaking the rules

#### Week 7 – DSLR vs Point & Shoot, Film vs Digital, Critiquing Photographs

- DSLR vs point and shoot
- Film vs digital
- Critique images

#### Week 8 – Cameras and Exposure

- What is a Camera
- Shutter Speed
- What do you want to say?

#### Week 9 – Aperture, ISO

- Aperture
- ISO
- What do you want to say?

#### Week 10 – Shooting on Manual

- Shooting on Full Manual
- Balancing exposure
- Metering modes

#### Week 11 – Shooting on Manual

- Shooting on Full Manual, Motion as priority
- Auto Focus modes
- Drive Modes

#### Week 12 – Shooting on Manual

- Shooting on Full Manual, Depth of field as priority

#### Week 13 – Lenses, Filters, Misc. Settings, WB

- Lenses
- Filters
- WB
- Misc Settings

#### Week 14 – Capture Modes

- RAW vs JPG

#### Week 15 – Critique Photographic Images

- Critique Images

#### Week 16 – Final Portfolios

- Final Portfolios



**PHOT 180**  
**Photography 1**

**SYLLABI SIGNATURE PAGE:**

Instructor's Copy (sign, remove from syllabus and hand in)

By signing this page and giving it to my instructor, I am confirming that:

1. I have read carefully, understand and agree with and will follow all of the guidelines, statements and requirements stated in this syllabus;
2. I understand that the grade I earn in this class is my responsibility to earn.
3. I understand that our class is a learning community. I will support my learning and the learning of my classmates and instructor by coming to class prepared, participating fully and completing my work; and
4. I commit to giving my best effort throughout the term of the course and seek out my fellow students to support my success.

**Date:** \_\_\_\_\_

**Signature** \_\_\_\_\_

**Print Name:** \_\_\_\_\_

**PHOT 190 ONLINE**  
**Principles of Lighting**  
**Three (3) Credits**

**Course Description:**

In this course, students will learn basic principles of lighting and a variety of equipment used in lighting. Students will be introduced to using natural lighting, dedicated flash units, and studio lighting..

**Pre-/Co Requisites:**

None

**Course times:**

Online

**Instructor:**

Clint Saunders

**Office number:**

Online

**Office Hours:**

See "office hours" section on the information section of the class homepage

**Phone:**

All contact should be done through email.

**Email:**

For anything pertaining to the course, please use the mail feature within the moodle class.

For other questions, you can contact me at - [clint.saunders@dakotacollege.edu](mailto:clint.saunders@dakotacollege.edu)

**Text:**

*None*

**Objectives:**

1. To learn basic lighting techniques using a variety of sources.
2. To understand the importance of lighting in photography.
3. To gain exposure to professional lighting equipment and how to use it.

**Relationship to Campus Theme:**

This course addresses the campus theme by using lighting in nature as well as electronic light sources to create natural looking photographs while anticipating future changes in photographic lighting technologies.

**Classroom Policies:**

1. Be respectful of other students, technicians, instructors, and guests.
2. You must participate in discussions in order to receive full credit.

**Communication/Campus Email**

All students at DCB are given a DCB email account. This account is how DCB will communicate with you. You will receive important emails about classes, financial aid, emergencies, school closures, important dates, etc. through this email account. Along with the important emails you will receive, it also gives you access to Microsoft Office software.

I WILL use your DCB email account for ALL communications with you. YOU are responsible for checking your email regularly. I will email homework lists, important dates, information on photo shoots, grades, etc. to your DCB account. You are responsible for knowing all the information sent to your campus email.

Along with DCB email, I will also use the “announcement” section in Moodle to communicate, so be sure to check it regularly.

**Academic Integrity:**

All students are expected to adhere to the highest standards of academic integrity. Dishonesty in the classroom or studio and with assignments, quizzes, exams, and papers is a serious offense and is subject to disciplinary action by the instructor and college administration. For more information refer to the Student Handbook. Please note that I have a ZERO tolerance policy for cheating, plagiarism, and copyright violations.

**Disabilities and Special Needs:**

If you have a disability for which you are, or may be, requesting an accommodation, you are encouraged to contact your instructor and Kayla O'Toole in the Learning Center (228-5479) as early as possible during the beginning of the semester.

**Late Assignments:**

I will NOT accept late assignments unless you make arrangements ahead of time. The art world is a deadline driven world, and I would be doing you a great disservice to allow late work.

**Grading Philosophy:**

Please understand that I do not care about your grades, I care about your education. My job is to teach you, your job is to learn what I teach you, and hopefully more. If we both do our jobs, grades shouldn't be necessary.

An instructor once said to me, "if you do everything that is expected of you in this class, then you will earn a "C". Because only doing what is expected is average, and a "C" represents an average grade. If you want a "B," do more than is expected, if you want an "A," do a lot more than is expected."

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The best way to succeed in my class is to NOT focus on - "what's my grade" - but instead focus on - "how much can I learn." If you embrace this, you won't be doing assignments for grades, you'll be doing them in order to learn, and the grade will become secondary and take care of itself.

**Grading Scale:**

A (90 – 100%) B (80 – 89%) C (70 – 79%) D (60 – 69%) F (below 60%)

**Attendance:**

If you aren't in class, you aren't learning the material. The main advantage of online courses is that you can "attend" class whenever you want. This is also one of the largest disadvantages to online education because, without a set meeting time, it takes a great deal of self discipline to make sure you log in and get your work done.

Moodle tracks your log in time and, if you don't log in enough hours, you cannot pass the class. Credit hours are based on a certain number of hours spent in the classroom, you are required to have a certain number of hours per credit in order to pass.

In this class, I will have required meeting times for critiques. We will meet in a chat room in moodle to critique images in person. I will have several times during a day available for this, so that everyone should be able to participate in at least one of the critique sessions. **ATTENDANCE IN THE LIVE CRITIQUES IS MANDATORY.**

**Critiques:**

Critiques are a crucial part of learning. During critiques, the instructor and students will offer feedback on your work.

Critiques will be done in a live, video chat room. All assignments are due on Sunday night at the end of each week. Critiques will take place on the following Monday. You are required to attend one of the critique sessions

listed each week. This is graded, so if you are unable to attend, please notify the instructor ASAP, as you cannot make these up.

**The following rules apply to critiques.**

1. Be respectful!
2. Give positive and negative feedback. Positive feedback is important to learn what is working and to build confidence. Negative feedback is important because we cannot improve without it. All negative feedback should be as constructive as possible.
3. When receiving a critique, keep an open mind and don't get defensive. Remember, no one is attacking you or your work. The goal is to learn. You cannot learn with a closed mind or defensive attitude.

**Photography Program Internship/Field Study Guidelines  
(Practicum)**

- Student's in Dakota College at Bottineau's (DCB) photography classes will do internship or field study experiences as part of their educational training. These applied experiences will help them to be "job ready" when they enter the profession. The classes for which internship or field study instruction will be provided are as follows:

PHOTO 180	PHOTO 235
PHOTO 190	PHOTO 240
PHOTO 290	PHOTO 250
PHOTO 210	PHOTO 270
PHOTO 292	PHOTO 289
PHOTO 232	

- The DCB photography program will not assertively or opportunistically promote its services outside of the campus environment in order to not be in competition with the private sector. The program will take measures that will help prevent it from requisitioning work otherwise accomplished by persons in the profession.
- Pictures taken by photography students as part of their course of study will not belong to them. Ownership rights will lie with the parties for whom the photographs have been taken. Students will sign a waiver stating that the product of their internship or field study photography work belongs to the subjects of the photos or to their representatives.
- All revenue generated by students' internship or field study experiences will be invested back into the program to cover operation and equipment costs. Dakota College students, instructors, or staff will gain no monetary benefit from their participation.

- Students participating in an internship or field study exercise will be supervised and provided guidance by their instructor and advisor. No applied training event will be approved that does not have proper authorization from the photography program's instructor/advisor. However, although the students will be taught and directed by the institution, the actual engagement in the educational experience may or may not be done under direct supervision of their instructor.
- Transportation to the locations where the photos will be taken will not be provided by the institution.

### **HOMEWORK ASSIGNMENTS**

ALL homework must be created for this class. You MUST create new work every week. Work created for other classes, or created in the past will NOT be accepted.

### **Disclaimer Statement:**

The instructor of this course reserves the right to make changes to this syllabus without prior notice.

### **Tentative Course Outline:**

Week 1 – Introduction - Photography is Lighting

- The Importance of Lighting
- Identifying Shadows
- Nature

Week 2 – Natural lighting, Reflectors

- Reflectors
- Window lighting

Week 3 – On Camera Lighting

- Pop up Flash
- Dedicated Flash

Week 4 - Studio Lighting

- Lighting Equipment
- Set up
- Single Light
- Light Modifiers

Week 5 - Studio Lighting - People

- People – Single Light
- People – multiple light

Week 6 - Studio Lighting - Objects

- Objects – single light
- Objects – multiple light

Week 7 –Mixed Lighting

- Balancing Electronic lights with Natural Lighting for Outdoor Photography – Dedicated flash and studio flash

Week 8 – Portfolio Review

- Create and review final portfolios

**PHOT 190**  
**Principles of Lighting**  
**Three (3) Credits**

**Course Description:**

In this course, students will learn basic principles of lighting and a variety of equipment used in lighting. Students will be introduced to using natural lighting, dedicated flash units, and studio lighting.

**Pre-/Co Requisites:**

PHOT 180

**Course times:**

Th 1:00 – 3:30 pm

**Studio times:**

See schedule on door

**Room number:**

NCS 104

**Instructor:**

Wayne Thomas

**Office number:**

NCS 104

**Office Hours:**

See schedule on door

**Phone:**

701-228-5657

**Email:**

Wayne.Thomas@dakotacollege.edu

**Text:**

*None*

**Objectives:**

1. To learn basic lighting techniques using a variety of sources.
2. To understand the importance of lighting in photography.
3. To gain exposure to professional lighting equipment and how to use it.



**Relationship to Campus Theme:**

This course addresses the campus theme by using lighting in nature as well as electronic light sources to create natural looking photographs while anticipating future changes in photographic lighting technologies.

**Classroom Policies:**

1. Cell phones and related devices are prohibited in the classroom at all times. You have the option of keeping them turned off or leaving them at home.
2. The internet in the classroom will be used for educational purposes only. Do not use the internet for Facebook, instant messaging, or any other similar websites during class time.
3. Food and beverages are permitted in accordance with IVN classroom policy.
4. Be respectful of other students, technicians, instructors, and guests.

**Communication/Campus Email**

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I WILL use your DCB email account for ALL communications with you. YOU are responsible for checking your email regularly. I will email homework lists, important dates, information on photo shoots, grades, etc. to your DCB account. You are responsible for knowing all the information sent to your campus email.

**Academic Integrity:**

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**Disabilities and Special Needs:**

If you have a disability for which you are, or may be, requesting an accommodation, you are encouraged to contact your instructor and Kayla O'Toole in the Learning Center (228-5479) as early as possible during the beginning of the semester.

**Late Assignments:**

I will NOT accept late assignments unless you make arrangements ahead of time. The art world is a deadline driven world, and I would be doing you a great disservice to allow late work.

**Grading Philosophy:**

Please understand that I do not care about your grades, I care about your education. My job is to teach you, your job is to learn what I teach you, and hopefully more. If we both do our jobs, grades shouldn't be necessary.

An instructor once said to me, "if you do everything that is expected of you in this class, then you will earn a "C". Because only doing what is expected is average, and a "C" represents an average grade. If you want a "B," do more than is expected, if you want an "A," do a lot more than is expected."

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The best way to succeed in my class is to not focus on - "what's my grade" - but instead focus on - "how much can I learn." If you embrace this, you won't be doing assignments for grades, you'll be doing them in order to learn, and the grade will become secondary and take care of itself.

**Grading Scale:**

A (90 - 100%) B (80 - 89%) C (70 - 79%) D (60 - 69%) F (below 60%)

**Attendance:**

If you aren't in class, you aren't learning the material. Don't miss class! And, don't be tardy! Being late or being on time is nothing more than a habit. If you are in the habit of being late, this will be a good time to work on changing that habit to one of being on time. In the career field, being late is a just cause for firing employees, so if you are in the habit of being late, then you can use this class as an opportunity to work on changing that habit. However, I'd rather you were late, than miss class, so if you are running late, please come in quietly and take your seat.

**Critiques:**

Critiques are a crucial part of learning. During critiques, the instructor and students will offer feedback on your work. The following rules apply to critiques.

1. Be respectful!
2. Give positive and negative feedback. Positive feedback is important to learn what is working and to build confidence. Negative feedback is important

because we cannot improve without it. All negative feedback should be as constructive as possible.

3. When receiving a critique, keep an open mind and don't get defensive. Remember, no one is attacking you or your work. The goal is to learn. You cannot learn with a closed mind or defensive attitude.

## **Photography Program Internship/Field Study Guidelines (Practicum)**

- Student's in Dakota College at Bottineau's (DCB) photography classes will do internship or field study experiences as part of their educational training. These applied experiences will help them to be "job ready" when they enter the profession. The classes for which internship or field study instruction will be provided are as follows:

PHOTO 180

PHOTO 190

PHOTO 290

PHOTO 210

PHOTO 292

PHOTO 232

PHOTO 235

PHOTO 240

PHOTO 250

PHOTO 270

PHOTO 289

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- All revenue generated by students' internship or field study experiences will be invested back into the program to cover operation and equipment costs. Dakota College students, instructors, or staff will gain no monetary benefit from their participation.
- Students participating in an internship or field study exercise will be supervised and provided guidance by their instructor and advisor. No applied training event will be approved that does not have proper authorization from the photography program's instructor/advisor. However, although the students will be taught and directed by the institution, the actual engagement in the educational experience may or may not be done under direct supervision of their instructor.

- Transportation to the locations where the photos will be taken will not be provided by the institution.

**Disclaimer Statement:**

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**Tentative Course Outline:**

Week 1 -2 – Introduction - Photography is Lighting

- The Importance of Lighting
- Identifying Shadows
- Natural Lighting
- Reflectors

Week 3-4 – On Camera Lighting

- Pop up Flash
- Dedicated Flash

Week 5-6 - Studio Lighting

- Lighting Equipment
- Set up
- Single Light
- Multiple Lights

Week 7-8 –Mixed Lighting

- Dedicated Flash with Natural Light
- Studio Flash with Natural Light
- Balancing Electronic lights with Natural Lighting for Outdoor Photography

Week 9-14 The right light for your subject

- 9-10– People
- 11-12 – Objects
- 13-14 – Nature

Week 15 – Portfolio Review

- Create and review final portfolios

**PHOT 192, 193, 292**  
**Photography Practicum**  
**2 Credits**

**Course Description:**

In this course, students will work as photo assistants with the instructor on practical assignments as they relate to their future careers in professional photography. Students will work on campus photography jobs, for the campus studio, and also independently on assignments.

**Pre-/Co Requisites:**

PHOT 180, PHOT 190,

**Course times:**

You must complete 30 hours of actual photography for 2 credits per semester to complete your practicum. This is 1-3 hours per week. You will work with the work study on scheduling and track your hours weekly.

**Studio times:**

See schedule on door

**Room number:**

NCS 104

**Instructor:**

Wayne Thomas

**Office number:**

NCS 104

**Office Hours:**

See schedule on door

**Phone:**

701-228-5657

**Email:**

Wayne.Thomas@dakotacollege.edu

**Text:**

*None*

**Objectives:**

1. To understand gain practical experience in the field of professional photography.

2. To learn how to work and create on a deadline.
3. To learn how to work and create for a client.

**Relationship to Campus Theme:**

This course addresses the campus theme by having students work on campus, in nature, and with clients and their peers while exploring and learning with their cameras.

**Classroom Policies:**

1. Cell phones and related devices are prohibited in the classroom at all times. You have the option of keeping them turned off or leaving them at home.
2. The internet in the classroom will be used for educational purposes only. Do not use the internet for Facebook, instant messaging, or any other similar websites during class time.
3. Food and beverages are permitted in accordance with IVN classroom policy.
4. Be respectful of other students, technicians, instructors, and guests.

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**Grading Philosophy:**

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A (90 - 100%) B (80 - 89%) C (70 - 79%) D (60 - 69%) F (below 60%)

**Attendance:**

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because we cannot improve without it. All negative feedback should be as constructive as possible.

3. When receiving a critique, keep an open mind and don't get defensive. Remember, no one is attacking you or your work. The goal is to learn. You cannot learn with a closed mind or defensive attitude.

## **Photography Program Internship/Field Study Guidelines (Practicum)**

- Student's in Dakota College at Bottineau's (DCB) photography classes will do internship or field study experiences as part of their educational training. These applied experiences will help them to be "job ready" when they enter the profession. The classes for which internship or field study instruction will be provided are as follows:

PHOTO 180

PHOTO 190

PHOTO 290

PHOTO 210

PHOTO 292

PHOTO 232

PHOTO 235

PHOTO 240

PHOTO 250

PHOTO 270

PHOTO 289

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- Transportation to the locations where the photos will be taken will not be provided by the institution.

**Disclaimer Statement:**

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**Tentative Course Outline:**

Week 1 – 15 to be determined with instructor

**PHOT 210**  
**Intermediate Photography ONLINE**  
**Three (3) Credits**

**Course Description:**

This is an intermediate level photography course in which students will be introduced to a variety of genres, styles, and subject matter. Students will explore techniques, principles and aesthetics in a variety of photographic genres and subject matter, while working on understanding and strengthening their individual photographic vision.

**Pre-/Co Requisites:**

PHOT 180, PHOT 190, PHOT 250

**Course times:**

Online

**Instructor:**

Clint Saunders

**Office number:**

Online

**Office Hours:**

See "office hours" section on the information section of the class homepage

**Phone:**

All contact should be done through email.

**Email:**

For anything pertaining to the course, please use the mail feature within the moodle class.

For other questions, you can contact me at - [clint.saunders@dakotacollege.edu](mailto:clint.saunders@dakotacollege.edu)

**Text:**

*None*

**Objectives:**

1. To learn intermediate level photographic skills.
2. To explore a variety of subject matter and styles.
3. To further develop an understanding of visual communication using photography.
4. To begin to understand and apply concept in the creation of photographic images.

5. To develop a personal style, or way of seeing.
6. To increase and express personal creativity.

**Relationship to Campus Theme:**

This course addresses the campus theme by encouraging students to use their past and present life situations and individual ideals to express themselves visually through current and future photographic imagery.

**Classroom Policies:**

1. Be respectful of other students, technicians, instructors, and guests.
2. You must participate in discussions in order to receive full credit.

**Communication/Campus Email**

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I WILL use your DCB email account for ALL communications with you. YOU are responsible for checking your email regularly. I will email homework lists, important dates, information on photo shoots, grades, etc. to your DCB account. You are responsible for knowing all the information sent to your campus email.

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**Disabilities and Special Needs:**

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**Late Assignments:**

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**Grading Philosophy:**

Please understand that I do not care about your grades, I care about your education. My job is to teach you, your job is to learn what I teach you, and hopefully more. If we both do our jobs, grades shouldn't be necessary.

An instructor once said to me, "if you do everything that is expected of you in this class, then you will earn a "C". Because only doing what is expected is average, and a "C" represents an average grade. If you want a "B," do more than is expected, if you want an "A," do a lot more than is expected."

I embraced this philosophy as a student and discovered something amazing. When I did more than what was expected, I learned more, and when I did a lot more than was expected, I learned a lot more. Amazing huh?

The best way to succeed in my class is to NOT focus on - "what's my grade" - but instead focus on - "how much can I learn." If you embrace this, you won't be doing assignments for grades, you'll be doing them in order to learn, and the grade will become secondary and take care of itself.

**Grading Scale:**

A (90 - 100%) B (80 - 89%) C (70 - 79%) D (60 - 69%) F (below 60%)

**Attendance:**

If you aren't in class, you aren't learning the material. The main advantage of online courses is that you can "attend" class whenever you want. This is also one of the largest disadvantages to online education because, without a set meeting time, it takes a great deal of self discipline to make sure you log in and get your work done.

Moodle tracks your log in time and, if you don't log in enough hours, you cannot pass the class. Credit hours are based on a certain number of hours spent in the classroom, you are required to have a certain number of hours per credit in order to pass.

In this class, I will have required meeting times for critiques. We will meet in a chat room in moodle to critique images in person. I will have several times during a day available for this, so that everyone should be able to participate in at least one of the critique sessions. **ATTENDANCE IN THE LIVE CRITIQUES IS MANDATORY.**

**Critiques:**

Critiques are a crucial part of learning. During critiques, the instructor and students will offer feedback on your work.

Critiques will be done in a live, video chat room. All assignments are due on Sunday night at the end of each week. Critiques will take place on the following Monday. You are required to attend one of the critique sessions listed each week. This is graded, so if you are unable to attend, please notify the instructor ASAP, as you cannot make these up.

**The following rules apply to critiques.**

1. Be respectful!
2. Give positive and negative feedback. Positive feedback is important to learn what is working and to build confidence. Negative feedback is important because we cannot improve without it. All negative feedback should be as constructive as possible.
3. When receiving a critique, keep an open mind and don't get defensive. Remember, no one is attacking you or your work. The goal is to learn. You cannot learn with a closed mind or defensive attitude.

**Photography Program Internship/Field Study Guidelines  
(Practicum)**

- Student's in Dakota College at Bottineau's (DCB) photography classes will do internship or field study experiences as part of their educational training. These applied experiences will help them to be "job ready" when they enter the profession. The classes for which internship or field study instruction will be provided are as follows:

PHOTO 180	PHOTO 235
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- Students participating in an internship or field study exercise will be supervised and provided guidance by their instructor and advisor. No applied training event will be approved that does not have proper authorization from the photography program's instructor/advisor. However, although the students will be taught and directed by the institution, the actual engagement in the educational experience may or may not be done under direct supervision of their instructor.
- Transportation to the locations where the photos will be taken will not be provided by the institution.

### **HOMEWORK ASSIGNMENTS**

ALL homework must be created for this class. You **MUST** create new work every week. Work created for other classes, or created in the past will **NOT** be accepted.

### **Disclaimer Statement:**

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### **Tentative Course Outline:**

Week 1 – Introduction - Texture/Pattern and line

Week 2 – backlighting and reflections

Week 3 – black and white and color

Week 4 – abstract, non-objective and out of focus

Week 5 – form and narrative

Week 6 – high key, low key and high contrast

Week 7 – ordinary object, uncommon subject, and common subject, unique vision.

Week 8 – Final portfolios

**PHOT 235**  
**Portrait Photography**  
**Three (3) Credits**

**Course Description:**

In this course, students will learn all aspects of portrait photography including lighting, equipment, locations, techniques, post production, image editing, and careers. Students will work in a professional studio environment to learn all aspects of portraiture including head shots, school photography, groups, memory mates, kids, families, senior pictures, and weddings

**Pre-/Co Requisites:**

PHOT 180, PHOT 190, PHOT 250

**Course times:**

M W 1:00 pm – 2:30 pm

**Studio times:**

By appointment, see schedule on door

**Room number:**

NCS 104

**Instructor:**

Wayne Thomas

**Office number:**

NCS 104

**Office Hours:**

See schedule on door

**Phone:**

701-228-5657

**Email:**

Wayne.Thomas@dakotacollege.edu

**Text:**

*None*

**Objectives:**

1. To understand trends in portrait photography.
2. To learn about careers in portrait photography.

3. To discover the different aspects and types of photos associated with portrait photography.
4. To learn posing.
5. To understand how to use lighting in portrait photography.
6. To learn post production and distribution methods as they pertain to portrait photography.

**Relationship to Campus Theme:**

This course addresses the campus theme by studying the history of portrait photography and how it relates to present day portrait photography as well as anticipating future trends in the genre in terms of style and equipment.

**Classroom Policies:**

1. Cell phones and related devices are prohibited in the classroom at all times. You have the option of keeping them turned off or leaving them at home.
2. The internet in the classroom will be used for educational purposes only. Do not use the internet for Facebook, instant messaging, or any other similar websites during class time.
3. Food and beverages are permitted in accordance with IVN classroom policy.
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I will NOT accept late assignments unless you make arrangements ahead of time. The art world is a deadline driven world, and I would be doing you a great disservice to allow late work.

**Grading Philosophy:**

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**Grading Scale:**

A (90 - 100%) B (80 - 89%) C (70 - 79%) D (60 - 69%) F (below 60%)

**Attendance:**

If you aren't in class, you aren't learning the material. Don't miss class! And, don't be tardy! Being late or being on time is nothing more than a habit. If you are in the habit of being late, this will be a good time to work on changing that habit to one of being on time. In the career field, being late is a just cause for firing employees, so if you are in the habit of being late, then you can use this class as an opportunity to work on changing that habit. However, I'd rather you were late, than miss class, so if you are running late, please come in quietly and take your seat.

**Critiques:**

Critiques are a crucial part of learning. During critiques, the instructor and students will offer feedback on your work. The following rules apply to critiques.

1. Be respectful!
2. Give positive and negative feedback. Positive feedback is important to learn what is working and to build confidence. Negative feedback is important because we cannot improve without it. All negative feedback should be as constructive as possible.
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### **Photography Program Internship/Field Study Guidelines (Practicum)**

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PHOTO 180

PHOTO 190

PHOTO 290

PHOTO 210

PHOTO 292

PHOTO 232

PHOTO 235

PHOTO 240

PHOTO 250

PHOTO 270

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applied training event will be approved that does not have proper authorization from the photography program's instructor/advisor. However, although the students will be taught and directed by the institution, the actual engagement in the educational experience may or may not be done under direct supervision of their instructor.

- Transportation to the locations where the photos will be taken will not be provided by the institution.

**Disclaimer Statement:**

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**Tentative Course Outline:**

Week 1 – Introduction - What is portrait Photography?

- What is portrait photography
- Equipment
- Sculpting with light

Week 2 -3 – Head shots

- Posing
- Lighting
- Editing
- Image correction
- Re-touching

Week 4-5 – Outdoor portraiture and pets

- Lighting
- Posing
- Locations
- Image correction

Week 6-7 – Senior pictures

- Posing
- Lighting
- Props
- Trends
- Editing
- Image correction
- Montage/collage

Week 8-9– Groups

- Posing

- Lighting
- Families
- Pregnancy
- Events
- Editing
- Image correction
- Head swaps
- Re-touching

#### Week 10-11 - Weddings

- Shot list
- Posing
- Lighting
- Editing
- Image correction
- Distribution
- Re-touching

#### Week 12-13 – Children /Boudoir

- Posing
- Lighting
- Props
- Editing
- Image correction
- Re-touching

#### Week 14 – Prints and products , business practices

- Types of prints
- Finding and using a lab
- Print packages
- Packaging
- Finding your niche
- Marketing yourself
- Costs you didn't think of
- Getting started

#### Week 15 – Final Portfolios

- Create and present final portfolios

**PHOT 240**  
**Outdoor Photography**  
**Three (3) Credits**

**Course Description:**

In this course, students will learn all aspects of outdoor photography including lighting, equipment, locations, techniques, post production, image editing, and careers. Students will explore a variety of subject matter including landscapes, scenic, wildlife, rustic, rural, and urban photography

**Pre-/Co Requisites:**

PHOT 180

**Course times:**

Online

**Instructor:**

Clint Saunders

**Office number:**

Online

**Office Hours:**

See "office hours" section on the information section of the class homepage

**Phone:**

All contact should be done through email.

**Email:**

For anything pertaining to the course, please use the mail feature within the moodle class.

For other questions, you can contact me at - [clint.saunders@dakotacollege.edu](mailto:clint.saunders@dakotacollege.edu)

**Text:**

*None*

**Objectives:**

1. To learn how to use natural lighting in outdoor photography.
2. To introduce students to a variety of outdoor subject matter.
3. To understand the correct equipment used while photographing different outdoor subjects.
4. To learn post production, image correction, and digital darkroom techniques as they apply to outdoor photography.

5. To research and learn about career opportunities in outdoor photography.
6. This class will regularly take field trips in order to photograph on location. Photographing in nature is an important or essential part of the course and is “educationally enriching and beneficial to students”

**Relationship to Campus Theme:**

This course addresses the campus theme by having students work in nature using modern digital equipment as used in photography and photographic post production. Students learn the differences between past and present photographic techniques while exploring possibilities for future growth and change in our industry.

**Classroom Policies:**

1. Be respectful of other students, technicians, instructors, and guests.
2. You must participate in discussions in order to receive full credit.

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- Student's in Dakota College at Bottineau's (DCB) photography classes will do internship or field study experiences as part of their educational training. These applied experiences will help them to be "job ready" when they enter the profession. The classes for which internship or field study instruction will be provided are as follows:

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### **HOMEWORK ASSIGNMENTS**

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### **Disclaimer Statement:**

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### **Tentative Course Outline:**

Week 1 – Introduction and Outdoor Subject Matter

- Landscape
- Rustic/Rural
- Wildlife
- Urban
- Macro
- Visualization

Week 1 – Technical Foundations

- Equipment

- Image Quality
- Filters
- Exposure and Histograms
- The Zone System
- Depth of Field
- Metering

#### Week 2 - Landscape

- Safety in Nature
- Packing and Planning
- Photographing the State and National Parks
- Post Production – Digital Darkroom

#### Week 3 - Macro

- Macro Equipment and Lenses
- Macro Imagery
- Intimate Scenes
- Light, Composition, Mood
- Creativity
- Post Production – Digital Darkroom

#### Week 4 - Wildlife

- Safety With Wildlife
- Hunting With a Camera
- Learning Behavior
- Exposing Animals
- Light, Composition, Mood
- Creativity
- Post Production – Digital Darkroom

#### Week 5 – Rustic, Rural and Urban

- Safety in Rural Settings
- Photographing Private Property
- Photographing Public Property
- Light, Composition, Mood
- Exposure
- Traveling With Digital Media
- Post Production – Digital Darkroom

#### Week 6 – Nighttime Photography

- Safety in Nighttime Photography
- Exposure
- ISO and Noise
- Light, Composition, Mood

- Creativity
- Post Production – Digital Darkroom

Week 7 – Outdoor photography as a living

- Art shows and fairs
- Books
- Magazines
- Stock photography
- Printing, matting, framing

Week 8– Final Portfolio

- Create and present a final portfolio

**PHOT 240**  
**Outdoor Photography**  
**Three (3) Credits**

**Course Description:**

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**Pre-/Co Requisites:**

PHOT 180, PHOT 190, PHOT 250

**Course times:**

M W 8:00 – 9:30 am (This class will often change times for early morning and night photography)

Field Trip to Theodore Roosevelt National Park

Sept 9-11, 2016

Field Trip to International Peace Gardens

TBD

**Studio times:**

By appointment, see schedule on door

**Room number:**

NCS 104

**Instructor:**

Wayne Thomas

**Office number:**

NCS 104

**Office Hours:**

Available during all studio hours

**Office Phone:**

701-228-5657

**Email:**

Wayne.Thomas@dakotacollege.edu

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1. To learn how to use natural lighting in outdoor photography.
2. To introduce students to a variety of outdoor subject matter.
3. To understand the correct equipment used while photographing different outdoor subjects.
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A (90 - 100%) B (80 - 89%) C (70 - 79%) D (60 - 69%) F (below 60%)

### **Attendance:**

If you aren't in class, you aren't learning the material. Don't miss class! And, don't be tardy! Being late or being on time is nothing more than a habit. If you are in the habit of being late, this will be a good time to work on changing that habit to one of being on time. In the career field, being late is a just cause for firing employees, so if you are in the habit of being late, then you can use this class as an opportunity to work on changing that habit. However, I'd

rather you were late, than miss class, so if you are running late, please come in quietly and take your seat.

**Critiques:**

Critiques are a crucial part of learning. During critiques, the instructor and students will offer feedback on your work. The following rules apply to critiques.

1. Be respectful!
2. Give positive and negative feedback. Positive feedback is important to learn what is working and to build confidence. Negative feedback is important because we cannot improve without it. All negative feedback should be as constructive as possible.
3. When receiving a critique, keep an open mind and don't get defensive. Remember, no one is attacking you or your work. The goal is to learn. You cannot learn with a closed mind or defensive attitude.

**Disclaimer Statement:**

The instructor of this course reserves the right to make changes to this syllabus without prior notice.

**Tentative Course Outline:**

Week 1 – Introduction and Outdoor Subject Matter

- Landscape
- Rustic/Rural
- Wildlife
- Urban
- Macro
- Visualization

Week 1 – Technical Foundations

- Equipment
- Image Quality
- Filters
- Exposure and Histograms
- The Zone System
- Depth of Field
- Metering

Week 2 -3 Landscape

- Safety in Nature
- Packing and Planning
- Photographing the State and National Parks
- Post Production – Digital Darkroom



Week 4-5 Macro

- Macro Equipment and Lenses
- Macro Imagery
- Intimate Scenes
- Light, Composition, Mood
- Creativity
- Post Production – Digital Darkroom

Week 6 Nighttime Photography

- Safety in Nighttime Photography
- Exposure
- ISO and Noise
- Light, Composition, Mood
- Creativity
- Post Production – Digital Darkroom

Week 7 Outdoor photography as a living

- Art shows and fairs
- Books
- Magazines
- Stock photography
- Printing, matting, framing

Week 8 – Final Portfolio

- Create and present a final portfolio

**PHOT 240**  
**Outdoor Photography**

SYLLABI SIGNATURE PAGE:

Instructor's Copy (sign, remove from syllabus and hand in)

By signing this page and giving it to my instructor, I am confirming that:

1. I have read carefully, understand and agree with and will follow all of the guidelines, statements and requirements stated in this syllabus;
2. I understand that the grade I earn in this class is my responsibility to earn.
3. I understand that our class is a learning community. I will support my learning and the learning of my classmates and instructor by coming to class prepared, participating fully and completing my work; and
4. I commit to giving my best effort throughout the term of the course and seek out my fellow students to support my success.

**Date:** \_\_\_\_\_

**Signature** \_\_\_\_\_

**Print Name:** \_\_\_\_\_

**PHOT 250 ONLINE**  
**The Digital Darkroom**  
**Three (3) Credits**

**Course Description:**

In this course, students will learn basic digital darkroom techniques and digital workflow. Students will be introduced to working with both RAW and JPG files using post production software including Adobe Photoshop, Bridge, Camera RAW, and Lightroom. Techniques students will learn include workflow, retouching, image correction, color correction, and image manipulation

**Pre-/Co Requisites:**

None

**Course times:**

Online

**Instructor:**

Clint Saunders

**Office number:**

Online

**Office Hours:**

See "office hours" section on the information section of the class homepage

**Phone:**

All contact should be done through email.

**Email:**

For anything pertaining to the course, please use the mail feature within the moodle class.

For other questions, you can contact me at - [clint.saunders@dakotacollege.edu](mailto:clint.saunders@dakotacollege.edu)

**Text:**

None - You will be required to purchase the supplemental CD containing videos and tutorials. This is available through the DCB bookstore. You will NOT be able to complete the coursework without it.

**Objectives:**

1. To understand what a digital darkroom is and how it relates to a traditional darkroom.
2. To learn digital imaging terms and concepts.

3. To understand the differences between RAW and JPG files, and when it is appropriate to use both.
4. To create a productive work flow with digital files.
5. To learn basic image corrections as they apply to a variety of subject matter.
6. To understand how and when to use different software for different purposes.
7. To explore and identify possible changes in the digital darkroom as technologies evolve in the future.
8. To apply critical thinking and problem solving as situations arise when using a variety of different software programs.

**Relationship to Campus Theme:**

This course addresses the campus theme by comparing modern digital technology with traditional analog techniques used in photographic post production, while exploring possibilities for future growth and change in our industry.

**Classroom Policies:**

1. Be respectful of other students, technicians, instructors, and guests.
2. You must participate in discussions in order to receive full credit.

**Communication/Campus Email**

All students at DCB are given a DCB email account. This account is how DCB will communicate with you. You will receive important emails about classes, financial aid, emergencies, school closures, important dates, etc. through this email account. Along with the important emails you will receive, it also gives you access to Microsoft Office software.

I WILL use your DCB email account for ALL communications with you. YOU are responsible for checking your email regularly. I will email homework lists, important dates, information on photo shoots, grades, etc. to your DCB account. You are responsible for knowing all the information sent to your campus email.

Along with DCB email, I will also use the “announcement” section in Moodle to communicate, so be sure to check it regularly.

**Academic Integrity:**

All students are expected to adhere to the highest standards of academic integrity. Dishonesty in the classroom or studio and with assignments, quizzes, exams, and papers is a serious offense and is subject to disciplinary action by the instructor and college administration. For more information refer to the Student Handbook. Please note that I have a ZERO tolerance policy for cheating, plagiarism, and copyright violations.

**Disabilities and Special Needs:**

If you have a disability for which you are, or may be, requesting an accommodation, you are encouraged to contact your instructor and Kayla O'Toole in the Learning Center (228-5479) as early as possible during the beginning of the semester.

**Late Assignments:**

I will NOT accept late assignments unless you make arrangements ahead of time. The art world is a deadline driven world, and I would be doing you a great disservice to allow late work.

**Grading Philosophy:**

Please understand that I do not care about your grades, I care about your education. My job is to teach you, your job is to learn what I teach you, and hopefully more. If we both do our jobs, grades shouldn't be necessary.

An instructor once said to me, "if you do everything that is expected of you in this class, then you will earn a "C". Because only doing what is expected is average, and a "C" represents an average grade. If you want a "B," do more than is expected, if you want an "A," do a lot more than is expected."

I embraced this philosophy as a student and discovered something amazing. When I did more than what was expected, I learned more, and when I did a lot more than was expected, I learned a lot more. Amazing huh?

The best way to succeed in my class is to NOT focus on - "what's my grade" - but instead focus on - "how much can I learn." If you embrace this, you won't be doing assignments for grades, you'll be doing them in order to learn, and the grade will become secondary and take care of itself.

**Grading Scale:**

A (90 - 100%) B (80 - 89%) C (70 - 79%) D (60 - 69%) F (below 60%)

**Attendance:**

If you aren't in class, you aren't learning the material. The main advantage of online courses is that you can "attend" class whenever you want. This is also one of the largest disadvantages to online education because, without a set meeting time, it takes a great deal of self discipline to make sure you log in and get your work done.

Moodle tracks your log in time and, if you don't log in enough hours, you cannot pass the class. Credit hours are based on a certain number of hours spent in the classroom, you are required to have a certain number of hours per credit in order to pass.

In this class, I will have required meeting times for critiques. We will meet in

a chat room in moodle to critique images in person. I will have several times during a day available for this, so that everyone should be able to participate in at least one of the critique sessions. **ATTENDANCE IN THE LIVE CRITIQUES IS MANDATORY.**

### **Critiques:**

Critiques are a crucial part of learning. During critiques, the instructor and students will offer feedback on your work.

Critiques will be done in a live, video chat room. All assignments are due on Sunday night at the end of each week. Critiques will take place on the following Monday. You are required to attend one of the critique sessions listed each week. This is graded, so if you are unable to attend, please notify the instructor ASAP, as you cannot make these up.

### **The following rules apply to critiques.**

1. Be respectful!
2. Give positive and negative feedback. Positive feedback is important to learn what is working and to build confidence. Negative feedback is important because we cannot improve without it. All negative feedback should be as constructive as possible.
3. When receiving a critique, keep an open mind and don't get defensive. Remember, no one is attacking you or your work. The goal is to learn. You cannot learn with a closed mind or defensive attitude.

## **Photography Program Internship/Field Study Guidelines (Practicum)**

- Student's in Dakota College at Bottineau's (DCB) photography classes will do internship or field study experiences as part of their educational training. These applied experiences will help them to be "job ready" when they enter the profession. The classes for which internship or field study instruction will be provided are as follows:

PHOTO 180	PHOTO 235
PHOTO 190	PHOTO 240
PHOTO 290	PHOTO 250
PHOTO 210	PHOTO 270
PHOTO 292	PHOTO 289
PHOTO 232	

- The DCB photography program will not assertively or opportunistically promote its services outside of the campus environment in order to not be in competition with the private sector. The program will take measures that

- will help prevent it from requisitioning work otherwise accomplished by persons in the profession.
- Pictures taken by photography students as part of their course of study will not belong to them. Ownership rights will lie with the parties for whom the photographs have been taken. Students will sign a waiver stating that the product of their internship or field study photography work belongs to the subjects of the photos or to their representatives.
  - All revenue generated by students' internship or field study experiences will be invested back into the program to cover operation and equipment costs. Dakota College students, instructors, or staff will gain no monetary benefit from their participation.
  - Students participating in an internship or field study exercise will be supervised and provided guidance by their instructor and advisor. No applied training event will be approved that does not have proper authorization from the photography program's instructor/advisor. However, although the students will be taught and directed by the institution, the actual engagement in the educational experience may or may not be done under direct supervision of their instructor.
  - Transportation to the locations where the photos will be taken will not be provided by the institution.

### **HOMEWORK ASSIGNMENTS**

ALL homework must be created for this class. You **MUST** create new work every week. Work created for other classes, or created in the past will **NOT** be accepted.

### **Disclaimer Statement:**

The instructor of this course reserves the right to make changes to this syllabus without prior notice.

### **Tentative Course Outline:**

Week 1 – Syllabus, getting started

- What is a digital image
- File Formats for Digital Images
- Manipulation
- Color Management
- Monitor Calibration

Week 2 – Software Options, File Management, Setting up, Downloading

- What software to use
- Buying or leasing
- File Management

- Lightroom Set up
- Photoshop Set up
- Bridge Set up
- Downloading Images/MetaData

Week 3 – Basic Adjustments in Lightroom, Bridge and Photoshop (intro to layers and masking), saving files

- Non-destructive photo editing
- Sliders
- Adjustments Layers
- Masking
- saving

Week 4 – Photoshop - Brush tools, tool pallet, menus, watermarks

- Brush tools
- Tool pallet
- Menus
- Watermarks
- Crop tool

Week 5 –selection tools

- Selection tools
- More layers and masking
- Layer Styles

Week 6 – Black and White, Text, layout, design

- Bridge
- Lightroom
- Photoshop
- Tinting
- Magazine cover

Week 7 – HDR, Photo stitching

- Photo Stitching
- HDR Toning

Week 8 – People, actions

- Retouching
- Head swaps
- Actions



**PHOT 250**  
**The Digital Darkroom**  
**Three (3) Credits**

**Course Description:**

In this course, students will learn basic digital darkroom techniques and digital workflow. Students will be introduced to working with both RAW and JPG files using post production software including Adobe Photoshop, Bridge, Camera RAW, and Lightroom. Techniques students will learn include workflow, retouching, image correction, color correction, and image manipulation

**Pre-/Co Requisites:**

PHOT 180 and PHOT 190

**Course times:**

Tu Th 9:30 – 11:00 am

**Studio times:**

See schedule on door

**Room number:**

NCS 104

**Instructor:**

Wayne Thomas

**Office number:**

NCS 104

**Office Hours:**

See schedule on door

**Phone:**

701-228-5657

**Email:**

Wayne.Thomas@dakotacollege.edu

**Required items:**

*Photoshop CS6 and Lightroom 4* - by Stephen Laskevitch (pdf)  
Adobe Creative Cloud for photographers (software)  
2 TB external harddrive

**Objectives:**

1. To understand what a digital darkroom is and how it relates to a traditional darkroom.
2. To learn digital imaging terms and concepts.
3. To understand the differences between RAW and JPG files, and when it is appropriate to use both.
4. To create a productive work flow with digital files.
5. To learn basic image corrections as they apply to a variety of subject matter.
6. To understand how and when to use different software for different purposes.
7. To explore and identify possible changes in the digital darkroom as technologies evolve in the future.
8. To apply critical thinking and problem solving as situations arise when using a variety of different software programs.

**Relationship to Campus Theme:**

This course addresses the campus theme by comparing modern digital technology with traditional analog techniques used in photographic post production, while exploring possibilities for future growth and change in our industry.

**Classroom Policies:**

1. Cell phones and related devices are prohibited in the classroom at all times. You have the option of keeping them turned off or leaving them at home.
2. The internet in the classroom will be used for educational purposes only. Do not use the internet for Facebook, instant messaging, or any other similar websites during class time.
3. Food and beverages are permitted in accordance with IVN classroom policy.
4. Be respectful of other students, technicians, instructors, and guests.

**Communication/Campus Email**

All students at DCB are given a DCB email account. This account is how DCB will communicate with you. You will receive important emails about classes, financial aid, emergencies, school closures, important dates, etc. through this email account. Along with the important emails you will receive, it also gives you access to Microsoft Office software.

I WILL use your DCB email account for ALL communications with you. YOU are responsible for checking your email regularly. I will email homework lists, important dates, information on photo shoots, grades, etc. to your DCB account. You are responsible for knowing all the information sent to your campus email.

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**Late Assignments:**

I will NOT accept late assignments unless you make arrangements ahead of time. The business world is a deadline driven world, and I would be doing you a great disservice to allow late work.

**Grading Philosophy:**

Please understand that I do not care about your grades, I care about your education. My job is to teach, your job is to practice and learn, and hopefully experiment which will teach you even more. If we both do our jobs, grades shouldn't be necessary.

An instructor once said, "if you do everything that is expected of you in this class, then you will earn a "C". Because only doing what is expected is average, and a "C" represents an average grade. If you want a "B," do more than is expected, if you want an "A," do a lot more than is expected."

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**Grading Scale:**

A (90 - 100%) B (80 - 89%) C (70 - 79%) D (60 - 69%) F (below 60%)

**Attendance:**

If you aren't in class, you aren't learning the material. Don't miss class! And, don't be tardy! Being late or being on time is nothing more than a habit. If

you are in the habit of being late, this will be a good time to work on changing that habit to one of being on time. In the career field, being late is a just cause for firing employees, so if you are in the habit of being late, then you can use this class as an opportunity to work on changing that habit. However, I'd rather you were late, than miss class, so if you are running late, please come in quietly and take your seat.

### **Critiques:**

Critiques are a crucial part of learning. During critiques, the instructor and students will offer feedback on your work. The following rules apply to critiques.

1. Be respectful!
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### **Photography Program Internship/Field Study Guidelines (Practicum)**

- Student's in Dakota College at Bottineau's (DCB) photography classes will do internship or field study experiences as part of their educational training. These applied experiences will help them to be "job ready" when they enter the profession. The classes for which internship or field study instruction will be provided are as follows:

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PHOTO 190	PHOTO 240
PHOTO 290	PHOTO 250
PHOTO 210	PHOTO 270
PHOTO 292	PHOTO 289
PHOTO 232	

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- product of their internship or field study photography work belongs to the subjects of the photos or to their representatives.
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  - Students participating in an internship or field study exercise will be supervised and provided guidance by their instructor and advisor. No applied training event will be approved that does not have proper authorization from the photography program's instructor/advisor. However, although the students will be taught and directed by the institution, the actual engagement in the educational experience may or may not be done under direct supervision of their instructor.
  - Transportation to the locations where the photos will be taken will not be provided by the institution.

**Disclaimer Statement:**

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**Tentative Course Outline:**

Week 1 – Syllabus, getting started

- What is a digital image
- File Formats for Digital Images
- Manipulation
- Color Management
- Using Macs

Week 2 – Software Options, Setting up, Basic Tools and Menus

- What software to use
- Buying or leasing
- Universal adjustments
- Local adjustments
- Setting up the software
- The import

Week 3 – Metadata

Week 4 – Image Correction

Week 5 – Image Correction

Week 6 –Image Correction, batch

Week 7 – Export

Week 8 – Slideshow

Week 9 – Pixel level manipulation

Week 10 – Pixel level manipulation

Week 11 – Pixel level manipulation

Week 12 – Pixel level manipulation

Week 13 – Pixel level manipulation

Week 14 – Pixel level manipulation

Week 15 – review for final

Week 16 – final

**PHOT 285**  
**Conceptual Photography ONLINE**  
**Three (3) Credits**

**Course Description:**

This is an intellectually and experientially involved class in which students will learn to create images from conceptual ideas. Rather than using photography purely as a mimetic process, students will instead use creativity to find visual solutions to concepts in order to strengthen their visual communication skills. This course will push students beyond the technical aspects of photography and into the realm of creative and intellectual image making.

**Pre-/Co Requisites:**

PHOT 180, PHOT 190, PHOT 250

**Course times:**

Online

**Instructor:**

Clint Saunders

**Office number:**

Online

**Office Hours:**

See "office hours" section on the information section of the class homepage

**Phone:**

All contact should be done through email.

**Email:**

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For other questions, you can contact me at - [clint.saunders@dakotacollege.edu](mailto:clint.saunders@dakotacollege.edu)

**Text:**

*None*

**Objectives:**

1. To learn to think creatively
2. To learn and practice problem solving
3. To learn to create from ideas and concepts
4. To use critical thinking skills to provide visual solutions to concepts

5. To apply visual creativity to conceptual ideas
6. To understand and apply effective visual communication skills
7. To discover and create visual solutions to concepts provided by others as well as personal concepts
8. To gain a better understanding of your own photographic style and process
9. To learn and apply advanced photographic and post production techniques
10. To strengthen your ability to use creativity and problem solving in all other areas of photography, including commercial and documentary.

**Relationship to Campus Theme:**

This course addresses the campus theme by studying concepts as they apply to each student individually based on their personal histories and projections into the future, and by using modern technologies to create visual solutions.

**Classroom Policies:**

1. Be respectful of other students, technicians, instructors, and guests.
2. You must participate in discussions in order to receive full credit.

**Communication/Campus Email**

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A (90 - 100%) B (80 - 89%) C (70 - 79%) D (60 - 69%) F (below 60%)

**Attendance:**

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In this class, I will have required meeting times for critiques. We will meet in a chat room in moodle to critique images in person. I will have several times

during a day available for this, so that everyone should be able to participate in at least one of the critique sessions. **ATTENDANCE IN THE LIVE CRITIQUES IS MANDATORY.**

### **Critiques:**

Critiques are a crucial part of learning. During critiques, the instructor and students will offer feedback on your work.

Critiques will be done in a live, video chat room. All assignments are due on Sunday night at the end of each week. Critiques will take place on the following Monday. You are required to attend one of the critique sessions listed each week. This is graded, so if you are unable to attend, please notify the instructor ASAP, as you cannot make these up.

### **The following rules apply to critiques.**

1. Be respectful!
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## **Photography Program Internship/Field Study Guidelines (Practicum)**

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PHOTO 180

PHOTO 190

PHOTO 290

PHOTO 210

PHOTO 292

PHOTO 232

PHOTO 235

PHOTO 240

PHOTO 250

PHOTO 270

PHOTO 289

- The DCB photography program will not assertively or opportunistically promote its services outside of the campus environment in order to not be in competition with the private sector. The program will take measures that

- will help prevent it from requisitioning work otherwise accomplished by persons in the profession.
- Pictures taken by photography students as part of their course of study will not belong to them. Ownership rights will lie with the parties for whom the photographs have been taken. Students will sign a waiver stating that the product of their internship or field study photography work belongs to the subjects of the photos or to their representatives.
  - All revenue generated by students' internship or field study experiences will be invested back into the program to cover operation and equipment costs. Dakota College students, instructors, or staff will gain no monetary benefit from their participation.
  - Students participating in an internship or field study exercise will be supervised and provided guidance by their instructor and advisor. No applied training event will be approved that does not have proper authorization from the photography program's instructor/advisor. However, although the students will be taught and directed by the institution, the actual engagement in the educational experience may or may not be done under direct supervision of their instructor.
  - Transportation to the locations where the photos will be taken will not be provided by the institution.

### **HOMEWORK ASSIGNMENTS**

ALL homework must be created for this class. You **MUST** create new work every week. Work created for other classes, or created in the past will **NOT** be accepted.

### **Disclaimer Statement:**

The instructor of this course reserves the right to make changes to this syllabus without prior notice.

### **Tentative Course Outline:**

Week 1 – Song Titles and Time

Week 2 – Happy and sad

Week 3 – Beauty and ugly

Week 4 – Freedom and Trapped

Week 5 – A journey and Yin-Yang

Week 6 – My dreams and Silence

Week 7 –Self portrait – Who am I?

Week 8 - Portfolio

# Dakota College Bottineau Course Syllabus

## **Course Prefix/Number/Title:**

PHRM 215 – Introduction to Pharmacology

## **Number of credits:**

3 Credits

## **Course Description:**

This course provides a framework to understand medications and their administration, and is appropriate for a variety of health care practitioners, including nurses, medical assistants, pharmacy technicians, and health professionals seeking continuing education. Students will be introduced to an extensive body of knowledge within a limited time frame through a concise yet adaptable format. They will examine drug classifications through their indications, side effects, precautions, and interactions, and become familiar with the steps in calculating dosages and administering medications through various routes. The increasing need for all health care professionals to provide clear and accurate patient education will be addressed through highlighted sections and case studies.

## **Prerequisites:**

AH 171 – Medical Terminology

AH 134 – Medical Disorders

## **Course Objectives:**

Upon completion of this course the student should be able to:

1. Classify the sources of drugs, examine their pharmacokinetic processes, and analyze the variables that affect drug actions and effects.
2. Understand the principles of safe drug administration, calculations, and pharmacological considerations throughout the lifespan.
3. Apply the principles that support the moral, ethical, and legal responsibilities of the health care practitioner in administering medications safely and accurately.
4. Identify the actions and appropriate doses of commonly used medications for common diseases and disorders of each body system.
5. Identify drug interactions, side effects, adverse reactions, and contraindications of commonly used medications and appropriate interventions.
6. Interpret medication orders correctly, and state the proper procedures for documenting drug administration and for reporting medication errors.
7. Understand the laws governing drug administration and legal implications.

## **Instructor:**

Kim D McDaniel, MSN RN

## **Class Schedule:** Online

## **Office Hours:**

Students may contact instructor via course email or phone, as needed

## **Phone:**

Cell (480) 216-9652. Texts welcome.

## **Email:**

Please contact me via the email **within the course** or kim.mcdaniel@dakotacollege.edu

### **Lecture/Lab Schedule:**

You may work through the course at your own pace; however, you cannot skip around in the course. Chapters need to be completed in the order they are listed in the syllabus. All chapters must be read in sequence. You will need to post to the discussion questions each week. It is important that everyone stays on track so you do not get behind with the discussions. All exams need to be taken in order and all exams are timed; therefore, it is important for you to know the material before taking the exams to ensure you are prepared.

**NOTE:** If you are a nursing student please review the lecture on the nursing process in pharmacology as it relates to the administration of medications. The nursing process does not apply to non-nursing students, as this is a function of nursing only. Medication administration by non-nursing personnel will be according to the policies of the healthcare facility in which you are employed. All healthcare personnel who administer medications are responsible for knowing the law(s) that pertain to medication administration.

**NOTE:** There are 27 chapters in the text. It is best to get a blank calendar and map out what you need to complete each week, for example, what chapters and lectures need to be read, what discussions need to be completed, and what exams are expected to be completed each week, etc. Doing this will help you stay on track within the course and will also help to ensure that you do not miss anything of importance.

### **Textbook(s):**

*Essentials of Pharmacology for Health Professions (7<sup>th</sup> edition)* by Ruth Woodrow, Bruce J. Colbert & Davide M. Smith. ISBN-13: 978-1-285-07788-8

Students are also required to purchase a drug handbook. These may be purchased at the DCB bookstore, online or elsewhere, if you choose.

### **Course Requirements:**

Student Responsibilities:

1. The student is expected to read the assigned chapters for the week as well as the PowerPoint lectures that are posted by the instructor.
2. Remember to check email and the announcements daily for any new information.
3. It is the student's responsibility to participate and provide feedback on all discussion questions. This is not optional and is a part of the grade for the course
4. It is the student's responsibility to read ALL of the posted discussions for each unit and be familiar with the content as they may appear on student exams.
5. It is the student's responsibility to pay close attention to the chapter review quiz found at the end of each chapter in the text as they may also appear on student exams.
6. It is the student's responsibility to read/print other resources that are posted within the course as the information may be included in student exams.
7. You do not need to send me any assignments on drug calculations though you do need to know the basics of how to calculate drug dosages, as the information will appear on your final exam.
8. The only extra credit you can earn is by completing and submitting the chapter review quizzes at the end of each chapter. These are worth 10 points each, and you may submit no more than 5 chapters for credit. I will not send the answers back to you, unless you request them with your submission for studying purposes.

Course Evaluation Method:

1. Final grades will be based on the total number of points achieved for the semester.
2. The student will receive 10-15 points for each discussion question relating to the topic/question posted. The amount of points earned depends on the complexity of the post

question. The discussions are expected to be somewhat in-depth, (not just one or two sentences). Students must post one response per question. You are also required to post one response to one other student's post giving them feedback. Your response to another student's post will be worth an extra 3 points providing it is relevant information. If you do not receive the total points on the discussion question it is most likely because you did not go in-depth with the question. Your response to the discussion questions must be relevant using critical thinking. You certainly can post to more than one student's discussion, though you will only receive credit (3 points) for the one response.

3. All students are expected to display critical thinking throughout the course in the assignments, exams and on the discussion board.

**Grading Scale:**

A (94 - 100)

B (84 - 93)

C (75 - 83)

D (65 - 74)

F (0 - 64)

**Tentative Course Outline:**

**Week 1**

- Chapter 1 – Consumer Safety and Drug Regulations
- Chapter 2 - Drug Names and References

**Week 2**

- Chapter 3 – Sources and Bodily Effects of Drugs
- Chapter 4- Medication Preparations and Supplies

**Week 3**

- Chapter 5- Abbreviations and Systems of Measurement
- Chapter 6- Safe Dosage Calculations

**Week 4**

- Chapter 7- Responsibilities and Principles of Drug Administration
- Chapter 8- Administration by the Gastrointestinal Route

**Week 5**

- Chapter 9 – Administration by the Parenteral Route
- Chapter 10 – Poison Control

**Week 6**

- EXAM over Part 1 (Chapters 1-10)

**Week 7**

- Chapter 11 – Vitamins, Minerals, and Herbs
- Chapter 12 – Skin Medications

**Week 8**

- Chapter 13 – Autonomic Nervous System Drugs
- Chapter 14 – Antineoplastic Drugs

**Week 9**

- Chapter 15 – Urinary System Drugs
- Chapter 16 – Gastrointestinal Drugs

**Week 10**

- Chapter 17 – Anti-infective Drugs
- Chapter 18 – Eye Medications

**Week 11**

- Chapter 19 – Analgesics, Sedatives, and Hypnotics
- Chapter 20 – Psychotropic Medications, Alcohol, and Drug Abuse

**Week 12**

- Chapter 21 – Musculoskeletal and Anti-inflammatory Drugs
- Chapter 22 – Anticonvulsants, Antiparkinsonian Drugs, and Agents for Alzheimer’s Disease

**Week 13**

- Chapter 23 – Endocrine System Drugs
- Chapter 24 – Reproductive System Drugs

**Week 14**

- Chapter 25 – Cardiovascular Drugs

**Week 15**

- Chapter 26 – Respiratory System Drugs and Antihistamines
- Chapter 27 – Drugs and Older Adults

**Week 16**

- FINAL EXAM over Part 2 (Chapters 11 – 27)

**General Education Goals/Objectives:**

***According to the campus catalog:***

General education exists on the DCB campus to provide students with an opportunity to develop knowledge and skills to become life-long learners in a dynamic, global community that will continue to change. At DCB, general education exists within all programs.

The core of general education includes building knowledge and understanding concepts of the natural and social sciences, mathematics, communication, arts and humanities, technology, and wellness. The specific goals of general education reflect the commitment to the campus focus of Nature, Technology, and Beyond and are as follows:

***Nature***

1. Explains the interrelationships between humans and their environment and the role of science in their lives

***Technology***

1. Demonstrates knowledge and application of technology
2. Demonstrates the ability to convert, calculate, and analyze a variety of mathematical problems

***And Beyond***

1. Demonstrates effective communication
2. Employs the principles of wellness
3. Demonstrates the knowledge of the human experience throughout history
4. Demonstrates the ability to create and analyze art; evaluate aesthetics; and synthesize interrelationships among the arts, the humanities, and society

Specifically, educated people practice and are literate in the various methods of communication. They recognize their place in the history, culture, and diverse heritages of the United States and the world. They appreciate the web of commonality of all humans in a multicultural world and are prepared for the responsibilities of engaged citizenship. They recognize the ethical demands of our common lives. They demonstrate the skills and knowledge of the social and behavioral sciences to analyze their contemporary world. They are familiar with the history and aesthetics of the fine arts. They understand and practice the scientific and mathematical views of the world. They possess critical thinking skills to analyze and develop solutions for problems.

[This course specifically relates to the following general education goals and objectives:](#)

1. [This course evaluates and applies research information as it relates to pharmacology.](#)
2. [This course analyzes information to determine its validity as it relates to pharmacology.](#)



## **Relationship to Campus Theme:**

### ***According to the campus catalog:***

The campus focus of “Nature, Technology and Beyond” is defined by the fact that the School of Forestry was established in 1906 and since that time, Dakota College at Bottineau has consistently utilized the biological diversity of the region via the Turtle Mountain Forest, the prairie pothole region, the J. Clark Salyer National Wildlife Refuge, the International Peace Garden, and Lake Metigoshe. Using these as natural laboratories to strengthen the educational experience and continuously expanding academic and career programming, Dakota College at Bottineau integrates technology to prepare students not only for the present but also to go beyond and to aid in improving the future. Dakota College at Bottineau’s diverse, natural surroundings provides examples of how and why everyone must care for the environment. Technology aids in determining appropriate methods to solve problems and create the change necessary to maximize positive consequences to all life. Through these and other appropriate actions, Dakota College at Bottineau will endeavor to leave students with an ethic of concern and care for the world.

This course specifically relates to the “Technology” aspect of the campus’ focus. In the ever-changing world of the technology associated with healthcare, students will recognize how that technology plays an important part in the healthcare arena.

### **Classroom Policies:**

1. You will have 16 weeks to complete the course.
2. There will be four exams and a final exam. All students will be required to complete all exams within the course.
3. You must participate in all weekly discussions, using critical thinking and posting only relevant information.

### **Student Email Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student’s campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

### **Academic Integrity:**

All students are expected to adhere to the highest standards of academic integrity. Students must complete all work themselves. Cheating or plagiarism is a serious offense and is subject to disciplinary action by the instructor and the college administration. Please see campus policies online. All references used must be properly cited.

### **Disabilities and Special Needs:**

If you have a disability for which you need accommodations, you are encouraged to contact your instructor and the Learning Center (701-228-5479 or 1-888-918-5623) to request disability support services as early as possible.

## Dakota College at Bottineau Course Syllabus

### Course Prefix/Number/Title:

PLSC 175 Landscape Design I 2016

3 credits

### Course Description:

Landscape Design I is an introduction to basic landscape design principles. Emphasis is placed on tool and equipment identification and use, drawing and drafting skills, site evaluation and plant placement. The principles and elements of design are covered in this course.

### Course Objectives:

#### Students will:

Implement general principles of landscape graphics, proper usage of tools, graphic representation and materials.

Utilize standard tools and materials to produce landscape graphics.

Understand general principles of landscape design such as; color, form, space, balance, focal point, and rhythm.

Display proper use of plant materials.

Practice the proper use of hardscape materials and other non-plant materials.

**Students must demonstrate good work habits such as class attendance and complete assignments on time.**

### Instructor:

Diann Beckman

### Office:

Molberg Rm 20

### Office Hours:

By appointment

### Phone:

701-228-5442

### Email:

[Diann.beckman@dakotacollege.edu](mailto:Diann.beckman@dakotacollege.edu)

### Lecture/Lab Schedule:

1:00 – 1:50 MW

Lab 8:00-9:50 T

### Textbook(s):

**Residential Landscape Architecture**

**Norman K. Booth and James E. Hiss**

**6<sup>th</sup> edition**

**Course Requirements:**

Students need to buy a drawing kit (one is available in the bookstore).

**Grading Scale:**

100-90% = A, 90-80% = B, 70-80% = C, 60-70% = D, below 60% failing

**Course Outline:****Week One**

Introduction to tools and equipment

**Week Two**

Preface and Chapter One

“The Typical Residential Site”

Lab: Tool Identification

**Week Three**

Chapter Two

“Developing Outdoor Rooms”

Lab: Lettering skills

**Field trip to the International Peace Garden.**

**Minimum ID required is an official birth certificate and photo ID. A passport or passport card is preferred.**

**Week Four**

Chapter Three

“Sustainable Design”

Lab; Tree and Plant symbols

**Week Five**

Test Chapters 1-3

Chapter 4 “Design process Overview”

Lab: Video “Landscape Design Process”

Video “The art of Landscape Design”

**Week Six**

Chapter Four continued

Lab: Quiz Lettering skills and tree and plant symbols

**Week Seven**

Chapter Five

“Meeting the Client”

Lab: Hard-scape and soft-scape design symbols

**Week Eight**

Chapter Six

“Site Measuring and Base Map preparation

Lab: Site Measurement

**Week Nine**

Chapter Seven

“Site Analysis and Design Program”

Begin Project # 1

**Week Ten**

Test Chapters 4-7

Project one continued

Weeks 11

Chapter 8

From this point we will finish the steps for project # 1 and go on to finish two more landscape projects from site measurement to, client interview, and a finished drawing.

Bring your drawing equipment every day.

**Relationship to Campus Theme:**

All Aspects of Horticulture develop a student’s appreciation for nature and the materials that Mother Nature and Technology have provided us to create with. Because of this we as horticulturists have the ability to make the world a more beautiful place in which to live and work.

**Classroom Policies:**

Class attendance is strongly advised! Landscape Design is a hands-on learning experience. If you do not participate, you cannot learn. **Any course work turned in late will not receive full credit!**

**Academic Integrity:**

Students are expected to do their own work. Copying someone else’s designs only hurts you as you prepare to enter the work force.

**Disabilities and Special Needs:**

Please notify me with in the first week of class of any needs due to a disability or special need.

**Student Email Policy**

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## Dakota College at Bottineau Course Syllabus

### Course Prefix/Number/Title:

PLSC 210: Horticulture Science

### Number of credits:

4 credits Fall Semester 2016

### Course Description:

Horticulture Science will help students become literate in the field of horticulture. By completing this course, students will have a workable knowledge of the classification of horticultural plants, the structure and function of plants and become familiar with plant growth and reproduction, control of light, temperature and fertilization and methods of propagation, pruning, training and production. Students will also become familiar with the marketing of major horticulture crops.

### Pre-/Co-requisites:

None

### Course Objectives:

Upon completion of this class, students will;

1. Understand the basic principles of plant structure, growth and development.
  - a. Identify anatomical parts of a plant.
  - b. Describe physiological processes of a plant.
2. Understand principles of Horticulture
  - a. Identify and classify common horticultural crops.
  - b. Define horticultural terms.
  - c. Understand the role of environmental factors in horticultural production.
  - d. Identify the different areas of commercial horticulture.
3. Perform horticultural practices
  - a. Propagation techniques.
  - b. Irrigation.
  - c. Fertilization.
  - d. Pruning and training techniques.
  - e. Indoor and outdoor landscape designs.
  - f. Greenhouse and garden insect control.
4. Apply principles and practices of horticulture to new situations
  - a. Answer questions posted by customers.
  - b. Judge quality of plants and plant products.
5. Locate reliable sources of information of horticulture products
  - a. Industry publications.
  - b. Internet information sites.
  - c. Industry meetings and conventions.
6. Recognize the influence of horticulture on human life.
  - a. Horticultures role in nutrition
  - b. Horticultures role in beautification.
  - c. The history of horticulture.
  - d. The effects of technology.

**Instructor:**

Diann Beckman

**Office:**

Molberg Center; Room 20

**Office Hours:**

By arrangement

**Phone:**

701-228-5442

**Email:**

[diann.beckman@dakotacollege.edu](mailto:diann.beckman@dakotacollege.edu)

**Lecture/Lab Schedule:**

MTW 10:00-10:50 Lab T 1:00-2:50

**Textbook(s):**

Practical Horticulture 7<sup>th</sup> Edition

Laura Williams Rice

Robert P. Rice Jr.

Prentice Hall Publishers

ISBN# 978-0-13-503866-6

**Course Requirements:**

Four hourly exams **(Missing tests is unacceptable without prior arrangement)**

Weekly lab assignments

**Course Outline:****Week One**

Chapter One; The Green Industry and Careers in horticulture

**Week Two and Three**

Chapter 2 Botanical Nomenclature, Anatomy and Physiology

**Week Four**

Chapter 3 and 4: Plant Growth and Development, Climate and Plant Growth,

**Week 3; Field trip to the International Peace Garden. Mandatory attendance.**

**(Identification required is a minimum of an official birth certificate and photo ID. A passport or passport card is preferred).**

**Week Five**

Plant Propagation

**Week Six****Hourly Exam Chapters 1-5**

Outdoor soils and Fertility

**Week Seven**

Chapter Seven Diagnosing and Treating Outdoor Plant Disorders

**Week Eight and Nine**

Chapters 8-11 Vegetable Gardening, Growing Tree Fruits and Nuts, Bush and Other Small Fruits, Flower and Herb Gardening

**Week Ten****Hourly Exam Chapters 6-11**

Chapters 12-14 Home Landscape Planning, Landscape Installation and Maintenance, Lawns and Lawn Substitutes

**Week Eleven**

Chapter 15 Indoor Plant Maintenance

**Week Twelve**

Chapters 16 and 17 Media, Fertilizers, Watering and Light for Indoor Plant Growth

**Hourly Exam Chapters 12-17****Week Thirteen and Fourteen and Fifteen**

Chapter 18 Controlling Indoor Plant Pests and Diseases

**Week Sixteen**

Chapter 20 Greenhouse and Related Climate-Controlling structures

**Week Seventeen****Final Exam Chapters 18-20 plus random questions from the semester****Relationship to Campus Theme:**

All aspects of horticulture develop an appreciation for nature and the materials that Mother Nature and technology have provided for us. Because of this we are able to make the world a more beautiful place.

**Classroom Policies:**

Reading the book is the student's responsibility. Keep up with the reading assignments as we have a lot of ground to cover in a short time! **Texting, listening to music or receiving calls during class will not be allowed!!**

**Academic Integrity:**

You are expected to perform your own work! Any plagiarism or cheating will result in an automatic F for the project.

**Disabilities and Special Needs:**

Please inform me within the first week of class of any assistance that may be required because of a disability or special need.

**Student email policy**

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## MSU-Bottineau Course Syllabus

### Course Prefix/Number/Title:

PLSC 265/ Herbaceous Landscape Plants 4 credits  
Fall Semester 2016

### Course Description:

Herbaceous Landscape Plants involves the study of Herbaceous Ornamental Plants such as flowering annuals, biennials, perennials, bulbous plants and herbs. Consideration is given to methods of propagation, adaptability and landscape value. Garden insects and diseases are also covered. Students will be expected to identify various plants by Family, Common Name and Genus species.

### Course Objectives:

Students will be expected to be competent in the following areas.

1. Study and identify herbaceous plant families and individual plants.
2. Study growth requirements such as proper soil mixtures and watering techniques for growing bedding plants in the greenhouse and outdoors.
3. Study identification and control of common greenhouse and garden insects and diseases
4. Study plant maintenance
5. Study and plan different types of flowerbeds. (Students will be required to prepare a scaled plan for two types of flowerbeds. 1. A home mixed bed or border and 2. A formal plan that could be used in a public gardening situation such as MSU-Bottineau's campus or the International Peace Garden.)

### Instructor:

Diann Beckman

### Office:

Molberg Center Rm. 20

### Office Hours:

By appointment

### Phone:

701-228-5442

### Email:

[diann.beckman@dakotacollege.edu](mailto:diann.beckman@dakotacollege.edu)

### Lecture/Lab Schedule:

MW 11:00- 11:50; 3:00-3:50 W Molberg Center Room 28

Lab 3:00-4:50 W

Labs will meet in the greenhouse

### Textbook(s):

Armitage's Manual of Annuals, Biennials and Half-Hardy Perennials

Timber Press -Published in 2002

ISBN 0-88192-505-5

### **Course Requirements:**

Herbaceous Landscape Plants will include, lecture and discussion, slides and videos, field trips, weekly labs, a mid-term and a final lab project.

### **Final Lab Project**

**Each student will be required to photograph 100 herbaceous plant specimens, identify, and compile cultural information of each plant and put it into a power point presentation. This will develop a valuable resource for you to expand on later as you become more familiar with the vast array of plants available to the landscaper today. (500 points) BRING YOUR CAMERAS TO CLASS!!!!!!!!!!!!**

### **Testing**

There will be seven one hour lecture exams covering plant identification and cultural information pertaining to growing bedding plants. (100 points each)

### **Lab Test**

**At the end of week four there will be a comprehensive lab test covering all the plants on campus. You will be required to know the common name of all the plants** (This is between 150 and 175 plants)

### **Flowerbed Design**

Week 13 – 16

Students will study flowerbed design. Students will be required to develop two flowerbeds (one home bed -50 points and one formal design that could be used in a public gardens -100 points)

### **Grading formula**

90%-100% = A, 80%-90% =B, 70%-80%=C, 60%-70%=D, Below 60% F

Incompletes will be given only with prior approval

**Tentative Course Outline: (This may vary somewhat depending on the weather)**

### **Week one**

Introduction to plant identification

Pre-test on plant identification

### **Week two**

Plant identification of Campus plants (Be prepared to be outside! We will be out identifying plants by site, touch and smell for the next few weeks. Dress for the weather).

### **Week Three**

**Plant Identification (Wednesday September 10<sup>th</sup>, there will be a field trip to the International Peace Garden. Required attendance by all students. Identification required for entrance to the Peace Gardens is preferably a passport or passport card, if you don't have one of these, you will need photo ID and an official birth certificate)**

### **Week Four**

Plant Identification and Lab test (Common Names of all campus plants)

### **Week Five**

Cultural information of plants from list #1

### **Week Six**

Cultural information of plants from list #1

**Week Seven**

Test from Plant list # 1

Cultural information of plants from list #2

**Week Eight**

Cultural Information from plant list #2

**Week Nine**

Test from Plant list # 2

Cultural information from plant list #3

**Week Ten**

Cultural information from plant list #3

**Week Eleven**

Test from plant list three

Cultural information from plant list #4

**Week Twelve**

Cultural information from plant list #4

**Week Thirteen**

Test from plant list #4

Cultural information from plant list #5

**Week Fourteen**

Cultural information from plant list #5

**Week Fifteen**

Test from Plant list #5

Cultural information from plant list #6

**Week Sixteen**

Test from list #6

Cultural information from plant list #7

**Week Seventeen**

Final plant test from list #7

Weekly Labs will cover the following topics

Plant identification

Lab identification test

Field trip to the International Peace Garden

Overwintering tender bulbous type plants

Division of perennials

Preparing a perennial bed for winter

Garden trends

Forcing bulbs

Oral/power point plant presentation

Flowerbed planning

Final lab projects

**The selection of herbaceous plants is endless! This class can only scratch the surface. My hope is that it will create an awareness of the plants that surround us and make you sit up and take notice and catch flower gardening fever!!! Once you have it, you will continually be searching for something new and interesting to try!!! BRING YOUR CAMERAS TO CLASS!!!!!!!!!!!!!!**

#### **Relationship to Campus Theme: Nature, Technology and Beyond**

All aspects of horticulture develop a student's appreciation for nature and the materials that Mother Nature and Technology have given us to enjoy and create beauty with. Because of the vast product selection available to us, we as horticulturists can make this world a better place to live

#### **Classroom Policies:**

Reading the book is the student's responsibility. As we are studying the flowers, you need to find them in your book and read what Mr. Armitage has to say. He is one of the premier herbaceous plants experts in the US and his knowledge is amazing. His writing is an easy read!

#### **Academic Integrity:**

Students are expected to perform their own work, any plagiarism or cheating will result in an automatic F for the project.

#### **Disabilities and Special Needs:**

Please inform me within the first week of class of any assistance that may be required because of a disability or special need.

#### **Student Email Policy**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student

## Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:**

PLSC 273 Arboriculture

**Number of credits:** 3**Course Description:**

Students taking arboriculture will learn how to properly care for trees and shrubs. They will also learn about the biology, development, and growth of woody plants. A main focus of this course will be on modern principles of plant health care.

**Pre-/Co-requisites:**

None

**Course Objectives:**

Students will:

Gain an understand plant structure and function.

Be able to describe the benefits of trees.

Learn how to plant and maintain trees.

Learn how to diagnose and manage problems with trees and shrubs.

**Instructor:**

Bob Underwood

**Office:**

Home Avon, Illinois

**Office Hours:**

Whenever.

**Phone:**

701-871-1041

**Email:**

[bob.underwood@dakotacollege.edu](mailto:bob.underwood@dakotacollege.edu)

**Lecture/Lab Schedule:**

Online

**Textbook:**

Title: Arboriculture

Author: Richard W. Harris, James R. Clark, and Nelda P. Matheny

Publisher: Pearson Prentice Hall

Edition/Year: 4th Edition

ISBN: 0-13-088882-6

**Course Requirements:**

12 reading assignments.

12 quizzes ranging in length from 10 to 76 points will be given for a total of 438 points.

A midterm and final test each worth 50 points.

538 points total for class.

Grading will be on the 90-80-70-60% grading scale.

**Tentative Course Outline:**

Topic 1

Chapter 1 – Introduction to Arboriculture

Topic 2

Chapter 2 – Plant Structure and Function

Topic 3

Chapter 2 – Plant Structure and Function

Topic 4

Chapter 2 – Plant Structure and Function

Topic 5

Chapter 3 - Site Evaluation: Climate and Environment

Topic 6

Chapter 4 - Planting Site: Soil and Water

Topic 7

Chapter 5 – Benefits of Trees

Topic 8

Chapter 6 – Plant Selection

Topic 9  
Chapter 7 – Modifying and Managing the Site

Topic 10  
Chapter 8 – Planting

Topic 11  
Chapter 12 – Nutrient Management

Topic 12  
Chapter 13 – Water Management

Topic 13  
Final Test

### **Relationship to Campus Theme: Nature, Technology and Beyond**

Arboriculture is the cultivation of trees and shrubs. By planting trees and shrubs in our cities, near our homes, and in rural areas, we are utilizing their **natural** ability to clean the air, temper high winds, and cool our homes. **Technology** in arboriculture includes new techniques for planting, watering and pruning, along with the constant improvement of the tools used to perform these tasks. **As we look to the future**, trees become even more important in the face of a gradually warming planet and the effects it will have on people everywhere.

### **Classroom Policies:**

This 3 credit, online course requires the following to build and engage a classroom community of learners:

Log in to the course a minimum of three times per week.

Complete and submit coursework on time.

Pace yourself, and make sure that all assignments are completed by the end of the semester.

Late work may not be submitted and will earn 0 points.

Communicate with the instructor.

Reading the assigned texts is the student's responsibility and is essential to success in this course.

This academic environment is open and harassment free.

### **Student Email Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

### **Academic Integrity:**

Discussion among students during class projects is encouraged, however all tests are meant to be done entirely by the student. Any instance of cheating while taking a test will result in an automatic "F" for the test, and a possible "F" for the course.

**Disabilities and Special Needs:**

If you have a disability for which you need accommodation, contact the Learning Center to request disability support services. Thatcher Hall 1104; 701-228-5477 or toll-free 1-888-918-5623.



## Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:**

PPTH 260 Diseases of Trees & Shrubs

**Number of credits:** 3

**Course Description:**

In Diseases of Trees & Shrubs students will learn how to properly diagnose and treat specific diseases, abiotic disorders, and insect pests which attack woody plants.

**Pre-requisites:**

None (Ideally, students will have already taken PPTH 255 Plant Disease Management.)

**Course Objectives:**

It is expected that students will:

Learn how to diagnose and treat tree diseases.

Learn how to recognize abiotic disorders and how to prevent them.

Learn how to identify insect damage and the treatment options available.

**Instructor:**

Bob Underwood

**Office:**

Home: Avon, IL

**Office Hours:**

When you email or call

**Phone:**

701-871-1041

**Email:**

[bob.underwood@dakotacollege.edu](mailto:bob.underwood@dakotacollege.edu)

**Lecture/Lab Schedule:**

Online

**Textbook:**

Title: Diseases of Trees and Shrubs  
Author: Wayne A Sinclair and Howard H. Lyon  
Publisher: Cornell University Press  
Edition/Year: 2<sup>nd</sup> Edition  
ISBN: 978-0-8014-4371-8

**Course Requirements:**

Tests: 13 topic quizzes worth 18-36 points each.  
Lab Assignments: 13 labs are worth 8-22 points. 754 points total for class.  
Grading is on the 90-80-70-60% grading scale.

**Course Outline:**

Week 1

Abiotic Disorders

Week 2

Abiotic Disorders

Week 3

Abiotic Disorders

Week 4

Lichens, Moss, and Other Non-parasites

Week 5

Overview of Fungal Disease

Week 6

Fungal Leaf Diseases

Week 7

Fungal Leaf Diseases

Week 8

Mid-Terms

Week 9

Canker Diseases

Week 10  
Wood Rots

Week 11  
Bacterial Disorders

Week 12  
Wilts and Rusts

Week 13  
Viruses

Week 14  
Nematodes

Week 15  
Review

Week 16  
Final Exam

### **Relationship to Campus Theme: Nature, Technology and Beyond**

Plant diseases impact our forests, parks, and urban landscapes. Yet, in **nature** diseases play an important role in promoting diversity among species as well as helping to keep overall plant populations strong. New **technologies** are introduced constantly in order to battle these pathogens. The **future** of plant pathology will be to find ways to work with nature in order to prevent disease instead of trying to control it.

### **Classroom Policies:**

This three credit, online course requires the following to build and engage a classroom community of learners:

Log in to the course a minimum of three times per week.

Complete and submit coursework on time.

Pace yourself, and make sure that all assignments are completed by the end of the semester.

Late work may not be submitted and will earn 0 points.

Communicate with the instructor.

Reading the assigned texts is the student's responsibility and is essential to success in this course.

This academic environment is open and harassment free.

**Student Email Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

**Academic Integrity:**

Discussion among students during class projects is encouraged, however all tests are meant to be done entirely by the student. Any instance of cheating while taking a test will result in an automatic "F" for the test, and a possible "F" for the course.

**Disabilities and Special Needs:**

If you have a disability for which you need accommodation, contact the Learning Center to request disability support services. Thatcher Hall 1104; 701-228-5477 or toll-free 1-888-918-5623.

## Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:** PSYC 100—HUMAN RELATIONS IN ORGANIZATIONS

**Number of Credits:** 3 semester hours

**Pre/Co-requisites:** None

**Course Description:** Psyc 100 Human Relations in Organizations

This course examines the importance of human relations and professional development. Students are provided the opportunity to achieve a deepened sense of awareness of themselves and others. This understanding is applied to human relations at home and on the job. The topics covered include the impact of personal and organizational values, motivation, attitudes, self-awareness, individual differences, goal setting, conflict management, diversity, cultural awareness and communications, and stress management.

**Course Objectives:** Upon successful completion of this course, the student should be able to:

1. Explain the nature, purpose, and importance of human relations in an organizational setting.
2. Identify major developments in the workplace that have given new importance to human relations.
3. Identify major forces influencing human behavior at work.
4. Understand the historical development of the human relations movement.
5. Identify seven basic themes that serve as the foundation for effective human relations.
6. Understand the communication process
7. Identify and explain the filters that affect communication.
8. Identify ways to improve personal communication, including non-verbal and developing listening skills.
9. Learn how to effectively communicate through technology.
10. Define self-esteem; understand how it is developed, individual characteristics, and ways to raise it.
11. Understand how personal values are formed, value conflicts, making ethical decisions, and corporate crime.
12. Understand employee attitudes, the ways people acquire attitudes, attitudes employers value, how to change your attitudes and the attitudes held by others, and organization adjustments to develop positive attitudes.
13. Explain the importance of professional presence and first impressions, image projection, and etiquette.
14. Understand diversity, discrimination, cross-cultural interactions, organizational cultures that value diversity, and affirmative action as it relates to the United States.
15. List and describe the causes of conflict, assertiveness skills, negotiation skills, the resolution process, emotions influencing behavior, emotional development, dealing with anger, and emotional control.
16. Understand positive reinforcement, expectancy theory, TA. Theory X/Y, and the Hierarchy of Needs theory as they apply to motivating people. Understand how a positive, nurturing person can influence coworkers, the skills and behaviors necessary for mentoring, coaching, and training. Identify interpersonal styles.
17. Develop positive political skills through the rules of business etiquette, building relationships with managers, coworkers and other work associates and diverse communities.
18. Identify the attitudes, values, skills, and techniques that affect productivity including procrastination, time wasters, stress, burnout, and how to manage stress effectively.

**Instructor:** Professor Russ Gagnon, 852-3463, not after 9 p.m.

**Office:** Minot Campus Administration Building Room 160

**Office Hours:** M-F 9:00 a.m. to 4:00 p.m. and by appointment when not in class.

**Phone:** 800-777-0750 ext:4338 or 701-858-4338, Fax: 701-858-4232,

**Email:** [russ.gagnon@ndus.edu](mailto:russ.gagnon@ndus.edu)

**Textbook(s):** *Human Relations Interpersonal Job-Oriented Skills*, by DuBrin, ISBN-13: 978-0-13-350682-2 and *Self-Assessment Library Insight into Your Skills, Interests, and Abilities* version 3.4 ISBN-13: 978-0-13-608375-7.

### Course Requirements:

1. Completion of assignments, tests, and presenting the final paper are required.
2. Everyone will complete a final research paper or project based upon a Human Relations topic covered during the class. This paper should consist of an academic report, approximately 5–7 pages in length, including a cover page and reference page. You must use at least three references, one of which may be the textbook. Grading will be on such factors as applicability, effectiveness, and quality. In addition to the written paper, you will give a 5-10 minute overview of your paper to the class. The presentation is not graded; however, you must complete the presentation as part of the final.
3. Grading is the accumulation of assignments, quizzes, and tests for total points.

90-100= A    80-89=B    70-79=C    60-69=D    below 60=F

### Tentative Course Outline:

Interpersonal Skill Development  
Understanding Individual Differences  
Building Self-Esteem and Self-Confidence  
Interpersonal Communication  
Interpersonal Skills for the Digital World  
Developing Teamwork Skills  
Group Problem Solving and Decision Making  
Cross-Cultural Relations and Diversity

Resolving Conflicts with Others  
Becoming an Effective Leader  
Motivating Others  
Helping Others Develop and Grow  
Positive Political Skills  
Customer Satisfaction Skills  
Enhancing Ethical Behavior  
Stress Management  
Job Search and Career Management Skills

### General Education Goals/Objectives:

Goal 6: Demonstrates the knowledge of the human experience throughout history.

Objective 2: Recognizes the world of human diversity.

Skill 1: Demonstrates knowledge of varying cultural standards throughout the world.

**Relationship to Campus Theme:** Dakota College at Bottineau emphasizes nature, technology, and beyond as a focus for the unique blend of courses and programs offered here. This course will emphasize communications and the diverse makeup of the business community, which enhances the “Human” nature.

### Classroom Policies:

**Missed Classes:** Attendance is expected. Unannounced quizzes, tests, and class projects can be made-up only when the instructor excuses students prior to class. You are responsible for the activities of each class period. If you know of a conflict ahead of time, you are welcome to submit assignments early. Recognizing the importance of student participation and interaction with classmates, excessive absences necessitate failure in the class.

**Assignments:** All assignments are due at the beginning of class on the date due unless specified prior. Late assignments receive one-half credit minus errors. All late assignments are due before the final examination is administered. Make sure the class name, your name, date due, and exercise number appear in the upper-right corner. If handing in multiple pages, sequence them according to the order in the exercise, and staple in the upper left corner.

**Electronic Devices:** Turn off or mute cellular phones and pagers, **NO TEXTING** during class, prior permission for computer use is required. I will have my cell phone on for campus emergency notifications. Basically, do not be rude to other students trying to learn.

**Academic Dishonesty and Grade Appeals:** plagiarism and cheating are serious offenses and may be punished by failure on exam, paper or project; failure in course; and/or expulsion from the university. For more information, refer to the "Academic Dishonesty" or "Grade Appeal" policy in the university catalog or the student handbook online: <http://www.dakotacollege.edu/handbook/>

**Disabilities and Special Needs:** If you have any condition, such as a physical or learning disability, for which you need extra assistance, please see me immediately. If you have already met with Student Development personnel, please provide me with information regarding your special needs as soon as possible so that I can make appropriate accommodations.

**Student Email Policy:** Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the **ONLY** one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.



## Dakota College at Bottineau Course Syllabus Fall 2016

**Course Prefix/Number/Title:** PSYC 100—HUMAN RELATIONS IN ORGANIZATIONS

**Number of Credits:** 3 semester hours

**Pre/Co-requisites:** None

**Instructor:** Penny Belgarde

**Phone:** 701-857-3183 Office

**Email:** [penny.belgarde@dakotacollege.edu](mailto:penny.belgarde@dakotacollege.edu)

**Lecture/Lab Schedule:** None

**Textbook(s):** Human Relations: Interpersonal Job-Oriented Skills, 12th Edition, by Andrew Dubrin

### Course Requirements

1. Completion of assignments, tests, and discussions are required.
2. Everyone will complete two research papers first one based on your career interests and second about diversity. This paper should consist of a high-quality report, approximately 5 pages in length, including references. You must use at least three references. Grading will be on such factors as applicability, effectiveness, and quality.
3. Grading is the accumulation of assignments, quizzes, and tests for total points.

### Grading Scale

92-100= A

91-82=B

81-72=C

71-64=D

below 64=F

### Course Description

This course examines the importance of human relations and professional development. Students are given the opportunity to achieve a deepened sense of awareness of themselves and others. This understanding is applied to human relations at home and on the job. The topics covered include the impact of personal and organizational values, motivation, self-awareness, goal setting, conflict management, communications, and stress management.



**Course Objectives - Upon successful completion of this course, the student should be able to:**

1. Explain interpersonal skill development
2. Understand individual differences
3. Learn to build self-esteem and self-confidence in the workplace
4. Understand interpersonal communications
5. Exhibit teamwork skills
6. Group problem solving and decision making
7. Comprehend cross cultural relations and diversity
8. Understand how to resolve conflict with others
9. Become an effective leader
10. Understand how to motivate others
11. Helping others develop and grow
12. Explain positive political skills
13. Demonstrate customer satisfaction skills
14. Explain ethical behavior
15. Learn about stress management and personal productivity
16. Demonstrate job search and career management skills

**Tentative Course Outline**

- Interpersonal Skill Development
- Understanding Individual Differences
- Building Self-Esteem and Self-Confidence
- Interpersonal Communication
- Interpersonal Skills for the Digital World
- Developing Teamwork Skills
- Group Problem Solving and Decision Making
- Cross-Cultural Relations and Diversity
- Resolving Conflicts with Others
- Becoming an Effective Leader
- Motivating Others
- Helping Others Develop and Grow
- Positive Political Skills
- Customer Satisfaction Skills
- Enhancing Ethical Behavior
- Stress Management
- Job Search and Career Management Skill

**General Education Goals/Objectives**

- Demonstrates the knowledge of the human experience throughout history.
- Recognizes the world of human diversity.
- Demonstrates knowledge of varying cultural standards throughout the world.

**Classroom Policies:**

**Plagiarism**

To plagiarize is to “steal and pass off the ideas or words of another and one’s own” (Webster’s Dictionary). Plagiarism will not be tolerated in this course. When completing a research paper, it is necessary to cite all information gathered from other sources – including direct quotations and paraphrases – within the text of the paper using parenthetical notes at the end of the documents in a works cited list. A handout regarding the MLA guidelines is available at the writing center if you would like further information. Students are expected to follow MLA guidelines for research papers. If you have any questions – please contact myself or go to the learning center for more information. Students found plagiarizing material will receive an “o” for the assignment.

### **Absences and Assignments Due Dates**

**Late assignments and tests will be docked 10% per day late there will be no exceptions unless extreme circumstances and the instructor is contacted.** This is the policy for all assignments. Participation is expected, ten percent of your grade is based solely on participation. You are responsible for the activities of each class period. If you know of a conflict ahead of time, you are welcome to submit assignments early.

### **Disabilities and Special Needs**

If you have any condition, such as a physical or learning disability, for which you need extra assistance, please see me immediately. If you have already met with Student Development personnel, please provide me with information regarding your special needs as soon as possible so that I can make appropriate accommodations.

### **Student Email Policy**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

### **Relationship to Campus Theme**

Dakota College at Bottineau emphasizes nature, technology, and beyond as a focus for the unique blend of courses and programs offered here. This course will emphasize communications and the diverse makeup of the business community, which enhances the "Human" nature.

## Dakota College at Bottineau Course Syllabus

### Course Prefix/Number/Title:

PSYC 111H—Honors Psychology

### Number of credits:

1 credit

### Course Description:

In this course, students will learn extensively about scientific research in psychology. At the beginning of the semester, students will learn how to read and understand journal articles in the field of psychology. After this foundation is established, the students (in collaboration with the instructor) will select a topic to research extensively, and later present on at the Honors Symposium. Additionally, students will be required to submit a PSYC 111 paper that contains a more in-depth literature review than is required for non-honors PSYC 111 students.

### Pre-/Co-requisites:

PSYC 111—Introduction to Psychology

### Course Objectives:

Students will:

1. Learn how to read, understand, and interpret psychological journal articles.
2. Demonstrate an understanding of basic scientific design, assessing the effectiveness of study designs presented in the readings.
3. Extend research findings to real-life situations.
4. Perform an extensive literature review.
5. Present at the Honors Symposium.

### Instructor:

Lexi R. Kvasnicka-Gates, Ph.D.

### Office:

Thatcher Hall 2208

### Office Hours:

Mondays and Wednesdays: 2:00-2:50pm

Tuesdays: 9:00am-12:00pm

Phone: 228-5475

Email: [lexi.kvasnicka@dakotacollege.edu](mailto:lexi.kvasnicka@dakotacollege.edu)

### Lecture/Lab Schedule:

TBD

### Textbook(s):

Myers, D. (2010). *Psychology*, 9<sup>th</sup> Ed. New York: Worth Publishers. (this is the text for PSYC 111)

Additional course readings available on the course Moodle Shell.

### Course Requirements:

- Read weekly readings and come to class prepared to discuss.
- Participate in seminar style discussion.
- Present research in proper APA format at the Honors Symposium.
- Devise an in-depth literature review for PSYC 111 paper.

**\*\*\*If the above criteria are met, the student will receive a passing grade. If students fail to meet the above criteria, students will not pass the honors portion of PSYC 111.**

### Major Assignments:

- **Literature Review:** After selecting a topic of focus, students will gather journal articles and perform a literature review. This literature review should involve learning extensive “expert” knowledge of the topic. Students should understand the past, present, and future of the area of study.
- **Honors Symposium Presentation:** Students will present (as a group) the information gathered in the literature review at the Honors Symposium. This presentation should last approximately 20 minutes. Students should create a conference style presentation (utilizing PowerPoint), cover the history and future directions of the material, and should be capable of answering questions relevant to the topic of study.
- **In-Depth Literature Review:** Students in the honors section of PSYC 111 will develop a greater understanding of psychological research than students in a non-honors section of PSYC 111. This understanding should be demonstrated in the PSYC 111 term paper (see requirements in the PSYC 111 syllabus). This may include, but is not limited to: citing 2-3 journal articles, assessing the strengths and/or weaknesses of research findings, addressing future directions within one’s research paper.

### Tentative Course Outline:

Week	Topic
Week 1	Enroll in class
Week 2	Enroll in class
Week 3	“How to Read a Journal Article”—Read prior to Initial Meeting
Week 4	“How to Perform Library-Based Research”
Week 5	“Writing a Literature Review”/Topic Selection
Week 6	“Writing a Topic Specific Literature Review”
Week 7	“Writing a Topic Specific Literature Review”
Week 8	Topic Research
Week 9	Topic Research
Week 10	Topic Research
Week 11	Presentation Prep
Week 12	Presentation Prep
Week 13	Presentation Prep
Week 14	Practice Presentation
Week 15	Honors Symposium

### General Education Goals/Objectives:

- Goal 1: Explains the interrelationships between humans and their environment and the role of science in their lives.

- Goal 4: Demonstrate Effective Communication

### **Relationship to Campus Theme:**

Campus theme: Nature, Technology, and Beyond

- Students will be familiar with the technological tools used to investigate the mind and our behavior.
- Students will be familiar with how nature influences our own (psychological) development.
- Students will use critical thinking to understand the importance of psychology now, and in the future.

### **Classroom Policies:**

- **Participation.** Students are expected to come to class prepared and actively engage in class discussion and activities. The classroom environment is open and harassment free, so please engaged in discussion. Students will not be social loafers.
- **Grades.** Grades in this class are based on participation in class discussions, research, and presentation preparation. The instructor will notify the students of their pass/fail status during Week 5 and Week 13 (students should feel free to inquire about their status whenever they see fit).

### **Academic Integrity:**

Plagiarism (taking the ideas, thoughts, or language of someone else and passing them off as your own) will not be tolerated in this class. If a student is suspected of plagiarizing, cheating, or not doing their own work, the matter will be investigated. Any student who is found to engage in academic dishonesty (including letting others cheat off of you) will receive an automatic "F" in the course. Additionally, the incident will be reported to the appropriate University office and additional action may be taken.

### **Disabilities and Special Needs:**

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs.

### **Student E-mail Policy**

The Dakota College at Bottineau campus community is increasingly dependent upon electronic communication among faculty, staff and students. Because of its convenience, cost-effectiveness and speed, e-mail has replaced much of the paper correspondence of the past. Because of this acceptance of and reliance upon electronic communication, e-mail is considered an official form of communication at Dakota College at Bottineau. A student's campus-assigned e-mail address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via email because of a failure to access a campus-assigned e-mail address rests with the student.

## Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:**

PSYC 111—Introduction to Psychology

**Number of credits:**

3 credits

**Course Description:**

This course involves the scientific study of behavior and mental processes. It is a basic prerequisite to most other psychology classes.

This class is designed as an introduction to the complex and vast field of psychology. Psychology is a social science which aims to understand the behavioral and mental processes within human beings. In this course, students will learn the history of psychology, psychological theory, scientific method, as well as an overview of the major fields in psychology (e.g., cognitive psychology, clinical psychology, social psychology).

**Pre-/Co-requisites:**

None

**Course Objectives:**

Students will:

1. Define key concepts in the field of psychology.
2. Demonstrate an understanding of psychology, including the field's history, methods, and future directions.
3. Explain basic human behaviors from a psychologist's perspective.
4. Apply concepts learned in class to different scenarios (both in class, and within their own lives).

**Instructor:**

Lexi R. Kvasnicka-Gates, Ph.D.

**Office:**

Thatcher Hall 2208

**Office Hours:**

Mondays and Wednesdays 2:00-2:50pm

Tuesdays 9:00am-12:00pm

**Phone:** 228-5475

Email: [lexi.kvasnicka@dakotacollege.edu](mailto:lexi.kvasnicka@dakotacollege.edu)

**Lecture/Lab Schedule:**

MWF 12:15-12:59pm  
TH 1107

**Textbook(s):**

Recommended (Not Required): Myers, D. (2010). *Psychology*, 9<sup>th</sup> Ed. New York: Worth Publishers.

**Course Requirements:**

- Exams (4 exams (non-cumulative), each worth 50 points) 200 points
  - Quizzes (10 quizzes, each worth 5 points) 50 points
  - Term Paper 50 points
- Total: 300 points**

A	270 and above
B	240-269
C	210-239
D	180-209
F	179 and below

**Major Assignments:**

- **Exams:** There will be 4, non-cumulative, exams throughout the semester worth 50 points each. Exams will cover information presented in class and from the textbook. Each exam will consist of 50 multiple choice questions worth 1 point each.
- **Quizzes:** Ten (10) quizzes will be given randomly throughout the semester. Each quiz will be worth 5 points, and will vary in nature (e.g., short answer, multiple choice, matching). Quizzes cannot be made up under any circumstances. These quizzes will cover material presented in the week's readings and lectures.
- **Term Paper:** Each student will complete a term paper covering a psychological theory or concept covered in class. Students should provide the history of the theory or concept, as well as cite current research that utilizes the theory or concept. The term paper will be written in APA style and should be between 2-4 pages (double-spaced). An informational lecture and discussion over APA style, as well as paper requirements, will be given after the first exam.

**Tentative Course Outline:**

Week	Date	Day	Topic	Chapter
Week 1	8/24	Wednesday	Class Introduction	1
	8/26	Friday	Thinking Critically with Psych. Science	
Week 2	8/29	Monday	Thinking Critically with Psych. Science	1
	8/31	Wednesday	Biology of the Mind	2
	9/2	Friday	Biology of the Mind	2
Week 3	9/5	Monday	<i>Labor Day (No Class)</i>	

	9/7	Wednesday	Biology of the Mind	2
	9/9	Friday	Consciousness and the Mind	3
Week 4	9/12	Monday	Consciousness and the Mind	3
	9/14	Wednesday	Consciousness & Mind/Nature & Nurture	3 & 4
	9/16	Friday	Nature, Nurture, Human Diversity	4
Week 5	9/19	Monday	Nature, Nurture, Human Diversity	4
	9/21	Wednesday	Review	1-4
	9/23	Friday	<b>Exam #1</b>	1-4
Week 6	9/26	Monday	Paper/APA Discussion	
	9/28	Wednesday	Developing Through the Life Span	5
	9/30	Friday	Developing Through the Life Span	5
Week 7	10/3	Monday	Sensation and Perception	6
	10/5	Wednesday	<i>Assessment Day (No Classes)</i>	
	10/7	Friday	Sensation and Perception	6
Week 8	10/10	Monday	Learning	7
	10/12	Wednesday	Learning	7
	10/14	Friday	Learning	7
Week 9	10/17	Monday	Memory	8
	10/19	Wednesday	Memory	8
	10/21	Friday	Review	5-8
Week 10	10/24	Monday	<b>Exam #2</b>	5-8
	10/26	Wednesday	Thinking and Language	9
	10/28	Friday	Thinking and Language	9
Week 11	10/31	Monday	Intelligence	10
	11/2	Wednesday	Intelligence	10
	11/4	Friday	Intelligence	10
Week 12	11/7	Monday	Motivation and Work	11
	11/9	Wednesday	Motivation and Work	11
	11/11	Friday	<i>Veteran's Day (No Class)</i>	
Week 13	11/14	Monday	Stress and Health (+10 points papers)	12
	11/16	Wednesday	Stress and Health	12
	11/18	Friday	Review	9-12
Week 14	11/21	Monday	<b>Exam #3</b>	9-12
	11/23	Wednesday	<b>Paper Work Day (Papers due by end of class)</b>	
	11/25	Friday	<i>Thanksgiving Break (No Class)</i>	
Week 15	11/28	Monday	Psychological Disorders	14
	11/30	Wednesday	Psychological Disorders	14
	12/2	Friday	Social Psychology	16
Week 16	12/5	Monday	Social Psychology	16
	12/7	Wednesday	Social Psychology	16
	12/9	Friday	Review	14 & 16
Week 17	12/12	Monday (9am-11am)	<b>Exam #4</b>	14 & 16

**\*\*\*The final will NOT be given early. You must take the final during the final exam time, no exceptions.**

#### **General Education Goals/Objectives:**

- Goal 1: Explains the interrelationships between humans and their environment and the role of science in their lives.



- Goal 4: Demonstrate Effective Communication
- Goal 6: Demonstrates the knowledge of the human experience throughout history

### Relationship to Campus Theme:

Campus theme: Nature, Technology, and Beyond

- Students will be familiar with the technological tools used to investigate the mind and our behavior.
- Students will be familiar with how nature influences our own (psychological) development.
- Students will use critical thinking to understand the importance of psychology now, and in the future.

### Classroom Policies:

- **Participation.** Students are expected to come to class prepared and actively engage in class discussion and activities. The classroom environment is open and harassment free, so please engaged in discussion. Computers are welcome in the classroom for note-taking purposes only. If students abuse this privilege, the instructor reserves the right to ban computers from the lecture periods.
- **Deadlines.** All assignments are due at the beginning of class on the day that they are due. Students will be deducted 5 points for every 24-hour period the assignment is not turned in, including weekends.

If a student is aware that they will miss an exam, they must inform the instructor *at least two weeks* prior to the missed exam. An essay exam (worth 50 points) will substitute for the missed exam. This exam must be taken *before* the scheduled exam date. If a student is sick or experiences unforeseen circumstances where an exam must be missed, **the instructor must be informed immediately and proper documentation must be presented** (e.g., doctor's note, police accident report). An essay exam will take the place of the missed exam and must be taken within one week of the missed exam. If the student does not notify the instructor before the next class period, the student will receive a "0" for the missed exam. Students involved in college activities (e.g., athletics) that require them to miss an exam will take a make-up which is the same format as typical exams (multiple choice and short answer). Proper documentation from a coach or faculty supervisor is required to avoid the essay exam.

- **Grades.** Questions about test grades can be emailed to the instructor up to 10 days (including weekends) after the grade is posted; after this time grades are considered final. Questions regarding grades can be emailed to the instructor no sooner than 24-hours after the grade has been posted. Challenging the grade will result in a re-grade. Re-grades may result in a grade higher or lower than the original grade.
- **Canceled Class.** If a weather-related event prevents the professor from getting to class, students will be responsible for completing an "assignment" over the scheduled reading. Information about the assignment will be provided on the class Moodle shell, and the deadline for completion of the assignment will be by 9:00pm the day of the missed class. The "assignment" will take the place of an in-class quiz, and will be worth 5 points. Students will be notified of the professor's absence by a note on the classroom door, as well as with a notification on the class Moodle shell. Just as with the in-class quizzes, if a student does not complete the assignment by 9:00pm, it cannot be made up.

**Academic Integrity:**

Plagiarism (taking the ideas, thoughts, or language of someone else and passing them off as your own) will not be tolerated in this class. If a student is suspected of plagiarizing, cheating, or not doing their own work, the matter will be investigated. Any student who is found to engage in academic dishonesty (including letting others cheat off of you) will receive an automatic "F" in the course. Additionally, the incident will be reported to the appropriate University office and additional action may be taken.

**Disabilities and Special Needs:**

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs.

**Student E-mail Policy**

The Dakota College at Bottineau campus community is increasingly dependent upon electronic communication among faculty, staff and students. Because of its convenience, cost-effectiveness and speed, e-mail has replaced much of the paper correspondence of the past. Because of this acceptance of and reliance upon electronic communication, e-mail is considered an official form of communication at Dakota College at Bottineau. A student's campus-assigned e-mail address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via email because of a failure to access a campus-assigned e-mail address rests with the student.

## Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:**

PSYC 111—Introduction to Psychology

**Number of credits:**

3 credits

**Course Description:**

This course involves the scientific study of behavior and mental processes. It is a basic prerequisite to most other psychology classes.

This class is designed as an introduction to the complex and vast field of psychology. Psychology is a social science which aims to understand the behavioral and mental processes within human beings. In this course, students will learn the history of psychology, psychological theory, scientific method, as well as an overview of the major fields in psychology (e.g., cognitive psychology, clinical psychology, social psychology).

**Pre-/Co-requisites:**

None

**Course Objectives:**

Students will:

1. Define key concepts in the field of psychology.
2. Demonstrate an understanding of psychology, including the field's history, methods, and future directions.
3. Explain basic human behaviors from a psychologist's perspective.
4. Apply concepts learned in class to different scenarios (both in class, and within their own lives).

**Instructor:**

Lexi R. Kvasnicka-Gates, Ph.D.

**Office:**

Thatcher Hall 2208

**Office Hours:**

Mondays and Wednesdays 2:00-2:50pm

Tuesdays 9:00am-12:00pm

**Phone:** 228-5475

**Email:** [lexi.kvasnicka@dakotacollege.edu](mailto:lexi.kvasnicka@dakotacollege.edu)

**Lecture/Lab Schedule:**

MWF 9:00-9:50am

TH 1108

**Textbook(s):**

Recommended (Not Required): Myers, D. (2010). *Psychology*, 9<sup>th</sup> Ed. New York: Worth Publishers.

**Course Requirements:**

- Exams (4 exams (non-cumulative), each worth 50 points) 200 points
  - Quizzes (10 quizzes, each worth 5 points) 50 points
  - Term Paper 50 points
- Total: 300 points**

A	270 and above
B	240-269
C	210-239
D	180-209
F	179 and below

**Major Assignments:**

- **Exams:** There will be 4, non-cumulative, exams throughout the semester worth 50 points each. Exams will cover information presented in class and from the textbook. Each exam will consist of 50 multiple choice questions worth 1 point each.
- **Quizzes:** Ten (10) quizzes will be given randomly throughout the semester. Each quiz will be worth 5 points, and will vary in nature (e.g., short answer, multiple choice, matching). Quizzes cannot be made up under any circumstances. These quizzes will cover material presented in the week's readings and lectures.
- **Term Paper:** Each student will complete a term paper covering a psychological theory or concept covered in class. Students should provide the history of the theory or concept, as well as cite current research that utilizes the theory or concept. The term paper will be written in APA style and should be between 2-4 pages (double-spaced). An informational lecture and discussion over APA style, as well as paper requirements, will be given after the first exam.

**Tentative Course Outline:**

Week	Date	Day	Topic	Chapter
Week 1	8/24	Wednesday	Class Introduction	1
	8/26	Friday	Thinking Critically with Psych. Science	
Week 2	8/29	Monday	Thinking Critically with Psych. Science	1
	8/31	Wednesday	Biology of the Mind	2
	9/2	Friday	Biology of the Mind	2
Week 3	9/5	Monday	<i>Labor Day (No Class)</i>	2 3
	9/7	Wednesday	Biology of the Mind	
	9/9	Friday	Consciousness and the Mind	
Week 4	9/12	Monday	Consciousness and the Mind	3
	9/14	Wednesday	Consciousness & Mind/Nature & Nurture	3 & 4
	9/16	Friday	Nature, Nurture, Human Diversity	4
Week 5	9/19	Monday	Nature, Nurture, Human Diversity	4
	9/21	Wednesday	Review	1-4
	9/23	Friday	<b>Exam #1</b>	1-4
Week 6	9/26	Monday	Paper/APA Discussion	5
	9/28	Wednesday	Developing Through the Life Span	

	9/30	Friday	Developing Through the Life Span	5
Week 7	10/3	Monday	Sensation and Perception	6
	10/5	Wednesday	<i>Assessment Day (No Classes)</i>	
	10/7	Friday	Sensation and Perception	6
Week 8	10/10	Monday	Learning	7
	10/12	Wednesday	Learning	7
	10/14	Friday	Learning	7
Week 9	10/17	Monday	Memory	8
	10/19	Wednesday	Memory	8
	10/21	Friday	Review	5-8
Week 10	10/24	Monday	<b>Exam #2</b>	5-8
	10/26	Wednesday	Thinking and Language	9
	10/28	Friday	Thinking and Language	9
Week 11	10/31	Monday	Intelligence	10
	11/2	Wednesday	Intelligence	10
	11/4	Friday	Intelligence	10
Week 12	11/7	Monday	Motivation and Work	11
	11/9	Wednesday	Motivation and Work	11
	11/11	Friday	<i>Veteran's Day (No Class)</i>	
Week 13	11/14	Monday	Stress and Health (+10 points papers)	12
	11/16	Wednesday	Stress and Health	12
	11/18	Friday	Review	9-12
Week 14	11/21	Monday	<b>Exam #3</b>	9-12
	11/23	Wednesday	<b>Paper Work Day (Papers due by end of class)</b>	
	11/25	Friday	<i>Thanksgiving Break (No Class)</i>	
Week 15	11/28	Monday	Psychological Disorders	14
	11/30	Wednesday	Psychological Disorders	14
	12/2	Friday	Social Psychology	16
Week 16	12/5	Monday	Social Psychology	16
	12/7	Wednesday	Social Psychology	16
	12/9	Friday	Review	14 & 16
Week 17	12/12	Monday (9am-11am)	<b>Exam #4</b>	14 & 16

\*\*\*The final will NOT be given early. You must take the final during the final exam time, no exceptions.

#### General Education Goals/Objectives:

- Goal 1: Explains the interrelationships between humans and their environment and the role of science in their lives.
- Goal 4: Demonstrate Effective Communication
- Goal 6: Demonstrates the knowledge of the human experience throughout history

#### Relationship to Campus Theme:

Campus theme: Nature, Technology, and Beyond

- Students will be familiar with the technological tools used to investigate the mind and our behavior.
- Students will be familiar with how nature influences our own (psychological) development.
- Students will use critical thinking to understand the importance of psychology now, and in the future.

#### Classroom Policies:

- **Participation.** Students are expected to come to class prepared and actively engage in class discussion and activities. The classroom environment is open and harassment free, so please engaged in discussion. Computers

are welcome in the classroom for note-taking purposes only. If students abuse this privilege, the instructor reserves the right to ban computers from the lecture periods.

- **Deadlines.** All assignments are due at the beginning of class on the day that they are due. Students will be deducted 5 points for every 24-hour period the assignment is not turned in, including weekends.

If a student is aware that they will miss an exam, they must inform the instructor *at least* two weeks prior to the missed exam. An essay exam (worth 50 points) will substitute for the missed exam. This exam must be taken *before* the scheduled exam date. If a student is sick or experiences unforeseen circumstances where an exam must be missed, **the instructor must be informed immediately and proper documentation must be presented** (e.g., doctor's note, police accident report). An essay exam will take the place of the missed exam and must be taken within one week of the missed exam. If the student does not notify the instructor before the next class period, the student will receive a "0" for the missed exam. Students involved in college activities (e.g., athletics) that require them to miss an exam will take a make-up which is the same format as typical exams (multiple choice and short answer). Proper documentation from a coach or faculty supervisor is required to avoid the essay exam.

- **Grades.** Questions about test grades can be emailed to the instructor up to 10 days (including weekends) after the grade is posted; after this time grades are considered final. Questions regarding grades can be emailed to the instructor no sooner than 24-hours after the grade has been posted. Challenging the grade will result in a re-grade. Re-grades may result in a grade higher or lower than the original grade.
- **Canceled Class.** If a weather-related event prevents the professor from getting to class, students will be responsible for completing an "assignment" over the scheduled reading. Information about the assignment will be provided on the class Moodle shell, and the deadline for completion of the assignment will be by 9:00pm the day of the missed class. The "assignment" will take the place of an in-class quiz, and will be worth 5 points. Students will be notified of the professor's absence by a note on the classroom door, as well as with a notification on the class Moodle shell. Just as with the in-class quizzes, if a student does not complete the assignment by 9:00pm, it cannot be made up.

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### Disabilities and Special Needs:

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### Student E-mail Policy

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**Dakota College at Bottineau Course Syllabus****Course Prefix/Number/Title:**

PSYC 111—Introduction to Psychology

**Number of credits:**

3 credits

**Course Description:**

This course involves the scientific study of behavior and mental processes. It is a basic prerequisite to most other psychology classes.

This class is designed as an introduction to the complex and vast field of psychology. Psychology is a social science which aims to understand the behavioral and mental processes within human beings. In this course, students will learn the history of psychology, psychological theory, scientific method, as well as an overview of the major fields in psychology (e.g., cognitive psychology, clinical psychology, social psychology).

**Pre-/Co-requisites:**

None

**Course Objectives:**

Students will:

1. Define key concepts in the field of psychology.
2. Demonstrate an understanding of psychology, including the field's history, methods, and future directions.
3. Explain basic human behaviors from a psychologist's perspective.
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**Lecture/Lab Schedule:**

MWF 11:00-11:50am

TH 1107

**Textbook(s):**

Recommended (Not Required): Myers, D. (2010). *Psychology*, 9<sup>th</sup> Ed. New York: Worth Publishers.

**Course Requirements:**

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A	270 and above
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**Major Assignments:**

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### Disabilities and Special Needs:

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# PSYC 111 Introduction to Psychology

Online

**Course Description:** This course involves the scientific study of behavior and mental processes. It is a basic prerequisite to most other psychology classes.

**Credits:** 3 semester hour credits

**Prerequisite(s):** none

**Delivery method:** online

**Course Objectives/Student Outcomes:** It is expected that students will be able to:

- Identify theoretical perspectives and research methods.
- Identify the parts of the brain and nervous system and their functions.
- Outline the different types of learning.
- Summarize current theories about memory and forgetting.
- Discuss key concepts regarding intelligence and psychological testing.
- Describe the psychological changes humans undergo during childhood, adolescence, and adulthood.
- Define the different types of psychological disorders and outline the methods used to treat them.
- Recognize the factors that influence how humans behave

toward one another in social situations.

**Instructor:** Amy Lopez

**Office:** Online. You may post questions in the Virtual Office in the online classroom. These will be visible to all students. Use the eMail tool within the online course to communicate with the instructor privately.

**Office Hours:** Course eMail messages will be checked daily, Monday through Friday. If you have a technical problem, contact the Distance Education office by calling 1-701-228-5623 or 1-888-918-5623 (toll-free).

**Class Schedule:** Online

**Textbook:** Weiten, Wayne. Psychology: Themes & Variations. 9<sup>th</sup> ed.

**Order by e-mail:** janeen.pollman@dakotacollege.edu

**or Order by calling:** 701-228-5458

**Course Requirements:**

There are weekly deadlines for completing assignments.

Discussion Forums: Each week, you will have one or more discussion forums (one for each chapter.) For each forum, you will need to post one answer to a question, two replies to other students' answers, and two replies to students who have replied to you. Forums will close on Sunday nights at 11:45 p.m. Central Time. If you wait until Sunday night to post your answer, other students will not have time to reply to you, and you will not have time to reply to them, resulting in a loss of points for you. So please, make the discussion

forums your first priority each week.

Homework Assignments: Weekly 1 page papers will cover the material discussed in that week. These papers are to be submitted in the drop box for that week. The deadline for submitting this homework to the drop box is 11:45 p.m. Central Time Sunday nights.

Paper: A 3 to 5 page paper on a topic from our textbook of your choosing is due at the end of the course. The topic for your paper is due the 2<sup>nd</sup> week of the term and must be approved by your instructor.

The quality of the paper determines the total number of points, with a maximum of 50 points. The paper should be in American Psychological Association (APA) style.

Tests: There will be four tests given during the semester. The questions will be multiple choice in nature. Each test consists of 30 questions, will be available for one week and will close at 11:45 p.m. Central Time Sunday nights. Each test will be worth 30 points, so a total of 120 points can be earned.

**Attendance: Regular participation is expected. Students should complete all assignments by the due dates.**

**Relationship to Campus Theme:** This course develops a background in psychology that can be used to understand people in family, social, professional, and community settings.

**Classroom Policies:**

- Regular participation is expected.

- All tests can be taken on any computer with Internet access.
- Students need to set up or select an environment conducive for testing (e.g. distraction-free area at home, a computer lab at a library, etc.)
- Students can take the tests at any time between the given dates and times.
- A discussion is only a discussion if everyone is participating together. Therefore, no points will be given for forum posts once the week is over.
- Homework assignments and the paper will lose 10% for each day they are late, and will not be accepted more than one week after the due date.

### **Evaluation:**

Grades are based on total points earned.

Discussion Forums (10 pts ea)

Drop Box Homework (15 pts ea)

Paper 50

Tests (30 pts ea)

A--90-100% B--80-89% C--70-79% D--60-69% F--59% or lower

### **Academic Integrity:**

The academic community is operated on the basis of

honesty, integrity and fair play. It is the expectation that all students, as members of the college community, adhere to the highest levels of academic integrity. This means that:

- Students are responsible for submitting their own work.  
Student work must not be plagiarized.
- Students must not cooperate on oral or written examinations or work together on evaluated assignments without authorization.

If you have a disability for which you need accommodation, contact the Learning Center to request disability support services: phone 701-228-5477 or toll-free 1-888-918-5623.

## Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:**

PSYC 111—Introduction to Psychology

**Number of credits:**

3 credits

**Course Description:**

This course involves the scientific study of behavior and mental processes. It is a basic prerequisite to most other psychology classes.

This class is designed as an introduction to the complex and vast field of psychology. Psychology is a social science which aims to understand the behavioral and mental processes within human beings. In this course, students will learn the history of psychology, psychological theory, scientific method, as well as an overview of the major fields in psychology (e.g., cognitive psychology, clinical psychology, social psychology).

**Pre-/Co-requisites:**

None

**Course Objectives:**

Students will:

1. Define key concepts in the field of psychology.
2. Demonstrate an understanding of psychology, including the field's history, methods, and future directions.
3. Explain basic human behaviors from a psychologist's perspective.
4. Apply concepts learned in class to different scenarios (both in class, and within their own lives).

**Instructor:**

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**Phone:** 228-5475

**Email:** [lexi.kvasnicka@dakotacollege.edu](mailto:lexi.kvasnicka@dakotacollege.edu)

**Lecture/Lab Schedule:**

TuTh 12:30-1:45pm



TH 1108

**Textbook(s):**Recommended (Not Required): Myers, D. (2010). *Psychology*, 9<sup>th</sup> Ed. New York: Worth Publishers.**Course Requirements:**

- Exams (4 exams (non-cumulative), each worth 50 points) 200 points
  - Quizzes (10 quizzes, each worth 5 points) 50 points
  - Term Paper 50 points
- Total: 300 points**

A	270 and above
B	240-269
C	210-239
D	180-209
F	179 and below

**Major Assignments:**

- **Exams:** There will be 4, non-cumulative, exams throughout the semester worth 50 points each. Exams will cover information presented in class and from the textbook. Each exam will consist of 40 multiple choice questions worth 1 point each, and two short answer questions worth 5 points each. All exams are closed book and notes.
- **Quizzes:** Ten (10) quizzes will be given randomly throughout the semester. Each quiz will be worth 5 points, and will vary in nature (e.g., short answer, multiple choice, matching). Quizzes cannot be made up under any circumstances. These quizzes will cover material presented in the week's readings and lectures.
- **Term Paper:** Each student will complete a term paper covering a psychological theory or concept covered in class. Students should provide the history of the theory or concept, as well as cite current research that utilizes the theory or concept. The term paper will be written in APA style and should be between 3-5 pages (double-spaced). An informational lecture and discussion over APA style, as well as paper requirements, will be given after the first exam.

**Tentative Course Outline:**

Week	Date	Day	Topic	Chapter
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	9/1	Thursday	Biology of the Mind	2
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	9/8	Thursday	Consciousness and the Mind	3
Week 4	9/13	Tuesday	Nature, Nurture, Human Diversity	4
	9/15	Thursday	Nature, Nurture, Human Diversity/Review	4, 1-4
Week 5	9/20	Tuesday	<b>Exam #1</b>	1-4
	9/22	Thursday	APA/Plagiarism and Paper Discussion	
Week 6	9/27	Tuesday	Developing Through the Life Span	5
	9/29	Thursday	Developing Through the Life Span	5
Week 7	10/4	Tuesday	Sensation and Perception	6
	10/6	Thursday	Learning	7
Week 8	10/11	Tuesday	Learning/Memory	7-8

	10/13	Thursday	Memory/Review	8, 5-8
Week 9	10/18	Tuesday	<b>Exam #2</b>	5-8
	10/20	Thursday	Thinking and Language	9
Week 10	10/25	Tuesday	Thinking and Language	9
	10/27	Thursday	Intelligence (+10 points for papers)	10
Week 11	11/1	Tuesday	Intelligence	10
	11/3	Thursday	Motivation and Work	11
Week 12	11/8	Tuesday	Stress and Health	12
	11/10	Thursday	Paper Work Day <b>Term Paper Due by 12:30pm</b>	
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	11/17	Thursday	<b>Exam #3</b>	9-12
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	11/24	Thursday	<i>Thanksgiving (No Class)</i>	
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- **Participation.** Students are expected to come to class prepared and actively engage in class discussion and activities. The classroom environment is open and harassment free, so please engaged in discussion. Computers are welcome in the classroom for note-taking purposes only. If students abuse this privilege, the instructor reserves the right to ban computers from the lecture periods.
- **Deadlines.** All assignments are due at the beginning of class on the day that they are due. Students will be deducted 5 points for every 24-hour period the assignment is not turned in, including weekends.

If a student is aware that they will miss an exam, they must inform the instructor *at least* two weeks prior to the missed exam. An essay exam (worth 50 points) will substitute for the missed exam. This exam must be taken *before* the scheduled exam date. **If a student is sick or experiences unforeseen circumstances where an exam must be missed, the instructor must be informed immediately and proper documentation must be presented** (e.g., doctor's note, police accident report). An essay exam will take the place of the missed exam and must be taken within one week of the missed exam. If the student does not notify the instructor before the next class period, the student will receive a "0" for the missed exam. Students involved in college activities (e.g., athletics) that require them to miss an exam will take a make-up which is the same format as typical exams (multiple choice and short answer). Proper documentation from a coach or faculty supervisor is required to avoid the essay exam.

- **Grades.** Questions about test grades can be emailed to the instructor up to 10 days (including weekends) after the grade is posted; after this time grades are considered final. Questions regarding grades can be emailed to the instructor no sooner than 24-hours after the grade has been posted. Challenging the grade will result in a re-grade. Re-grades may result in a grade higher or lower than the original grade.
- **Canceled Class.** If a weather-related event prevents the professor from getting to class, students will be responsible for completing an “assignment” over the scheduled reading. Information about the assignment will be provided on the class Moodle shell, and the deadline for completion of the assignment will be by 9:00pm the day of the missed class. The “assignment” will take the place of an in-class quiz, and will be worth 5 points. Students will be notified of the professor’s absence by a note on the classroom door, as well as with an email. Just as with the in-class quizzes, if a student does not complete the assignment by 9:00pm, it cannot be made up.

### **Academic Integrity:**

Plagiarism (taking the ideas, thoughts, or language of someone else and passing them off as your own) will not be tolerated in this class. If a student is suspected of plagiarizing, cheating, or not doing their own work, the matter will be investigated. Any student who is found to engage in academic dishonesty (including letting others cheat off of you) will receive an automatic “F” in the course. Additionally, the incident will be reported to the appropriate University office and additional action may be taken.

### **Disabilities and Special Needs:**

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs.

### **Student E-mail Policy**

The Dakota College at Bottineau campus community is increasingly dependent upon electronic communication among faculty, staff and students. Because of its convenience, cost-effectiveness and speed, e-mail has replaced much of the paper correspondence of the past. Because of this acceptance of and reliance upon electronic communication, e-mail is considered an official form of communication at Dakota College at Bottineau. A student’s campus-assigned e-mail address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via email because of a failure to access a campus-assigned e-mail address rests with the student.

# PSYC 250 Developmental Psychology

Online

**Course Description:** This course involves the human life span development from infancy through adolescence.

**Credits:** 3 semester hour credits

**Prerequisite(s):** PSYC 111 Introduction to Psychology

**Delivery Method:** Online

## Course Objectives/Student Outcomes:

It is expected that students will be able to

- Identify theoretical perspectives and research methods.
- Demonstrate an understanding of terms used in developmental psychology.
- Recognize domains of human development.
- Describe the characteristics of infancy, childhood, and adolescence and identify the changes that occur in each domain.
- Discuss the relevance of course content to parenting, future professions, and their own development.

**Instructor:** Alice West, M.A.

**Office:** Online. You may post questions in my Virtual Office in our online classroom.

**Office Hours:** Use the eMail tool within the online course to communicate with the instructor. Course eMail messages will be checked daily, Monday through Friday. If you have a technical problem, contact the Distance Education office by calling 1-701-228-5623 or 1-888-918-5623 (toll-free).

**Email:** Use online course eMail tool.

## Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

**Class Schedule:** Online

**Textbooks:**

Martorell, G., D. Papalia, and R. Feldman. *A Child's World: Infancy through Adolescence*. 13<sup>th</sup> ed. McGraw-Hill. ISBN: 978-0-07-803543-2

Order by e-mail: [bookstore@dakotacollege.edu](mailto:bookstore@dakotacollege.edu)

Bookstore: <http://www.dakotacollege.edu/bookstore/order-books/>

### **Course Requirements:**

There are **weekly deadlines** for completing assignments.

### **Discussion Forums:**

Each week, you will have one or more discussion forums (one for each chapter.) For each forum, you will need to post one answer to a question, two replies to other students' answers, and two replies to students who have replied to you. Forums will close on Saturday nights at 11:45 p.m. If you wait until Saturday night to post your answer, other students will not have time to reply to you, and you will not have time to reply to them, resulting in a loss of points for you. So please, make the discussion forums your first priority each week in this class.

### **Homework Assignments:**

Throughout the term, you will have six short papers due in the drop box. Each paper is to be one-half to one page long. The deadline for submitting this homework to the drop box is 11:45 p.m. Saturday night during the week it is due.

### **Paper:**

A research paper is due near the end of the term. The topic for your paper is due early in the term. Both are to be submitted to the drop box just like homework assignments.

### **Quizzes:**

Each week you will need to take one or more quizzes (one for each chapter.) There is no time limit on the quizzes, and you can take each one as many times as you like. The highest grade you earn will be the grade recorded in the gradebook. The quizzes for each week will be available until 11:45 p.m. Saturday nights.

### **Final Exam:**

The final exam will be taken at the end of the term. It will have a time limit, and it can only be taken once.

**Attendance: Regular participation is expected. Students should complete all assignments by the due dates.**

### **Course Outline:**

WEEK 1: Chapter 1  
WEEK 2: Chapter 2  
WEEK 3: Chapters 3 & 4  
WEEK 4: Chapter 5  
WEEK 5: Chapter 6  
WEEK 6: Chapter 7  
WEEK 7: Chapter 8  
WEEK 8: Chapter 9  
WEEK 9: Chapter 10  
WEEK 10: Chapter 11  
WEEK 11: Chapter 12  
WEEK 12: Chapter 13  
WEEK 13: Chapter 14  
WEEK 14: Chapter 15  
WEEK 15: Chapter 16  
WEEK 16: Chapter 17  
WEEK 17: Final Exam

### **General Education Goals and Objectives:**

#### **Goal 4: Demonstrates effective communication**

##### **Objective 1: Expresses ideas through effective writing**

Skill 1: Uses the stages of the writing process to develop, organize, and present ideas in writing

Skill 2: Analyzes the demands and possible strategies of a writing task, based on topic, purpose, context, and audience, and then accomplish that task with clarity

Skill 3: Demonstrates competent writing that includes a clear, original thesis or claim, appropriate evidence and support, a logical structure, and a style of language that serves the writer's purpose and audience

Skill 4: Uses Edited Standard Written English in spelling, grammar, punctuation, and syntax, and presents written work in a style and format consistent with the demands of an academic setting

### **Relationship to Campus Theme:**

This course develops a background in the psychology of human development that can be used to understand people in family, social, professional, and community settings.

### **Classroom Policies:**

- Regular participation is expected.

- All quizzes and exams can be taken on any computer with Internet access.
- Students need to set up or select an environment conducive for testing (e.g. distraction-free area at home, a computer lab at a library, etc.)
- Students can take the quizzes and exam at any time between the given dates and times.
- A discussion is only a discussion if everyone is participating together. Therefore, no points will be given for forum posts once the week is over.
- Homework assignments and the paper will lose 10% for each day they are late, and will not be accepted more than one week after the due date.

**Evaluation:**

Grades are based on total points earned.

	Points
Discussion Forums	170
Quizzes	170
Drop Box Homework	60
Paper	100
Final Exam	<u>100</u>
Total Points:	600

A--90-100%	(540 points)
B--80-89%	(480 points)
C--70-79%	(420 points)
D--60-69%	(360 points)
F--59% or lower	(359 points or lower)

**Academic Integrity:** The academic community is operated on the basis of honesty, integrity and fair play. It is the expectation that all students, as members of the college community, adhere to the highest levels of academic integrity. This means that:

- Students are responsible for submitting their own work. Student work must not be plagiarized.
- Students must not cooperate on oral or written examinations or work together on evaluated assignments without authorization.

To learn how to avoid plagiarism in your work, review the website from Purdue University, [Is It Plagiarism Yet?](#)

Violations of academic principles such as cheating, plagiarism or other academic improprieties will be handled using the guidelines outlined in the Student Handbook.

**Disabilities and Special Needs:**

If you have a disability for which you need accommodation, contact the Learning Center to request disability support services: phone 701-228-5477 or toll-free 1-888-918-5623.



## Dakota College at Bottineau Course Syllabus

### Course Prefix/Number/Title:

PSYC 280—Introduction to Health Psychology

### Number of credits:

3 credits

### Course Description:

Health is not just about physical ailments and taking medicine. One's thoughts, emotions and behaviors are all influential factors in health. This course examines how biological, psychological, and social factors interact with and affect health. Students will gain an understanding of the important role that psychology plays within the health care system. Everyone has experienced some kind of health issue. I encourage you to relate your own experiences to the topics we discuss in class. This course will consist of lecture, discussion, and group work

### Schedule:

Fall, full-term

### Pre-/Co-requisites:

None

### Course Objectives:

Students will:

1. Demonstrate an understanding of health psychology, including the field's history, methods, and future directions.
2. Apply the biopsychosocial model of health psychology to concepts covered in class (i.e., understand that physical well-being is the result of complex biological, social, and psychological factors).
3. Appraise their own health including history, current behaviors, and implications for one's future health.
4. Implement a health behavior change project.
5. Identify and examine factors involved in different health issues (i.e., causes, maintenance, prevention, and treatment factors).

### Instructor:

Lexi R. Kvasnicka-Gates, Ph.D.

### Office:

Thatcher Hall 2208

### Office Hours:

Mondays and Wednesdays 2:00-2:50pm  
Tuesdays 9:00am-12:00pm

**Phone:** 228-5475

**Email:** [lexi.kvasnicka@dakotacollege.edu](mailto:lexi.kvasnicka@dakotacollege.edu)

**Textbook(s):**

Taylor, S. E. (2008). *Health Psychology*, 7<sup>th</sup> Ed. New York: McGraw-Hill Companies, Inc.

**Course Requirements:**

- Exams (5 exams, each worth 40 pts)      200 points
  - Quizzes      50 points
  - Discussion Board Participation      50 points
  - Health Behavior Change Poster      50 points
- Total: 350 points**

A	315 and above
B	280-314
C	245-279
D	210-244
F	Below 210

**Major Assignments (all done on Moodle):**

- **Exams:** There will be 5 exams throughout the semester worth 40 points each. Exams will cover information presented in class and from the textbook. Each exam will consist of 40 multiple choice questions worth 1 point each. Exams are over specified chapters (non-cumulative).
  - **Exam Procedures:** Exams will be taken online (thus internet access is needed) and are located on the course Moodle shell under the appropriate week (see the Course Schedule). Students will have 90 minutes to complete the exam, and **ONLY ONE ATTEMPT**. All exams are open until the closing date. Closing dates for exams are also the closing dates for quizzes and discussions over the exam material (e.g., quizzes and discussions over Chapters 6-7 will close when Exam #3 closes).
    - **Exam Closing Dates and Times:**
      - Exam #1 Material: Closes at 11:59pm on September 4
      - Exam #2 Material: Closes at 11:59pm on September 25
      - Exam #3 Material: Closes at 11:59pm on October 16
      - Exam #4 Material: Closes at 11:59pm on November 6
        - Health Behavior Change Projects are also due on this date.
      - Exam #5 Material: Closes at 11:59pm on December 11
- **Quizzes:** Ten (10) quizzes will be given throughout the semester. Each quiz is worth 5 points, and will consist of multiple choice questions. These quizzes are posted on the course Moodle shell. These quizzes cover material presented in the week's readings and lectures. Quizzes are open until the exam covering the quiz material closes (e.g. quizzes over Chapters 6-7 will close when Exam #3 closes).

- **Discussion Board Participation:** In the course outline for the class, ten different weeks are identified as “Discussion” weeks. During these weeks, the instructor has posed a discussion question on the course Moodle shell for the given week. Each student is responsible for participating in the discussion by posting his/her own response to the discussion question (3 points), and engaging in discussion with at least one additional student (2 points). Discussions are open until the exam covering the discussion material closes (e.g. discussion over Chapters 6-7 will close when Exam #3 closes).
- **Health Behavior Change Poster:** Each student will complete a health behavior change project during the course of the semester. This will consist of identifying a personal health behavior that could be changed or modified to improve one’s health. The student will do research on this behavior, will implement a change of the behavior for one week, and then will reflect upon this behavior. Each of these steps should be documented.

Each student will create a conference style poster based off of information gathered through the Health Behavior Change Project. The poster will be the size of a standard sheet of computer paper. PowerPoint will be the primary tool used to make these posters. A more detailed description of the poster is available on Moodle. **Posters should be in the drop box by November 6, 2016, at 11:59pm.**

### Course Outline

Week	Topic	Chapter	Discussion	Quiz	Exam
Week 1	What is Health Psych?	1	Discussion #1	Quiz #1	
Week 2	Systems of the Body	2		Quiz #2	<b>Exam #1 Chapters 1-2</b>
Week 3	Health Behaviors	3	Discussion #2		
Week 4	Health-Related Behaviors	4		Quiz #3	
Week 5	Health-Compromising Behaviors	5	Discussion #3		<b>Exam #2 Chapters 3-5</b>
Week 6	What is Stress	6		Quiz #4	
Week 7	Moderators of Stress	7	Discussion #4	Quiz #5	
Week 8	Project Discussion		Discussion #5		<b>Exam #3 Chapters 6-7</b>
Week 9	Using Health Services	8		Quiz #6	
Week 10	Patient-Provider Relations	9	Discussion #6	Quiz #7	
Week 11	Management of Pain/Discomfort ***HCB Poster Due***	10			<b>Exam #4 Chapters 8-10</b>
Week 12	SCT and Body Image Management of Chronic Illness	11	Discussion #7	Quiz #8	
Week 13	Psych Issues in Illness (Tuesdays with Morrie)	12	Discussion #8	Quiz #9	
Week 14	Heart Disease and Hypertension	13	Discussion #9		
Week 15	AIDS and Cancer	14	Discussion #10	Quiz #10	
Week 16					<b>Exam #5 Chapters 11-14</b>

### General Education Goals/Objectives:

- Goal 1: Explains the interrelationships between humans and their environment and the role of science in their lives.
- Goal 4: Demonstrate Effective Communication
- Goal 6: Demonstrates the knowledge of the human experience throughout history

### **Relationship to Campus Theme:**

Campus theme: Nature, Technology, and Beyond

- Students will be familiar with the technological tools used to investigate the mind and our behavior.
- Students will be familiar with how nature influences our own (psychological) development.
- Students will use critical thinking to understand the importance of psychology now, and in the future.

### **Classroom Policies:**

- **Participation.** Students are expected to stay up-to-date in the class. If a student needs extra help with course technology, it is the student's responsibility to alert the instructor (via email, Moodle message, or phone) as soon as possible. Please utilize the course Moodle shell. The classroom environment is open and harassment free, so please engaged in discussion.
- **Deadlines.** All assignments are due by Sunday at 11:59pm of the assigned week. Students will be deducted 5 points for every 24-hour period the assignment is not turned in, including weekends. All exams, quizzes, discussions, and project drop boxes are open until the closing date. DO NOT wait for the last minute to complete assignments. If a student does not turn in or complete an assignment by the necessary time, the student will receive a "0" for the incomplete assignment.
  - Exam #1 Material: Closes at 11:59pm on September 4
    - Chapters 1-2
  - Exam #2 Material: Closes at 11:59pm on September 25
    - Chapters 3-5
  - Exam #3 Material: Closes at 11:59pm on October 16
    - Chapters 6-7
  - Exam #4 Material: Closes at 11:59pm on November 6
    - Chapters 8-10
    - Health Behavior Change Projects are also due on this date.
  - Exam #5 Material: Closes at 11:59pm on December 11
    - Chapters 11-14
- **Grades.** Questions about test grades can be emailed to the instructor up to 10 days (including weekends) after the grade is posted; after this time grades are considered final. Questions regarding grades can be emailed to the instructor no sooner than 24-hours after the grade has been posted. Challenging the grade will result in a re-grade. Re-grades may result in a grade higher or lower than the original grade.

### **Academic Integrity:**

Plagiarism (taking the ideas, thoughts, or language of someone else and passing them off as your own) will not be tolerated in this class. If a student is suspected of plagiarizing, cheating, or not doing their own work, the matter will be investigated. Any student who is found to engage in academic dishonesty

(including letting others cheat off of you) will receive an automatic “F” in the course. Additionally, the incident will be reported to the appropriate University office and additional action may be taken.

**Disabilities and Special Needs:**

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs.

**Student E-mail Policy**

The Dakota College at Bottineau campus community is increasingly dependent upon electronic communication among faculty, staff and students. Because of its convenience, cost-effectiveness and speed, e-mail has replaced much of the paper correspondence of the past. Because of this acceptance of and reliance upon electronic communication, e-mail is considered an official form of communication at Dakota College at Bottineau. A student’s campus-assigned e-mail address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via email because of a failure to access a campus-assigned e-mail address rests with the student.

**Dakota College at Bottineau Course Syllabus**  
**Online Course RELS203 World Religions**

**RELS203 World Religions** (3 credits)

**Course Description:**

This course introduces the origin and historical development Hinduism, Buddhism, Jainism, Sikhism, Confucianism, Daoism, Judaism, Christianity, Islam, and Alternative Paths. It also examines the social, political, and religious impact. The texts are read critically as historical documents to investigate issues of central concern to the understanding of the origins and major tenets of these religions.

**Pre-/Co-requisites:** None

**Course Objectives:**

By the end of the course, the student will:

Demonstrate knowledge of the historical, religious, and cultural distinctions of Hinduism, Buddhism, Jainism, Sikhism, Confucianism, Daoism, Judaism, Christianity, Islam, and Alternative Paths.

**General Education Goal and Objectives**

**Goal 1: Demonstrates effective communication**

1. Expresses ideas through effective writing
  - a. Analyzes the demands and possible strategies of a writing task, based on topic, purpose, context, and then accomplish that task with clarity.
  - b. Demonstrates competent writing that includes a clear, original thesis or claim, appropriate evidence and support, a logical structure, and a style of language that serves the writer's purpose and audience.

**Goal 2: Demonstrates the knowledge of the human experience throughout history**

1. Recognizes human social structures
  - a. Demonstrates, through historical examples, what happens when differing social structures collide.
  - b. Students use a variety of technology for research and demonstration purposes. In addition, through "conferencing and group discussions" students will glean first-hand understanding and be able to explain how these traditions have impacted on human nature.
2. Demonstrate knowledge of Religion, recognizing the world of human diversity.

**Instructor:**

Rev. Deborah J. Burger-Peery (“Pastor Deb”)

Cell: 701-871-1705 If texting, be sure to identify yourself as a RELS203 student.

**Office Hours:**

Instructor will check course daily, Monday-Friday, excluding holidays.

**Email:**

Use course email. The instructor checks course email once a day, Monday-Friday, excluding holidays and will respond daily. A response can be expected within a day. However, if a message is sent on Friday afternoon, a response should not be expected until Monday. Please plan accordingly.

**Lecture/Lab Schedule:**

Students will view weekly lectures and videos online.

**Textbooks:**

1. *Experiencing the World Religions*, 5<sup>th</sup> Edition, Michael Molloy ISBN 007340750X

**Course Requirements:**

**Syllabus Quiz.** Due to the rapid pace of the class, it is important students understand expectations the first week of class. The syllabus outlines these expectations. To ensure students understand the syllabus, an untimed syllabus quiz will be available the first week of class. (25 pts.)

**Weekly Readings.** Each week consists of course notes and objectives. It is followed by chapter readings in the textbook and/or supplemental articles.

**Weekly Videos.** In the weeks videos are provided, they are mandatory to view.

**Weekly Activities.** Each week consists of a review that covers the reading materials and videos. The reviews are either in a discussion format OR essay posts. A rubric is provided for the requirements of the reviews. (20 pts. each)

**Final Report & Peer Collaboration.** A final report is due on the last Monday by noon. Each student must choose one religion discussed. Explain its core beliefs and the impact that it has made (positively or negatively). Students will review peer’s reports to collaborate learning experiences across the selected religions. More in-depth instructions are given the first week of class. (200 pts.)

**Grades.** Grades will be calculated by dividing total points earned by the total points possible and will be based on the following percentages:

A = 90-100%

B = 80 – 89%

C = 70 – 79%

D = 60 – 69%

F = 0 – 59%

### **Relationship to Campus Theme**

This course addresses the campus theme by discovering the impact that religion has made within “human” nature, and following generations that have been impacted through traditional religious practices. In addition, students will use a variety of technology for research and written presentation purposes. Technology used will include, Microsoft Word, PowerPoint, Video, and Internet.

### **Classroom Policies**

This is a three credit online course. Students are required to login to the course *three times per week* to submit work and check discussions & announcements. Grades may be reduced if students log in an inadequate amount of times.

### **Academic Integrity**

All students are expected to adhere to the highest standards of academic integrity. Dishonesty in the classroom or laboratory and with assignments, quizzes and exams is a serious offense and is subject to disciplinary action by the instructor and college administration. For more information, refer to the Student Handbook.

### **Instructor’s Plagiarism Policy:**

All papers are processed electronically for plagiarism using internet related software. If the reporting software finds copied text without proper citations within a paper, the paper will receive 0 points.

### **Disabilities and Special Needs**

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact your instructor and Jan Nahinurk in the Learning Center (701-228-5479) as early as possible during the beginning of the semester.



## Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:** RLS 110 Foundations of Recreation

**Course Description:** The course provides an orientation to the historical and philosophical background of the recreation and leisure movement, recreation organizations, social issues, and professional development.

**Course Objectives:**

- Demonstrate a working knowledge of the types of professional recreation fields.
- Identify the agencies that provide recreation and leisure services.
- Define social issues that affect the recreation and leisure services.
- Outline the history of recreation and leisure services.

**Instructor:** Sherry Niesar

**Office:** Online

**Office Hours:** Mondays, Tuesdays & Thursdays, 4:00-6:00 pm

**Phone:** 701-527-3714

**Email:** Sherry.Niesar@dakotacollege.edu

**Lecture/Lab Schedule:** Online

**Textbook(s):** *Introduction to Recreation and Leisure Services*, Henderson, Bialeschki, Hemingway, Hodges, Kivel and Sessoms, Venture, 8, ISBN #1-892132-23-0

**Course Requirements:**

- Participation: Regular participation in the class is expected.
- Reading: Students are expected to read the textbook material for the assigned chapters.
- Lecture Notes: Read the instructor's notes that are posted in the content area of the course.
- Graded assignments: Assignments are given to reinforce chapter content. They are practical in nature and require the student to apply new knowledge of chapters. Due date for assignments are posted on the course calendar.
- Graded quizzes/exams: Nine quizzes and two one-hour exams of approximately 40 questions will be given.
- Final: At the end of the term, students will write an essay as their final assessment. This essay is comprehensive, requiring students to use information that they have learned during the semester.

**Tentative Course Outline:**

- Leisure and Society
- Changing society (family, health and social development)
- Descriptions & Definitions of Recreation and Leisure
- Leisure and Work
- Play
- Approaches to Leisure

- Social Values of Leisure
- Economic Values of Leisure
- History of Leisure
- Religions and Leisure
- Recreation in different agencies
  - Federal and State Government
  - Local Government
  - Non Profit
- Youth Services
- Tourism
- Planning for Leisure
  - Work Hours
  - Aging Society
  - Segregated Society
  - Wellness
  - Technology
  - The Future

**General Education Goals/Objectives:** Not a General Education Course

**Relationship to Campus Theme:**

Introduction to Recreation provides the opportunity for students to explore recreation and nature, to use technology to further their knowledge in the field.

**Classroom Policies:**

Reading the assigned text is the student's responsibility, and is essential to success in this course. Late work will not be accepted for full credit.

This academic environment is an open and harassment free one. Participation within the online classroom is highly encouraged and is an integral part of the higher education experience. Ask questions – comment on discussions.

**Student Email Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus assigned email address will be the only one recognized by the campus for official mailings. The responsibility for missing or not acting upon important information conveyed via campus email rests on the student. Students are encouraged to communicate with the instructor through the course email tool.

**Academic Integrity:**

*Webster's Encyclopedic Unabridged Dictionary* defines plagiarism as: "The appropriation or imitation of the language, ideas, and thoughts of another author, and representation of them as one's original work." There will be *zero tolerance* of any form of academic dishonesty. If any evidence appears of students not doing their own work, plagiarism, or outright cheating on quizzes/exams, the matter will be investigated. If it is concluded that such dishonesty occurred, the student in question will receive an automatic "F" for the course. Furthermore, the matter will be reported to the appropriate university office and the instructor will participate in any proceedings against the guilty party.

**Disabilities and Special Needs:**

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs.

## Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:** RLS 210 Environmental Education

**Course Description:** The course will provide an introduction into the field of environmental education; facilitate methods to teach environmental educational and environmental literacy.

**Course Objectives:**

It is expected that students will be able to:

- Students will develop a working knowledge of basic principles and philosophy of environmental education.
- Students will understand different teaching and learning styles
- Students will understand how develop an environmental education program both in classroom and field settings
- Students will understand how to evaluate the effectiveness of environmental education programs

**Instructor:** Sherry Niesar

**Office:** Online

**Office Hours:** Mondays, Tuesdays & Thursdays, 4:00 - 6:00 pm

**Phone:** 701-527-3714

**Email:** Sherry.Niesar@dakotacollege.edu

**Lecture/Lab Schedule:** Online

**Textbook(s):** *Conservation Education and Outreach Techniques*, Author: Jacobson, McDuff, and Monroe, Publisher: Oxford Publishing, ISBN: 0-19-8567772-3

**Course Requirements:**

- Regular participation in the class is expected.
- Graded assignments: Assignments are given to reinforce chapter content. They are practical in nature and require the student to apply new knowledge of chapters.
- Graded quizzes/tests: 2 one-hour exams of approximately 30 questions will be given. Quizzes follow each chapter with the exception of chapter 1 where no quiz is given.
- Grades: Grades are based on total points earned and include the points earned on practice exercises.

## **Tentative Course Outline:**

### Designing Successful Conservation Education & Outreach

- An introduction into environmental education

### Learning & Teaching Adults & Youth

- Pedogogy
- Learning styles
- Teaching styles

### Changing Conservation Behaviors

- Motivational theories
- Environmental responsibility
- Stages of change

### Conservation Education in Schools

- Communicating with schools
- Academic standards and environmental education
- Integrating environmental education into school curriculum

### Making Conservation Come Alive

- Hands on activities
- Games
- Role-playing
- Field trips

### Conservation and the Arts

- Using visual arts to teach environmental education

### Connecting Classes and Communities with Conservation

- Service learning
- Community based research
- Citizen science

### Networking for Conservation

- Workshops
- Public presentations
- Special events
- Partnerships

### The Written Word

- News releases
- Brochures & Flyers
- Guidebooks

### On Site Activities

- Exhibits
- Guided walk
- Demonstration

**General Education Goals/Objectives:** Not a General Education Course

**Relationship to Campus Theme:**

Environmental Education provides the opportunity for students to learn to teach effectively about nature and to use technology to further their knowledge in the field.

**Classroom Policies:**

Reading the assigned text is the student's responsibility, and is essential to success in this course. Any late work will not be accepted for full credit.

This academic environment is an open and harassment free one. Participation within the online classroom is highly encouraged and is an integral part of the higher education experience. Ask questions – comment on discussions.

**Student Email Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus assigned email address will be the only one recognized by the campus for official mailings. The responsibility for missing or not acting upon important information conveyed via campus email rests on the student. Students are encouraged to communicate with the instructor through the course email tool.

**Academic Integrity:**

*Webster's Encyclopedic Unabridged Dictionary* defines plagiarism as: "The appropriation or imitation of the language, ideas, and thoughts of another author, and representation of them as one's original work." There will be *zero tolerance* of any form of academic dishonesty. If any evidence appears of students not doing their own work, plagiarism, or outright cheating on quizzes/exams, the matter will be investigated. If it is concluded that such dishonesty occurred, the student in question will receive an automatic "F" for the course. Furthermore, the matter will be reported to the appropriate university office and the instructor will participate in any proceedings against the guilty party.

**Disabilities and Special Needs:**

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs.

## **Dakota College at Bottineau Course Syllabus**

**Course Prefix/Number/Title:** RLS 288 Accessibility and Public Policy in Leisure Services

**Number of credits:** 3

**Course Description:** This Course will introduce students to the concepts of programmatic and physical accessibility in parks, recreation and leisure services. This course will discuss the American with Disabilities Act (ADA), The Rehabilitation Act of 1973 Section 504 and other laws that apply to parks, recreation and leisure services. This course will explore the history and value of accessibility for individuals with disabilities, and the responsibilities of the agency providing services.

**Pre-/Co-requisites:** RLS 290 Introduction to Inclusive Recreation

- **Course Objectives:**
- Critically analyze programmatic and physical accessibility for individuals with disabilities.
- Analyze laws that apply to persons with disabilities in parks, recreation and leisure services.
- Describe available resources that can assist with disability related questions.
- Describe the history and value of accessibility for individuals with disabilities, and the responsibilities of the agency providing services.
- Assess environmental, and financial factors that influence organizational based bias toward person with disabilities and community based policy development, planning, funding, delivery, and utilization of leisure services by persons with disabilities in local, regional, and global contexts.

**Instructor:** Jim Holben

**Office:** Can be reach through course e-mail or through Dakota College e-mail

**Office Hours:** The course is checked daily throughout the semester and will answer questions at that time.

**Phone:** N/A

**Email:** james.holben@dakotacollege.edu

**Lecture/Lab Schedule:** On-Line follows course calendar and weekly schedule posted in the course

**Textbook(s):**

DVD- Access is Good Business- Utah State University & Rocky Mountain ADA Center

Pocket Guide- Service Animals- Provided by the Rocky Mountain ADA Center Operated By Meeting the Challenge (ADA National Network)

ADA Quiz Book 4th Edition; Edited by Sandy Lahmann, Rob Gilkerson and Jane Burke  
Copyright 2012 by Meeting the Challenge

Disability Law Handbook Author Jacquie Brennan Published by DBTAC Southwest ADA Center Copyright 2009

2010 ADA Standards for Accessible Design Department of Justice Printed 2011

Outdoor Developed Areas: a Summary of Accessibility Standards for Federal Developed Areas And ABA Standards For Outdoor Developed Areas. <http://www.access-board.gov/guidelines-and-standards/recreation-facilities/outdoor-developed-areas/a-summary-of-accessibility-standards-for-federal-outdoor-developed-areas/conditions-for-exceptions>

Inclusion U Online From the Inclusive Recreation Resource Center (IRRC) SUNY Cortland, NY. \$49.95 will need to go to this web address to access course: <https://www.inclusiverec.org/>

**Website Resources for Course:**

<https://www.access-board.gov/guidelines-and-standards/recreation-facilities/outdoor-developed-areas/final-guidelines-for-outdoor-developed-areas/text-of-the-guidelines>

<https://www.access-board.gov/guidelines-and-standards/recreation-facilities/outdoor-developed-areas/final-guidelines-for-outdoor-developed-areas>

<https://www.access-board.gov/guidelines-and-standards/recreation-facilities/outdoor-developed-areas>

<https://www.access-board.gov/guidelines-and-standards/recreation-facilities>

<https://www.access-board.gov/guidelines-and-standards>

<https://adata.org/ada-publications>

<https://adata.org/region-8-rocky-mountain-ada-center>

<https://adata.org/find-your-region>

<http://www.fs.fed.us/recreation/programs/accessibility/pubs/pdfpubs/pdf12232806/pdf12232806Pdpi300.pdf>



[https://www.ada.gov/2010ADAstandards\\_index.htm](https://www.ada.gov/2010ADAstandards_index.htm)

<https://www.ada.gov/ta-pubs-pg2.htm>

[https://www.ada.gov/enforce\\_current.htm](https://www.ada.gov/enforce_current.htm)

<http://www.ncaonline.org/education/index.shtml>

<http://www.swmodatr.com/>

<http://www.peninsulailc.org/programs/trails/>

<http://www.accessibilityonline.org/ao/archives/>

**Course Requirements:** Students must have access to a computer with specific versions of Internet Explorer or Fire Fox. To see which versions are compatible, please refer to our pages.

**Course Outline:** This course follows the traditional on-campus semester timeline. It begins the first day of the semester and concludes at the end of the semester. Students are expected to complete the course in that timeframe. Should an emergency occur, students need to contact the instructor. If a student elects to discontinue the course at any time, s/he must complete the online drop/withdraw form found on Dakota College Online Campus homepage.

Students must read assigned chapters from the textbook and other course material and resources, complete assignments that reinforce learning, and demonstrate by exam knowledge of the topics covered. There will be one leisure paper, one article review paper and one reaction paper. There will be a total of 3 tests that include a midterm exam and a comprehensive final, as well as 10 quizzes, 10 forum questions, 1 semester project outdoor developed areas assignment/ADA Assignment/Introduction to IRRC (Inclusion Recreation Resource Center) Inclusivity Assessment.

Test 1	50 Points
Midterm Exam	50 Points
Final Exam	100 Points
Leisure Paper	25 Points
Article Review	25 Points
Reaction Paper	25 Points
Quizzes 1-10	50 Points (5 points each)
Forum Questions	50 Points (5 points each)
Semester Project	125 Points
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	500 Points Total

## **General Education Goals/Objectives:**

- Critically analyze program and physical accessibility for an agency.
- Analyze the skills necessary to develop accessible programs and physical accessible facilities.
- Describe the history and value of accessibility for individuals with disabilities, and the responsibilities of the agency providing services.
- Describe and evaluate the laws that apply to parks, recreation and leisure services. Define the Resource agencies available to assist with accessibility questions, and Department of Justice Complaints.

## **Relationship to Campus Theme:**

The Accessibility and Public Policy in parks, recreation and leisure services course provides an introduction to physical accessibility and public policy in leisure services for individuals providing services in the field of Recreation, Parks Management, and Commercial Recreation

## **Classroom Policies:**

- Regular participation in the class is expected.
- Every assignment is done online or in your community and then sent to the Instructor through an assignment drop box located within the course. Quizzes/Tests are completed online. Students are NOT expected to come to the campus at any time.
- All quizzes and exams can be taken on any computer with Internet access.
- Quizzes and exams can be taken at home, in a library, and/or some other setting that has a suitable testing environment.
- Students need to select a testing environment conducive for testing such as a distraction-free area at home, a computer lab at a library, etc.
- Exams may be taken during set dates and times. The dates and time period are posted on the course calendar.
- Each quiz/test will be available for a 3-5 day period on a date set by the instructor. Students can take a quiz/test at any time during the 3-5 day period.
- Quizzes and test are given for a limited time only.
- Each quiz/test will be available for a limited period of time (15-90 minutes) depending upon the number of questions.
- Expectations: There are ten quizzes, and three test that are given during the course of the semester. The type of questions on the quizzes and tests are multiple choice, true/false, fill in the blank, short essay, essay and matching. The final is comprehensive.
- Tests are comprised primarily of multiple choice, true/false, fill in the blank and matching. Quizzes have approximately 5 questions each and tests have around 25 questions each. A comprehensive final of 100 points is given at the end of the course.

## **Evaluation**

- Your final grade is determined by dividing total points earned by total points possible. There are a total of 500 points possible for this course.
- 1 semester project outdoor developed areas assignment/ADA Assignment (150 Points)
- 10 Forum Questions (5 points each for a total of 50 points)
- 3 Tests (50 points each for a total of 150 points)

Test 1 (DVD)- Access is Good Business, Pocket Guide- Service Animals, ADA Quiz Book 4th Edition, Disability Law Handbook,

Test 2 Combo 4 pack 2010 Standard and Regulations, Outdoor Developed Areas: a Summary of Accessibility Standards for Federal Developed Areas And ABA Standards For Outdoor Developed Areas.

Test 3 Inclusion U Online From the Inclusive Recreation Resource Center

- Comprehensive Final (100 Points)
- 10 Quizzes (5 points each for a total of 50 points )

Grades will be calculated using the following criteria:

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 59 and below

## **Student Email Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

## **Academic Integrity:**

All submitted work is to be your own.

- Students are responsible for submitting their own work. Student work must not be plagiarized.
- Students must not cooperate on oral or written examinations or work together on evaluated assignments without authorization.

To learn how to avoid plagiarism in your work, review the website from Purdue University, [Is It Plagiarism Yet?](#)

Violations of academic principles such as cheating, plagiarism or other academic improprieties will be handled using the guidelines outlined in the [Student Handbook](#) on pages 18, 19, and 37.

**Disabilities and Special Needs:** If you have a disability for which you need accommodation, contact the Learning Center to request disability support services: phone 701-228-5477 or toll-free 1-888-918-5623. The instructor will make necessary accommodations.

# Syllabus

## Course Information

Course title:	<b>Introduction to Inclusive Recreation</b>
Course number:	<b>RLS 290</b>
Course discipline:	Other
Course description:	This course will introduce the student to the concepts, methods, and settings for developing inclusive recreation services for individuals with disabilities. These concepts and methods can be applied to individuals and groups that may need adaptations for inclusive recreation services. Some examples of individuals that may want/need adaptations for inclusive recreation services are people with mental illness, physical disabilities, and emotional disabilities.
Course date:	August 25, 2008 through December 17, 2008
Location:	Online
Prerequisite(s):	None

## Instructor Information

Name:	Jim Holben
Office hours:	Instructor will check course mail daily.
Phone:	If you experience technical problems, contact MSU-B: 1-888-918-5623
Biography:	I have a Certified Therapeutic Recreation Specialist Certification (CTRS) from the National Council on Therapeutic Recreation Certification and I am also a Certified Parks and Recreation Professional.

## Textbooks

Required reading:	<i>Inclusive &amp; Special Recreation-Opportunities for Diverse Populations</i> David R. Austin, Youngkhill Lee, Sagamore, Sixth Edition/2013, 978-1-57167-757-0
Recommended reading:	<i>Inclusion-Including People with Disabilities in Parks and Recreation Opportunities</i> , Lynn Anderson, PhD CTRS; Carla Brown Kress, MEd CTRS, Venture Publishing, Inc. State College, PA, First Edition/2003, 1-892132-33-8 <i>Inclusive &amp; Special Recreation-Opportunities for Persons with Disabilities</i> , Ralph W. Smith, David R. Austin, Dan W. Kennedy, Youngkhill Lee, Peggy Hutchison, McGraw Hill, Fifth Edition/ 2005, 0-07-284387-X

## Course Objectives

It is expected that students will be able to:	<ul style="list-style-type: none"><li>• Demonstrate an increased awareness of inclusive recreation experiences</li><li>• Express an understanding of of Public Policy in relation to individuals with disabilities</li><li>• Recognize disabling conditions such as mental illness, physical disabilities, and other disabilities</li><li>• Identify the barriers that individuals with disabilities may confront when engaging in leisure activity</li><li>• Facilitate abilities of individuals with disabilities to overcome barriers to leisure involvement</li><li>• Develop, implement, and evaluate an inclusive recreation program for an individual with disabilities</li></ul>
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## Course Requirements

Requirements: **Software:** Students will need the following software capabilities:

- Microsoft Word

**Library:** Students will need to use the campus library to access the following on-line library materials. Start by clicking on the Fossum Foundation Library link on the homepage of the course. Select [Off-Campus Library](#) from the menu on the left.

- Parks & Recreation Monthly Magazine
- Therapeutic Recreation Journal

**Communication:** Students should communicate with the instructor using the course mail feature. Instructions are provided on the bottom of the homepage of the course.

## Evaluation

**Grading Method:** Your final grade is determined by dividing total points earned by total points possible

**Grading:** Grades will be calculated using the following criteria:

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 59 and below

## Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:** RNG 236 Introduction to Range Management

**Number of Credits:** 4 semester credits

**Course Description:** Principles of range management which includes plant identification, range evaluation, and range improvements.

**Pre-Co-requisites:** BIOL 120, BOT 212, or instructor approval

Range plant physiology and ecology, range inventory and monitoring, grazing systems, stocking rates, grazing distribution, range wildlife management, manipulation of range vegetation, rangeland types and management, management of public rangelands, range ecosystem analysis and computer applications

**Course Objectives:** Demonstrate an understanding and proficiency in the following:

1. Ecology of range plants and range plant communities (Goal 7).
2. Grazing and grazing management (Goal 7).
3. Wildlife management on rangelands (Goal 7)
4. Methods to manipulate range vegetation (Goal 7)
5. Range plant identification (Goal 7).
6. Societal issues influencing management of public rangelands (Goal 7).

**Instructor:** C.L. Lura, Ph.D.

**Office:** NSC 114

**Office Hours:** WMF 9:00-10:00 & 3:00-4:00

**Phone:** (701) 228-5472

**Email:** charles.lura@dakotacollege.edu

**Lecture/Lab Schedule:** Fall semester

**Textbook(s):** Holocheck, J.L., R.D. Pieper, and C.H. Herbel. 2011. Range Management-principles and practices. 6<sup>th</sup> Edition. Prentice Hall.

<b>Course Requirements:</b>	4 Hour Exams @ 100 pts. ea.	400 pts.
	Plant identification	100 pts.
	Labs/quizzes/assignments	<u>100 pts.</u>
	<b>TOTAL POINTS</b>	<b>600 pts.</b>

A = 100-90%

B = 89-80%

C = 79-70%

D = 69-60%

F = below 60%

**INTRODUCTION TO RNG 236 RANGE MANAGEMENT  
TENTATIVE SYLLABUS  
FALL 2016**

<b>DATE</b>	<b>TOPIC</b>	<b>TEXT</b>
Aug 24-26	Introduction, overview, significance	Chapter 1-3
Aug 29-Sep 2	Range plant physiology and ecology	5,6
Sep 5-9	<b>Monday September 5 – Labor Day</b> Range plant physiology and ecology continued	5,6
Sep 12-16	Range inventory and monitoring <b>FIRST HOUR EXAM FRIDAY SEPTEMBER 16</b>	7
Sep 19-23	Stocking rate and grazing systems	8,9
Sep 26-30	Grazing systems continued, grazing distribution	9,10
Oct 3-7	Animal nutrition and production <b>Wednesday, October 5: Assessment Day – No Class</b> <b>SECOND HOUR EXAM FRIDAY OCTOBER 7</b>	11
Oct 10-14	Range wildlife management	14
Oct 17-21	Range wildlife management continued	14
Oct 24-28	Manipulation of rangeland vegetation	15
Oct 31-Nov 4	Manipulation of rangeland vegetation continued	15
Nov 7-11	Manipulation of rangeland vegetation continued <b>THIRD HOUR EXAM, Wednesday November 9</b> <b>Friday, November 11 – Veteran’s Day</b>	15
Nov 14-18	Rangeland types and management	4
Nov 21-25	Rangeland management for multiple use <b>THANKSGIVING BREAK Thursday &amp; Friday 24-25</b>	12
Nov 28-Dec 2	Management of public lands: science and politics	selected readings
Dec 5-9	Contemporary issues in rangeland management <b>FINAL EXAM TUESDAY, DECEMBER 13, 3:00-5:00</b>	selected readings

**General Education Goals/Objectives:**

Goal 1: Explains the interrelationships between humans and their environment and the role of science in their lives

Goal 2: Demonstrates knowledge and application of technology



**Relationship to Campus Theme:** Class presentation and discussion on how technological developments (e.g. computer programs) affect the science of range management.

**Classroom Policies:** Regular attendance and participation in lab and lecture is expected. All make-up exams will include a significant essay/short answer component and must be made up within one week of the students return to class unless prior arrangements have been made.

**Academic Integrity:** Cheating on a test, quiz, or other assessment results in zero points for the assessment.

**Disabilities and Special Needs:** Any accommodations due to a learning disability must come through the Dakota College Learning Center. If you have a diagnosed learning disability, you need to contact the Learning Center in Thatcher 1104 or phone (701) 228-5477.

**Student Email Policy**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

## Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:** SOC 105—FIRST YEAR EXPERIENCE

**Number of Credits:** 1 semester hour

**Pre/Co-requisites:** None

**Course Description:** This course is designed to provide students with important concepts in student retention and positive student outcomes. Topics may involve drug and alcohol issues, health and personal safety, library resources, computer resources, academic policies and procedures, freshman transitions, general education, career exploration and diversity.

**Course Objectives:** As a two-year college, Dakota College at Bottineau subscribes to a philosophy that promotes student success through faculty, staff, and student interaction. This course is formatted to foster that interaction and to meet the following objectives:

1. Increase student's ability to adjust to the demands of the first year of college
2. Assist students in developing positive learning skills
3. Expose and orient students to the programs and services available on campus
4. Inform students about policies and procedures that govern campus life

**Instructor:** Professor Russ Gagnon, 852-3463, not after 9 p.m.

**Office:** Minot Campus Administration Building Room 160

**Office Hours:** M-F 9:00 a.m. to 4:00 p.m. and by appointment when not in class.

**Phone:** 800-777-0750 ext:4338 or 701-858-4338, Fax: 701-858-4232,

**Email:** [russ.gagnon@ndus.edu](mailto:russ.gagnon@ndus.edu)

**Textbook(s):** *The Snarktastic Guide to College Success*, Posey and von Bohlen, 978-0-321-94732-1, Pearson  
*Crack Da Code*, Sanyika Calloway Boyce, 0-9726320-0-x, this is a hard to find book but the Bottineau Bookstore will be able to help.

### Course Requirements:

1. Attend class.
2. Completion of assignments, tests, and daily in-class work.
3. Grading:

90-100% =A    80-89% =B    70-79%= C    60-69%= D    0-59% =F

### Tentative Course Outline:

First Week Survival  
Confidence Building and Goals  
Minimizing and Managing Stress  
Multisensory Learning  
Time Management  
Active Listening and Notetaking

Textbooks: Critical Reading and Thinking  
Diversity  
Managing Your Money  
Well-being and Being Well  
Relationships  
Safety: Protecting Yourself from Crime

### General Education Goals/Objectives:

Technology - Objective 2:

Uses electronic resources for course related assignments and information

Skill 1: Selects appropriate electronic resources

Skill 2: Recognizes differences in Internet resources based on address extensions

Skill 3: Identifies proper academic library search engines

Skill 4: Evaluates quality/value of web-based information

Beyond - Objective 4:

Works collaboratively with others

Skill 1: Participates in class discussions and in any group projects or activities

Skill 2: Participates in class discussions, peer editing, and group activities or projects, responding productively and respectfully to the work and ideas of others and considering the ideas and suggestions of others

**Relationship to Campus Theme:** Dakota College at Bottineau emphasizes nature, technology, and beyond as a focus for the unique blend of courses and programs offered here. This course utilizes technology to enhance the educational environment and encourages personal growth as they embark on the adventure of being a college student.

#### **Classroom Policies:**

**Missed Classes:** Attendance is required. Unannounced quizzes, tests, and class projects can be made-up only when the instructor excuses students prior to class. You are responsible for the activities of each class period. If you know of a conflict ahead of time, you are welcome to submit assignments early. Recognizing the importance of student participation and interaction with classmates, excessive absences necessitate failure in the class.

**Assignments:** All assignments are due at the beginning of class on the date due unless specified prior. Late assignments receive one-half credit minus errors. All late assignments are due before the final examination is administered. Make sure the class name, your name, date due, and exercise number appears in the upper-right corner. If handing in multiple pages, sequence them according to the order in the exercise, and staple in the upper left corner.

**Electronic Devices:** Turn off or mute cellular phones and pagers, **NO TEXTING** during class, prior permission for computer use is required. I will have my cell phone on for campus emergency notifications.

**Academic Dishonesty and Grade Appeals:** plagiarism and cheating are serious offenses and may be punished by failure on exam, paper or project; failure in course; and/or expulsion from the university. For more information, refer to the "Academic Dishonesty" or "Grade Appeal" policy in the university catalog or the student handbook online: <http://www.dakotacollege.edu/handbook/>

**Disabilities and Special Needs:** If you have any condition, such as a physical or learning disability, for which you need extra assistance, please see me immediately. If you have already met with Student Development personnel, please provide me with information regarding your special needs as soon as possible so that I can make appropriate accommodations.

**Student Email Policy:** Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the **ONLY** one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

## Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:** SOC 105 First Year Experience

**Number of Credits:** 1

**Course Description:** This course is intended to provide students with insight and information about what the institution deems are the most important concepts in student retention and positive student outcomes.

**Prerequisites:** None

### Course Objectives:

- Demonstrate knowledge about the key features within Moodle
- Utilize other technologies within Moodle
- Develop an understanding of DCB's policies and procedures
- Learn more about financial aid and fee payment
- Register and provide course schedules
- Knowledgeable about the Library and its resources
- Develop leadership skills
- Develop study skills
- Develop career awareness

**Instructor:** Heidi Hall

**Office:** Early Morning & Evening appointments arranged upon request.

**Phone:** Arrangements to discuss class over the phone can be made through iMail.

**Email:** Use the **iMail** block provided within the course. I will be checking that more often.  
[heidi.hall.2@dakotacollege.edu](mailto:heidi.hall.2@dakotacollege.edu)

**Lecture/Lab Schedule:** Online; See outline for deadlines.

**Textbooks:** None

### Course Requirements:

- View PowerPoint/video presentations as required
- Complete weekly tests and/or assignments
- Midterm Paper
- Final Test

### Grading Scale:

100-90%	A
89-80%	B
79-70%	C
69-60%	D
Less than 60%	F

### Course Outline:

Week	Dates	Chapters, Tests
1	August 22-26	Becoming an Online Student
2	August 29-September 2	Using Key Features
3	September 5 September 5-9 <b>Fee Payment: Sept. 7<sup>th</sup></b>	Labor Day – Campus Closed Understanding Financial Aid & Fee Payment
4	September 12-16	Library
5	September 19-23	Study Skills
6	September 26-30	Midterm Paper
7	October 3-7	Respondus Lockdown Browser
8	October 10-14	Tegrity Test Proctoring
9	October 17-21	Policies & Procedures
10	October 24-28	Career Awareness
11	October 31-November 4	Online Scavenger Hunt
12	November 7-11 November 11	Bookstore Veteran’s Day – Campus Closed0
13	November 14-18	Registration for Spring
14- 15	November 21-25 November 24	Thanksgiving Vacation Campus Closed
15	November 28-December 2	Blackboard Collaborate
15	December 5-9	Review
16	December 12-16	Final Exam Course Evaluation

### General Education Goals/Objectives:

- Nature - Objective 2: Demonstrates appreciation of the natural environment
  - Skill 1: Recognizes the interrelationships between living and non-living entities and their effects on the environment
  - Skill 2: Assesses the impact of human activity on their environment
  - Skill 3: Identifies and implements wise use management of our natural resources
  - Skill 4: Promotes and applies an ethic of stewardship for our environment

- Technology - Objective 2: Uses electronic resources for course related assignments and information
  - Skill 1: Selects appropriate electronic resources
  - Skill 2: Recognizes differences in Internet resources based on address extensions
  - Skill 3: Identifies proper academic library search engines
  - Skill 4: Evaluates quality/value of web-based information
- Beyond - Objective 4: Works collaboratively with others
  - Skill 1: Participates in class discussions and in any group projects or activities
  - Skill 2: Participates in class discussions, peer editing, and group activities or projects, responding productively and respectfully to the work and ideas of others and considering the ideas and suggestions of others

**Relationship to Campus Theme:** Nature, Technology & Beyond

This course utilizes technology to enhance the educational environment and encourages personal growth as they embark on the adventure of being a college student.

**Classroom Policies:**

Late assignments will be docked 10% per day late. I do understand that sometimes emergencies do occur. In this case, arrangements can be made with instructor for a new due date, but ONLY if arrangements are made before the original due date.

**Student Email Policy:** Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student’s campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

**Academic Integrity:**

The academic community is operated on the basis of honesty, integrity and fair play. It is the expectation that all students, as members of the college community, adhere to the highest levels of academic integrity. This means that:

- Students are responsible for submitting their own work. Student work must not be plagiarized.
- Students must not cooperate on oral or written examinations or work together on evaluated assignments without authorization.

Violations of academic principles such as cheating, plagiarism or other academic improprieties will be handled using the guidelines outlined in the Student Handbook. The Student Handbook is available online or at Student Services.

**Disabilities and Special Needs:** If you have a disability for which you need accommodation, contact the Learning Center to request disability support services: phone 701-228-5477 or toll-free 1-888-918-5623.

**Dakota College at Bottineau Course Syllabus****Course Prefix/Number/Title:**

SOC 110H—Honors Introduction to Sociology

**Number of credits:**

1 credits

**Course Description:**

In this course, students will learn extensively about scientific research in sociology. At the beginning of the semester, students will learn how to read and understand journal articles in the field of sociology. After this foundation is established, the students (in collaboration with the instructor) will select a topic to research extensively, and later present on at the Honors Symposium. Additionally, students will be required to submit a SOC 110 paper that contains a more in-depth literature review than is required for non-honors SOC 110 students.

**Pre-/Co-requisites:**

SOC 110-Introduction to Sociology

**Course Objectives:**

Students will:

1. Learn how to read, understand, and interpret psychological journal articles.
2. Demonstrate an understanding of basic scientific design, assessing the effectiveness of study designs presented in the readings.
3. Extend research findings to real-life situations.
4. Perform an extensive literature review.
5. Present at the Honors Symposium.

**Instructor:**

Lexi R. Kvasnicka-Gates, Ph.D.

**Office:**

Thatcher Hall 2208

**Office Hours:**

Mondays and Wednesdays 2:00-2:50pm

Tuesdays 9:00am-12:00pm

**Phone:** 228-5475

**Email:** [lexi.kvasnicka@dakotacollege.edu](mailto:lexi.kvasnicka@dakotacollege.edu)

**Lecture/Lab Schedule:**

TBD based on student and instructor availability.

**Textbook(s):**

Ferris, K., & Stein, J. (2012). *The Real World: An Introduction to Sociology*, 3<sup>rd</sup> Ed. New York, W. W. Norton.

Additional course readings available on the course Moodle Shell.

**Course Requirements:**

- Read weekly readings and come to class prepared to discuss.
- Participate in seminar style discussion.
- Present research in proper APA format at the Honors Symposium.
- Devise an in-depth literature review for PSYC 111 paper.

**\*\*\*If the above criteria are met, the student will receive a passing grade. If students fail to meet the above criteria, students will not pass the honors portion of PSYC 111.**

**Major Assignments:**

- **Literature Review:** After selecting a topic of focus, students will gather journal articles and perform a literature review. This literature review should involve learning extensive “expert” knowledge of the topic. Students should understand the past, present, and future of the area of study.
- **Honors Symposium Presentation:** Students will present (alone or as a group) the information gathered in the literature review at the Honors Symposium. This presentation should last approximately 20 minutes. Students should create a conference style presentation (utilizing PowerPoint), cover the history and future directions of the material, and should be capable of answering questions relevant to the topic of study. If a naturalistic study is done, the student will outline the scientific method, focusing on the method and results.
- **In-Depth Literature Review:** Students in the honors section of SOC 110 will develop a greater understanding of sociological research than students in a non-honors section of SOC 110. This understanding should be demonstrated in the SOC 110 term paper (see requirements in the SOC 110 syllabus). This may include, but is not limited to: citing 2-3 journal articles, assessing the strengths and/or weaknesses of research findings, addressing future directions within one’s research paper.

**Tentative Course Outline:**

<b>Week</b>	<b>Topic</b>
Week 1	Enroll in class
Week 2	Enroll in class
Week 3	“How to Read a Journal Article”—Read prior to Initial Meeting
Week 4	“How to Perform Library-Based Research”
Week 5	“Writing a Literature Review”/Topic Selection
Week 6	“Writing a Topic Specific Literature Review”
Week 7	“Writing a Topic Specific Literature Review”
Week 8	Topic Research
Week 9	Topic Research
Week 10	Topic Research
Week 11	Presentation Prep
Week 12	Presentation Prep
Week 13	Presentation Prep
Week 14	Practice Presentation
Week 15	Honors Symposium



### General Education Goals/Objectives:

- Goal 1: Explains the interrelationships between humans and their environment and the role of science in their lives.
- Goal 4: Demonstrate Effective Communication
- Goal 6: Demonstrates the knowledge of the human experience throughout history.

### Relationship to Campus Theme:

Campus theme: Nature, Technology, and Beyond

- Students will be familiar with the technological tools used to investigate society.
- Students will be familiar with how nature influences societal and cultural development.
- Students will use critical thinking to understand the importance of sociology now, and in the future.

### Classroom Policies:

- **Participation.** Students are expected to come to class prepared and actively engage in class discussion and activities. The classroom environment is open and harassment free, so please engaged in discussion. Computers are welcome in the classroom for note-taking purposes only. If students abuse this privilege, the instructor reserves the right to ban computers from the lecture periods.
- **Grades.** Questions about test grades can be emailed to the instructor up to 10 days (including weekends) after the grade is posted; after this time grades are considered final. Questions regarding grades can be emailed to the instructor no sooner than 24-hours after the grade has been posted. Challenging the grade will result in a re-grade. Re-grades may result in a grade higher or lower than the original grade.

### Academic Integrity:

Plagiarism (taking the ideas, thoughts, or language of someone else and passing them off as your own) will not be tolerated in this class. If a student is suspected of plagiarizing, cheating, or not doing their own work, the matter will be investigated. Any student who is found to engage in academic dishonesty (including letting others cheat off of you) will receive an automatic “F” in the course. Additionally, the incident will be reported to the appropriate University office and additional action may be taken.

### Disabilities and Special Needs:

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs.

### Student E-mail Policy

The Dakota College at Bottineau campus community is increasingly dependent upon electronic communication among faculty, staff and students. Because of its convenience, cost-effectiveness and speed, e-mail has replaced much of the paper correspondence of the past. Because of this acceptance of and reliance upon electronic communication, e-mail is considered an official form of communication at Dakota College at Bottineau. A student’s campus-assigned e-mail address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via email because of a failure to access a campus-assigned e-mail address rests with the student.

## Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:**

SOC 110—Introduction to Sociology

**Number of credits:**

3 credits

**Course Description:**

This course is an introductory analysis of the nature of society; the interrelationships of its component groups and the process whereby society persists in change.

This class is designed as an introduction to the study of sociology, which is the study of human society. In this class, students will explore the different components that make our society what it is (e.g., race, group dynamics, sexuality). Furthermore, students will learn the history of sociology, sociological theory, and scientific methods used in the field of sociology.

**Pre-/Co-requisites:**

None

**Course Objectives:**

Students will:

1. Define key concepts in the field of sociology.
2. Demonstrate an understanding of sociology, including the field's history, methods, and future directions.
3. Explain basic human behaviors from a sociologist's perspective.
4. Apply concepts learned in class to different scenarios (both in class, and within their own lives).

**Instructor:**

Lexi R. Kvasnicka-Gates, Ph.D.

**Office:**

Thatcher Hall 2208

**Office Hours:**

Mondays and Wednesdays 2:00-2:50pm  
Tuesdays 9:00am-12:00pm

**Phone:** 228-5475

**Email:** [lexi.kvasnicka@dakotacollege.edu](mailto:lexi.kvasnicka@dakotacollege.edu)

**Lecture/Lab Schedule:**

MWF 1:00-1:50 \*\*Due to the Dual Credit class immediately prior to this class, please wait QUIETLY in the hallway until the instructor opens the door.

TH 1107

**Textbook(s):**

Ferris, K., & Stein, J. (2012). *The Real World: An Introduction to Sociology*, 3<sup>rd</sup> Ed. New York, W. W. Norton.

**Course Requirements:**

- Exams (4 exams (non-cumulative), each worth 50 points) 200 points
  - Quizzes (10 quizzes, each worth 5 points) 50 points
  - Term Paper 50 points
- Total: 300 points**

A	270 and above
B	240-269
C	210-239
D	180-209
F	179 and below

**Major Assignments:**

- **Exams:** There will be 4, non-cumulative, exams throughout the semester worth 50 points each. Exams will cover information presented in class and from the textbook. Each exam will consist of 50 multiple choice questions worth 1 point each. All exams are closed book and notes.
- **Quizzes:** Ten (10) quizzes will be given randomly throughout the semester. Each quiz will be worth 5 points, and will vary in nature (e.g., short answer, multiple choice, matching). Quizzes cannot be made up under any circumstances. These quizzes will cover material presented in the week's readings and lectures.
- **Term Paper:** Each student will complete a term paper covering a sociological topic presented in class. Students should provide a history of the topic, as well as personal or interviewed experiences of the topic. The term paper will be written in APA style and should be between 2-4 pages (double-spaced). An informational lecture and discussion over APA style, as well as paper requirements, will be given after the first exam.

**Tentative Course Outline:**

Week	Date	Day	Topic	Chapter
Week 1	8/24	Wednesday	Class Introduction	
	8/26	Friday	Sociology and the Real World	1
Week 2	8/29	Monday	Sociology and the Real World	1
	8/31	Wednesday	Sociology and the Real World	1
	9/2	Friday	Studying Social Life	2
Week 3	9/5	Monday	<i>Labor Day (No Class)</i>	
	9/7	Wednesday	Studying Social Life	2
	9/9	Friday	Studying Social Life (Stanford Prison Experiment)	2
Week 4	9/12	Monday	Review	1-2
	9/14	Wednesday	<b>Exam #1</b>	1-2
	9/16	Friday	APA Paper Discussion	
Week 5	9/19	Monday	Cultural Crossroads	3
	9/21	Wednesday	Cultural Crossroads (Devil's Playground)	3
	9/23	Friday	Cultural Crossroads (Devil's Playground)	3
Week 6	9/26	Monday	The Self and Interaction	4
	9/28	Wednesday	The Self and Interaction (Wild Child)	4
	9/30	Friday	The Self and Interaction (Wild Child)	4
Week 7	10/3	Monday	Separate and Together: Life in Groups	5
	10/5	Wednesday	<i>Assessment Day (No Class)</i>	
	10/7	Friday	Separate and Together: Life in Groups	5

Week 8	10/10 10/12 10/14	Monday Wednesday Friday	Separate and Together/Deviance Deviance Deviance	5-6 6 6
Week 9	10/17 10/19 10/21	Monday Wednesday Friday	Review <b>Exam #2</b> Social Class: The Structure of Inequality	3-6 3-6 7
Week 10	10/24 10/26 10/28	Monday Wednesday Friday	Social Class: The Structure of Inequality Social Class: The Structure of Inequality Race & Ethnicity as Lived Experience	7 7 8
Week 11	10/31 11/2 11/4	Monday Wednesday Friday	Race & Ethnicity as Lived Experience Constructing Gender and Sexuality Constructing Gender/Sexuality (+10 pts for papers)	8 9 9
Week 12	11/7 11/9 11/11	Monday Wednesday Friday	Constructing Gender and Sexuality (Killing Us) Review <i>Veteran's Day (No Class)</i>	9 7-9
Week 13	11/14 11/16 11/18	Monday Wednesday Friday	<b>Exam #3</b> <b>No Class (Advising Day) Paper Due by 1:50pm</b> Health and Illness	7-9 14
Week 14	11/21 11/23 11/25	Monday Wednesday Friday	Health and Illness Religion (pp. 301-318) <i>Thanksgiving (No Class)</i>	14 10
Week 15	11/28 11/30 12/2	Monday Wednesday Friday	"Waiting for Superman" "Waiting for Superman" "Waiting for Superman"	
Week 16	12/5 12/7 12/9	Monday Wednesday Friday	Education (pp. 301-318) Review <b>Exam #4</b>	10 14 and 10 14 and 10

\*\*\*The final will NOT be given early. You must take the final during the final exam time, no exceptions.

#### General Education Goals/Objectives:

- Goal 1: Explains the interrelationships between humans and their environment and the role of science in their lives.
- Goal 4: Demonstrate Effective Communication
- Goal 6: Demonstrates the knowledge of the human experience throughout history.

#### Relationship to Campus Theme:

Campus theme: Nature, Technology, and Beyond

- Students will be familiar with the technological tools used to investigate society.
- Students will be familiar with how nature influences societal and cultural development.
- Students will use critical thinking to understand the importance of sociology now, and in the future.

#### Classroom Policies:

- **Participation.** Students are expected to come to class prepared and actively engage in class discussion and activities. The classroom environment is open and harassment free, so please engaged in discussion. Computers are welcome in the classroom for note-taking purposes only. If students abuse this privilege, the instructor reserves the right to ban computers from the lecture periods.
- **Deadlines.** All assignments are due at the beginning of class on the day that they are due. Students will be deducted 5 points for every 24-hour period the assignment is not turned in, including weekends.

If a student is aware that they will miss an exam, they must inform the instructor *at least* two weeks prior to the missed exam. An essay exam (worth 50 points) will substitute for the missed exam. This exam must be taken *before* the scheduled exam date. **If a student is sick or experiences unforeseen circumstances where an exam must be missed, the instructor must be informed immediately and proper documentation must be presented** (e.g., doctor's note, police accident report). An essay exam will take the place of the missed exam and must be taken within one week of the missed exam. If the student does not notify the instructor before the next class period, the student will receive a "0" for the missed exam. Students involved in college activities (e.g., athletics) that require them to miss an exam will take a make-up which is the same format as typical exams (multiple choice and short answer). Proper documentation from a coach or faculty supervisor is required to avoid the essay exam.

- **Grades.** Questions about test grades can be emailed to the instructor up to 10 days (including weekends) after the grade is posted; after this time grades are considered final. Questions regarding grades can be emailed to the instructor no sooner than 24-hours after the grade has been posted. Challenging the grade will result in a re-grade. Re-grades may result in a grade higher or lower than the original grade.
- **Canceled Class.** If a weather-related event prevents the professor from getting to class, students will be responsible for completing an "assignment" over the scheduled reading. Information about the assignment will be provided on the class Moodle shell, and the deadline for completion of the assignment will be by 9:00pm the day of the missed class. The "assignment" will take the place of an in-class quiz, and will be worth 5 points. Students will be notified of the professor's absence by a note on the classroom door, as well as with an email. Just as with the in-class quizzes, if a student does not complete the assignment by 9:00pm, it cannot be made up.

### **Academic Integrity:**

Plagiarism (taking the ideas, thoughts, or language or someone else and passing them off as your own) will not be tolerated in this class. If a student is suspected of plagiarizing, cheating, or not doing their own work, the matter will be investigated. Any student who is found to engage in academic dishonesty (including letting others cheat off of you) will receive an automatic "F" in the course. Additionally, the incident will be reported to the appropriate University office and additional action may be taken.

### **Disabilities and Special Needs:**

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs.

### **Student E-mail Policy**

The Dakota College at Bottineau campus community is increasingly dependent upon electronic communication among faculty, staff and students. Because of its convenience, cost-effectiveness and speed, e-mail has replaced much of the paper correspondence of the past. Because of this acceptance of and reliance upon electronic communication, e-mail is considered an official form of communication at Dakota College at Bottineau. A student's campus-assigned e-mail address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via email because of a failure to access a campus-assigned e-mail address rests with the student.

# OC 110 Introduction to Sociology

3 semester hour credits

## Course Description:

This course is an introductory analysis of the nature of society; the interrelationships of its component groups and the process whereby society persists in change. By definition, Sociology is the scientific study of human society and the social interactions within it.

**Prerequisite:** none

## Course Objectives:

- Introduction to the world of sociology and scholarship.
- Develop an acute view of activities and how they relate to the tendencies of human behavior.
- Understand basic components of human social systems and their corresponding sociological methodologies which develop them.
- Apply scientific methods of analysis to social movements, issues, and trends.
- Examine social issues from a humanistic perspective.
- Explain why the idea of social structure is important in understanding societies and identify variations of it.

## General Education Goals/Objectives:

Goal 4: Demonstrates effective communication

Objective 1: Expresses ideas through effective writing.

Objective 2: Reads at a level that allows participation in collegiate studies.

Objective 4: Works collaboratively with others.

Goal 6: Demonstrates the knowledge of the human experience throughout history.

Objective 2: Recognizes the world of human diversity.

Objective 3: Recognizes human social structures.

**Instructor:** Jason Garcia, M.S.

**Office:** Online. You may post questions in my Virtual Office in our online classroom.

**Office Hours:** Use the eMail tool within the online course to communicate with the instructor. Course eMail messages will be checked daily, Monday through Friday. If you have a technical problem, contact the Distance Education office by calling 1-701-228-5623 or 1-888-918-5623 (toll-free).

**Email:** Use online course eMail tool. Jason.garcia.2@dakotacollege.edu

**Class Schedule:** Online

**Textbook:** Macionis, John J. *Sociology*; 13<sup>th</sup> Ed. New York: Prentice Hall. ISBN: 978-0-205-73574-7

Order by e-mail: [bookstore@dakotacollege.edu](mailto:bookstore@dakotacollege.edu)

or Order online: <http://www.dakotacollege.edu/bookstoreorder.php>

**Technical Requirements:** Students using Moodle are recommended to use Mozilla Firefox as the default browser for the class. Students may be able to use Internet Explorer or other browsers, but the newest versions of Internet Explorer are not always compatible with every feature of Moodle. Contact the instructor if you have difficulty finding a free download of Firefox.

### **Course Requirements:**

There are **weekly deadlines** for completing assignments.

### **Discussion Forums:**

Each week, you will have one or more discussion forums. As such, are required to keep up with the assigned weekly readings. For each forum, you will need to post **one answer to a question, two replies to other students' answers, and two replies to students who have replied to you.** Forums will close on Saturday nights at 11:45 p.m. Please do not wait until Saturday night to post your answer, since other students will not have time to reply to you, or you to them. This will result in a loss of points, which consequently will affect your grade. As a result, please, make the discussion forums your first priority each week.

### **Homework Assignments:**

During the term, you will have six short papers (**one-half to one page each**) due in the drop box. The deadline for submitting this homework to the drop box is 11:45 p.m. Saturday nights.

### **Paper:**

The research paper is due the last week of the term. The topic for your paper is due early in the term. Both will be submitted to the drop box.

**Quizzes:**

Each week you will need to take one or more quizzes (one for each chapter.) There is a 30-minute time limit for each quiz. The quizzes for each week will be available until 11:45 p.m. Saturday night.

**Exams:**

There will be five exams during the course. There is a 60-minute time limit for each exam. Each exam will be available for only one week.

**Online Participation: Regular participation is expected. Students should complete all assignments by the due dates.**

**Course Outline:**

WEEK 1: Chapter 1

WEEK 2: Chapters 3 & 4

WEEK 3: Chapter 5, Exam One

WEEK 4: Chapters 6 & 7

WEEK 5: Chapters 8 & 9

WEEK 6: Chapter 10, Exam Two

WEEK 7: Chapter 11

WEEK 8: Chapters 12 & 13

WEEK 9: Chapter 14

WEEK 10: Chapter 15, Exam Three

WEEK 11: Chapters 16 & 17

WEEK 12: Chapters 18 & 19

WEEK 13: Chapter 20, Exam Four

WEEK 14: Chapters 21 & 22

WEEK 15: Chapter 23



WEEK 16: Chapter 24, paper due

WEEK 17: Final Exam

### Relationship to Campus Theme:

Upon completion of the course, the student will be familiar with the technological changes which influenced societies of the past as well as those of the world today, and the challenges to the environment posed by current technology. Through this class we hope that the student will demonstrate the skills and knowledge of the social sciences and be able to analyze them in their world. They should appreciate the commonality of all humans in the multicultural world and be prepared to be an engaged citizen.

### Classroom Policies:

- Regular participation is highly expected.
- All quizzes and exams can be taken on any computer with Internet access.
- Students need to set up or select an environment conducive for testing (e.g. distraction-free area at home, a computer lab at a library, etc.)
- Students can take the quizzes and exam at any time between the given dates and times.
- A discussion is only a discussion if everyone is participating together. Therefore, no points will be given for forum posts once the week is over.
- Homework assignments and the paper will lose 10% for each day they are late, and will not be accepted more than one week after the due date.
- Grades are based on total points earned.

Discussion Forums	160
Quizzes	132
Drop Box Homework	60
Research Paper	108
Exams	<u>190</u>
Total Points:	650

A--90-100%	(585 points)
B--80-89%	(520 points)
C--70-79%	(455 points)
D--60-69%	(390 points)
F--59% or lower	(389 points or lower)

**Academic Integrity:** The academic community is operated on the basis of honesty, integrity and fair play. It is the expectation that all students, as members of the college community, adhere to the highest levels of academic integrity. This shall mean:

- Students are responsible for submitting their own work. Work will not be plagiarized.
- Students must not cooperate on oral or written examinations or work together on evaluated assignments without authorization.

To learn how to avoid plagiarism in your work, review the website from Purdue University, [Is It Plagiarism Yet?](#)

Violations of academic principles such as cheating, plagiarism or other academic improprieties will be handled using the guidelines outlined in the Student Handbook.

### **Disabilities and Special Needs:**

If you have a disability for which you need accommodation, contact the Learning Center to request disability support services: phone 701-228-5477 or toll-free 1-888-918-5623.

Introduction to Soils Course Syllabus  
Fall Semester - Online

Course Prefix/Number/Title: SOIL 210

Number of Credits: 3 semester hours

Course Description: This class is designed to introduce students to one of the most important resources we have. With the knowledge gained through courses such as this we can manage this slowly deteriorating resource so that it can serve and provide us with our requirements for life as well as for the future.

Course Objectives: The goal of this course is to facilitate student learning about soils and its management so that students better understand the interactions between this valuable resource and human activities.

Objectives:

1. To learn and retain information essential to understanding soils the managing this valuable resource.
2. To understand and utilize the scientific methods of inquiry.
3. To practice sound, safe, and sensible laboratory techniques.
4. To appreciate the historic development of science.
5. To apply scientific information and principles to everyday life.
6. To recognize the interrelationship among the sciences, technology and society.

Instructor: Robert (Bob) Underwood

Phone number: Home: 701-228-2732 Cell: 701-871-1041

Email: [bob.underwood@dakotacollege.edu](mailto:bob.underwood@dakotacollege.edu)  
[Underwood.assoc@gmail.com](mailto:Underwood.assoc@gmail.com)

Textbook: Soils an Introduction; Michael J Singer, Donald N Munns 6<sup>th</sup> Edition  
Available from the campus bookstore or from online sources.

Course Requirements:

Exams, discussions, and lab assignments will be used to determine the final grade. Any grievances about graded materials must be addressed within one week from the time the material is returned to the student.

Exams (5)

Labs: 9

Discussions: 2 Multiple Threads available from either instructor or students.

Exams: There will be five regular exams. Exams may contain short answer, multiple choice, matching true/false and problems. Notes and textbooks may be used on the test. Tests will allow 2 attempts with an average being the final score. **Be sure to do well on the first attempt and be sure to wait until I have gone over the first attempt before attempting the second. You may have answers right that the auto grading missed.**

Be sure to check your grades regularly to be sure that I have not missed any assignments that have been turned in. I try to check the class at least once a day, unless I am away from a computer hookup.

Laboratory: The laboratory portion of the course provides an opportunity to integrate lecture concepts with observable activities.

- Some will involve activities performed in the field or in a lab situation. If it is a lab type project, it may be done with simple household or gardening type tools or it may be done in a regular soils lab setting if that is available to you.
- The majority of labs will be written reports on observations made in the local landscape or articles assigned to be read. These reports should be in your own words and complete enough to cover the subject.

Grades will be based on total points using the following grading scale:

A= 90-100%

B= 80-89.5%

C= 70-79.5%

D=60-69.5%

F= <59.5%

General Education Goals & Objectives:

- This course meets General Education Goal 1: Explains the interrelationships between soil and their environment and the role of science in their lives. Specific objectives include;
  - - Demonstrates the application of the scientific method of inquiry (Objective #1)
  - - Demonstrates an awareness of the role of science in everyday life (Objective #3)

Relationship to Campus Theme:

This course addresses the campus theme by incorporating the role soils play in our everyday life and the impact they have on our natural world. In addition students will use technology to conduct labs as well as study how technology can be used in soil science.

Academic Integrity:

All students are expected to adhere to the highest standards of academic integrity. Dishonesty in the classroom or laboratory with assignments, quizzes and exams will not be tolerated. Refer to the student handbook for further information.

Disabilities and Special Needs:

If you have a disability for which you require accommodations, you are encouraged to contact your instructor and the learning center (228-5479 or 1-888-918-5623) to request disability support services as early as possible during the beginning of the semester.

## Tentative Course Outline: Reading and lab schedule

Since the online class is designed to be done at your own pace, these are a suggested schedule. Midterm grades, given to let you know how you are doing up to that point, will be based on the completion of the first 2 exams by October 10, 2012

**Test dates are last date for completion. Labs and tests may be done in advance if desired.**

Test 1	Introduction , Terminology	p. 1-9	
Sept. 15	Soil Formation	p. 10-14	soil profiles - Natural and Urban
	Soil Genesis	p. 267 – 300	

Test 2	Soil Solids and Pores	p. 15 - 44	texture analysis
Oct. 10	Liquids and Gases	p. 50 - 70	bulk density
	Soil Climate	p. 71 - 86	
	Soil Water	p. 87 - 109	soil pores / water movement

Oct. 12, 2012 Midterm grades will be determined based on the above tests.

Test 3	Soil Biology, Nutrient Cycles and Microbes		
Nov. 1		p. 134 - 151	
	Microbial Processes	p. 158- 184	myccorhizal roots

Test 4	Nutrients and their Management	p. 190 - 239	Non-Cropping deficiencies
Nov. 20	Acidity and Salinity	p. 240 - 266	

Test 5	Soil Information Management	p. 301 - 320	inferred properties
Dec. 10	Soil Degradation	p. 353 -384	bioremediation in Bakken
	Nonagricultural Uses of Soils	p.: 385 - 410	

## Introduction to Soils Course Syllabus

Course Prefix/Number/Title: SOIL 210

Number of Credits: 3 semester hours

Course Description: This class is designed to introduce students to one of the most important resources we have. With the knowledge gained through this course we can manage this slowly deteriorating resource so that it can serve and provide us with our requirements for life as well as for the future.

Course Objectives: The goal of this course is to facilitate student learning about soils and its management so that students better understand the interactions between this valuable resource and human activities.

- 1) To learn and retain information essential to understanding soils the managing this valuable Resource.
- 2) To understand and utilize the scientific methods of inquiry.
- 3) To practice sound, safe, and sensible laboratory techniques.
- 4) To appreciate the historic development of science.
- 5) To apply scientific information and principles to everyday life.
- 6) To recognize the interrelationship among the sciences, technology and society.

Instructor: Angie Bartholomay

Office: NSC 111

Office hours: MW 9-10:00 am; MWF 1-2:00pm

Phone number: 228-5471

Email: [angela.bartholomay@dakotacollege.edu](mailto:angela.bartholomay@dakotacollege.edu)

Lecture Schedule: 8:00-8:50am MW Th1107

Lab Schedule: 8:00-10:00am Friday NSC 120

Textbook: Soils an Introduction; Michael J Singer, Donald N Munns 6<sup>th</sup> Edition

Student Email Policy: Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Early Warning Attendance policy will be followed!

Course Requirements:

Exams, quizzes, lab reports, and research paper will be used to determine the final grade. Any grievances about graded materials must be addressed within one week from the time the material is returned to the student.

Exams (4)	100 points each	400 points
Lab reports (13)	15 points each	200 points
Final Lab Project	100 points	100 points
Quizzes (10)	10 points each	100 points
Final Exam	100 points	100 points
Total points		900 points

Exams: There will be four regular exams. Exams may contain short answer, multiple choice,

Completion and problems. Periodic tables and calculators may be used on the test.

Homework: Throughout the semester problems will be assigned in order for you to better Comprehend the concepts and math involved. This homework will not be graded, however you Will be able to use these assignments on quizzes. The problems assigned will be similar to those Which will be on the exams.

Quizzes: will be used to check for understanding. Quizzes cannot be made up.

Laboratory: The laboratory portion of the course provides an opportunity to integrate lecture Concepts with observable activities and is critical to understanding chemical concepts. Safety Goggles are available for purchase in the bookstore. Attendance in lab is mandatory and the Instructor must validate that you actually assisted in the collection of data. Borrowed results Are not acceptable and all parties involved will receive a grade deduction. Lab reports are due at The beginning of the next lab class. Late lab reports will not be accepted. Failure to wear safety Goggles, not following instructions or using unsafe procedures is unacceptable and may result in Your dismissal from further labs. Field trips will be taken as a part of lab in order for students to Gain 1<sup>st</sup> hand experience in soil testing and analysis.

Final lab- A special activity involving application of the principles of scientific method and inquiry Will occur the last two lab sessions and are due at the end of the last scheduled lab day. A Formal lab report must be completed.

<u>Tentative Course Outline:</u>		Reading	lab schedule
Week 1	Soils, Soil Ecosystems	p.1-9	No Lab
Week 2	Soil Formation, Classification	p.10-14	soil texture
Week 3	Soil organic matter & pores	p. 15-40	soil solution & buffering
Week 4	air, water, porosity & permeability	p. 40-55	porosity & permeability
Week 5	Soil physical properties	p.55-70	soil properties
	Exam #1- Chapters #1-3		water conservation
Week 6	Soil Climate	p.71-76	soil fertility
Week 7	Soil water, potential & retention	p.87-109	soil water
Week 8	soil biology	p.111-133	soil organisms
Week 9	Carbon, nitrogen cycles & microbes	p.134-168	soil organisms
	Exam #2 Chapters #4-8		plant nutrition
Week 10	nutrients in plants & soil	p.169-198	macronutrients
Week 11	managing plant nutrients & fertilizers	p.199-239	soil analysis
Week 12	acidity, salinity & soil genesis	p.212-248	pH
Week 13	organic soils	p.249-300	soil formation
	Exam #3 Chapters 9-12		soil sampling & testing
Week 14	Soil information & surveys	p.301-338	soil survey
Week 15	soil degradation & control	p.353-383	soils as filters
Week 16	uses of soil & water quality	p.385-405	final lab
12/7	Final Review		
<b>12/9</b>	<b>Final Exam</b>		

Grades will be based on total points using the following grading scale:

A= 90-100%

B= 80-89.5%

C= 70-79.5%

D=60-69.5%

F= <59.5%

### General Education Goals & Objectives

This course meets General Education Goal 1: Explains the interrelationships between soil and their environment and the role of science in their lives. Specific objectives include;

1. - Demonstrates the application of the scientific method of inquiry (Objective #1)
2. - Demonstrates an awareness of the role of science in everyday life (Objective #3)

### Relationship to Campus Theme:

This course addresses the campus theme by incorporating the role chemistry plays in our everyday life and the impact it has on our natural world. In addition, students will use technology to conduct labs as well as study how technology can be used in chemistry. The course will address the role of chemistry in their everyday life as well as in the future.

### Classroom Policies:

- 1) Cell phones, electronic devices & using headphones are prohibited in the classroom. It is recommended that you do not bring these devices into the classroom or have them on silent and placed on the table in front of you.
- 2) Food and beverages are permitted in accordance with IVN classroom policy.
- 3) Be respectful of other students, technicians, instructors, and guests.

### Academic Integrity

All students are expected to adhere to the highest standards of academic integrity. Dishonesty in the classroom or laboratory with assignments, quizzes, and exams will not be tolerated. Refer to the student handbook for further information.

### Disabilities and Special Needs:

If you have a disability for which you require accommodations, you are encouraged to contact your instructor and the learning center (228-5479 or 1-888-918-5623) to request disability support services as early as possible during the beginning of the semester.



**Special Education 101 - Introduction to Intellectual and  
Developmental Disabilities  
Dakota College Bottineau  
Fall 2016  
3 semester hours (Tuesday/Thursday - 2:00 -3:15)**

**Instructor:** Ms. Jackie Migler, MS

**Phone:** (701-228-5466)

**Email:** [jacalyn.migler@dakotacollege.edu](mailto:jacalyn.migler@dakotacollege.edu)

**Office Hours:** Tuesday and Thursday, 12:00 - 1:00, 3:15-4:30

**Text Book:** Readings will be posted on Moodle, Textbook is optional (Brown, Ivan and Percy, Maire (2007). *A Comprehensive Guide to Intellectual and Developmental Disabilities*. Baltimore, MD: Paul H. Brookes Publishing Co.

Each week discussion topics, supplemental readings, and reading assignments will be posted on Moodle.

**Resources:** This course will use the internet for viewing videos, exploring educational sites. Please make sure that you have access to computer/internet.

**Course Description:**

This course examines the various types of Intellectual and Developmental Disabilities, the legal and ethical considerations, individualized program planning, programming needs, and the team planning process.

**Prerequisites:** None

**Course Goals:**

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

- Define intellectual and developmental disabilities.
- Identify common characteristics of syndromes and various disability categories.
- Explain the implications for education IDEA, ADA, 504,ESSA
- Describe the assessment process
- Define and identify various assistive technology devices from low tech to high tech
- Understand and provide an example of the parts of an individualized education plan
- Develop a transition plan for a student
- Identify possible adult services for a person with a developmental disability
- Define the role of advocacy
- Describe the duties/responsibilities of the team including general ed, special education and related services, administrator, paraprofessional and job coach if needed

- Describe best practices in providing support to adults with developmental disabilities.
- Define person centered planning and student led IEPs.

**Course Requirements:**

Grading is based on a standard college curve, where students earn a grade based upon the percent of total points possible. Drop quizzes may not be made up. There is a one week grace period to make up any missed exams or assignments. Any missed exam/work not made up within the allotted time will be given a zero. It is the responsibility of the student to schedule make-up work during a date and time mutually convenient for the student and the instructor. Final letter grades are assigned based on the following criteria:

- A - 89.5 - 100% of the total points
- B - 79.5 - <89.5% of the total points
- C - 69.5 - <79.5% of the total points
- D - 59.5 - 69.5% of the total points
- F - <59.5% of the total points

**Tentative Course Outline (Subject to Change):**

<b><u>Week</u></b>	<b><u>Discussion Topic and Activities</u></b>	<b><u>Assignments/Readings</u></b>
<b>Week 1</b> - August 25	Review Syllabus, Overview of the class, Pretest, What do you want to learn?	Reading - Supporting Individuals with Disabilities, Chapters 1-5
<b>Week 2</b> - August 30, September 1	Special ed acts (IDEA, ADA, 504), Confidentiality, Spec Ed Careers, Disability categories, Inclusion	Reading - Supporting Individuals with Disabilities, Chapters 6-10, <b>IDEA scavenger hunt</b> , Assign disability paper/presentation topic
<b>Week 3</b> - September 6, 8	Characteristics of a person with a Developmental Disability, Causes, IQ, Adaptive behavior	<b>Exam</b> , Reading - Legal Issues 1-3
<b>Week 4</b> - September 13, 15	Presentations (Characteristics, causes, prevalence, diagnosis, health implications, implications for educational programming, and sources) on Down	<b>20 minute presentation/paper on disability category.</b>

	Syndrome, Prader Willi, ASD/Aspergers, Williams, CP, FAS/FAE	
<b>Week 5</b> - September 20, 22	Presentations on Spina Bifida, Tourettes, Traumatic Brain Injury, Epilepsy, Fragile X, MD	20 minute presentation on disability category.
<b>Week 6</b> - September 27, 29	Assessment process, systematic observations, data collection, responsibilities of team members	Reading - Assessment (to be determined), <b>data collection plan to be developed</b>
<b>Week 7</b> - October 4, 6	What is an IEP?	
<b>Week 8</b> - October 11,13	Functional Behavioral Assessment, Behavior Intervention Plan	<b>Midterm</b>
<b>Week 9</b> - October 18,20	How to support families, advocates, Family Panel	Reading - Working with Families, chapters 1-5, <b>Questions for panel</b>
<b>Week 10</b> - October 25, 27	Mental Health, Crisis Prevention Training	Reading - Mental Health, <b>Brochure on one of the conditions</b>
<b>Week 11</b> - November 1,3	Programming, functional curriculum, Scheduling, supervision of paraprofessionals, planning, room organization, collaboration	<b>Explore one of the websites assigned and report out on the site</b>
<b>Week 12</b> - November 8, 10	Assistive Technology, Augmentative Communication, Presenter Panel	<b>Reflection paper</b>
<b>Week 13</b> - November 15, 17	Person Centered Planning, Student Led IEPs	Reading - Person Centered Planning module
<b>Week 14</b> - November 22	Job Coach	Reading - Job Coach Chapters 1-9
<b>Week 15</b> - November 29,	Adult/Community Services,	<b>Questions for the panel</b>

December 1	Panel	
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<b>Week 16</b> - December 6,8	Sensory Needs, Possible guest speaker (OT)	
<b>Final</b>	Philosophy of Special Education	Final - Use the knowledge gained to <b>develop a statement on your philosophy of special education</b>

**(Tentative) Course assignments and assessments:**

There will be weekly assignments, readings and assessments.

<b><u>Week</u></b>	<b><u>Assignment</u></b>	<b><u>Points</u></b>
Weekly	Participation Points for each week	5 points per week
2	IDEA Scavenger Hunt	10 points
3	EXAM	55 points
4,5	Disability Paper and Presentation	140 points/60 points
6	Data Keeping Plan	30 points
8	Midterm	50 points
9	Questions	10 points
10	Brochure	30 points
11	Website review	20 points
12	Reflection	20 points
15	Questions	10 points

17	Philosophy paper of special education	75 points
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**Service Area Goal and Objectives:**

**Goal:** Develop an educational or human services philosophy.

**Objective:** Students will develop an educational or human services philosophy paper. A common rubric is used to ensure reliability and validity of data collected.

**Relationship to Campus Theme:**

This course addresses the campus theme by educating students for careers as paraeducators, teachers, early childhood professionals and adult caregivers.

**Classroom Policies:**

- Cell phones, iPods, and related technology are prohibited in the classroom at all times unless you have visited with the instructor previously. If these technologies are used in the classroom without the instructor's prior permission, the student will be asked to leave the class.
- Be respectful of other students, technicians, instructors, and guests.
- Ground rules will be established by the group.

**Student Email Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

**Academic Integrity:**

The academic community is based on honesty, integrity, and fair play. It is expected that all students, as members of the college community, adhere to the highest levels of academic integrity. Dishonesty in the classroom and with assignments, quizzes, and exams is a serious offense and is subject to disciplinary action by the instructor and college administration. For more information, please refer to the Student Handbook.

- Students are responsible for submitting their **own** work. Violations of academic principles such as cheating, plagiarism, and other academic improprieties will be handled according to the guidelines outlined in the Student Handbook.
- Students must not cooperate on oral or written exams or quizzes or work collaboratively on other assignments unless authorized by the instructor.
- Students will hand in assignments and assessments on the due date specified.
- Completion of the assigned readings is imperative to your professional development.

- Students are expected to attend class and participate in class discussions. Lack of attendance and participation will affect your final grade.

**Confidentiality:**

The experiences or problems shared by classmates during class time should not be discussed outside of class. This is part of the professional code of ethics.

**Disabilities:**

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact your instructor and Kayla O'Toole in the Learning Center (228-5479) as early as possible in the beginning of the semester.



Text Book: A Comprehensive Guide to Intellectual and Developmental Disabilities; Brown, I., Percy, M.

Resources: This course will use the internet for viewing videos, looking at sites, etc... Please make sure you will have access to computer/internet.

<b>Course Title:</b> Introduction to Developmental Disabilities	<b>Instructor:</b> Brandi Rudland
<b>Course Prefix/Number:</b> SPED 101	<b>Office:</b> Thatcher 1109
<b>Class Location:</b> Online	<b>Office Hours:</b> M-F 8-4:30 <b>CALL OR EMAIL FOR APPOINTMENT</b>
<b>Lecture/Lab Schedule:</b> Online	<b>Instructor Contact Information:</b> <i>Phone:</i> 701-228-5604 office, 701-822-3112 cell <i>Email:</i> <a href="mailto:brandi.rudland@dakotacollege.edu">brandi.rudland@dakotacollege.edu</a> Emails will be checked daily, if you need to contact me after hours feel free to call or text.
<b>Credits:</b> 3	
<b>Pre-/Co-requisites:</b> None	

**Course Description:**

This course examines the diverse forms of developmental disabilities (DD), the legal and ethical factors when working within the DD profession, common philosophies of service to individuals with DD, and the developing/planning procedures for creating a DD service team.

Prerequisites: None

**Course Objectives:**

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

- Explain the differences and the similarities between individuals with disabilities and the difference between being disabled and having a disability.
- Identify a variety of causes of disabilities.
- Recognize and describe basic characteristics of learning disabilities and a variety of developmental disabilities to include: mental retardation, epilepsy, autism, cerebral palsy, spina bifida, muscular dystrophy, and syndromes such as: Down's Syndrome, Fetal Alcohol Syndrome, Fragile X, and Tourette Syndrome.
- Describe the role of advocating for individuals with disabilities.
- Provide Reasons for caregivers to serve as role models to those receiving services.
- Define legal blindness and describe strategies in caring for individuals with deaf-blindness
- Explain the historical trends of attitudes towards individuals with disabilities.
- Understand the impacts of North Dakota lawsuits, the ARC Lawsuit, Olmstead Decision on individuals with disabilities.
- Recognize the importance of communication skills and identify alternative methods of communication.



**SPED 101 INTRODUCTION TO DEVELOPMENTAL DISABILITIES**  
**BRANDI RUDLAND**  
**Fall 2016 (online)**  
**DAKOTA COLLEGE BOTTINEAU**

- Describe the legal rights and human rights of people guaranteed by the Constitution.
- Explicate the purpose of a Person Centered Planning team and identify member of this team.
- Communicate the purpose of Case Management and list five major functions that it performs.
- Describe the Normalization Principal and the concept of the social role of valorization.
- List and explain the right mandated by Title XIX and the Council on Quality and Leadership in Supports for People with disabilities and their implications on services for people with DD.
- Identify causes of abuse, neglect, and exploitation and explain the reporting process.
- Understand the role of families and explore strategies to communicate, collaborate and cooperate with the members to include conflict resolution and risk management.

**Student Outcomes:**

<b><i>The student will demonstrate knowledge of the:</i></b>	<b><i>CEC Standard</i></b>	<b><i>Evidence/Criteria</i></b>
Purposes of programs for individuals with exceptional learning needs	SEP1K1	Research Paper; Quiz; Resource List; Transition Plan;
Basic educational terminology regarding students, programs, roles and instructional activities	SEP1K2	Quiz; AT Project; Resource List; Transition Plan; Final
Effects an exceptional condition(s) can have on an individual's life	SEP2K1	Research Paper; Quiz; AT Project; Assessment Plan; Resource List; Transition Plan; Final
Rights and responsibilities of families and children as they relate to individual learning needs	SEP3K1	Quiz; Assessment Plan; Transition Plan; Final
Basic technologies appropriate to individuals with exceptional learning needs	SEP4K2	AT Project; Final
Rationale for assessment	SEP8K1	Assessment Plan
Common concerns of families of individuals with exceptional learning needs	SEP10K1	Quiz; Resource List; Final
Roles of stakeholders in planning an individualized program	SEP10K2	Assessment Plan; Transition Plan; Final
<b><i>The student will have the ability to:</i></b>	<b><i>CEC Standard</i></b>	<b><i>Evidence/Criteria</i></b>
Demonstrate sensitivity to the diversity of individuals and families	SEP3S1	Quiz; AT Project; Assessment Plan; Final





Use strategies, equipment, materials and technologies, as directed, to accomplish instruction objectives	SEP4S1	Quiz; AT Project; Final
Use strategies as directed to facilitate effective integration into various settings	SEP4S3	Quiz; AT Project; Final
Use strategies that promote the learner's independence as directed	SEP4S4	Quiz; AT Project; Final
Use strategies as directed to increase the individual's independence and confidence	SEP4S5	Quiz; AT Project; Final
Prepare and organize materials to support teaching and learning as directed	SEP7S2	AT Project; Assessment Plan; Transition Plan
Demonstrate commitment to assisting learners in achieving their highest potential	SEP9S5	Quiz; AT Project; Resource List; Transition Plan; Final

*CEC Standards SEP9S7-SEP9S13 are embedded in all coursework and practicum.*

**Course Requirements:**

**Independent Practice:** Each week discussion topic is posed and reading assignments are posted. This will ensure the connection between course content to the application of these concepts. Quizzes will be on Tuesdays and Discussion Responses will be due on Thursdays.

**Assignments:** Lesson assignments are due the following Tuesday that it was assigned.

**Assessments/Exams:** Three exams will be given along with weekly quizzes.

**Final Project:** Statement of Philosophy of Special Education

Description of Assignment/Assessment	CEC Standard	Points Possible
<i>Discussions:</i> Students are expected to participate in discussions, designed to facilitate the learning process.	Activity Specific	10 points each
<i>Quizzes:</i> There will be multiple quizzes throughout the semester, as well as three exams.	1K1, 2K1, 3K1, 4K2, 10K1, 10K2, 3S1, 4S1, 4S3, 4S4, 4S5, 9S5	20 points each
<i>Brochure Project:</i> Students will select a syndrome or disorder from Chapter 15 to research and gain a greater understanding of the condition. Students will then present their findings in the form of a parent-friendly brochure.	1K1, 2K1, 9S9	20 points
<i>Assistive Technology Project:</i> Students will create an assistive technology device that they could use for a student with special needs, write a brief summary of their project, and present it to the class.	1K2, 2K1, 3S1, 4K2, 4S1, 4S3, 4S4, 4S5, 7S2, 9S5	20 points



**SPED 101 INTRODUCTION TO DEVELOPMENTAL DISABILITIES**  
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<i>Assessment Plan:</i> Students will create an assessment strategy for a student with a disability, based on an identified objective, lesson and goal.	2K1, 3K1, 10K2, 8K1, 3S1, 7S2	20 points
<i>Resource List:</i> Students will research and identify community services, websites, organizations, schools, legal services etc... that could be used by individuals with disabilities and their families.	1K1, 1K2, 2K1, 9S5, 10K1	20 points
<i>Transition Plan:</i> Students will write a transition plan for a student with a disability	1K1, 1K2, 2K1, 3K1, 10K1, 7S2, 9S5	20 points
<i>Additional Activities:</i> These include a Daily Routine, Rights Assignment, Student Perception and Organizational Change and task analysis assignment.	1K1, 2K1, 3K1, 3S1, 4S1, 4S3, 4S4, 4S5, 9S5	20 points each
<i>Philosophy of Special Education-</i> Students will use their knowledge and skills to reflect upon the semester to create a statement on their philosophy of special education.	1K1, 2K1, 3K1, 4K2, 10K1, 10K2, 3S1, 4S1, 4S3, 4S4, 4S5, 9S5	60 points total

**General Education Goals/Objectives:**

- Students will demonstrate an understanding of human development.
- Students will develop and identify techniques for working with and interacting with others with and without disabilities.

**Relationship to Campus Theme: “Nature, Technology, and Beyond”**

The purpose of the Education and Human Development Discipline is to educate students for careers as paraeducators, teachers, early childhood professionals and adult caregivers. The discipline provides coursework which transitions into higher degrees and work-related skills. Programs must prepare professionals based on industry standards and provide an educational continuum for degree advancement. Dakota College at Bottineau is committed to a hands-on learning environment and uses field experiences in educational settings as a common instructional technique.

**Class Policies:**

- **Regular participation**
- **Regular attendance (Lack of Logging in and participation will affect final grade)**
- **Complete all assignments, discussions, tests and quizzes in a timely manner and in the order they are assigned.**
- **Communication with instructor and fellow students**
- **Be prepared when class starts.**
- **Follow campus ethics policy on written work.**
- **Campus Issued Email be used as primary email.**

**Grades:** Grades are earned through points and converted into a percentage. Percentages are calculated by dividing the total points earned by the total points possible. Grades are assigned to percentages:



Percent	Grade	
90-100%	A	Target
80-89%	B	Acceptable-high
70-79%	C	Acceptable-low
61-70%	D	Unacceptable
0-59%	F	Unacceptable

### Academic and Institution Policies:

**Academic Integrity:** The academic community is operated on the basis of honesty, integrity and fair play. It is expected that all students, as members of the college community, adhere to the highest levels of academic integrity.

### Which Means:

- Students are responsible for submitting their own work. Students work **MUST NOT** be plagiarized.
- Students must not cooperate on oral or written exams or quizzes or work together on other assignments unless it has been authorized by the instructor.

Violations of academic principles such as cheating, plagiarism and other academic improprieties will be handled using the guidelines outlined in the Student Handbook.

### Quality of Work:

At the college level of learning, it is expected that all work be submitted free of spelling, grammar and punctuation errors. Participation in the course work is expected and taken into account when determining coarse grades. Discussion and information must be thought- out, in-depth and incorporate new vocabulary and concepts learned during the course.

### Confidentiality

The experiences or problems shared by classmates during meeting time are not to be discussed outside of class. This is preparation for those going into a helping field where confidentiality is stressed in the CEC Standards for Professional Practice.

### Help Desk:

For help with Moodle: 1-888-918-5623, 701-228-5601 or email [michael.otoole@dakotacollege.edu](mailto:michael.otoole@dakotacollege.edu)

### For Students with Disabilities and Special Needs:

Please inform the instructor within the first week of classes in any assistance is required due to disabilities or special needs. If you have a disability for which you need an accommodation, contact Peggy Gregg at 701-228-5477 or email [peggy.gregg@dakotacollege.edu](mailto:peggy.gregg@dakotacollege.edu)

**Tentative Course Outline** (*Subject to Change*)



SPED 101 INTRODUCTION TO DEVELOPMENTAL DISABILITIES  
 BRANDI RUDLAND  
 Fall 2016 (online)  
 DAKOTA COLLEGE BOTTINEAU

Week	Discussion Topic and Activities	Reminders
Week 1	Attitudes and legal influences on supports for people with developmental disabilities	
Week 2	Understanding developmental disabilities and identifying causes	
Week 3	Characteristics of developmental disabilities	Brochure Project
Week 4	Exam 1	
Week 5	Supporting people with deaf/blindness	Daily Routine Assignment
Week 6	Legal and human rights	Rights Assignment
Week 7	Normalization, social valorization & benefits of role modeling	Student Perception Assignment
Week 8	Person centered planning and coordinating services	Organizational Change assignment
Week 9	Exam 2	
Week 10	Enhancing communication	AAC assignment
Week 11	Abuse, neglect & exploitation	
Week 12	Family supports	Resource List
Week 13	Exam 3	
Week 14	Work and employment	Transition Planning; Outline
Week 15	Sexuality	Rough Draft
Week 16	Parenting with intellectual disabilities	
Final	Philosophy of Special Education	

## Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title:** Tour 212 Principles of Tourism

**Course Description:** Tourism is a dynamic field where business, government, and society intersect. This course gives the student an understanding of the systems that affect tourism and the professional opportunities within this field. Historical issues and current trends, travel behavior, tourism planning and policy, tourism impacts, and tourism promotion will be covered.

### Course Objectives:

Students completing this course will have an understand of:

- The history of tourism
- Be able to explain how tourism providers are organized
- Name agencies and organizations provide tourism services
- Define travel behavior
- Describe tourism planning and marketing

**Instructor:** Sherry Niesar

**Office:** Online

**Office Hours:** Mondays, Tuesdays & Thursdays, 4:00-6:00 pm

**Phone:** 701-527-3714

**Email:** Sherry.Niesar@dakotacollege.edu

**Lecture/Lab Schedule:** Online

**Textbook(s):** *Tourism Principles, Practice, Philosophies*, Charles R. Goeldner & J. R. Brent Ritchie, Wiley, 10th edition, 2006, 0-471-45038-3

### Course Requirements:

- Attendance: Regular participation in the class is expected.
- Graded Assignments: Assignments are given to reinforce chapter content. They are practical in nature and require the student to apply new knowledge of chapters.
- Graded Quizzes/Exams: Fourteen quizzes and three exams will be given.
- Final: The final will be a comprehensive project. It will be available the last three weeks of class.

### Tentative Course Outline:

- History of Tourism
- Career Opportunities
- Tourism Organizations
- Passenger Transportation

- Hospitality and Related Services
- Organizations in the Distribution Process
- Attractions, Entertainment, Recreation & Special Events
- Motivation for Pleasure Travel
- Cultural Tourism
- Sociology of Tourism
- Tourism Planning
- Tourism and the Environment
- Tourism Marketing

**General Education Goals/Objectives:** Not a General Education Course

**Relationship to Campus Theme:**

This course provides the student with the tools and the professional skills to to explore the world beyond their communities.

**Classroom Policies:**

Reading the assigned text is the student's responsibility, and is essential to success in this course. Late work will not be accepted for full credit.

This academic environment is an open and harassment free one. Participation within the online classroom is highly encouraged and is an integral part of the higher education experience. Ask questions – comment on discussions.

**Student Email Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus assigned email address will be the only one recognized by the campus for official mailings. The responsibility for missing or not acting upon important information conveyed via campus email rests on the student. Students are encouraged to communicate with the instructor through the course email tool.

**Academic Integrity:**

*Webster's Encyclopedic Unabridged Dictionary* defines plagiarism as: "The appropriation or imitation of the language, ideas, and thoughts of another author, and representation of them as one's original work." There will be *zero tolerance* of any form of academic dishonesty. If any evidence appears of students not doing their own work, plagiarism, or outright cheating on quizzes/exams, the matter will be investigated. If it is concluded that such dishonesty occurred, the student in question will receive an automatic "F" for the course. Furthermore, the matter will be reported to the appropriate university office and the instructor will participate in any proceedings against the guilty party.

**Disabilities and Special Needs:**

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs.



## Dakota College at Bottineau Course Syllabus

### UNIV 110 College Study Skills

#### 1 Semester Hour Credit

**Course Description:** The emphasis of this course is on learning skills that are essential for success in college work. Includes study techniques, goal setting, memory and concentration, information literacy, time management, learning styles, note taking, critical thinking, reading, civility and other techniques for improving student performance.

**Schedule:** Fall and spring semesters. This course follows the traditional on-campus schedule for beginning and ending dates.

**Delivery Method:** Online. Students are not expected to come to campus anytime.

**Prerequisite Courses:** None

**Instructor:** Peggy Gregg; email: [peggy.gregg@dakotacollege.edu](mailto:peggy.gregg@dakotacollege.edu)

**Textbook:** Piscitelli, Steve. *Do I Really Need This Stuff?* 2nd ed. Pearson Education, Inc. ISBN: 0-13-514657-7

You can order your book through the **DCB Bookstore**.

#### Student Email Policy

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

**Course Objectives:** Students will be able to

- Learn time management and organizational skills
- Develop better reading skills
- Apply successful test taking strategies
- Identify and apply key concepts of memory and concentration
- Identify and construct personal, educational and career goals
- Analyze and apply individual learning styles
- Develop effective strategies to better utilize class time
- Develop an effective system of taking notes
- Discuss information literacy and develop methods to make it work effectively
- Analyze and apply critical thinking techniques
- Discuss the usefulness of civility in academic success

#### **Course Requirements:**

- Regular participation in the class is expected.
- Grades are based on total points earned and include the points earned from assignments



completed, quizzes and discussions. Grading scale: 90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; below 60% = F.

**Technology Required:** [Click here to view our technology required page.](#)

**Academic Integrity:** The academic community is operated on the basis of honesty, integrity and fair play. It is the expectation that all students, as members of the college community, adhere to the highest levels of academic integrity. This means that:

- Students are responsible for submitting their own work. Student work must not be plagiarized.
- Students must not cooperate on oral or written examinations or work together on evaluated assignments without authorization.

To learn how to avoid plagiarism in your work, review the website from Purdue University, [Is It Plagiarism Yet?](#)

Violations of academic principles such as cheating, plagiarism or other academic improprieties will be handled using the guidelines outlined in the [Student Handbook](#) on pages 18, 19, and 37.

**Disabilities and Special Needs:**

If you have a disability for which you need accommodation, contact the Learning Center to request disability support services: phone 701-228-5477 or toll-free 1-888-918-5623.

## STUDY SKILLS

UNIV 110

1 SH

**Instructor** Mr. Russ Gagnon, 852-3463, not after 9 p.m.

**Email** russ.gagnon@ndus.edu

**Office Info** Minot Phone & Address: 800-777-0750 ext:4338 or 701-858-4338, Fax: 701-858-4232, Admin 160.

**Textbook** *Study Skills, Do I really Need This Stuff?*, Steve Piscitelli, 3<sup>rd</sup> Ed. 978-0-13-278951-6

**COURSE DESCRIPTION:** This course emphasizes learning skills that are essential for success in college work. It includes study techniques, goal setting, memory and concentration, information literacy, time management, learning styles, note taking, critical thinking, reading, civility, and other techniques for improving student performance.

**COURSE OBJECTIVES:** At the end of the course, the student will be able to:

- Define critical thinking and use the R.E.D. Model to create solutions and establish a clear study plan
- Develop a written schedule with two hours of study time for every hour scheduled in the classroom
- Deal with procrastination, set priorities, minimize stress, and organize a study space
- Use and evaluate multiple types of information sources to help make an educated decision about challenges
- Identify the major motivating force in the student's life
- Identify the preferred learning style, develop and use practical strategies for learning styles
- Use and evaluate one note-taking style, identify the teaching style and classroom expectations of instructors
- Efficiently use the SQ4R method of reading
- Identify and use at least two strategies to help improve how information is stored
- Combat test anxiety and improve test-performance skills
- Use at least three active-listening techniques to improve communication skills

**COURSE CONTENT:** "Assessment of strengths and weaknesses allow students to self-identify what they already do well as a whole and what they need to improve, and then take shorter assessments specific to the study skill topic of each chapter. Chapter opening situations are presented through crisply written 'problem based learning' vignettes to engage in critical thinking and is referenced in key points to reinforce the R.E.D. model. Each chapter concludes with the reader asked to critically apply objectives and strategies and propose a plan for the student in the scenario, again 'problem based learning'. Priority management is a key feature and distinct from time management, as well as Information literacy coverage including social media and how to write for social media - strong and timely." (Piscitelli)

- INTRODUCTION: TODAY IS THE TOMORROW YOU CREATED YESTERDAY
- CHAPTER 1: DO I REALLY NEED THIS STUFF
- CHAPTER 2: CRITICAL THINKING
- CHAPTER 3: PRIORITY MANAGEMENT
- CHAPTER 4: INFORMATION LITERACY
- CHAPTER 5: MOTIVATION AND GOAL SETTING
- CHAPTER 6: LEARNING STYLES
- CHAPTER 7: CLASS TIME LISTENING AND NOTE-TAKING
- CHAPTER 8: REVIEWING AND USING YOUR NOTES OUTSIDE OF THE CLASSROOM
- CHAPTER 9: READING
- CHAPTER 10: MEMORY
- CHAPTER 11: TEST PREPARATION AND TEST PERFORMANCE
- CHAPTER 12: CIVILITY
- CHAPTER 13: THE CHOICES YOU MAKE

## **COURSE POLICIES:**

**Missed Classes:** Attendance is required. Unannounced quizzes, tests, and class projects can be made-up only when the instructor excuses students prior to class. You are responsible for the activities of each class period. If you know of a conflict ahead of time, you are welcome to submit assignments early. Recognizing the importance of student participation and interaction with classmates, excessive absences necessitate failure in the class.

**Assignments:** All assignments are due at the beginning of class on the date due unless specified prior. Late assignments receive one-half credit minus errors. All late assignments are due before the final examination is administered. Make sure the class name, your name, date due, and exercise number appears in the upper-right corner. If handing in multiple pages, sequence them according to the order in the exercise, and staple in the upper left corner.

**Electronic Devices:** Turn off or mute cellular phones and pagers, **NO TEXTING** during class, prior permission for computer use is required. I will have my cell phone on for campus emergency notifications. Basically, do not be rude to other students trying to learn.

## **Course Requirements:**

1. **Attend class.**
2. **Completion of assignments, tests, and daily in-class work.**
3. **Grading:** Assignments, quizzes, and tests are computed for total points for the final grade. Percentages (%) are listed below.

**90-100% =A   80-89% =B   70-79%= C   60-69%= D   0-59% =F**

**ACADEMIC DISHONESTY AND GRADE APPEAL POLICES:** plagiarism and cheating are serious offenses and may be punished by failure on exam, paper or project; failure in course; and/or expulsion from the university. For more information, refer to the "Academic Dishonesty" policy in the university catalog or the student handbook online:

<http://www.dakotacollege.edu/pdf/studenthandbook.pdf>

**Nature, Technology, and Beyond:** Dakota College emphasizes nature, technology, and beyond as a focus for the unique blend of courses and programs offered here. This course will emphasize communications and the use of technology equipment in an office setting.

## **Student Email Policy**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

# **CLASS CALENDAR - UNIV 110 College Study Skills**

Note: TBHI = To be handed in

**WEEK I 8/23 First class is on this Tuesday. However, all classes for the remaining semester will be on Wednesdays at 1:00. Location to be determined.**

**Assignment due on Wed. 8/31:** Design a grid of your weekly schedule. Include days of week, hours of day, classes, lunch/dinner, study hours, practice, job, exercise and anything else that you feel needs to be scheduled into your life. TBHI

**WEEK II 8/31 Schedule Grid due.**  
Last day to add classes (16 wk)  
Last day to drop classes for full refund (16 wk)

[9/5 Monday is Labor Day holiday! College is closed and no classes.]

**WEEK III 9/7**

**WEEK IV 9/14**

**WEEK V 9/21**

**WEEK VI 9/28**

**WEEK VII 10/5**

**WEEK VIII 10/12** Midterms

**WEEK IX 10/19**

**WEEK X 10/26**

**WEEK XI 11/2**

**WEEK XII 11/9**

[Thursday, 11/10 Last day to drop classes with record or withdraw (16 wk)]

[Friday, 11/11 Veterans Day holiday. College is closed and no classes.]

[November 15 - 18 Pre-registration for Spring semester]

**WEEK XIII 11/16**

**WEEK XIV 11/23** [November 24-25 Thanksgiving holiday.]

**WEEK XV 11/30**

**WEEK XVI 12/7**

[FINAL WEEK is Dec. 12 -16]

WINTER RECESS is Dec. 19-Jan. 6!

# **COLLEGE STUDY SKILLS SYLLABUS**

Title: UNIV 110 COLLEGE STUDY SKILLS

Semester/Year: Fall 2016

Credits: 1

Day/Time: Wed. 1:00 - 1:50

Location: Library 207

Instructor: Dr. Valerie Meidinger

Office: McFarland 132

Office Hours: MW 1- 3, F 9-10 or by appointment

Office phone: (701) 845-7490

Email: valerie.meidinger@vcsu.edu

**Course Description:** The emphasis on this course is on learning skills that are essential for success in college work. This includes strategies for a successful transfer to VCSU after one year in the Bridges Program.

## **Course Objectives:**

Students will be able to

- Learn time management and organizational skills
- Understand Library Resources
- Develop better reading and vocabulary skills
- Apply successful test taking strategies
- Develop effective strategies to better utilize class time
- Analyze and apply individual learning styles
- Work in an online learning environment for greater college success
- Analyze and apply critical thinking techniques
- Learn effective communication within the college setting

**Textbook:** No textbook required

**Attendance and Grades:** Grades are based on attendance, participation, weekly assignments, quizzes, and exams. This class meets once a week so **missing class is not acceptable**. If you miss 2 classes, your grade will be lowered by one letter grade. (Ex.: If you would have gotten a B in the class, your grade will be lowered to a C if you've missed 2 classes.) Any necessary absences will only be excused if approved by the instructor prior to class time.

**Grade Breakdown:** A = 100-90    B = 89-80    C = 79-70    D = 69-60    F = Below 60

**FINAL EXAMS** are scheduled for the week of December 12 - 16. Your Final Exam is mandatory and cannot be taken early. Please do NOT make travel arrangements for Winter Break and expect to take your final early.

**Topics** that will be covered in this class:

- Introductions/Blackboard/CampusConnection/Email
- Time management
- Library and Campus Resources
- Note taking
- Learning Styles and effective studying
- Test taking skills
- Self care - mental and physical
- Tools for academic success
- Your major and your career

**Student Rights and Responsibilities:** Please refer to the DCB Academic Catalog/Student Handbook for issues related to your rights and responsibilities as a student enrolled at Dakota College of Bottineau.

**Academic Dishonesty:** (Cheating and Plagiarism) Dakota College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the DCB Academic Catalog/Student Handbook for more information about this topic.

**Disabilities and Special Needs:**

If you have a disability for which you need accommodation, contact Peggy Gregg at DCB (701) 228-5477 or [peggy.gregg@dakotacollege.edu](mailto:peggy.gregg@dakotacollege.edu).

**Safety Notice:** In case of a fire, students will gather their materials, exit the building using the south stairs and will meet in front of the President's house stairs.

In case of a tornado, students will follow the stairs down to the basement of the library and remain there until the weather improves. Students will not be allowed to leave until an "all clear" notice has been given.

In case of a lockdown, we will remain in the classroom. Students will NOT leave the room until an "all clear" notice has been given. If a lockdown occurs, students are expected to work as a team, silence cell phones, and remain calm.

**Classroom Policies:** Please refrain from doing anything that might be offensive, disruptive or disturbing to other students and the instructor. This academic environment is an open and harassment free zone. Participation in class is highly encouraged and is an integral part of the higher education experience. Ask questions, give comments in discussions, etc.

**Offensive language is not tolerated, not only in your speech but in your writing.** You will be asked to leave the classroom for this and any other offensive, disturbing behavior and will receive a failing grade for that day. If negative behavior is a continual issue, you may be asked to withdraw from the class.

**Cell phone use is not necessary in class. Please turn your phones to silent, put them away or turn them over if leaving them on your desk. Refrain from texting, browsing or other use (unless directed by the instructor). Cell phone use is a disrespectful distraction to the rest of the class, whether you believe this or not.**

This syllabus is subject to change by discretion of the instructor.

## Dakota College at Bottineau Course Syllabus

**Course Prefix/Number/Title: UNLV 201**

### **Course Description:**

The development of occupational knowledge and skills through activities that may include seminars, field trips, public service and/or work experience. Individual and group meetings are held to monitor each student's assigned activities. Students will be introduced to methods of improving social, political, community and family life through this student organization. The purpose of the service-learning experience is to give students the opportunity to apply course concepts in a real world setting and provided needed services while collaborating with community partners.

### **Course Objectives:**

- Develop an understanding and appreciation of the issues and needs of the populations served by our selected community partners.
- Work with community partners to identify a specific need that can be addressed through student involvement.
- Develop and implement a project designed to respond to that identified need.
- Develop an awareness and understanding of one's multiple roles and responsibilities as a citizen of a community.
- Develop leadership, interpersonal, and professional skills
- Engage students in actual leadership situations.
- Learn methods of improving social, political, community, and family life.
- Improve communication and critical thinking skills.
- Appreciate differences among people and foster interpersonal development

<b>Instructors</b>	Brandi Rudland	Angie Bartholomay
<b>Office</b>	Thatcher 1109	NSC 111
<b>Office hours</b>		M, W 9-10am, M, F 1-2pm
<b>Phone</b>	228-5604	228-5471
<b>Email</b>	brandi.rudland@dakotacollege.edu	angela.bartholomay@dakotacollge.edu

**Lecture/Lab Schedule:** One evening per month with one project per month.

Class topics	lesson
1. The Art of Communication	What does good communication look like?
2. The Art of Self Leadership	Iceberg Lesson Thermostat and thermometer
3. The Art of Leading Others	Rivers and Floods Big Rocks 1st
4. The Art of Connecting with others	The Indian Talking Stick The Velvet Covered Brick

**Textbook(s):** None.

**Course Requirements:** Students are expected to be actively engaged in the learning process, in class, and in the community. Class participation is required and essential. Students will be graded in class participation and point accumulation.

**Grading Procedure:** The following scale will determine grades:

Service Learning Volunteer hours (16 hours x 10 points)	160 points
Monthly electronic reflections (4 reflections x 20 points)	80 points
Mid-term verification log and plan	10 points
Meeting attendance & participation (4 meetings x 15 points)	60 points
Final electronic reflection	60 points

**Total points** **370 points**

### Grading Scale

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
Less than 60%	F

### Course Assignment and Requirements

**Service Learning Assignment:** The majority of work for this course will stem from the serving learning experiences. Students will be required to work 4 hours a month during the semester for a minimum of 16 hours with 2+ hours a month for meeting attendance.



- Once you have started your service-learning experience, you will be required to submit monthly structured reflections in an electronic format detailing the 4 hours of service learning and committee meetings.
- Students are responsible for recording their service hours.
- A mid-term verification log of hours and plan is required.
- As part of your final project, in which you will thoughtfully describe your service learning experience in 3 slides.

### **Relationship to Campus Theme:**

Students will better understand the nature of their community and its needs. Through the use of technology students will manage their learning portfolio.

Students will also understand how to utilize new ideologies and tools to their benefit, as well as the benefit of the world and society as a whole as emerging leaders.

**Classroom Policies:** If a student must miss a monthly meeting, he/she must contact the instructor within 24 hours **prior** of the meeting time.

Attendance and participation is expected. Students are expected to turn in all assignments on time. Points will be deducted for late assignments.

CELL PHONES will be turned off or set to silent.

### **Academic Integrity:**

**Plagiarism:** To plagiarize is to “steal and pass off the ideas or words of another as one’s own” (*Webster’s Dictionary*). **Plagiarism will not be tolerated in this course.** When completing a research paper, it is necessary to cite all information gathered from other sources - including direct quotations and paraphrases - within the text of the paper using parenthetical notes at the end of the documents in a works cited list. A handout regarding the MLA guidelines is available at the writing center if you would like further information. Students are expected to follow MLA guidelines for the research paper. If you have any questions - please contact myself or go to the learning center for more information. **Students found plagiarizing material will receive a “0” for the assignment.**

**Misrepresentation, fabrication, alteration, falsification, or misstatement of the contents of documents or other materials relating to academic matters or volunteer hours will not be tolerated. Students will immediately FAIL the course.**

### **Disabilities and Special Needs:**

If you have any condition, such as a physical or learning disability, for which you need extra assistance, please inform me immediately. If you have already met with Student Development personnel, please provide me with information regarding your special needs as soon as possible so that appropriate accommodations can be made.