

Community College of Denver  
**FastStart**  
Faculty Reflections on  
Accelerated Learning Communities

Syllabus # Page #

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--If voting changed anything, they'd make it illegal. **Emma Goldman**

--Now more than ever the people are responsible for the character of their Congress. If that body be ignorant, reckless, and corrupt, it is because the people tolerate ignorance, recklessness, and corruption. **James Garfield**

--It holds to the sovereign right to every lawful citizen, rich or poor, native or foreign born, white or black, to cast one free ballot in all public elections and to have that ballot duly counted... **Frederick Douglass**

--Without a struggle, there can be no progress. Frederick Douglass

--It only takes 20 years for a liberal to become a conservative without changing a single idea. **Robert Anton Wilson**

## The Community College of Denver

### I. Course Information: American Government and Political Systems

<b>Course Title:</b>	American Government		
<b>Course Prefix:</b>	POS 111 (paired with ENG 090)		
<b>Credits:</b>	3 credit hours		
<b>Course Description:</b>	The purpose of this course is twofold: to introduce students to the structure and functions of the U.S. government, and to introduce students to the theoretical and practical workings of democracy in U.S. society.		
<b>Prerequisite(s)/Co-requisites:</b>	ENG 090 (FastStart)		
<b>Semester and Year:</b>	Spring 2012		
<b>Meeting Location, Times and Days:</b>	South Classroom 221, Tuesdays/Thursdays 9:15-12:15		
<b>Start Date:</b>	01/17/2012	<b>End Date:</b>	05/10/2012

### II. Instructor Information

<b>Name:</b>	Sean McCandless, (PhD student, Economics and Political Science); MAs (Political Science; History); BAs (History, Political Science, Psychology, Astrophysics (minor))		
<b>Voice Mail:</b>	None		
<b>Fax:</b>	None		
<b>e-mail:</b>	<a href="mailto:Sean.mccandless@ccd.edu">Sean.mccandless@ccd.edu</a> ; and D2L e-mail system (preferred)		
<b>Office Location:</b>	PLAZA 111		
<b>Office Hours:</b>	Tuesdays-Thursdays 12:30-1:30		
	Or by appointment!		
	E-mail is preferred contact method!		

### III. Required Course Materials

<i>Politics of Power</i> , Katznelson, 9780393933253
Any newspaper or online news source, such as CNN.COM, FOXNEWS.COM, MSNBC.COM, BBC

### IV. Course Outcomes/Competencies:

#### Competencies View:

- I. Identify and evaluate competing theories of American democracy.
- II. Analyze theoretical, historical and legal background of American democracy.
- III. Examine the Constitutional Convention and relevant historical events of the era.
- IV. Identify basic principles and philosophy of the Constitution and examine the impact of these principles on the political system.
- V. Examine the constitutional, historical, legal basis of federalism and cover recent issues of controversy in the federal system.

- VI. Identify major controversies and important Supreme Court rulings, based on the Constitution and its Amendments, which affect civil rights and civil liberties, including problems of women and minorities.
- VII. Examine the nature of public opinion, political socialization, changes in American democracy, methods of measuring public opinion, and the media's impact on public opinion.
- VIII. Analyze the roles and structures of the party system and evaluate the development of the American two party systems.
- IX. Identify the types, functions, and operations of interest groups in the American political system.
- X. Examine the purpose and process of the American electoral system.
- XI. Describe and evaluate the structure, powers, and functions of Congress.
- XII. Describe and evaluate the structure, powers, and functions of President.
- XIII. Describe and evaluate the structure, powers, and functions of Judicial System.
- XIV. Describe and evaluate the structure, powers, and functions of Federal Bureaucracy.
- XV. Identify the interrelations among the three branches of government.
- XVI. Describe and evaluate the content of selected foreign and domestic policies and the role of institutions in shaping policy.
- XVII. Write and speak clearly and logically in presentations and essays about topics related to American Government.
- XVIII. Demonstrate the ability to select and apply contemporary forms of technology to solve problems or compile information in the study of American Government.
- XIX. Read, analyze and apply to new situations, written material related to the study of American Government.

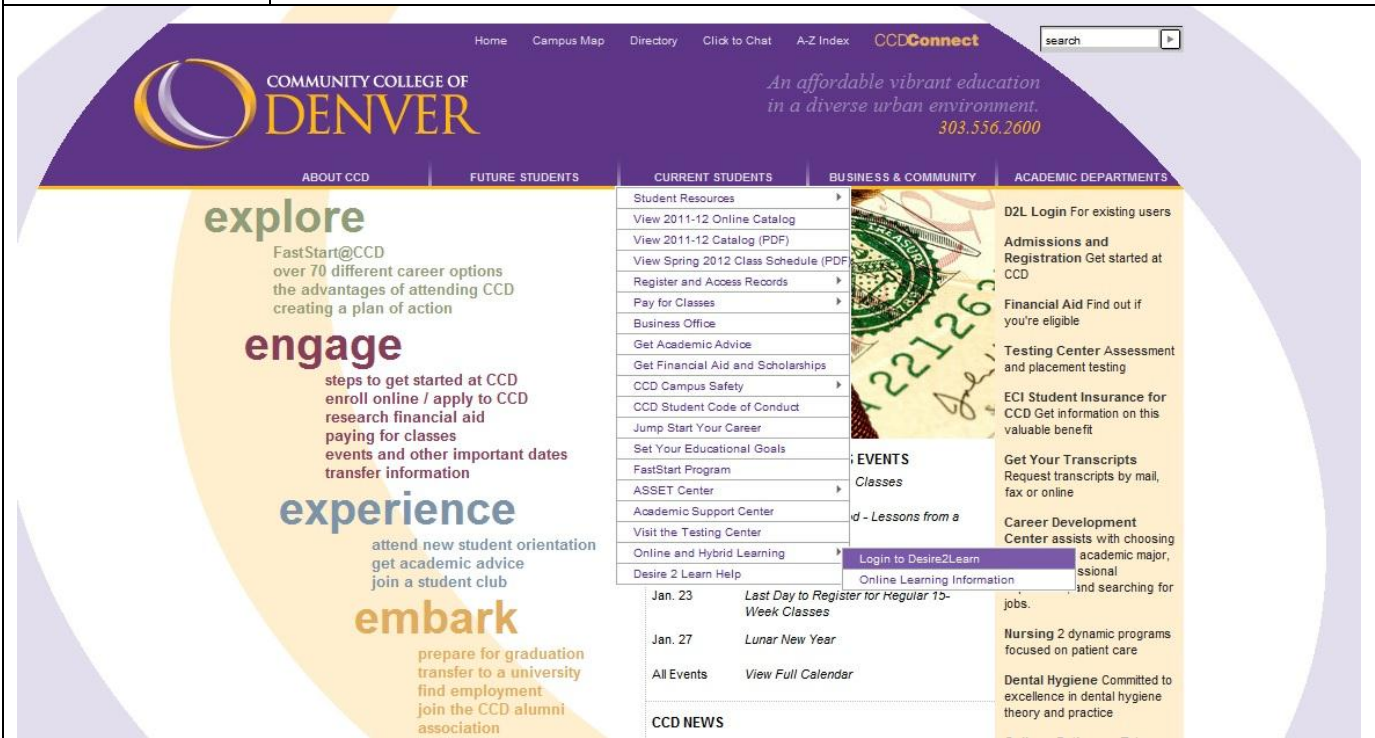
**V. CCD Policies and Procedures**

<b>Student Code of Conduct and Academic Integrity</b>	Admission to the Community College of Denver implies that you agree to respect the rights of others and observe moral and civil laws. Interference with the normal processes of education in the classroom or elsewhere on the campus will be regarded as unacceptable conduct, warranting suspension or dismissal. Complete Student Code of Conduct is at this web site: <a href="http://ccd.rightchoice.org/Student_Life/COC.html">http://ccd.rightchoice.org/Student_Life/COC.html</a> .
<b>Americans with Disabilities Act</b>	All students who identify themselves to faculty as having a disability or suspect that they have a disability should be encouraged to contact the Director of the Center for Persons with Disabilities (CPD), Room 134, South Classroom Building, 1 <sup>st</sup> Floor. Faculty is not obligated to provide accommodations without proper notification from the office of the Center for Persons with Disabilities. You may also contact CPD staff by telephone: <b>(303) 556-3300</b> .
<b>Grade of Incomplete</b>	Incomplete: An "I" indicates that the course objectives are not yet fulfilled. It is the responsibility of the student to request, if needed, the assignment of an incomplete grade. <u>The instructor's decision to authorize or not authorize an incomplete grade is final.</u> The student must have completed 75% of the class with a C or better, and must complete the rest of the work with the same instructor. Arrangement for the completion of the course must be made with the instructor prior to the assignment of the "I" grade. This agreement must be written on a Contract for Incomplete Grade Form. The instructor may allow up to one full semester for the student to complete missing requirements. "I" grades not changed by the end of the following semester will automatically become failing grades (F).

## VI. Course Policies and Procedures

<b>Attendance Policy</b>	Attendance will be taken DAILY, as per the requirements of the Community College of Denver. I kindly ask you to e-mail me or call me (e-mail is preferred) should a situation would arise that would prevent you from being in class. In my experience, students who come to class, take good notes, ask questions, and offer comments often do well. Attendance is worth 25% of your grade! (See Below)															
<b>Grading Scale</b>	<table border="0"> <tr> <td>A</td> <td>90-100%</td> <td>Superior mastery or achievement.</td> </tr> <tr> <td>B</td> <td>80-89%</td> <td>Better than average mastery or achievement.</td> </tr> <tr> <td>C</td> <td>70-79%</td> <td>Acceptable mastery or achievement.</td> </tr> <tr> <td>D</td> <td>60-69%</td> <td>Less than acceptable mastery or achievement.</td> </tr> <tr> <td>F</td> <td>Below 60%</td> <td>Fails to demonstrate achievement of course objectives.</td> </tr> </table>	A	90-100%	Superior mastery or achievement.	B	80-89%	Better than average mastery or achievement.	C	70-79%	Acceptable mastery or achievement.	D	60-69%	Less than acceptable mastery or achievement.	F	Below 60%	Fails to demonstrate achievement of course objectives.
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<b>Assignments</b>	<p>This class has a total of 1400 points. Many of the assignments below will be paired with English 090 papers. You can rewrite all assignments (including exams) for POS 111 as many times as you wish. However, in order to qualify for a rewrite, you MUST turn in a first draft on the required due date!</p> <p><b><u>Introductory Essay:</u></b> (1 worth 25 points)—a reflection on political assumptions  <b><u>Exams:</u></b> (2 worth 200 points each)—short answer and take home  <b><u>Analytical Reflection Papers:</u></b> (5 worth 50 points each)—analytically reflect on an important news story or event (about 1-3 pages). One of these will be a political science movie review.  <b><u>Debates:</u></b> (2 worth 200 points each)—I will assign a debate topic, the class will divide into groups, research their topic, present their findings, and then attempt to refute and/or come to a consensus with the other groups. 50 points for a short (2-3 page reflection on what you learned); 100 points for research documentation; 50 points for the presentation and participation. Since this is a small class, you may elect to work individually OR share resources.  <b><u>Semester Summary:</u></b> (1 worth 25 points)—Summary of your experience in the semester as a whole, what you learned, what you liked, what you did not like, anything else.  <b><u>Attendance/Participation:</u></b> 10 points per class day (attendance taken daily with a sign-in sheet)</p> <p>Attendance/Participation is worth a good portion of your grade, so show up to class! I value great discussions, so please be respectful of your fellow classmates. Classroom comportsment is essential to a well-functioning class, so be courteous!</p> <p style="text-align: center;"><b>There will also be numerous opportunities for extra-credit throughout the semester.</b></p>															
<b>Exam Makeup</b>	All exams are TAKE HOME exams. Essays MUST be individually written and MAY NOT copy in any way, shape, fashion, or length someone else's in the class, another author in print or on the internet or in any other medium—in other words, the essay must be your own work, but outside research may be necessary. I typically allow 1-2 weeks to complete exams. There are no make-up exams except in instances of a family death, illness, or a serious unpredictable occurrence. The key is this: KEEP IN CONTACT WITH ME!															
<b>Late Work</b>	No late work is accepted without first contacting me to explain why (e.g., family issue, death, illness, unpredictable occurrence). I am very reasonable when it comes to such situations. The key is this: KEEP IN CONTACT WITH ME!															
<b>Cheating/Plagiarism</b>	Plagiarism is grounds for failing an assignment or course and/or disciplinary action from CCD. DO NOT PLAGIARIZE. Plagiarism means copying passages directly from the text of study guide or any other source, without quotation marks and citations. Summarize or paraphrase the information. If you paraphrase by rearranging the order of a sentence or words, then give credit for the source. <b>No credit will be given for plagiarized papers. Keep in mind that plagiarism is not just copying published works (books, newspapers, Internet) but can also include copying your neighbor's/classmates' work!</b>															
<b>D2L (Desire to Learn)</b>	<b>All class announcements, changes in procedure, changes in due dates, cancellation of class, and</b>															

**submission and return of assignments will occur on D2L.  
Check it regularly!!!**



**VII. Topic Outline/Calendar/Assignments**

Order of Topics	Topics/Assignments (subject to change dependent on class needs/dynamics)	Readings
	Introductions. Review the Syllabus. General Introduction to American Government.	As assigned in class.
	Constitution Week! Extensively review the foundations and philosophical assumptions in American government and the Constitution. We review every Article in the Constitution, discuss the major clauses, and the importance of the document. We will also possibly get to Federalism.	
	The Bill of Rights and Civil Liberties. Extensively review the Bill of Rights and the importance of civil liberties. We will also discuss some of the later constitutional amendments that relate the Bill of Rights to the states. Discuss Federalism definitely by this week.	
	Videos on civil liberties (tentative)	
	Civil Rights—Discuss two videos	
	Political Parties and Elections	
	Public Opinion, Participation, and Interest Groups	
	The U.S. Congress.	
	The Presidency	

	Exam 1	
	SPRING BREAK	
	The Courts	
	The Media	
	Domestic Policy/Policy Making	
	Economics	
	Foreign Policy and Defense	
	The Bureaucracy	
FINALS WEEK	<b>FINAL EXAM DUE.</b>	

### VIII. Other Information

For some students, the mechanics of writing is an issue. You may always go to the Writing Center to get some assistance with your writing skills. If I see that your writing needs improvement, I may require that you submit your work to the Writing Center prior to submission with me. The Writing Center is located in South 142, phone number 303-556-4705.

For all essays, you will make an argument using a central claim (you thesis with sub-points), evidence for each point, analysis of each point, and transitions/links to the next points with a conclusion that summarizes the argument. You will be required to use sources, such as your textbook, the internet, academic journals, books, or news programs. **YOU MUST USE AN ACCEPTED DOCUMENTATION STYLE**, such as APA, MLA, CSE, or AMA—I know them all, so you decide. If the class wants, I will dedicate part of a class session to detail exactly what I want from the papers.

Food is allowed, but please do not bring food that could be a distraction to class (e.g., smelly, in loud and/or crinkly containers or bags). Please turn cell phones on vibrate—**DON'T LET CELL PHONES RING IN CLASS!** If you have to text, please do not be distracting to other students or to me. If you have to leave class for whatever reason, please do so quickly and quietly. We will be watching numerous 1-3 minute clips from news programs and other sources throughout the semester, but do not interpret these events to be “free time” or of no consequence: I like to keep the class as relaxed as possible yet still collegiate.

Political science deals with numerous contentious issues, such as religious freedom, tolerance versus intolerance, freedom and liberty, order, power, rights, majority and minority politics, genocide, torture, terrorism, capital punishment, and the future of the world. I acknowledge and respect that everyone in this classroom comes from different backgrounds, opinions, paradigms, and so forth, but I will expect that all students treat one another and me with respect. I will not mark you down for your political opinions, but as this is a political science course in college, healthy and informed debate is desirable, and some of your opinions may be challenged by other class members’ opinions. I encourage everyone to keep an open mind, to do outside research, and to remember that college can be one of the best experiences in your life if you are willing to learn and be challenged.

If something does not make sense, please ask a question! Chances are someone else in the class is wondering the same thing you are! If you do not feel comfortable asking the question in class, please write to me via e-mail.

### IX. My Guarantees to You

I will respect all class members’ opinions, so be courteous to both me and other classmates.

If something is not working for you, please communicate this to me—I will do what is in my power to rectify the situation.

If something is working for you, please communicate this to me.

I will not grade you on your political opinions (all my former students can attest to this). I will NOT, however, share my political opinions with you as this may not be conducive to creating an opening learning environment.

I will provide extensive feedback on ALL written assignments and allow you as many opportunities you require to get the grade you want (i.e., to rewrite all papers). However, as written above, to qualify for a rewrite, you MUST turn in a draft of all assignments by the due date.



# Professor O'Leary/LIT 115-01C

**Fall,  
2011**

**The Community College of Denver  
The Center for Language, Arts & Behavioral Sciences  
South Classroom 307, (303) 556-2473, Fax (303) 556-3851**

## Course Information: LIT 115-01C

This course introduces students to three literary forms: fiction, poetry, and drama. It also emphasizes the development of active reading skills, writing skills, and critical-thinking skills. The aim of this course is to introduce college writers to the literary elements of the short-story, the drama, and to poetry. Readings will reflect an array of multi-cultural writers. Particular emphasis will be placed on a detailed reading of texts, as well as the development of an original "reading" (a thesis) that can be applied to each text. The working assumption of this course is that "literary competence" integrates writing, reading, and speaking, and this learning community will reflect this 3-pronged approach.

### I.

<b>Course Title:</b>	<b>Introduction to Literature I</b>		
<b>Course Prefix, Number &amp; Section:</b>	<b>LIT 115-01C</b>		
<b>Credits:</b>	<b>3</b>		
<b>Course Description:</b>	<b>Introduces students to fiction, poetry, and drama. Emphasizes active and responsive reading. This course is one of the Statewide Guaranteed Transfer courses. GT-AH2</b>		
<b>Prerequisite(s) /Co-requisites:</b>	<b>Grade of "C" or better in ENG 090 or minimum college level English assessment score; For this section, the co-requisite= Eng 090-03C (Learning Community Class) is required! This is a learning-community class.</b>		
<b>Semester and Year:</b>	<b>Fall, Semester: 2011</b>		
<b>Meeting Location, Times and Days:</b>	<b>M/W-3:30-4:45 (South, 115)</b>		
<b>Start Date:</b>	<b>Aug 22</b>	<b>End Date:</b>	<b>Dec 12</b>

### II. Instructor Information

<b>Name:</b>	John O'Leary		
<b>Voice Mail:</b>	303-556-4332		
<b>Fax:</b>			
<b>e-mail:</b>	John.oleary@ccd.edu		
<b>Office Location:</b>	South 142-A		
<b>Office Hours:</b>	Mon and Wed-10-11		
	Tuesday and Thursday 3:45-4:45		

### III. Required Course Materials: Literature: A Portable Anthology 2<sup>nd</sup> edition) (Ed. Gardner, Lawn, Ridl, Schakel)

### IV. Course Outcomes/Competencies:

- I. Define the functions of literature.
  - A. Illustrate ways in which literature interprets the human condition.
  - B. Illustrate ways in which literature gives pleasure to its readers.
  - C. Illustrate ways in which literature attempts to instruct and correct human behavior.
- II. Identify and explore universal themes, topics and patterns in works studied.
- III. Analyze structural elements in literary works.
  - A. Identify and demonstrate the use of basic structural elements of prose fiction.
  - B. Identify and demonstrate the use of basic structural elements of poetry.
  - C. Identify and demonstrate the use of basic structural elements of drama.
- IV. Analyze cultural and historical contexts of literature and their contemporary relevance.
  - A. Identify and demonstrate the presence of basic cultural and historical contexts.

B. Analyze the function, significance, and contemporary relevance of basic cultural and historical contexts.  
 V. Demonstrate the ability to select and apply contemporary forms of technology to solve problems or compile information.

Vi. CCD Critical Skills addressed in this course:

- Reading: Identify, analyze and evaluate a variety of readings related to course content.
- Writing: Compose essays and other written work which reflect the student’s ability to describe, analyze, and evaluate ideas and material related to course content.
- Speaking/Listening: Summarize and respond to class material presented in the form of oral presentations and class lectures.
- Valuing Diversity: Identify and summarize alternative viewpoints or approaches to major themes or issues within course content.

**V. CCD Policies and Procedures**

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<b>Americans with Disabilities Act</b>	All students who identify themselves to faculty as having a disability or suspect that they have a disability should be encouraged to contact the Director of the Center for Persons with Disabilities (CPD), Room 134, South Classroom Building, 1st Floor. Faculty is not obligated to provide accommodations without proper notification from the Center for Persons with Disabilities Office. Students may also contact CPD staff by telephone to make an appointment: (303) 556-3300. Students with a documented disability who need reasonable accommodations to access the course requirements should notify the instructor and apply for services at the Center for Persons with Disabilities within the first week of classes. More information is available at <a href="http://www.ccd.edu/main.aspx?CID=124">http://www.ccd.edu/main.aspx?CID=124</a>
<b>Grade of Incomplete</b>	Incomplete: An "I" indicates that the course objectives are not yet fulfilled. It is the responsibility of the student to request, if needed, the assignment of an incomplete grade. <u>The instructor's decision to authorize or not authorize an incomplete grade is final.</u> The student must have completed 75% of the class with a C or better, and must complete the rest of the work with the same instructor. Arrangement for the completion of the course must be made with the instructor prior to the assignment of the "I" grade. This agreement must be written on a Contract for Incomplete Grade Form. The instructor may allow up to one full semester for the student to complete missing requirements. "I" grades not changed by the end of the following semester will automatically become failing grades (F).

<p><b>Attendance Policy</b></p>	<p><i><b>Class attendance is required.</b></i> Since we have only 15 weeks together, attendance is essential. If you are consistently absent, you seriously hurt your chances of success in the course. Students who miss more than 5 classes may fail this course based on attendance issues. (CCD’s school-wide policy). Please see your instructor if you have problems and try to address all attendance issue <i><b>in advance</b></i>. To be clear: after 5 absences the discussion between the teacher and the student shifts from passing the course with a “C” or higher to withdrawing from the course. (The student initiates withdrawal through the advising office in SO, 134) Or, if it is later than April 19 and a student has more than 5 absences then his/her grade will be an “F,” unless there are very special circumstances that are discussed in advance with the teacher.</p> <p>If you know that you are going miss a class session, please contact/email your instructor so that we can discuss how you can keep up in the class. Secondly, if you miss a class due to emergency, please contact/email me as soon as possible, so that I can briefly prepare you for our next class.</p>
<p><b>Grading Scale</b></p>	<p>The grading scale most often used is:</p> <p>A 90-100% Superior mastery or achievement.          B 80-89% Better than average mastery or achievement.          C 70-79% Acceptable mastery or achievement.          D 60-69% Less than acceptable mastery or achievement.          F Below 60% Fails to demonstrate achievement of course objectives.</p>
<p><b>Assignment Weight/Points for all assignments</b></p>	<p><u>Paper #1</u>- 250 Points</p> <p><u>Performance/Paper #2</u>- 250 Points</p> <p><u>Paper #3</u>- 250 points</p> <p><u>5 Quizzes</u> – 200 Points</p> <p><u>1 FreeWrite/Reading (Revised)</u>–50 Points</p> <p><u>Mid-Term</u>-50 Points</p> <p><u>Attendance</u> – 150</p> <p><u>Writer’s Studio</u>-50 Points</p> <p style="text-align: center;"><b><u>Total Possible Points For LIT 115=1,250 total points</u></b></p>
<p><b>Exam Makeup</b></p>	<p>Arranged on an individual basis with instructor/See late policy below.</p>
<p><b>Late Work Policy</b></p>	<p style="text-align: center;"><b><u>Late Work Policy on Late Essays and Other Assignments</u></b></p> <p>Late essays will be given a one class day grace period. Essays that are handed in later then the next scheduled class will not be accepted without medical documentation. For those papers that are received late, but by the next class, one full grade will be subtracted from the overall grade (-20%). The highest grade you can get on a “late” paper is a “B,” unless there are “special circumstances,” which you have discussed in advance with your Professor. Please talk to me <b><u>IN ADVANCE</u></b> about any late problems. Communication is essential in terms of this issue! In terms of missed class work, since this work is related to the important group work of our learning community, missed class work generally cannot be made up. Instead, the student is responsible for arranging an “extra credit” option for either Brian or John.</p>

<b>Cheating/Plagiarism</b>	Plagiarism is grounds for failing an assignment or course and/or disciplinary action from CCD. DO NOT PLAGIARIZE. Plagiarism means copying passages directly from the text of study guide or any other source, without quotation marks and citations. Summarize or paraphrase the information. If you paraphrase by rearranging the order of a sentence or words, then give credit for the source. <b>No credit will be given for plagiarized papers.</b>

**Calendar/Assignments:**

**The Short Story Section**

**Aug 22-** Introductions/Class Expectations/Meet and greet/“Flower Insights”

**Aug 24-** Introductions/Class expectations/The Writing Process: “Flower Insights” (Part 2) (For class, read 1178-1186 (Active Reading)

**Aug 29-** Read pages 438-457 (Sherman Alexie)- What You Pawn I will Redeem Quiz #1 in -class

**Aug 31-** Read 1192-1196: (Thesis development); Native American Indian Culture: Culture Clash.

**Sept. 5-** No classes: Labor Day

**Sept. 7-**Sherman Alexie...Continued....Narrative Structure and the Hero’s Journey.

**Sept. 12-** read 294-299(Gabriel Garcia Marquez)- A Very Old Man With Enormous Wings: Quiz #2

**Sept. 14-**Marquez: continued... Metaphor, Simile, and symbolic language.

**Sept. 19-** Connotation/Denotation and ambiguous endings

**Sept. 21-** Read Shirley Jackson: “The Lottery” 242-249 (Quiz #4); Hand-out Quiz #3 in class

**Sept. 26-** Class reading of Sandra Cisneros: “The House on Mango Street” (414-416)

**The Theatre Section**

**Sept. 28-** Show Act 1 of “Street Car Named Desire” In class: Introduce Theatre elements/Improvisation

**Oct. 3-**Form writing Groups; Theatre Group Work/Games: Building a character Physically and emotionally

**Oct. 5-** Print out “the Bar” (Quiz #4) and bring it to Class

**Oct. 10-** Script analysis/status/Characterization and dialogue.

**Oct.12-**Short Beckett film/Rehearsals/Theatre games (first 4 pages of original script due in Class):

**Oct. 17-**Rhersal/Theatre games

**Oct. 19-**Script development: Q&A on script issues

**Oct. 24-** Dress Rehearsal: (50 Points)-first draft of completed 10-page scripts is due (Half of the writing teams in class)

**Oct. 26-** Dress rehearsal: blocking/props/music/performance-(50 Points)-10-page script is due (other half of the writing teams)

**Oct. 31-**Performance Day: all show: original 10 page, 10 minute complete works of art that use off of the theatre tools we have discussed in class: Presented "live" in class!

**Poetry Section: Read all poems 3x and try reading it once out loud**

Poetry, Song and the Musicality of Language

**Nov 2-** Read (3x) "Neruda Poem" (Handout) "We Real Cool" by Gwendolyn Brooks (593)."Surprise Performance of Brooks' Poem."

**Nov 7-** Listen to "Lost Ones" (Lauryn Hill)...Brainstorming towards thesis. Also: Read "My old Man (597-598) by Bukowski

Poetry and Work

**Nov 9-** Read 3x: (page 695): "Gary Soto: Mexican Begin Jogging" Brain Dickson: "original Poem" (hand-out in class)

**Nov 14-** Read 3x "What Work Is" by Philip Levine (page 615)

Poetry and Identity

**Nov 16-** (Read (3x) "My Papa's Waltz (583) by Roethke. Read 3x "Harlem" (577) by Langston Hughes  
Read 3x: Marge Piercy: (647) "Barbie Doll"

***Nov 21-27: No Classes/Fall Break***

Poetry and Change

**Nov 28-** Read 3X "Turtle Soup" by Marilyn Chin" (710-711). Sharon Olds "I Go Back to May 1937" (664)

**Nov 30-** "Read Long time Too Long" by Lucia Perillo (718) Bring a poem from to class the book that you want the class to read.

Poetry and Politics

**Dec 5-** Read 3x "An Anthem" (636) by Sonia Sanchez..Other Poems: TBA

**Dec 7-** Writer's Studio (last name A-L)

**Dec 12-**Writer's Studio (Last name M-Z)

**Useful Information/references on Campus**

Student Resources

- 1) Student/Community Counseling center at North Building, room 4036 (\$10.00 per session) 303-556-8127. Also: Psychological Services Center in North Building in room 3002. 303-556-5289
- 2) Educational Case Manager/advisor:

*Mrs. Rosie Sanchez*  
South Building, room 312-E  
303-556-2790  
[Rosie.sanchez@ccd.edu](mailto:Rosie.sanchez@ccd.edu)

3) Phoenix Center-Domestic Violence, Tivoli Building, room 227. 303-556-2255

**What Is Plagiarism?**

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.

**Class Journal:** Composing and maintaining a "class journal" is a requirement of this class. The class journal will be the foundation for developing your voice and your ability to interpret the challenging texts of this class. It is also a place to develop your "fluency skills" and your ideas, which often makes writing the major papers a more manageable task. The classroom journal is considered private and reading from it is always optional and never required.

ENG 090 / LIT 115  
FALL 2011

**COMMUNITY COLLEGE OF**



**DENVER**

**LEARNING COMMUNITY CLASS**

English 090-6LC / Literature 115-1LC: Basic Composition and Introduction to Literature (6 credit hours)

Room: SOUTH CLASSROOM 115

Class Times: M/W 2:00 p.m – 4:45 p.m.

Prerequisites: “C” or better in ENG 060 or ACCUPLACER score of 70-94 or a C or better in ESL 053 (for ENG 090). Also, you cannot self-register for this class. You must have been advised by Rosalinda Martinez or Joanna Conlin to be in the class.

**“But if I write what my soul thinks, it will visible and the words will be its body.”-  
Helen Keller**

**“Accept your mind down your spine and out your behind.” -Outkast**

**GENERAL INFO.**

**Instructors:**

John O’Leary  
Brian Dickson

**Telephone:**

**303-556-4332**  
**303-352-5006**

**Office:**

John O’Leary South classroom: Room 142A  
Brian Dickson South classroom: SO 313G

**E-mail:**

John O’Leary john.o’leary@ccd.edu  
Brian Dickson brian.dickson@ccd.edu

**Office Hours:**

John O’Leary- T/R 3:45-4:45; and M/W 10:00-11:00 or by Appointment, when needed.

Brian Dickson M/W – 8:30-11:30; T/TH – 8:30-1, 3-5; F – In and out (or by appointment). I will also be in out of the office at other times during these days.

***Important people for FastStart Case Management:***

***Rosalinda Martinez, (303) 352-3355, SO 312***

## SECTION I: COURSE INFORMATION



**Course Description ENG090:** ENG 090 emphasizes critical thinking as students explore writing for specific purposes and audiences. Students will develop skills required for college-level writing while reviewing paragraph structure and focusing on essay development. By the end of the semester, the course prepares students for argument—more heavily concentrated on in ENG121 and ENG122.

This class presumes extensive reading, writing, and speaking are all intertwined and are critical for any career pursuit. We will spend much of our class time discussing assigned readings, in-class writings, and other exercises that come our way. By the end of the semester students should be able to demonstrate knowledge and skills in the following areas:

- understand and develop writing in paragraphs and essays
- apply knowledge of the writing process
- develop critical thinking skills
- identify the author's intended audience, point of view, and purpose
- understand what tutors do in the Writing Center and use the Writing Center effectively

**Course Materials: Please bring a pen and notebook as we do plenty of writing in class.**

**\*\*Folder for handouts**

**\*\*Flash disk to save work**

**Required Texts (only this book for both classes)** – *Literature: A Portable Anthology, 2nd ed.* Bedford/St Martin's, 2009. The bookstore has a new rental policy where you can check the book out for the semester. You can also check Cheeg.com or Amazon.com or there is one copy on reserve in the Auraria library under Brian Dickson. Many of our readings you can find on the internet as well.

### SUMMARY OF POINT DISTRIBUTION FOR ENG 090

Assignments	Points
Paper #1	250
Paper #2	250
Paper #3 (counts double for LIT and 090)	250



5 Quizzes	150
2 Free-Writes (revised, same assignment from LIT 115; only one will be read aloud; the other one will be turned into D2L)	100 points (50 points each)
Mid-Term	50 points
Writer's Studio Presentation	50 points
Attendance	200 points (5 points per day after your 50 points for printing or reading the syllabus and bringing three questions about the syllabus)
<b>TOTAL POSSIBLE POINTS</b>	1300

**\*\*Students can look at their grades online at Desire 2 Learn throughout the semester so they can know their progress. Desire 2 Learn (D2L) is a support learning system that the Community College of Denver uses. You will see this more and more throughout your experience at CCD.**



## **SECTION II: CLASS POLICIES**

### **Attendance:**

***Class attendance is required.*** Since we have only 15 weeks together, attendance is essential. If you are consistently absent, you seriously hurt your chances of success in the course. Students who miss more than 5 classes may fail this course based on attendance issues (CCD's school-wide policy). Please see me and your other instructors if you have problems and try to address all attendance issues ***in advance***. To be clear: after 5 absences the discussion between the teacher and the student shifts from passing the course with a "C" or higher to withdrawing from the course (The student initiates withdrawal through the advising office in SO 134). Or, if it is later than **November 21 for a 15 week class** and a student has more than 5 absences then his/her grade will be an "F," unless there are very special circumstances that are discussed in advance with the instructor.

If you know that you are going miss a class session, please contact John or I via email or phone so that we can discuss how you can keep up in the class. Also, be sure to contact a classmate about the work you missed. Secondly, if you miss a class due to emergency, please contact us as soon as possible, so that we can briefly prepare you for our next class. Since this is a learning community, make buddies in the class. Support each other to achieve success in the class!

*Communication with Instructor: We encourage students to communicate with us and to ask questions. **Questions are a beautiful thing!** Questions are also the starting point for all learning. Whatever is on your mind, let's talk about it, especially if it relates to college and learning in the classroom.*

**Students With Disabilities:**

All students who identify themselves to faculty as having a disability or suspect that they have a disability should be encouraged to contact the Director of the Center for Persons with Disabilities (CPD), Room 134, South Classroom Building, 1st Floor. Students can present accommodations paperwork to the instructor at any time during the semester. The instructor is required to make the accommodations (required by law) as soon as s/he received the accommodations form but is not responsible for having made accommodations before the form was received. Instructor will write on the form:

I received this form on this date \_\_\_\_\_, signed \_\_\_\_\_

Students may also contact CPD staff by telephone to make an appointment: (303) 556-3300. Students with a documented disability who need reasonable accommodations to access the course requirements should notify the instructor and apply for services at the Center for Persons with Disabilities within the first week of classes. More information is available at <http://ccd.rightchoice.org/EPAC/disabilities.html>.

**Student Code of Conduct:**

Admission to the Community College of Denver implies that you agree to respect the rights of others and observe moral and civil laws. Interference with the normal processes of education in the classroom or elsewhere on the campus will be regarded as unacceptable conduct, warranting suspension or dismissal. Complete Student Code of Conduct is at this web site: [http://ccd.rightchoice.org/Student\\_Life/COC.html](http://ccd.rightchoice.org/Student_Life/COC.html).

**Academic Integrity**

Plagiarism, the unacknowledged use of another writer's ideas and/or words, is not acceptable in this class or at the Community College of Denver. Any quoted, summarized, or paraphrased material MUST be cited in accordance with recognized standards. If you are caught plagiarizing or cheating in any way you may receive a zero for the assignment and further action may be taken in accordance with college policy. If you need help here, be sure to ask us. We'll be glad to work with you.

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.

### **Grade of Incomplete for 090:**

An "I" indicates that the course objectives are not yet fulfilled. It is the responsibility of the student to request, if needed, the assignment of an incomplete grade. The instructor's decision to authorize or not authorize an incomplete grade is final. The student must have completed 75% of the class with a C or better, and must complete the rest of the work with the same instructor. "Documentation" is required in order for a student to receive an Incomplete.

### **Assignment Format:**

Final versions of papers should be typed and reflect a professional attitude toward your work and toward details of form. Please adhere to these specifications:

1. Submit typed papers on 8 1/2 x 11 white paper.
2. Observe one-inch margins; double space
3. Do not submit loose pages – staple
4. Include your name, my name, course number, assignment and date in the upper left-hand corner of the first page of your essay. Double space that information. Follow the conventions of MLA. An example paper is the LIT 115 class D2L shell and ENG 090 D2L shell. Also, **include your name and page numbers on all subsequent pages of your essay.**
5. All hand-written materials should be legible and written in pen.
6. The only acceptable font size is 12 and no papers using a sans-serif font will be accepted. I recommend using Times New Roman or New York Times style fonts for all formal writing assignments.
7. All essays will be submitted online via **Desire 2 Learn. Many classes at CCD will be using this learning platform to submit essays and do other things.**

### **Reminder of Late Essays:**

There is a clear due date for every essay, but all students will get one grace day where they can hand in the essay without losing any points. The grace day is the next day after the class. Because we are using D2L to turn in essays, students have an entire day to finish their essay. After the grace day, it is minus ten points (-20 points) for each day it is late (up to one week) for ENG 090. After that week, the essay grade automatically earns the grade of 50 points. Please talk to us **IN ADVANCE** about any late problems. Communication is essential in terms of this issue!

### **Extra Credit Opportunities:**

Extra Credit opportunities will be available throughout the semester and be announced in class and put on D2L shells. One major extra credit assignment will count both classes. If you have another idea for extra credit that connects with the class, please meet with us and we will make an arrangement.

### **Revisions:**

All good writing is rewriting. This process of creation, evaluation, and revision is a complex process. Excellent, effective, and compelling writing requires a student to compose more than

one draft for each major essay, so that he/she may evolve as a writer. For each major essay, I will expect you to compose 2 drafts, so that you can develop your “revision” skills and hand in your very best work! Each rough draft will be required to take to a tutor in the Writing Center or send to the OWL. Revise again, and turn in your final!

During the semester, you will have the option to revise essays were you earned a grade lower than you desired. However, you can only earn this option if you **TURN IN** your essay on **TIME** and complete with all requirements. This is new process this semester, so we will go over it at the appropriate time and revise the policy as needed.

**\*\*\*DISCLAIMER: DUE DATES AND CONTENT OF CLASS MAY CHANGE DEPENDING ON THE CLASS NEEDS. PLEASE BE FLEXIBLE DURING THOSE TIMES.**

# LOOK

## SECTION III.

### Calendar/Assignments

#### The Narrative Section

**Class 1, Aug. 22-** Introductions/Class Expectations/Meet and greet/“Flower Insights”

**Class 2, Aug. 24-** Introductions/Class expectations/The Writing Process: “Flower Insights” (Part 2) (For class, read 1178-1186 (Active Reading)

**Class 3, Aug. 29-** Read pages 438-457 (Sherman Alexie)- What You Pawn I will Redeem Quiz #1 in -class

**Class 4, Aug. 31-** Read 1192-1196: (Thesis development); culture clash

**Class 5, Sep 7-**Sherman Alexie continued

**Class 6, Sep 12-** read 294-299(Gabriel Garcia Marquez)-Quiz #2

**Class 7, Sep 14-**Gabriel Garcia Marquez story continued...metaphor, simile, symbolic language

**Class 8, Sep 19-** Connotation/Denotation and ambiguous endings

**Class 9, Sep 21-** Read Shirley Jackson: “The Lottery” 242-249 (Quiz #3)

**Class 10, Sep 26-**Class reading of Sandra Cisneros: “The House on Mango Street” (414-416)

#### The Theatre Section

**Class 11, Sep 28-** Show “Street Car named Desire” In class: Introduce Theatre elements/Improvisation Attendance is essential!

**Class 12, Oct 3-**Form writing Groups; Theatre Group Work/Games: Building a character Physically and emotionally

**Class 13, Oct 5** - Print out “the Bar” and bring it to Class

**Class 14, Oct 10-** Script analysis/status/Characterization and dialogue

**Class 15, Oct 12-**Short Beckett films/Rehearsals/Theatre games

**Class 16, Oct 17-**Rehersal/Theatre games

**Class 17, Oct 19-**Script development: Q&A on script issues (ENG 090 Mid-Term)

**Class 18, Oct 24-**Dress Rehearsal: (50 Points)-first draft of completed 10-page scripts is due (Half of the writing teams in class)

**Class 19, Oct 26-** Dress rehearsal: blocking/props/music/performance

**Class 20, Oct 31-** Performance Day: all show: original 10 page, 10 minute complete works of art that use off of the theatre tools we have discussed in class: Presented “live” in class!

### **Poetry Section**

#### **Poetry, Song and the Musicality of Language**

**Class 21, Nov 2-** Read (3x) “Neruda Poem” (Handout) “We Real Cool” by Gwendolyn Brooks (593).”Surprise Performance of Brooks’ Poem.”

**Class 22, Nov 7-** Listen to “Lost Ones” (Lauryn Hill)...Brainstorming towards thesis. Also: Read “My old Man (597-598) by Bukowski

#### **Poetry and Work**

**Class 23, Nov 9-** Read 3x: (page 695): “Gary Soto: Mexican Begin Jogging” Brain Dickson: “original Poem” (hand-out in class); Bring in the lyric sheet of a song and discuss its poetic devices with a partner.

**Class 24, Nov 14-** Read 3x “What Work Is” by Philip Levine (page 615)

#### **Poetry and Identity**

**Class 25, Nov 16-** Read (3x) “My Papa’s Waltz (583) by Roethke. Read 3x “Harlem” (577) by Langston Hughes; Read 3x: Marge Piercy: (647) “Barbie Doll”

***Thanksgiving Break November 21-25: (No classes)***

#### **Poetry and Change**

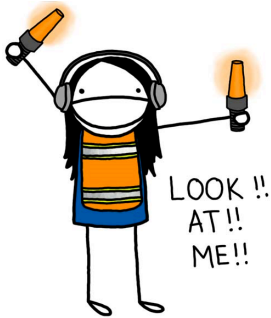
**Class 26, Nov 28-** Read 3X “Turtle Soup” by Marilyn Chin” (710-711). Sharon Olds “I Go Back to May 1937” (664)

**Class 27, Nov 30-** “Read Long time Too Long” by Lucia Perillo (718) Bring a poem from to class the book that you want the class to read.

#### **Poetry and Politics**

**Class 28, Dec 5-** Read (3x) “Nirvana” by Charles Bukowski. (One Art) by Elizabeth Bishop (585) : Poetry and “Explanatory Style...”

Class 29, Dec 7-Writer's Studio (A-L) and Extra Credit  
Class 30, Dec 12- Writer's Studio (M-Z) and Extra Credit



#### SECTION IV. Other Useful Information/references on Campus

##### USEFUL CCD/ AURARIA CAMPUS RESOURCE GUIDE

<u>CCD Advising Center</u> S0 134-	303-556-2481
<u>Campus Closure-</u>	303-556-2401
<u>Campus Recreation</u> PER 108-	303-556-3210
<u>Career Counseling</u> AD 325-	303-629-9226
<u>On- line learning-</u>	720-858-2902
<u>Health Center</u> PL 150-	303-556-2525
<u>Library-</u>	303-556-2740
<u>Lost and found-</u>	303-556-6316
<u>English and Math</u> SO 313-	303-556-8455
<u>English Dept.</u> 121 S0-307	303-556-2473
<u>Math &amp; Science</u> 50 306	303-556-2460
<u>Parking</u> (Ticket payment center)	303-556-2000
<u>Police</u>	303-556-5000
<u>Student Life</u> So, 309	303-556-2597
<u>Tech. and Business Dept</u> PL 262	303-556-2487
<u>Tutoring Labs</u> 50 142	303-556-2497
<u>Benjamin.Weihrauch</u> , Career Development Center,	303-352-319

**FASTSTART ESL053/ENG090 Course Syllabus****Fall 2011****Gretchen Hack, Instructor****Tues/Thurs. 12:00 – 3:30 p.m.****SO 225****Instructor: Gretchen Hack**

Phone: 303-352-5005 (voicemail)

Email: [gretchen.hack@ccd.edu](mailto:gretchen.hack@ccd.edu)

Office Hours: SO 230 Tues. 10:45-11:45 a.m.

Mailbox: SO 313

**Snow Closure Number: 303-556-2401****Educational Case Managers: 1) Rosalinda Martinez**

Phone: 303-352-3355

Office: 312J

Email: [rosalinda.martinez@ccd.edu](mailto:rosalinda.martinez@ccd.edu)**2) Joanna Conlin, 303-556-8455**Email: [Joanna.conlin@ccd.edu](mailto:Joanna.conlin@ccd.edu)

Office: 312J

**Student Ambassador:**Gina Macias: [Georgina.Macias@ccd.edu](mailto:Georgina.Macias@ccd.edu)**Important Dates:** Last day to change to a non-FastStart class: August 29

Last day to drop ESL053-01U for a refund: 8/30/2011

Last day to drop ENG090-04V for a refund: 0/25/2011

FALL BREAK: November 21-27

ESL053-01U withdraw date: 9/29/2011

ENG090-04V withdraw date: 12/01/2011

**Course Information:**

- ESL053/ENG090 combine the English developmental composition curriculum in an intensive and accelerated course. At the end of the semester you will have completed two writing courses in one semester!
- For ESL053, Weeks 1-8 are the weeks for that class, and weeks 9-16 are the weeks for ENG 090.
- You will receive separate grades for each of these sections: ESL 053 grade midway through the semester, and ENG 090 at the end of the term. However, the coursework may overlap, in that we will continue to use the same textbook.
- Prerequisites: ESL 052 or a writing score that's equivalent.

**Required Books & Materials:**-Colonna, Mary R. and Judith E. Gilbert. **Reason to Write, Advanced.** Oxford Press.

- A college dictionary

- Two portfolio folders – one for homework review and one for final papers

- Thumb/flash/jump drive to save your assignments

- Notebook for organizing assignments and keeping a vocabulary list as you need

- CCD email address and a Desire2Learn account (instructions available in the SO142 lab areas – they are important!)

Recommended but not required: - Hacker, Diana. **Rules for Writers, 6<sup>th</sup> ed (or an earlier edition).** Bedford/St. Martin's.**Course Goals and Competencies:****Composition**

- Recognize writing as a process – writing/rewriting drafts and revising/editing for content
- Write about a variety of situations using various patterns
- Learn basic essay organization
- Improve sentence and paragraph structure
- Improve grammar, punctuation and usage
- Know the difference between summaries and reactions (responses)
- Participate in writing workshops with instructor and classmates
- Utilize college support systems (ESL lab, Writing Center, tutors, etc)
- Accomplish personal writing goal

**Expectations (to achieve the Course Goals):**

## Attendance

- Attendance in this class is vital to your learning and performance; attend class everyday and *be on time*. *Four tardies will equal one absence*. If you must be late or absent, please email me. Attendance is taken daily, and CCD policy will excuse no more than 15% absence rate through the term. Thus, missing five classes for whatever reason may result in a failing grade. After four absences, you must provide one of the following written documents to be excused: a doctor's or hospital's note, a funeral announcement, a legal document for court appearances, or a document written by someone other than you, a family member or friend.

**Remember that this is an intense and accelerated course. Absences and habitual tardiness directly affect your learning and work quality and contribute to stress.**

## Assignments

- Participate in classroom activities and discussion.
- Do the homework assignments for the day they are assigned so that the in-class lessons will be easier to follow and understand. Use the Academic Support Center labs (Reading, ESL, Writing, Online Writing Lab [OWL]) for homework and essay writing/revising help.
- Students are responsible for turning in hard copy homework assignments on time. Percentage points will be taken off for late work (10% for one class day, 20% for two days, 30% for three days, and after three class days, assignments will not be accepted.)
- You are responsible for getting assignments from another student or me or the online post if you are absent.

## Cell Phones and other electronic communication devices

- Cell phones are to be turned off *and* put away (or put on silent/vibrate for those who absolutely need it on – i.e. parents with children in day care/school.)
- If you are text messaging in class, *you will be marked absent for that day*.
- Laptops may be used in group work, but not when we are having a whole-class activity or discussion.

## Advocating for yourself

- As a college student you are responsible for advocating for your own needs. Advocating for yourself is important to your success and learning. If you are dealing with issues outside the class that affect your learning, let me know. If you feel that you are not being challenged, or you are overwhelmed or having difficulty with an assignment, please see me.

## CCD Policies and Procedures

### Academic Integrity (Cheating and Plagiarism):

- Plagiarism is grounds for failing an assignment or course and/or disciplinary action from CCD. Cheating and plagiarism include, but are not limited to: turning in someone else's work as your own, communicating during an examination with any person other than the instructor, and/or copying passages directly from the text of another source without quotation marks and citations. BE AN HONEST AND PROUD SCHOLAR. If you use an outside source, you can quote, summarize or paraphrase the information, and you must always give credit for the source. Our text has helpful information on this, especially in Unit 4.

### Americans with Disabilities ACT (ADA):

Students can present accommodations paperwork to the instructor at any time during the semester. The instructor is required to make the accommodations (required by law) as soon as s/he has received the accommodations form but is not responsible for having made accommodations before the form was received. Instructor should write on the form: "I received this form on this date \_\_\_\_\_, signed \_\_\_\_\_."

### Student Conduct:

Admission to the Community College of Denver implies that you agree to respect the rights of others and observe moral and civil laws. Interference with the normal processes of education in the classroom or elsewhere on the campus will be regarded as unacceptable conduct, warranting suspension or dismissal. The complete Student Code of Conduct is at this web site:

<http://ccd.edu/search.aspx?CID=69&&View=0&Search=student%20code%20of%20conduct>

**Grading Scale:** 90-100 A  
80- 89 B

60- 69 D  
<59 F



**Grade of an INC**

To get an Incomplete grade, the student must have attended regularly and completed 75% of the work for the term with a *passing* grade at that point. You must fill out a form with the work to be completed and the due date, agreed upon with the instructor. Once the work is completed and the grade changed, you will be allowed to register for the next course in the sequence.

**Assignment and Grade breakdown:**

***There are two grade periods for this class. See above. For ESL053-Advanced Composition, you must be able to demonstrate the course competencies to pass the class and proceed to English 090-Basic Composition.***

Each day we will quickly review homework. You may add notes for your learning, and you should keep your homework until I ask for it. I will collect homework at the end of every two weeks and enter your completion grade on D2L.

**ESL053/ENG090 points** include:

1 summary/response 2-paragraph paper	15 points
2 prepared essays and a reflective essay, presented in a portfolio <i>for each section</i> (053 & 090)	75 points/portfolio
Essay process including required tutor check and grammar work for each essay	5 points/essay
Homework	10 points/review
Career project	20 points

**Format for final papers:** For college academic papers, we type and DOUBLE-SPACE them, and use a 1" margin on all sides. Use size 12, plain text style in a clearly readable font like Bookman, Helvetica, Palatine, New York or Times Roman. Put your name, course and section number, my name, and the date in the upper left-hand corner of page one, center your title on page one, and number all the succeeding pages. **No handwritten final papers will be evaluated.**

**SAVE** all the work you do on each essay; it's called the writing process. Please **turn in your essays in a FOLDER**, with all the process work you did on each.

**Deadline policy:** Each essay is due on the deadline stated. Because we are using a portfolio system, I will read the essay and make comments but put no grade on it until you revise it and turn it in via the portfolio. You may revise the summary/response and the *first* portfolio essays (not the reflection piece) for a better grade (we hope) and hand it in up to a week after I have given it back to you.

**Note: Attendance/Participation/Labs**

All students currently registered for a CCD class (any level) have access to the ASC Learning Center Labs in South Classroom 142. In fact, ESL and Developmental students are required to use the lab a total of **15 hours per semester per class**. CCD students must present a CCD student ID (or a photo ID along with a print-out of their current schedules showing a CCD class) at the ASC in order to access the Learning Centers.

Your attendance, participation, lab hours and your effort to see me when you have a question, need help or have a concern will *positively* affect your learning. If your grade falls on the borderline or close to the borderline, your attendance and participation will bump up your grade if you show perseverance over the course of the semester. For example, if you have a 68% and your attendance is excellent and you participate actively in class activities and have logged some lab hours, you will receive a C in the class instead of a D.

*Syllabus is subject to change (based on student and class needs)*

**Our general theme for the course is “The Power of Literacy . . . to explore and to express my discoveries about myself, others, ideas, work, and societal or cultural issues.” To that end, our papers will evolve from personal to analytical to issue-oriented.**

I will post homework two weeks out, on paper and on D2L. With each essay also, I will outline the workshop dates and due dates. However, here’s a list of important dates for your planning.

<b>Date</b>	<b>Composition</b>	<b>Other</b>
Week 1	Writing process overview, Unit 1	
Week 2	Summary and Response, Unit 1	Overview of MLA format
Week 3	Summary due	
Week 4	Description essay – Unit 2	
Week 5	Description due Begin Classification essay – Unit 3	
Week 6	Essay workshop Grammar work	
Week 7	Classification essay due	
Week 8	Portfolio work – portfolio due	
Week 9	Advantages & Disadvantages essay – Unit 4	Schedule and do your own Career Center aptitude testing
Week 10	Advantages & Disadvantages essay due	
Week 11	Career project – Personality Types for Career discussion - possible group presentation or writeup	Outside speaker regarding jobs & careers
Week 12	Begin argument paper – Unit 8	
Week 13	Continue Argument	
Week 14	Fall Break – includes Thanksgiving	
Week 15	Argument essay due	
Week 16	Portfolio preparation and portfolio due	

**FastStart Reading and English Course Syllabus  
Fall, 2011**

Mon/Wed. 9:30 AM – 12:15 PM

South Classroom (SO) 217

REA 060-03U CRN 23183 Foundations of Reading  
REA 090-03V CRN 23184 College Preparatory Reading  
ENG 090-05C CRN 23185 Basic Composition

August 22 – October 10  
October 17– December 12  
August 22 – December 12

**Class Assignments and Activities**

Schedule is subject to change to meet student learning needs. Updated 8/29/2011

	<b>Reading</b>	<b>Composition</b>	<b>Other</b>	<b>Homework</b>
Week 1	Class Orientation	Class Orientation	D2L Tutorial ASC Lab Orientation	
Week 2	Edge Ch 1: Connect Now	Writing Process overview: Exploration, Brainstorm, outline	Lab Orientation	On-course student success online assessment
Week 3	Edge Ch 2 Connect and Respond	<b>Essay #1</b> <b>Descriptive</b> <b>Narrative:</b> Begin writing your significant event essay	Search and Find Semester Activity (Wed.)	
Week 4	Vocabulary Enrichment	Using description & outlining for essay		<b>D2L Discussion Board Assignment #1:</b> Ongoing during the course of the semester
Week 5	Get an overview	Writing Workshop: 1 <sup>st</sup> draft due for Peer Review	Learning Style Assessment <b>Writing Assignment:</b> Respond to the following and include your discovery from the Learning Style Assessment in a 1 page paper. (1) What expectations do you have for yourself while at CCD?; (2) What are you nervous and/or excited about?	Online Career Exploration online assessment
Week 6	Ask questions	<b>Essay #1 (Wed.)</b> <b>Descriptive</b> <b>Narrative Due</b>	Career discussion-CCD Career Center Presentation	

Week 7	Main ideas and supporting details	Essay #2: Begin comparison and contrast on career choices	Possible career interviews	D2L Discussion Board Assignment #2
Week 8	Mid-term  Class Activity: The Late Paper Debate	Patterns of Organization	Library visit for novels	<b>Writing Assignment:</b> Adopting the Creator Role Instructions given in class
Week 9	Map main ideas	Writing Workshop: 1 <sup>st</sup> draft due for Peer Review	Book Club discussions	
Week 10	Make inferences/Meanings in Metaphors	<b>Essay #2 Comparison and Contrast due (Wed.)</b>	Book Club discussions	
Week 11	Writer's Perspective	<b>Essay #3: Begin summary and response essay</b>	Book club finish and plan presentation	D2L Discussion Board Assignment #3
Week 12	Write a Summary	Writing Workshop: 1 <sup>st</sup> draft due for Peer Review	Book Club discussions	
Week 13	Analyze the Information	<b>Essay #3 Summary and response due (Wed.)</b>	Novel Presentations	Begin Final Essay: Argument paper
Week 14	Thanksgiving holiday	No classes		
Week 15	Make an Evaluation/Review	Writing Workshop: 1 <sup>st</sup> draft due for Peer Review	<b>Search and Find Activity Due (Mon.)</b>	D2L Discussion Board Final Assignment
Week 16	Final Reading Exam	<b>Final Reflective Essay due</b>	In-class essay	
Other Notes				

**FastStart Reading and English Course Syllabus  
Spring, 2012**

**Mon/Wed. 9:30 AM – 12:15 PM**

**South Classroom (SO) 217**

REA 060-03U CRN 35606 Foundations of Reading  
REA 090-03V CRN 35607 College Preparatory Reading  
ENG 090-05C CRN 35608 Basic Composition

January 17—March 3  
March 3—May 5  
January 17—May 5

**You must be registered in all three of these courses (if not, you must transfer to a regular REA or ENG class)**

**Instructor: Karen Jaramillo**

Email: [karen.jaramillo@ccd.edu](mailto:karen.jaramillo@ccd.edu)

Phone: 303-352-3251

Office Hours:

SO 142Q

MW 3:00-4:00 p.m.

T 11:00 a.m.—12:00 p.m. & 3:00 p.m.—4:00 p.m.

Available for 1 hour study groups: on-campus and/or D2L formats

Mailbox: Center for Educational Advancement Office- SO 313

**FastStart Educational Case Managers**

1) Rosalinda Martinez

Phone: 303-352-3355

Office: SO 312J

Email: [Rosalinda.martinez@ccd.edu](mailto:Rosalinda.martinez@ccd.edu)

2) Joanna Conlin

Phone: 303-556-5419

Office: SO 312G

Email: [Joanna.conlin@ccd.edu](mailto:Joanna.conlin@ccd.edu)

**Important Dates for this FastStart Course:**

Last day to add or drop a class: **January 24**

Late Start classes start:

Last opportunity to transfer out of FastStart: **before**

First Class Withdrawal Date (REA 060): **February 23**

Second Class Withdrawal Date (REA 090): **December 1**

**Class Website:** <http://www.facebook.com/FastStartCCD>

**Course Information**

**Prerequisites: Reading 030, or a reading score of 40-61 (Accuplacer Skills Assessment) AND ENG 060 or ESL 053 or a writing score of 70-94**

- FastStart REA060/090 & ENG090 combines Reading and English curriculum in an intensive and accelerated course. At the end of the semester you will have completed three developmental courses in one semester!
- For Reading, Weeks 1-7 are considered the 060 portion of the class, and weeks 8-15 are considered the 090 portion of the class.
- You will receive an 060 grade for Reading midway through the semester; however the coursework does overlap for 060 and 090, and 090 grades submitted are the end of the semester.

**Required Books & Materials**

-Cunningham, Meghan. **The Reader's Edge, Book Two**. McGraw-Hill.

-Hacker, Diana. **A Writer's Reference**, 7<sup>th</sup> ed., Hacker

- A college dictionary
- One portfolio folder for final essay assignments
- One portfolio folder for reading assignments
- Thumb/flash/jump drive to save your assignments
- Notebook with index dividers for organizing assignments and keeping a vocabulary list
- Calendar/Day-Timer to keep track of ALL important dates of classes and personal appointments
- Email address and a Desire2Learn account (instructions to come)

### **Course Goals and Competencies**

#### **Reading**

- ✓ Demonstrate college level skills in word recognition
- ✓ Locate and recognize important reading concepts: topic, main idea, and supporting details
- ✓ Increase the number of reading strategies you can use to study more complex materials
- ✓ Learn how to actively read – including skimming and scanning
- ✓ Begin to infer meaning in reading passages
- ✓ Use concept maps
- ✓ Improve reading rates
- ✓ Participate in small group reading discussions
- ✓ Utilize college support systems (reading center, tutors, etc.)
- ✓ Read from a variety of everyday sources: newspapers, magazines, textbooks, internet and novels
- ✓ Accomplish your personal reading goals
- ✓ Evaluate your strengths and needs and make plans to accomplish personal reading goals

#### **English**

- Recognize writing as a process –writing/rewriting drafts and revising/editing for content
- Write about a variety of situations using various patterns
- Learn basic essay organization
- Improve sentence and paragraph structure
- Improve grammar, punctuation and usage
- Know the difference between summaries and response (reaction) writings
- Participate in writing workshops and peer reviews with instructor and classmates
- Utilize college support systems (writing center, tutors, etc.)
- Accomplish personal writing goals

### **Course Expectations to achieve Course Goals**

#### **Attendance**

- As an intensive and accelerated course, attendance in this class is vital to your learning and performance. To be successful you must attend class everyday and be on time.
- Please email me or call my voicemail if you are going to be absent. Attendance is taken daily.
- Missing five (5) classes for whatever reason may result in a failing grade. Please discuss privately with me any unusual circumstances.
- Four (4) tardies will equal one (1) absence.
- 1% will be deducted from your final grade after 3 (2) absences.
-

- Absences and habitual tardiness directly affect your learning and work quality and proven to contribute to stress

### Assignments

- Participate in classroom activities and discussion
- Complete online homework assignments the day they are assigned in order to follow and understand in-class assignments
- Use the Academic Support Center (ASC) labs in SO Classroom 142 for homework and essay writing/revising help. Labs available: Reading, Writing, Online Writing and ESL.
- ***NOTE: You are required to visit the Reading Lab at least 2 times during the semester and the Writing Lab at least 3 times during the semester***
- Students are responsible for turning in hard copy homework assignments on time. Assignments may be submitted into D2L with prior authorize from the instructor. Please do not submit assignments through email messaging.
- If absent, please see another student, the online post, or me for assignments
- Each assignment is due on the deadline stated.

### Exam Make-up

You may make up any missed exam within one week of the exam date. Please make arrangements to take you makeup exam in the Testing Center outside class hours. Please bear in mind that your made up exam will be subject to a 10% grade reduction.

### Late Work

You may turn in late assignments any time before the Unit Test is administered, and will be subject to a 10% grade reduction. Work will not be accepted after the Unit Test has been administered, and will be assigned a “0” grade.

### Assignment Breakdown

You must be able to demonstrate the course competencies to pass this class. There are two grade periods for this class.

- 1) The first grade period is for the Reading 060 portion and counts for the first 7 weeks.
- 2) The second grade period is for the Reading 090 portion and counts for the second 7 weeks of the semester.
- 3) The entire semester will count for one grade at the end, which is the Writing (ENG) 090

### ENG090 includes

- 3 prepared essays
- 1 in-class reflective essay, the process for each essay
- Any reading for essay homework
- Group grammar and mechanics presentation
- Format for final papers-See handout at the end of syllabus
- All essay packets must be submitted in your folder, with all the work you did on each. The process work will be given points as well.

- **Rewrite Policy:** If you submit your essay in on the deadline date by 3:00 p.m., you may rewrite the essay for a chance at a better grade. You will have one week, from the day I returned the essay, to re-submit your rewrite. If the rewrite is not submitted by that time you forfeit the option to rewrite it and receive the original grade earned.
- *Reader's Edge* online homework as assigned in class
- Assigned Reading Selections (060)
- Selected novel (090) and novel group presentation
- Weekly D2L Discussions
- Midterm test
- In-class assignments and out-of class homework
- Final exam

**Grade Breakdown and Scale**

***REA060 and 090***

- <i>Reader's Edge</i> <b>online homework</b> as assigned in class	Complete % posted online
-Assigned Reading Selections	10 points each
-Selected novel (090) and novel group presentation	75 points
-Midterm test	25 points
-Weekly D2L Discussions	5 points each
-In-class assignments and out-of class homework	10 points each
-Final exam	50 points

***ENG090***

-Final essay packet	25 points each
-Paper process (drafts, outline, peer reviews/workshops)	10 points each
-Rules for Writers homework	10 points each
-In-class assignments	10 points each
-Group presentation	75 points

**Grading Scale:**

90-100.....	A	60-69	D
80-89.....	B	<59	F
70-79.....	C		

**Cell Phones and other electronic communication devices**

Cell phones are to be turned off and put away (or put on silent/vibrate for those who absolutely need it on—i.e. parents with children in day care/school.)

**CCD Policies and Procedures**

**Academic Integrity (Cheating and Plagiarism)**

Plagiarism is grounds for failing and assignment or course and/or disciplinary action from CCD. Cheating and plagiarism include, but are not limited to: turning in someone else's work as your own, communicating during an examination with another person other than the instructor, and/or copying passages directly from the text of another source without quotation marks and



citations. BE AN HONEST AND PROUD SCHOLAR. If you use any outside source, you can quote, summarize or paraphrase the information, and you must always give credit for the source.

**Americans with Disabilities ACT (ADA):**

Students with documented disabilities who need reasonable accommodations to achieve course objectives, should notify the instructor and apply for services at the Center for Persons with Disabilities (CPD), SO134, 303-556-3000, within the first week of class.

**Student Conduct**

Admission to the Community College of Denver implies that you agree to respect the rights of others and observe moral and civil laws. Interference with the normal processes of education in the classroom or elsewhere on the campus will be regarded as unacceptable conduct, warranting suspension or dismissal.

**REQUIRED:** Please visit the following website-*What CCD and its students expect of each other* <http://ccd.edu/ccd.nsf/html/Expectations>. Print the information on the website, sign and date the bottom of the page, and place in your notebook for future reference. ***DUE Second (2<sup>nd</sup>) Week of Class for Syllabus Quiz***

**Advocating for yourself**

As a college student you are responsible for advocating your own needs. Advocating for yourself is important to your success and learning. If you are dealing with issues outside the class that affect your learning, please let me know. If you feel that you are not being challenged, or you are overwhelmed or having difficulty with an assignment, please see me right away.

**IMPORTANT COLLEGE-WIDE SPRING DATES**

***15-week classes: January 17 – May 7***

**Last day to Drop Course: Friday, February 3**

**Last day to withdraw: Monday, April 16**

***Late Start 13-week classes: January 30 – May 7***

**Last day to Drop Course: Tuesday, February 14**

**Last day to Withdraw: Tuesday, April 16**

***Late Start 7-week classes: March 12 – May 7***

**Last day to Withdraw: Tuesday, April 24**

**SPECIAL DAYS / HOLIDAYS**

**MLK Day – No Classes; College Open: January 16**

**Spring Break – No Classes; College Open: March 19 – March 25**

**Commencement: May 11**

**NOTE: Syllabus is subject to change based on the student and class needs**

**College Academic Papers Written Format for Final Papers  
Modern Language Association (MLA) Format**

**Checklist:** No handwritten final papers will be evaluated

\_\_\_\_\_ Double-spaced

\_\_\_\_\_ 1" margin on all sides

\_\_\_\_\_ 12 Font, Plain text style (Bookman, Helvetica, Palatine, New York or Times Roman)

Heading: Upper left-hand corner of page one

\_\_\_\_\_ Your name

\_\_\_\_\_ Course and section number

\_\_\_\_\_ Instructor's name

\_\_\_\_\_ Date

\_\_\_\_\_ Name of Assignment

\_\_\_\_\_ Center title of essay/writing

\_\_\_\_\_ Numbering on all succeeding pages

**FastStart Reading and English Course Syllabus  
Spring, 2012**

Mon/Wed. 9:30 AM – 12:15 PM

South Classroom (SO) 217

REA 060-03U CRN 35606 Foundations of Reading  
REA 090-03V CRN 35607 College Preparatory Reading  
ENG 090-05C CRN 35608 Basic Composition

January 17—March 13  
March 13—May 7  
January 17—May 7

**Class Assignments and Activities**

Schedule is subject to change to meet student learning needs.

Updated 1/29/2012

**REVISED**

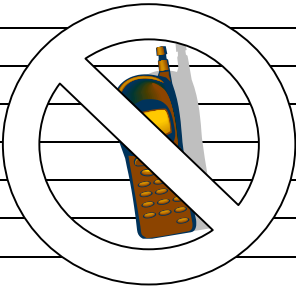
	<b>Reading</b>	<b>Composition</b>
Orientation Jan. 18	Meet & Greet Class Orientation: Success Questions/Mt. Everest D2L Training <b>HW:</b> Print out Syllabus, Schedule, Student Code of Conduct	Class Orientation First Day Writing Assignment HW: Prepare for Syllabus Quiz
Week 1 Jan. 23 & Jan. 25	Success Discussion Syllabus: Essential Agreement Groups Intro: On Course Assessment Intro: Readers Edge (RE) ASC Tour  <b>HW:</b> Complete On Course Assessment, Read/Preview Ch-1 RE, Prepare for Syllabus Quiz, <b>D2L Print:</b> Booklist from D2L and choose a book	Writing Process overview: Exploration, Brainstorm, outline Questions? Brown Bag Exploration: SQ3R & Writer’s Exploration Process Reader’s and Writer’s Purpose, MLA  <b>HW:</b> RE Complete all exercises Strategy 1 due Mon., WR p. 3-14 due Wed., On Course Assessment reflective paper due Mon., begin novel Chapters 1-3
Week 2 Jan. 30 & Feb. 1	Connect with Current Events: SQ3R Outline Review Strategy 1 HW/Questions <b>Chapter Summary p. 12:</b> Index cards: one color for Key Terms, one color for each strategy, one color for vocabulary In class: Practice Pages pp. 18-19, individually: Practice Reading pp. 20-23 <b>Mastery Test #1</b> Connect Now: pp. 14- 17  <b>HW:</b> Read RE Strategy 2 Stay	<b>Class Begins at 10:30</b> Journal Entry #2 (F.I.T.T.-Success 101 reading selection) Review HW in WR pp. 3-14, return On Course Assessment <b>Exploration Process for Descriptive Narrative:</b> Details of 5 Senses & Place <b>Reading Selection:</b> Michael Patrick MacDonald “Returning to Southie” .  <b>HW:</b> Respond to questions at end of

	<p>Connected, Exercise pp. 29-30 &amp; Reading 3 pp. 32-36, begin writing key terms, strategy on index cards,  <b>D2L Print:</b> Novel Response Handouts (REA)</p>	<p>reading in your journal. Be prepared to discuss in your thoughts in groups Mon. Feb. 6, begin writing your “Significant Event Essay”  Rough Draft due Wed. Feb. 8, novel Chapters 4-6 <b>D2L Print:</b> Search &amp; Find Activity (ENG) Due April 23</p>
<p>Week 3  Feb. 6 &amp; Feb. 8</p>	<p>Connect with Current Events  Review &amp; discuss previously assigned Strategy 2/Questions  In Class: Practice Ellen Tashie Frisna “See Spot Run”  Mastery Test #2: Stay Connected &amp; Respond  Book Club Discussions (1-6)</p> <p><b>HW:</b> Read Strategy 3 Vital Vocabulary pp. 55-88 (very important chapter). Ex. Pp. 58-59, 62-63, 65-63, 68, Practice Pages 70-75-Due Feb. Mon. Feb. 13 write on paper to turn-in</p>	<p>Journal Entry #3: Respond to Reading Selection (F.I.T.T.)  Review HW/Questions. Group Discussions: “Returning to Southie”  Edit &amp; Revise Process WR –Assign sections to present  Group Presentations Info Due Week 7 Feb. 27 &amp; 29  Writer’s Workshop: Peer Reviews</p> <p><b>HW:</b> Work on final draft-Due Wed. Feb. 15, RE Strategy 3 due Monday, Novel Ch 7-10  <b>D2L Discussion Board Assignment #1</b>-Due Wed. Feb, 15.</p>
<p>Week 4  Feb. 13 &amp; Feb. 15</p>	<p>Review &amp; discuss Strategy 3 Vial Vocab./Questions: compare practice pages answers with partner/discuss, Word Parts Game/Activity (pp. 82-83)  <b>Mastery Test #3</b>-Vital Vocab. pp. 77-83  Video: “Born Into Brothels” 1.5 hrs.  “Kids with Camera” Photo Gallery posted on D2L  “Point. Shoot. See” Project: See Handout Due Wed., Feb. 29</p> <p><b>HW:</b> Begin P.S.S. Project, Complete Strategy 4 practice pages 126-131, Nobel Ch-11-13  <b>D2L Print:</b> Complete handout “Ch-4 Overview”, Compare and Contrast</p>	<p>Journal Entry #4: F.I.T.T. (Success 101 selection)  <b>Essay #1 Due Today</b>  Class Seminar:  Essay #2: Comparison &amp; Contrast  Essay: Handouts and Reading Selection: Sandra Cisneros “Only Daughter”</p> <p><b>HW:</b> Begin exploring/drafting Compare &amp; Contrast Essay, read Anna Quindlen “Homeless” &amp; type responses to questions and submit your paper in D2L Dropbox by Wed. Feb. 22, <b>Remind:</b> Photo Gallery Project due Week 6: Mon. Feb. 27.</p>

	handouts for Wed.	
<p>Week 5</p> <p>Feb. 20 &amp; Feb. 22</p> <p><b>(NADE CONFERENCE)</b></p>	<p>CCD Career Development Office Presentation</p> <p>Complete Online Career Exploration Assessment posted on D2L. Print your results and be prepared to discuss career options in groups. Due Monday</p> <p><b>HW:</b> R.E.: Read all of Strategy 5, Reading #9 and Active Readers Respond pp. 139-146, answer following question on <b>D2L discussion board #2 (in REA 060):</b> How does strategy #5 help you become a more engaged reader? Response must be at least 1 paragraph. Post your answers and respond to 2 other classmate’s answers by asking at least one question.</p>	<p><b>NO IN SEAT CLASS</b></p> <p><b>D2L Assignment:</b> Learning Styles Assessment: Write a 1-1 ½ page paper responding to the results of the Learning Style Assessment and answering the following questions: What new discoveries will you apply to current/future courses? How can your new knowledge be applied in your daily routines, at work, at home, within relationships, etc.?</p> <p><b>D2L Dropbox:</b> Submit paper in D2L by Mon. Feb. 27.</p> <p>Visit the USA Today website and locate an interesting article you will discuss during Connect with Current Events <b>Due Monday 2/27</b></p>
<p>Week 6</p> <p>Feb. 27 &amp; Feb. 29</p>	<p>Connect with Current Events (USA Today Article)</p> <p>Review Strategy 5/Questions</p> <p><b>Master Test #4</b> pp. 148-156</p> <p><b>Photo Gallery Project Due:</b> View on D2L in class</p> <p>Introduce Strategy 6 Main Idea “What’s Your Point” p. 170 Ex. P. 171</p> <p>In class: Group Reading Selections</p> <p><b>HW:</b> RE-Read pp. 171-183; Practice Pages 210-214 Due Mon. Mar. 5, bring Career Assessments results for next essay Wednesday, Feb. 29</p>	<p>Journal Entry #4 (F.I.T.T.)</p> <p>Discuss Learning Style Assessments</p> <p>Compare &amp; Contrast: Career Assessments, C &amp; C Career Choices Guidelines, begin exploration/drafting essay/career interview. Apply “What’s Your Point Strategy”.</p> <p>Book Club Discussions (Ch-7-13)- Book Review Assignment on D2L</p> <p><b>HW:</b> Finish REA 060 Novel, work on Group Presentations</p> <p><b>D2L Print:</b> Book Review Assignment due Mon. Mar. 12</p>
<p>Week 7</p> <p>Mar. 5 &amp; Mar. 7</p>	<p>Connect with Current Events</p> <p>Review Main, Central &amp; Implied Main Ideas</p> <p><b>Mastery Test #5</b></p>	<p>Journal Entry #5 (F.I.T.T.)</p> <p>Review Debate Topic</p> <p><b>In Class Write:</b> Adopting Creator Role</p> <p>Questions: C &amp; C Essay</p>

	<p>The Late Paper Class Debate First Set of Group Presentations In class-Response Paper: New Knowledge Gained (Mid-term)</p> <p><b>HW:</b> Read Strategy 7 pp. 223-242, bring in 2 magazines Due Mon. Mar. 12, Work on presentations, 1<sup>st</sup> C &amp; C Draft Due Wednesday, Mar. 7</p>	<p><b>Writer's Workshop:</b> Peer Review 1<sup>st</sup> Draft Final Group Presentations <b>HW:</b> Work on C &amp; C Final Draft due Wed. Mar. 14 <b>D2L Print:</b> REA 090 Booklist-Choose and begin reading a book-partners</p>
<p>Week 8  Mar. 12 &amp; Mar. 14</p>	<p>Ch-8 Map Main Ideas  Book Club discussions (Chapters 8-10)</p>	<p><b>Essay #2 Comparison and Contrast due (Wed.)</b></p>
<p>Week 9  Mar. 26 &amp; Mar. 28</p>	<p>Ch-9 &amp; 10 Make Inferences/Meanings in Metaphors  Book Club discussions (Chapters 11-14)</p>	<p><b>Essay #3: Begin summary and response essay</b></p>
<p>Week 10  Apr. 2 &amp; Apr. 4</p>		<p>Writer's Workshop: 1<sup>st</sup> draft due for Peer Review</p>
<p>Week 11  Apr. 9 &amp; Apr. 11</p>		<p><b>Essay #3 Summary and response due (Wed.)</b></p>
<p>Week 12  Apr. 16 &amp; Apr. 18</p>		
<p>Week 13  Apr. 23 &amp; Apr. 25</p>		
<p>Week 14  Apr. 30 &amp; May 2</p>		
<p>Week 15  May 7</p>	<p>Final Reading Exam</p>	<p><b>In class Reflective Essay</b></p>
<p>Other Notes</p>		

## Introductory Algebra

Course	MAT 060 & 090      Spring 2012	
Credit Hrs	7	
Section	01U	
Time/Days	MWF	
Classroom	SO 231	
Instructor	Crystle Rippetoe	
Office	SO 142Q	
Phone	405-308-5226 text message only!!!	
Fax	(303)-556-4563 (Center for Educational Advancement)	
E-Mail	crystle.rippetoe@ccd.edu	
Office Hours	MW 10:00-11:00, 2:00-3:00	
Text	<p>Introductory Algebra; Customized Edition by Lial, Sullivan , Fall/Spring 2011/2012 packaged with MYMATHLAB PLUS  ISBN 9781256276630  Prices: New \$120.00; Used \$90  NOTE : If you purchased a used textbook you may purchase access to MYMATHLAB PLUS in Tivoli (\$104.75) or purchase online at: <a href="http://www.mymathlab.com">www.mymathlab.com</a> (\$88).  A scientific calculator is allowed in MAT 090.</p>	

### **Course Description:**

MAT-090 covers operations on real numbers, linear equations and inequalities, graphing linear equations, slope, polynomials, factoring, solving quadratic equations by factoring.

### **Grading:**

You will be evaluated on homework, quizzes and tests. The percentages are as follows:

5 Department Tests: 45%	Comprehensive Final Exam: 25%	
Homework: 20%	Quizzes: 5%	Midterm/Final Project: 5%

Letter grades are assigned as follows:

A :	90 – 100	Superior mastery of course objectives
B :	80-89	Better than average mastery of course objectives
C :	70-79	Minimum acceptable mastery of course objectives
D :	60-69	Less than acceptable mastery of course objectives
F :	Below 60	Fails to demonstrate achievement of course objectives

### **Only a grade of C or better is considered passing.**

MSCD students will have a # symbol on their transcript by their grade. For example: A# means you received an A in the class and the # symbol indicates it is below a college level class.

# Introductory Algebra

## **Homework Guidelines:**

There are two options for completing your homework:

Option 1: You may complete the work from the textbook

Option 2: You may complete the homework online through the program MYMATHLAB. If you choose this option, you must still turn in the work you did on paper. You will have to show your work anyway.

All problems need to be written out except word problems and all work needs to be shown on any problems that require steps to arrive at a solution. Please highlight or circle the answers to multi-step problems.

Experience has shown that the students who take time to do extra work and put the time into homework are the ones who tend to be the most successful. All work is self-scored by each student before they are turned in. To receive credit for your homework you will be required to self-check the problems and completely fill out the homework score sheet. I will look at the work carefully to verify that you did the work and reward points based on the effort.

**Notebooks** will also be a part of your homework grade. You must keep a notebook containing notes or handouts for every section that we cover. The notebooks will be graded on test day.

## **Late Homework:**

Homework will be accepted for full credit until the chapter test. After that the grade will drop 10% by each class period that it turned in late.

## **MYMATHLAB Homework:**

You are strongly encouraged to work out your homework assignments on MYMATHLAB. There will be a MYMATHLAB assignment for each section that we cover in the book. The problems are automatically graded on the computer. I will be able to get your grades from the internet site. Please turn in all paper work for each assignment. You may print your assignment from my mathlab, and show your work in the space provided.

To access MYMATHLAB homework:

1. go to [www.coursecompass.com](http://www.coursecompass.com)
2. log in
3. Click on your class: MAT 090-xxx Fall 2011
4. Click on the DO HOMEWORK button
5. Click on the section you want to work on.

When you are doing homework MYMATHLAB saves your work and score when you log out.

You will turn in a set of homework on the day you take each test for the sections that are covered on that test. All problems need to be written out except word problems and all work needs to be shown on any problems that require steps to arrive at a solution. No calculators are to be used on homework except to check an answer. Please highlight or circle the answers to multi-step problems. Extra credit problems will be assigned for students who want extra practice. Experience has shown that the students who take time to do extra work and put the time into homework are the ones who tend to be the most successful. All work is self-scored by each student before they are turned in. To receive credit for your homework you will be required to self-check the problems and completely fill out the homework score sheet.

## **Accuplacer Scores / Prerequisites:**

In order to enroll in MAT 090 you must have the appropriate accuplacer scores. To qualify for MAT 090



# Introductory Algebra

## **Final Exam:**

The final exam takes place on the LAST day of class in the SAME room. CCD does NOT have a finals week. The final exam is comprehensive.

## **Policies**

**Attendance:** Regular and punctual attendance is expected of all students. A record of attendance will be kept for the duration of the course. The instructor may give a failing grade or withdraw any student who has a 15% or greater absence (5 or more absences) from the class starting from the first meeting. It is important to be on time to each class period. Roll is taken at the beginning of each class.

Please notify me any time you are going to miss class by phone or e-mail.

## **Student Code of Conduct:** {see attachment)

All students are expected to behave as mature, responsible adults. Please read the student code of conduct. Please be considerate of others and help the class go smoothly. It is difficult to be an effective teacher without cooperation from all students. *Please turn beepers and cell phones off during the class.* more information available at the CCD website :

<http://ccd.rightchoice.org/Student Life/COC.html>

## **Expected Behaviors:**

- attention
- participation
- being polite
- being prepared for class
- being successful
- Having a good time learning math!
- Food and Drinks are fine as long as you throw things away and are not distracting.

## **Things Adult Learners DO NOT DO:**

- disrespectful behavior
- text messaging
- talking on the cell phone
- sleeping
- academic dishonesty, copying, cheating, etc.
- talking when the instructor is teaching
- talking while a student is asking questions

## **Academic Integrity:**

Cheating is totally unacceptable on this campus. Students caught cheating on a test will be removed from the class and given an F for the course.

## **Americans with Disabilities Act(ADA) :**

Students with documented disabilities who need reasonable accommodations to achieve course objectives should notify the instructor and apply for services at the Center for Persons with Disabilities within the first week of class.

NOTE: All students who identify themselves to faculty as having a disability or suspect that they have a disability should be encouraged to contact the Director of the Center for Persons with Disabilities (CPD),

# Introductory Algebra

## **Incomplete Grades:**

A grade of incomplete (I) can only be given if the following criteria are met: 1) the student has not been able to complete the course due to extenuating circumstances. 2) A minimum of two-thirds of the course has been satisfactorily completed with an average of C or better. 3) The student must before the end of the term, make arrangements with the instructor to complete the necessary course work within one 15 week semester and 5) an "I" grade that is not made up within one 15 week semester reverts to a "U/F" grade on a CCD student's transcript and "NC" on a Metro student's transcript.

## **Withdrawal:**

CCD students:

Last Day to Drop with NO Refund and receive a "W" grade	February 23, 2012-060 April 24, 2012-090
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## **Quiz and Test Retakes/ Make-ups:**

If you score below 80% you may retake a similar test over the same material. The maximum you can make on the retake is 80%. Make-ups must be made-up within one week. Make-ups are only allowed in extreme circumstances. You must notify me before you miss a test. If you fail to make up the test then it will be counted as a retake if you make it up at a later date. Make-ups or retakes may be done at the testing center SO223 at the scheduled times. All retakes must be completed by **April 23, 2012.**

**NO RETAKES OR MAKEUPS ON QUIZZES**

Tentative Course Schedule

		Monday	Wednesday	Friday
Week 1	Jan. 18-20	No Class	Intro, syllabus, assessment	1.4, 1.5
Week 2	Jan. 23-27	1.6, 2.1	2.2, 2.3	2.4, 2.5
Week 3	Jan. 30 -Feb. 3	Test # 1 Review	Test#1	3.1, 3.2
Week 4	Feb. 6-10	3.3,3.4	3.5,3.6	3.7, Test #2 Review
Week 5	Feb. 13-17	<b>Test #2</b>	4.1,4.2, 4.3	4.4,4.5
Week 6	Feb. 20-24	Test # 3 review, <b>Test#3</b>	5.1, 5.2, 5.3	5.4, 5.5
Week 7	Feb. 27-March 2	FINAL Review	FINAL Review/workday	<b>FINAL 060</b>
Week 8	March 5-9	Work on Midterm Project	Midterm Project	1.4, 1.7, 1.8
Week 9	March 12-16	Review Test #1/ <b>Test #1</b>	2.1,2.2,2.3	2.4,2.5

## Introductory Algebra

Week 12	April 9-13	Test Review #3/ <b>Test #3</b>	5.1,5.2	5.3,5.4
Week 13	April 16-20	5.5, 5.6	Test #4 Review/ <b>Test#4</b>	6.1,6.2
Week 14	April 23-27	6.3, 6.4	Test#5 Review/ <b>Test#5</b>	Work on Final Project
Week 15	April 30-May 4	Final Exam Review	Final Exam Review , 6.5	Final Project Presentation
Week 16	May 7	<b>Final Exam 090</b>		

The above schedule may be changed at the discretion of the instructor to meet the special needs of the class.

### Colorado Community College Common Courses

#### Standard Competencies

#### Competencies View:

- I. Demonstrate knowledge and usage of first-degree equations, inequalities and formulas. (I)
- II. Demonstrate knowledge and usage of polynomials. (II)
- III. Demonstrate knowledge and usage of factoring and solving quadratic equations by factoring. (III)
- IV. Demonstrate knowledge and usage of algebraic fractions. (IV)
- V. Demonstrate knowledge and usage of coordinate geometry. (V)
- VI. Demonstrate knowledge and usage of linear systems. (VII) (Optional)

## Introductory Algebra

- I. Demonstrate knowledge and usage of first-degree equations and inequalities
  - A. Solve first-degree equations including those involving fractions, decimals, ratio, proportion, and percent.
  - B. Check the solution of first-degree equations.
  - C. Solve first-degree inequalities.
  - D. Graph solutions for first-degree inequalities.
  - E. Define the unknowns when solving a word problem.
  - F. Translate word problems into algebraic equations or inequalities.
  - G. Solve word problems and summarize results using a complete sentence.
  - H. Apply formulas in calculating perimeter/circumference and area of plane geometric figures.
    - I. Evaluate formulas for given values of the variables.
    - J. Solve a formula for a specified variable.
    - K. Solve word problems that apply formulas.
- II. Demonstrate knowledge and usage of polynomials.
  - A. Determine the degree of a polynomial.
  - B. Add and subtract polynomials.
  - C. Multiply monomials.
  - D. Multiply a monomial by a polynomial.
  - E. Multiply a binomial by another binomial.
  - F. Divide polynomials by monomials and binomials.
  - G. Simplify expressions containing positive, zero, and negative exponents.
  - H. Change notation from standard decimal form to scientific notation and vice versa.
  - I. Apply scientific notation and properties of exponents to simplify expressions.
- III. Demonstrate knowledge and usage of factoring.
  - A. Factor out the greatest common monomial factor.
  - B. Factor the difference of two squares.
  - C. Factor trinomials of the form  $x^2 + bx + c$ .
  - D. Factor trinomials of the form  $ax^2 + bx + c$ .
  - E. Apply the zero product property to solve quadratic equations.
  - F. Solve word problems that require quadratic equations.
- IV. Demonstrate knowledge and usage of algebraic fractions.
  - A. Simplify algebraic fractions.
  - B. Add, subtract, multiply, and divide algebraic fractions.
  - C. Solve fractional equations.
  - D. Solve application problems involving fractions.
- V. Demonstrate knowledge and usage of coordinate geometry.
  - A. Graph linear equations and inequalities in two variables using the Cartesian coordinate system.
  - B. Determine the slope of a line when given two points or the equation of a line.
  - C. Determine the equation of a line given a set of geometric conditions pertaining to the line.

Here are the keys for success!

- Do not miss class
  - Stay for the entire class
  - Complete all assignments
  - Get help immediately if you don't understand something
  - Come visit with me if you are having any issues interfering with your learning
  - Be a participant in class...not just an observer
  - Study with a partner in class
  - Have open communication with the instructor
- Be positive about math. Have some fun with it!*

# Introductory Algebra

- Do a math everyday!!!

I hope you have a great semester. Please remember that I am here to help you. If you are having any problems then act quickly. Get help from me during my office hours or in the lab. Attitude is everything. Take a positive attitude toward the subject of mathematics. You are required to take math for a good reason. In time you may even begin to like math!

## VIOLATIONS OF RIGHTS, FREEDOMS AND CODE OF CONDUCT

CCD has the right to protect its educational purpose and its students from the irresponsible conduct of others. To ensure this right the following regulations have been set forth. A violation of any one of these codes of student conduct may result in serious appropriate consequences, ranging from a reprimand, to suspension or permanent removal from CCD.

Conduct that could subject a student to disciplinary action, includes, but is not limited to, the following:

1. Dishonesty, such as cheating, plagiarism or knowingly furnishing false information to the college or in helping someone else violate reasonable standards of academic behavior (see also CCD Academic Integrity Policy);
2. Forgery, alteration or misuse of college documents, records, identification materials, educational material, and Internet access or college property. Students are required to present identification when requested by authorized college officials.
3. Obstruction or disruption of teaching, administration, disciplinary proceedings, or other college activities, e.g.:
  - Deliberate interference with academic freedom of speech, including disruption of a class, or interference with the freedom of any speaker invited by any section of the college community to express his/her views;
  - Forcible interference with the freedom of movement of any member or guest of the college;
  - Blocking entryways to buildings, rooms, sections of buildings, hallways or stairways in such a way that people find it difficult or impossible to pass;
  - Blocking vehicular traffic.
4. Physical abuse or action that threatens the health and safety of any person on college-owned or college-controlled property or at college-sponsored or college-supervised functions.
5. Theft, misuse, or damage to property on college premises or at authorized college functions. Students involved are subject to college disciplinary actions, as well as to arrest and prosecution by legal authorities. Students are required to make full restitution.
6. Unauthorized entry or use of college facilities and college equipment.
7. Possessing, consuming or distributing any controlled substance, including alcoholic beverages, in violation of the law or college rules and regulations, or appearing on campus while under the influence of such substances.
8. Disorderly, indecent, or obscene conduct on college-owned or college-controlled property or at college-sponsored functions.
9. Failure to comply with the verbal or written directions of college employees acting in the performance of their duties.
10. Condoning any act by another student that violates college policy. Students witnessing any such acts are required to report them to the proper authorities immediately.
11. Unauthorized representation or contracting in the name of CCD. A student may not claim to be an official representative of the college for any commercial purpose.
12. Verbal or written communication that unlawfully exposes any individual or group to hatred, contempt, or ridicule, and thereby injures the person, property or reputation of another.
13. Dress that fails to meet the established public safety standards in specific classes on college-owned or controlled property and at college-sponsored activities.
14. Engaging in any kind of hazing action or situation on or off campus that endangers the mental health, physical health, or safety of a student for the purpose of initiation or admission to any student organization.

## Introductory Algebra

15. Unauthorized distribution or sale of goods on campus.
  16. Failure to comply with reasonable requests by authorized college officials or representatives acting on behalf of the college. This requirement includes reasonable request for students to meet appointments in administrative offices and at disciplinary investigations and hearings.
  17. Violations of college policies regarding parking.
  18. Violation of “No Smoking” policy within any building on campus.
  19. Violation of Responsible Electronic Communication policy.
  20. Violation of Academic Integrity policy.
  21. Illegal possession and/or sale of college property. Students involved are subject to college disciplinary actions, arrest and prosecution by legal authorities. Students will be required to make full restitution.
  22. Operation of any motorized or non-motorized vehicle – including skateboards, roller skates, rollerblades, bicycles and motor scooters – on any location or at times which, at the discretion of campus officials, constitute a pedestrian or motor vehicle traffic hazard, or which imperil the health and safety of a person or property on the campus.
  23. Possession of weapons, fireworks or explosives. No student, except law enforcement officers, may have weapons in their possession at any time on college property. Weapons are defined as firearms, knives, explosives, flammable materials, or any other items that may cause bodily injury or damage to property.
  24. Leaving children unattended or unsupervised in campus buildings or on campus grounds can constitute child abuse or child neglect, as outlined in Colorado Child Protection Act of 1975. Children may be permitted in the class only with the instructor’s permission and only with the understanding that the child’s presence will not be disruptive or unduly distracting.
  25. Engaging in behavior which may constitute sexual harassment such as sexually suggestive looks, comments or gestures, prolonged staring, stalking, sexual teasing or jokes, pressure for dates, sexually demeaning comments, pressure for sex, requests for sex in exchange for grades or favors to avoid poor grades or suspension, other actions of a sexual nature which interfere with school performance or create an intimidating, hostile or offensive learning environment.
  26. Knowingly pursuing malicious, frivolous or fraudulent charges against a student or staff member without cause.
- Aiding and/or encouraging another person to commit any act of misconduct set forth in 1 through 26 above.

# Introductory Algebra

Student Information Sheet			
<b>Name</b>	Last Name	First Name	
<b>E-mail Address</b>			
<b>Student ID</b>	CCD ID# S _____	MSCD Student ID# 900- _____	
<b>Telephone Number(s)</b> (Include Area Code)	Home	(    )	
	Work	(    )	
	Cell/Message	(    )	
<b>School</b> (please check)	<input type="checkbox"/> CCD <input type="checkbox"/> MSCD <input type="checkbox"/> UCD		
<b>Major</b> (if declared)			
<b>Area(s) of interest</b>			
<b>Reason(s) for taking this class</b>			
<b>Special Physical, Medical, or Learning Disabilities of which you want me to be aware</b>			
<b>Which of the following courses (or their equivalents) have you taken at CCD or another College?</b>			
Course	Final Grade	Course	Final Grade
<input type="checkbox"/> MAT 030 Fundamentals of Math		<input type="checkbox"/> MAT 060 Pre-Algebra	
<input type="checkbox"/> MAT 090 Introductory Algebra		<input type="checkbox"/> MAT 099 Survey of Algebra	

Please sign below and return this page to your teacher:

- I have received a copy of the syllabus
- I understand the math lab requirements for this course
- I understand the conditions I must meet to qualify for a satisfactory progress grade
- I received the student code of conduct and am responsible for its contents

**Student's Signature:** \_\_\_\_\_

**Teacher's Signature:** \_\_\_\_\_

# Introductory Algebra

## COMPUTER QUESTIONNAIRE

1. DO YOU HAVE ACCESS TO A COMPUTER AT HOME? \_\_\_\_\_
  2. DO YOU HAVE INTERNET SERVICE AT HOME? \_\_\_\_\_
  3. DO YOU HAVE HIGH SPEED INTERNET? \_\_\_\_\_
  4. HOW DO YOU FEEL ABOUT DOING ASSIGNMENTS AND QUIZZES ONLINE?
  
  5. ARE YOU WILLING TO COME TO THE LAB AT CCD TO WORK ON MYMATHLAB IF YOU HAVE TO?
  
  6. WOULD YOU PREFER TO DO HOMEWORK ONLINE ON MYMATHLAB OR OUT OF THE BOOK?
- 
7. HOW MANY HOURS PER WEEK DO YOU WORK IN A JOB?
  8. HOW MANY HOURS PER WEEK DO YOU PLAN TO WORK ON THIS CLASS?
  9. HOW MANY CLASSES ARE YOU TAKING THIS SPRING SEMESTER?
  10. DO YOU LIKE MATH?



**COMMUNITY COLLEGE OF DENVER**  
**Center for Educational Advancement**  
**ENG 090.06C (3 credits) Basic Composition**  
**(Learning Community Class Paired with MAT060/090)**  
Class Meets Monday, Wednesdays, & Fridays 11:00 – 1:45 in South Rm. #231  
**Peter Lindstrom, Instructor**  
**Spring Semester, 2012**  
**Office: South 142C Office Hours: Monday 2:00 – 3:30, Wednesday 9:30 – 11:00**  
**Or by appointment.**  
**Faculty email: peter.lindstrom@ccd.edu**  
**Phone: 303-352-3250**

**Educational Case Manager: Joanna Liebelt**  
Help with advising, financial aid, academic and related personal issues  
**Office: SO 312 J Phone: (303) 556-5419**

**\*\*If you have no experience typing, you may want to sign up for a 1-credit computer keyboarding class this semester, BTE 100**

**Required Course Materials:** *Readings for Writers*, CCD Developmental English  
*A Writer's Reference*, 7<sup>th</sup> ed., Diana Hacker  
Academic Writing Journal

**Suggested Materials:**           **Dictionary & Thesaurus**  
   **Flash Drive**

SAVE ALL WRITING DONE FOR THIS CLASS; THIS INCLUDES PREWRITING, DRAFTS OF ESSAYS, WRITE NOW ENTRIES, READER RESPONSE ENTRIES, AND ALL OTHER WRITTEN WORK. This will affect your final grade.

A CCD student email account is required to conduct all official business with the college and with your instructors; Metro students may use their Metro State email. This is important as emails from the Financial Aid office, Admissions and Enrollment office, and other offices will only go to student email accounts.

**Course Description:** This course emphasizes critical thinking as students explore writing for specific purposes and audiences. Students will develop skills required for college-level writing while reviewing paragraph structure and focusing on essay development.

**Course Competencies and Critical Skills:**

Upon completion of this course, students should demonstrate knowledge and/or skill in the following areas. The student should be able to

- understand and develop writing as a process in paragraphs and essays
- apply knowledge of the writing process

**Topical Outline View:**

- I.       **The Composition**
  - A.   **Planning**
  - B.   **Generating/Exploring Ideas (Invention)**
  - C.   **Purpose**
  - D.   **Audience**
  - E.   **Point of View**
  - F.   **Thesis**
  - G.   **Organization/Outline**
- II.     **Writing/Revising/Editing**

- A. Strategies of Development
- B. Introduction, Body, Conclusion
- III. Critical/Logical Thinking
- IV. Paragraph and Sentence Review (as needed)

**Evaluation Methods and Class Management:** to complete this course successfully you must finish all work with a C or better, turn your work in on time, and in the proper format, conform to class attendance policies, and participate regularly in class:

**Kinds of Writing:**

**Journal entries**

**Freewrites in class**

**Read and Respond Papers**

**Other in-class writings and exercises**

**Online Grammar Exercises**

**Drafts**

**Essays (may include description, narration, summary, response, expository, in-class essay)**

**A researched argument/persuasion essay**

**Revisions**

**Writing Center:**

All students are encouraged to meet with a tutor in the writing center to review the rough drafts of all major essays and response papers assigned throughout the semester. This tutoring session can be completed in the writing center itself or through the Online Writing Lab. A tutor session worksheet should be completed after each session and turned in with the final draft of the essay or paper for ten points of extra credit. Students can earn up to one hundred (100) points of extra credit in this manner throughout the entire semester.

**Attendance:**

Attendance in this course is crucial to your success in mastering the course material. Attendance will be taken daily for the entire semester. The college catalog states that an instructor at CCD may give a failing grade to any student with a 15% or greater absence record starting with the first day of class. It is the expectation that you will be present, on time, and prepared for each class.

**Individual Mid-term Review**

All students will meet with the instructor midway through the semester for a short individual review. This will basically be a one-on-one progress report for the student to assess any specific needs and/or concerns. A mini self-evaluation will be completed prior to this meeting and discussed with the instructor.

**Assignments:**

All assignments will be typed using 12pt. Times New Roman, have one-inch margins, be double-spaced, and include the proper heading as outlined in the MLA handout. All Formal Essays and Response Papers will be reviewed and signed by a tutor in the Writing Center. These signed drafts and any other corresponding drafts and outlines should be attached to the final draft being turned in for a grade. If an essay is turned in online, these drafts should be turned in at the beginning of the following class period.

**Assignments**

3 Formal Essays (100pts each)  
 4 Response Papers (50pts each)  
 Mid-Term Group Project  
 Final Group Project  
 Homework Assignments  
 Final Portfolio  
 Reading Quizzes  
 D2L Participation

**Points**

300  
 200  
 100  
 100  
 100  
 100  
 50  
 50

**Grading:**

A = 900 – 1000+pts

B = 800 – 899pts

C = 700 – 799pts

D = 600 – 699pts

F = 0 – 599pts

**\*Student must have a final grade of C or better to continue to ENG 121**

**Late Work:**

All essays and response papers are due at the beginning of class. Papers can be turned in on-line via D2L in the dropbox, which will remain available until 11:59pm on the due date. No late work will be accepted. This means that if a paper is due on June 22 and you submit it online at 11:58:59, it will be on time. If you run into a glitch at 11:58 and cannot submit it until 11:59:01, it will be considered late. If an assignment is turned in late, the grade will be reduced by 10% for each day that it is late for the first five days. Thereafter, the grade will be reduced by 50%, but it must be turned in by the end of that particular module. No late assignments will be accepted after a particular module is completed.

**Academic Integrity:**

Cheating and plagiarism are serious offenses and represent violations of college policy. These violations will not be tolerated and will be dealt with according to the Academic Integrity Procedures. For purposes of this course, cheating or plagiarism in any form will result in a grade of zero for the assignment or examination in question, and the incident may be reported to the college administration. Cheating and plagiarism include, but are not limited to:

1. Copying the work of another person
2. Representing the work of another person or entity as one's own, without proper attribution, in a written assignment or paper
3. Communication about matters during an examination with any person other than the instructor

**Responsibility for missed class:**

Students will be held responsible for any and all information missed due to absence, including assignments or changes to the schedule. **Please do not contact me with requests to know what you missed in class on a day you were absent.** I suggest that you exchange contact information with one or two other students in case you miss a class and need to know what you have missed. I reserve the right to change the assignment dates and/or descriptions at any time during the semester. I will always announce any changes in class, so it is your responsibility to keep informed.

**Class Summaries**

Students will post weekly class summaries on the D2L Discussion board. Each student will take a turn posting a summary of the assignments, essays, papers, and readings assigned during the week. This will be the place to go to ask questions about the class and everyone is encouraged to answer questions.

**Cell Phone and Laptop Policy:**

Cell phones **MUST** be silenced while in class. Texting, Facebooking or any other activity done on a phone or computer not directly related to the class will not be tolerated. Students violating this rule will be counted absent for the day and students persistently violating this rule will be asked to withdraw from the course.

<b>Student Code of Conduct and Academic Integrity</b>	Admission to the Community College of Denver implies that you agree to respect the rights of others and observe moral and civil laws. Interference with the normal processes of education in the classroom or elsewhere on the campus will be regarded as unacceptable conduct, warranting suspension or dismissal. Complete Student Code of Conduct is at this web site: <a href="http://www.ccd.edu/search.aspx?WebID=63204&amp;&amp;View=0&amp;Search=student%20code%20of%20conduct">http://www.ccd.edu/search.aspx?WebID=63204&amp;&amp;View=0&amp;Search=student%20code%20of%20conduct</a>
<b>Americans with Disabilities Act</b>	Students can present accommodations paperwork to the instructor at any time during the semester. The instructor is required to make the accommodations (required by law) as soon as s/he received the accommodations form but is not responsible for having made accommodations before the form was received. NOTE: All students who identify themselves to faculty as having a disability or suspect that they have a disability are encouraged to contact the Director of the Center for Persons with Disabilities (CPD), Room 134, South Classroom Building, 1 <sup>st</sup> Floor. Faculty is not obligated to provide accommodations without proper notification from the Center for Persons with Disabilities Office. You may also contact CPD staff by telephone to make an appointment: (303) 556-3300. More information is available at <a href="http://www.ccd.edu/Disabilities/Disabilities.aspx">http://www.ccd.edu/Disabilities/Disabilities.aspx</a>
<b>Grade of Incomplete</b>	Incomplete: An "I" indicates that the course objectives are not yet fulfilled. It is the responsibility of the student to request, if needed, the assignment of an incomplete grade. <u>The instructor's decision to authorize or not authorize an incomplete grade is final.</u> The student must have completed 75% of the class with a C or better, and must complete the rest of the work with the same instructor. Arrangement for the completion of the course must be made with the instructor prior to the assignment of the "I" grade. This agreement must be written on a Contract for Incomplete Grade Form. The instructor may allow up to one full semester for the student to complete missing requirements. "I" grades not changed by the end of the following semester will automatically become failing grades (F).

### Important Dates

- Feb. 3 – Last day to drop this class and receive a full refund
- Apr. 17 – Last day to drop and receive a “W”
- May 7 – Last day of class
- May 11 – Grades available to students online

# Community College of Denver

The Center for Educational Advancement  
REA 090 FastStart Learning Community with PSY 101

## Course information

**REA 090** 3 credits (PSY 101 is a co-requisite) Tuesdays & Thursdays 12:30 p.m. – 1:45 p.m. in SO110

**Official Class Name:** REA09002C College Preparatory Reading (Joan Harris) SP2012

**Start Date:** January 17, 2012 **End Date:** May 3, 2012

**Course Description:** Enables the student to apply strategies for improving comprehension, developing vocabulary, and increasing rate for reading college textbooks.

**Prerequisite:** Passing grade from REA 060 or ACCUPLACER score of 62 or above **AND** enrolled in FastStart program

## Instructor Information

Joan Harris, CCD Adjunct Instructor

E-mail: For all communications concerning the class, please use D2L email.

Office location: SO 309

Office hours: Thursdays 11:00 a.m. – 12:15 p.m. SO309 and 3:15-4:30 p.m. South Classroom Café

## FastStart Overview

### **Learning Community Approach/ Study Group**

FastStart's holistic approach to developmental education at CCD builds on practices already in place, while adding a learning community or learning cohort component to foster student support strategies and social networks in learning. An hour of study group per week with class peers and the instructor also helps reinforce the learning community.

### **Tutoring Support**

FastStart@CCD offers extra tutoring support to students enrolled in the program. We also offer extra review sessions.

Student ambassadors, students that have completed their FastStart@CCD classes, are available to support you.

FastStart Contacts
<b>Lisa Silverstein</b> - Coordinator SO 313G - 303-352-3316 <a href="mailto:lisa.silverstein@ccd.edu">lisa.silverstein@ccd.edu</a>
<b>Rosalinda Martinez</b> - Educational Specialist SO 312J - 303-352-3355 <a href="mailto:rosalinda.martinez@ccd.edu">rosalinda.martinez@ccd.edu</a>
<b>Joanna Conlin</b> - Case Manager SO 312G - 303-352-3355 <a href="mailto:joanna.conlin@ccd.edu">joanna.conlin@ccd.edu</a>

## **Interactive Teaching and Learning**

Active and interactive instruction strategies as well as contextualization in reading/English and some math promote student engagement and content. Students engage in collaborative group activities in the classroom. Instructors act as facilitators to foster a true community of learners to promote critical thinking and engagement.

## **FastStart Faculty**

FastStart faculty consist of instructors, both full time and adjunct, who are committed to learning with the idea that critical thinking must be infused in every lesson to help every student become strong, independent problem solvers. FastStart faculty engage in professional development opportunities and meet once a month (the entire FastStart team three times during the semester, and twice in content specific groups) to promote innovation and creativity within the FastStart program and classroom. The FastStart team is comprised of a coordinator, instructors, advisors and case managers who are learners themselves, which makes the FastStart team a learning community in and of itself. The learning community model is practiced and modeled within the faculty team and in the classroom.

## Required Course Materials

**EXPLORING PSYCHOLOGY (Study Guide) ISBN:** 9781429231992 **Author:** MYERS

Supplemental Materials will be provided in class and on D2L. Generally these will consist of relevant articles.

## CCD Policies and Procedures

**Student Conduct:** Admission to the Community College of Denver implies that you agree to respect the rights of others and observe moral and civil laws. Interference with the normal processes of education in the classroom or elsewhere on the campus will be regarded as unacceptable conduct, warranting suspension or dismissal. The complete Student Code of Conduct is available at Rights and Responsibilities and Code of Conduct located on the CCD website.

## **Americans with Disabilities Act (ADA)**

Students with a documented disability who need reasonable accommodations to achieve course objectives should notify the instructor and apply for services at the Center for Persons with Disabilities within the first week of classes. More information is available at <http://www.ccd.edu/main.aspx?CID=159#disabilities>.

### Incomplete

Incomplete: An “I” indicates that the course objectives are not yet fulfilled. It is the responsibility of the student to request, if needed, the assignment of an incomplete grade. The instructor’s decision whether or not authorize an incomplete grade is final. The student must have completed 75% of the class with a C or better, and must complete the rest of the work with the same instructor. Arrangement for the completion of the course must be made with the instructor prior to the assignment of the “I” grade. This agreement must be written on a Contract for Incomplete Grade Form. The instructor may allow up to one full semester for the student to complete missing requirements. “I” grades not changed by the end of the following semester will automatically become failing grades (F).

### Cheating and Plagiarism:

Plagiarism is grounds for failing an assignment or course and/or disciplinary action from CCD. DO NOT PLAGIARIZE. Plagiarism means copying passages directly from the text of a study guide or any other source, without quotation marks and citations. Summarize or paraphrase the information. If you paraphrase by rearranging the order of a sentence or words, then give credit for the source. No credit will be given for plagiarized work.

### Course Policies and Procedures

**Attendance: Please plan to attend every class. Please be on time for each class. If any emergency circumstances come up that keep you from attending or being on-time, e-mail me before class.**

**Last Day to Drop with a Refund: February 3, 2012**

**Last Day to Withdraw with “W”: April 16, 2012**

### Grading Scale

A	90—100%	(900-1000 points)
B	80—89%	(800-899 points)
C	70—79%	(700-799 points)
D	60—69%	(This is not a passing grade for REA090. You must earn a 70% or higher in REA090.)
F	Below 60%	

### Assignment points and weight:

What you need to do for points	When to do the work	Assignment Points	Weight	Total points
Class Attendance and Class Activities	Class	10 points each	30%	300
Psychology Text Reading Strategy Activities	Home and Class	10 points each	15%	150
Psychology Study Guide Activities	Home and in Class	10 points each	20%	200
Supplemental reading assignments	Homework	10 points each	10%	100
Book/Novel assignment	Homework	50 points	5%	50
Combined PSY101/REA090 Research Project	Homework and Class	100 points	10%	100
Final exam (Required regardless of grade)	Class	100 points	10%	100
<b>Total Points</b>				<b>1000</b>

**Extra Credit:** No Extra Credit is available. However, if you have fallen behind, please see my late work policy below.

**Late Work:** Submit on D2L for half credit. Work must be clearly labeled with original due date and name of assignment.

**D2L:** With the exception of in-class activities and Study Guide assignments, all work will be submitted on D2L.

**Attendance:** Regular and punctual attendance is expected of all students. A record of attendance will be kept for the duration of the course. The instructor may give a failing grade or withdraw any student who has a 15% or greater absence (5 or more absences) from the class starting from the first meeting. It is important to be on time to each class period. Roll is taken at the beginning of each class

**STANDARD COMPETENCIES for REA 090 (Copied from CCCS website):**

**I. Transferable Competencies Key:**

- A. Think creatively and critically
- B. Allocate resources
- C. Communicate effectively
- D. Function as a part of a team
- E. Acquire and evaluate data
- F. Understand systems
- G. Choose and apply appropriate technology

**II. Develop and demonstrate college level vocabulary skills**

- A. Analyze word structure for recognition and meaning
- B. Use dictionary skills for spelling, meaning and usage
- C. Infer the meaning of vocabulary in context
- D. Improve and increase personal vocabulary for general college success and specific fields of study

**III. Apply basic reading comprehension skills to high level reading**

- A. Locate the stated or implied topic and main idea in paragraphs, essays and other longer passages
- B. Analyze reading to determine the adequacy and relevancy of support provided for main ideas

**IV. Analyze the structure of reading passages**

- A. Demonstrate cognizance of paragraph organization
- B. Analyze longer passages for organizational patterns
- C. Analyze essay organization, identify thesis and major points, and evaluate the effectiveness of argumentative writing

**V. Evaluate content reading passages critically**

- A. Analyze passages to identify the author's intended audience, purpose, tone
- B. Discriminate between fact and opinion
- C. Infer meanings in paragraphs and longer passages
- D. Determine the writer's point of view and recognize bias
- E. Analyze the format of textbooks to determine the available study aids
- F. Apply a reading and study system to a variety of reading situations
- G. Evaluate when to use skimming and scanning
- H. Develop a method of textbook marking and annotation
- I. Create mind or concept maps to facilitate learning
- J. Construct detailed and well-organized outlines
- K. Assess and apply methods for increasing reading rate and adjusting rate to purpose
- L. Analyze and demonstrate comprehension of charts, graphs and maps

**TOPICAL OUTLINE for REA 090:**

**I. Vocabulary development**

- A. Word analysis
- B. Dictionary skills
- C. Context clues
- D. Personal vocabulary improvement

**II. Comprehension**

- A. Main ideas
- B. Details

**III. Structure of reading passages**

- A. Paragraph organization
- B. Essay organization

**IV. Content reading**

- A. Audience, purpose, tone
- B. Fact and opinion
- C. Inference
- D. Point of view and bias
- E. Textbook format
- F. Reading and study systems
- G. Skimming and scanning
- H. Textbook annotation/marketing
- I. Concept maps or mind maps
- J. Outlining
- K. Reading rate
- L. Graphics

## Course Outline/Calendar/Assignments

Date	Strategy Focus, Class Activities, and Class Reading Assignments	Class Activities	What's due On D2L (RS = Reading Strategy)
Tues (1) 1-17	<b>INTRODUCTION</b>	Class Overview Accessing D2L, SQ3R Strategy	
Thurs (2) 1-19	<b>A READING SYSTEM</b>	SQ3R Strategy to improving comprehension Language, words, and making sense of it all	
Tues (3) 1-24		Strategy: Speed up your reading The Reading Process and Test Taking Strategies	Chapter 1 RS #1
Thurs (4) 1-26		Strategies for annotating text Reading a Textbook	Supplemental Article #1
Tues (5) 1-31	<b>VOCABULARY SKILLS</b>	Strategy: Using Context Clues Synonyms and Antonyms	
Thurs (6) 2-2		Strategy: Word Parts (Handout – common parts) Reading: Skills and the English Language	Supplemental Article #2
Tues (7) 2-7		Textbook Glossaries, Indexes, and Bibliographies Tackling difficult readings – academic journals	Supplemental Article #3
Thurs (8) 2-9	<b>FIGURATIVE LANGUAGE</b>	Vocabulary Practice using text reading Novel Assignment, Figurative Language	Chapter 2 RS #2
Tues (9) 2-14	<b>MAIN IDEAS</b>	Identifying Topics and Stated Main Idea In-class reading and Main Idea	Chapter 2 RS #3
Th (10) 2-16		Implied Main Ideas vs. Stated Class Reading: Word Recognition and Reading	Chapter 4 RS #3
Tue (11) 2-21		Central Ideas Intro to Portfolio Research Project	Chapter 4 RS #4
Th (12) 2-23		Summary and Response writing Outlining: general methods	Supplemental Article #4
Tue (13) 2-28	<b>SUPPORTING DETAILS</b>	Outlining and Supporting Details Supporting Details in Summary and Response	Chapter 6 RS #5
Th (14) 3-1		Main Idea and Details to Outline an article from Psych book	Chapter 6 RS #6
Tue (15) 3-6		Reading for Research Figurative Language Review	Supplemental Article #5
Th (16) 3-8	<b>THOUGHT PATTERNS</b>	Recognizing thought patterns Thought patterns and Signal Words	Chapter 3 RS #7
Tue (17) 3-13		Time Order, Space Order Reading Activity: Critical Reading	Chapter 3 RS #8 Supplemental Article #6
Th (18) 3-15		Scavenger Hunt for patterns/Review of chapters Listing and Classification Patterns	Chapter 3 RS #9



	<b>SPRING BREAK</b>		
Tue (19) 3-27	<b>THOUGHT PATTERNS cont.</b>	Compare and Contrast Pattern Patterns and Memory	Chapter 7 RS#10
Th (20) 3-29		Cause and Effect Patterns Patterns in text	Chapter 7 RS #11 Supplemental Article #7
Tue (21) 4-3		Research Portfolio Work Patterns using Supplemental Article	Chapter 8 RS #12
Th (22) 4-5	<b>FACT AND OPINION</b>	Telling the difference between Fact and Opinion Examples from text	Chapter 8 RS #13
Tue (23) 4-10		Identify Facts, Opinions, and Bias Using article in class	Supplemental Article #8
Th (24) 4-12		Fact/Opinion in Context Practice Activity	Chapter 10 RS #14
Tue (25) 4-17	<b>INFERENCES</b>	What does inference mean How to figure out inferences	Supplemental Article #9
Th (26) 4-19		Importance of inferences Article examples	Chapter 11 RS #15
Tue (27) 4-24	<b>TONE AND PURPOSE</b>	Basics of Tone and Purpose Figurative Language Review	Supplemental Article #10
Th (28) 4-26		Prepare for REA090 Final Research Portfolio preparation	
Tue (29) 5-1	<b>REA090 Final Exam</b>	Test taking strategies Study for PSYCHOLOGY FINAL	Portfolio Articles
Th (30) 5-3	<b>PSY101 Final Exam</b>	Study group work for Psychology Final Exam (this exam is not part of REA 090 grade) Celebrate your success!	



**Course Syllabus**  
**FastStart ENG 060/090, REA 090**  
**Spring 2012**

**ENG 060- 03U (First 7 weeks: Jan. 17- Mar 3)**  
**ENG 090-03V (last 7 weeks: Mar. 6- May 3)**  
**REA 090-04C (all 15 weeks: Jan 17- May 3)**  
**Tuesday/Thursdays 9:30-12:15pm**  
**Technology Bldg 106D**

**Instructor: Lisa Silverstein**

Phone: 303-352-3316

**Email:** [lisa.silverstein@ccd.edu](mailto:lisa.silverstein@ccd.edu)

Office Hours: SO 313G Tuesdays & Thursdays 9:00-9:30am, 1-2pm and by appt.

**FastStart Educational Case Managers:** Office: SO 312

[Rosalinda.martinez@ccd.edu](mailto:Rosalinda.martinez@ccd.edu)

[Joanna.liebelt@ccd.edu](mailto:Joanna.liebelt@ccd.edu)

Help with advising, financial aid, academic and related personal matters

Snow closure hotline: 303-556-2401

**Important Dates:**

Last Day to Drop and receive full refund for ENG 060: **Jan. 24**

Last Day to Drop and receive full refund for ENG 090: **Mar. 20**

Grades available online: **May 11**

**Writing Center Hours (So 142)**

Mon & Tues from 9am-6:30pm

Wed & Thur from 9am-5pm

Fri & Sat 11am-3pm.

**Required Course Materials:**

Access to a Word Processor, Internet

Flash drive

Email address, Banner Pin # for access to Desire 2 Learn

*\*If typing on a keyboard is new for you, it is recommended that you take BTE 100, a one credit keyboarding course to familiarize you with typing.*

**The Reader's Edge Book Two** by Meghan Cunningham. McGraw Hill publisher. ISBN: 978-0-07-340725-8

**A Writer's Reference 7<sup>th</sup> Ed.** by Diana Hacker. ISBN: 978-0-312-60143-0 (Optional)

**Course Information:**

- FastStart ENG060/090 & REA090 combines Reading and English curriculum in an intensive and accelerated course. At the end of the semester you will have completed three developmental courses in one semester!
- For English, Weeks 1-7 are considered the 060 portion of the class, and weeks 8-15 are considered the 090 portion of the class.
- You will receive an 060 grade for English midway through the semester; however the coursework does overlap for 060 and 090, with 090 grades submitted at the end of the semester.

**Course Goals and Competencies:**

**Reading**

- Demonstrate college level skills in word recognition
- Locate and recognize important reading concepts: topic, main idea and supporting details
- Increase the number of reading strategies you can use to study more complex material
- Learn how to actively read – including skimming and scanning
- Infer meaning in reading passages

- Use concept maps
- Improve reading rates
- Participate in small group reading discussions
- Read from a variety of everyday sources
- Accomplish your personal reading goals
- Evaluate your strengths and needs and make plans to accomplish personal reading goal

### **English**

- Recognize writing as a process – writing/rewriting drafts and revising/editing for content
- Write about a variety of situations using various patterns
- Learn basic paragraph and essay organization
- Improve sentence and paragraph structure
- Improve grammar, punctuation and usage
- Know the difference between summaries and reactions (responses)
- Participate in writing workshops with instructor and classmates
- Utilize college support systems (writing center, tutors, etc)
- Accomplish personal writing goal
- To integrate reading, writing and critical thinking skills at a beginning college level
- To apply knowledge of the writing process to a variety of reading and writing tasks

### **Expectations (to achieve the Course Goals):**

#### **Attendance**

- Attendance is vital to your learning and performance as you will be interacting with your fellow students often. Please email me or call my voice mail if you are going to be absent. More than 5 absences may result in a failing grade (CCD policy.) *Five tardies will equal one absence.* Absences and habitual tardiness directly affect your learning, work quality and contribute to stress.

#### **Assignments, Late Work and Resubmission Policy**

- Participate in classroom activities and discussion.
- Students are responsible for turning in assignments on time. Percentage points will be taken off for late assignments (10% for one day, 20% for two days, 30% for three days, after three days, assignments will not be accepted. Three days late is actually a week and a half in a two day per week course.)
- You are responsible for checking D2L and getting assignments from another student or me if you are absent.
- You may resubmit work if you turn it on time (on the due date) for improvements and a better grade.

#### **Cell Phones**

- Cell phones are to be turned off *and* put away (or put on vibrate for those who absolutely need it on- i.e. parents with children in day care/school.)
- If you are text messaging in class, you will be marked absent for that day.

#### **Advocating for yourself**

- As a college student you are responsible for advocating for your own needs. If you are dealing with issues outside the class that affect your learning, let me know. If you feel that you are not being challenged, or feel overwhelmed and/or having difficulty with an assignment please see me.
- Advocating for yourself is important to your success and learning. I encourage this.

#### **Writing Center**

The Writing Center is a resource for you to use. You will be asked to see a tutor for each major essay. If you cannot attend the Writing Center you may use the OWL to submit papers on line. Using OWL requires planning ahead since the return time is 48 hours. [www.owl.ccd.ccoes.edu/owl](http://www.owl.ccd.ccoes.edu/owl).

### **Kinds of Writing:**

Freewriting

Read and Respond entries as discussion topics on D2L

Other in-class writings and exercises

Paragraphs

Drafts

Essays

Revisions

An assessment letter

**Save all writing done for this class; this includes prewriting, drafts, final copies, rubrics, response entries and all other written work. We will be using them! All assignments should be typed.**

***Your ENG 060 grades will be in D2L ENG 060-03U. Your ENG 090 grades will be in D2L ENG 090-03V.***

***Your REA 090 grade will be an average of your ENG 060 and 090 grade as the courses are closely integrated.***

**Grading:** 40% major essays/assessments  
30% discussion paragraphs, summaries, responses, quizzes on D2L  
15% The Reader's Edge assignments  
10% will be writing center visits, workshops  
5% participation and in class activities

**Grading Scale:** 100-90% A; 89-80% B; 79-70% C; 69-60% D; below 60% F

*Student must complete the class with a grade of a C or better before moving on to ENG 090.*

*\*Syllabus is subject to change*

**Class Assignments & Activities:**

**Week 1 Jan 17- 19**

**Overview- The Writing Process, six traits and challenge**

- the thought processes of a writer
- Just Do It!
- 6 aspects of writing- we all have *at least* one great strength in writing!
- Challenging ourselves

**Weeks 2-3 Jan 24- Feb. 2**

**Overview- Narrative and Description- This I Believe/Bucket List**

- finding your voice
- organization/ topic sentences
- ideas
- description and details
- supporting details

**Weeks 4-6 Feb 7- Feb 23**

**Overview- Extended Definition- Scholarship Essay**

- organization and planning
- vocabulary building/ word choice
- explaining thoughts in the way YOU want them said
- word associations

**Week 7 (MidTerm) Feb 28- Mar 1**

- snapshot
- evaluate goals
- individual conferences

**Weeks 8-9 Mar 6- Mar 15**

**Overview- Persuasive Writing- the Business Letter**

- meaningful topics
- appeals
- audience and point of view

- Tone
- Incorporating quotes and research into writing

### **SPRING BREAK March 19- 23**

### **Weeks 10-14 Mar 27- Apr 26**

#### **Overview- Career Exploration- The “I-Search Paper”**

- Topic exploration
- Essay organization
- Introductions, conclusions
- Smooth transitions
- Incorporating quotes and research into writing

### **Week 14-15 Apr 24- May 3**

#### **Portfolio Work, Self Evaluation, SUCCESS!!**

- self assessment and evaluation of goals

#### **Student Code of Conduct and Academic Integrity**

Admission to the Community College of Denver implies that you agree to respect the rights of others and observe moral and civil laws. Interference with the normal processes of education in the classroom or elsewhere on the campus will be regarded as unacceptable conduct, warranting suspension or dismissal. Complete Student Code of Conduct is at this web site:

<http://www.ccd.edu/search.aspx?WebID=63204&&View=0&Search=student%20code%20of%20conduct>

#### **Academic Integrity:**

Cheating and plagiarism are serious offenses and represent violations of college policy. These violations will not be tolerated and will be dealt with according to the Academic Integrity Procedures. For purposes of this course, cheating or plagiarism in any form will result in a grade of zero for the assignment or examination in questions, and the incident may be reported to the college administration.

#### **Americans with Disabilities Act**

Students with a documented disability who need reasonable accommodations to achieve course objectives should notify the instructor and apply for services at the Center for Persons with Disabilities within the first week of classes. NOTE: All students who identify themselves to faculty as having a disability or suspect that they have a disability should be encouraged to contact the Director of the Center for Persons with Disabilities (CPD), Room 134, South Classroom Building, 1<sup>st</sup> Floor. Faculty is not obligated to provide accommodations without proper notification from the Center for Persons with Disabilities Office. You may also contact CPD staff by telephone to make an appointment: (303) 556-3300.

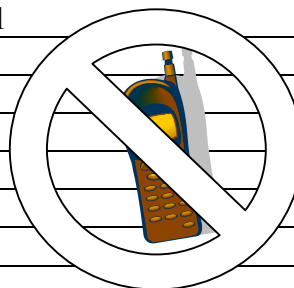
More information is available at <http://www.ccd.edu/Disabilities/Disabilities.aspx>

#### **Grade of Incomplete**

Incomplete: An "I" indicates that the course objectives are not yet fulfilled. It is the responsibility of the student to request, if needed, the assignment of an incomplete grade. The instructor's decision to authorize or not authorize an incomplete grade is final. The student must have completed 75% of the class with a C or better, and must complete the rest of the work with the same instructor. Arrangement for the completion of the course must be made with the instructor prior to the assignment of the "I" grade. This agreement must be written on a Contract for Incomplete Grade Form. The instructor may allow up to one full semester for the student to complete missing requirements. "I" grades not changed by the end of the following semester will automatically become failing grades (F).

## Introductory Algebra

Course	<b>MAT 090 &amp; MAT 099</b> Fall 2011
Credit Hrs	4 (MAT 090); 4(MAT 099)
Section	01U (090) & 01V (099)
Time/Days	MW 9:30-1:00
Classroom	SO 221
Instructor	Jason Burke
Office	SO 230
Phone	303-556-8455
Fax	(303)-556-4563 (Center for Educational Advancement)
E-Mail	jason.burke@ccd.edu
Office Hours	MW 1:00-2:00pm,.
Study Group	TBA 9:00-9:30am
Case Managers	<a href="mailto:Rosalinda.martinez@ccd.edu">Rosalinda.martinez@ccd.edu</a> , SO 312J, 303-352-3355; <a href="mailto:Joanna.conlin@ccd.edu">Joanna.conlin@ccd.edu</a> , SO 312G, 303-556-5419
Text/Materials	<p><u>Beginning and Intermediate Algebra</u>; by Lial, Hornsby, McGinnis, 5<sup>th</sup> edition, packaged with MYMATHLAB PLUS ISBN: 9781256286981 Prices: NEW \$180.75; USED \$135.75 NOTE : If you purchased a used textbook you may purchase <b>MYMATHLAB PLUS ACCESS CODE STAND ALONE</b> in Tivoli (\$104.75) or purchase online at: <a href="http://www.mymathlab.com">www.mymathlab.com</a>. (\$88)</p> <p>Students in need of review work in Fundamentals are <b>urged</b> to use the MATH LAB Computer Tutorial programs located in SO 142-S.</p> <p>A scientific calculator is allowed in MAT 090. A graphing calculator is recommended but not required. The TI-83/84 is supported.</p>



### Course Description:

**MAT-090:** Covers operations on real numbers, linear equations and inequalities, graphing linear equations, slope, polynomials, factoring, solving quadratic equations by factoring.

**MAT-099:** Emphasizes problem solving with further study of equations, slope, inequalities, systems of equations, polynomials, quadratic equations, rational expressions, rational exponents, radical expressions, graphing and applications. A graphing calculator or equivalent software may be utilized.

### Grading:

You will be evaluated on homework, quizzes and tests. The percentages are as follows:

<b>MAT 090:</b> Tests: 51% (3 Department Tests for each course)	Comprehensive Final Exam: 24%
Homework: 15%	Quizzes: 10%
<b>MAT 099:</b> Tests: 51% (3 Department Tests for each course)	Comprehensive Final Exam: 24%
Homework: 15%	Quizzes: 10%

Letter grades are assigned as follows:

A :	90 – 100	Superior mastery of course objectives
B :	80-89	Better than average mastery of course objectives
C :	70-79	Minimum acceptable mastery of course objectives
D :	60-69	Less than acceptable mastery of course objectives
F :	Below 60	Fails to demonstrate achievement of course objective

### **Only a grade of C or better is considered passing.**

MSCD students will have a # symbol on their transcript by their grade. For example: A# means you received an A in the class and the # symbol indicates it is below a college level class.

## Introductory Algebra

**You must pass MAT 090 with a grade of C or higher to continue in MAT 099**

### TENTATIVE SCHEDULE FOR MAT 090/MAT 099

*Schedule does not show study group activities*

Week		Labor Day Mon 9/5 - no class		
1	Mon 8/22	<b>MAT 090</b> <b>Brief Introduction</b> <b>Assessment</b> <b>1.4 Real Numbers</b> <b>1.5 Add, Subtract Real</b> <b>1.6 Multiply, Divide Real</b> <b>1.7 Properties of Real</b>	8/24	<b>1.8 Simplifying Expressions.</b> <b>2.1 Solving Linear Equations</b> <b>2.2 Solving Linear Equations</b> <b>2.3 More Linear Equations</b> <b>2.4 Applications of Linear Equations</b>
2	Mon 8/29	<b>2.5 Formulas &amp; Applications</b> <b>from Geometry.</b> <b>2.6 Ratio &amp; Proportions</b> <b>2.7 Further Applications of Linear</b> <b>Equations</b>	8/31	<b>Test 1 Review</b> <b>2.7 Continue</b> <b>2.8 Solving Linear Inequalities</b>
3	Wed 9/7	<b>Test 1 Review</b> <b>3.1 Reading Graphs: Linear</b> <b>Equations in 2 Variables</b> <b>3.2 Graphing Linear Equations in 2</b> <b>Variables</b> <b>TEST #1 (chapter 1 &amp; 2.1-2.7)</b>	9/12	<b>3.3 Slope of a Line</b> <b>3.4 Equations of a Line</b> <b>4.1 Product, Power Rule for Exponents</b>
4	Wed 9/14	<b>4.2 Integer Exponents &amp; Quotient</b> <b>Rule</b> <b>4.3 Scientific Notation</b> <b>4.4 Add &amp; Subtract Polynomials</b>	9/19	<b>4.5 Multiply Polynomials</b> <b>4.6 Special Products</b> <b>Test 2 Review</b>
5	Wed 9/21	<b>5.1 GCF and Factor by Grouping</b>  <b>TEST #2 (chapter 2.8, 3, &amp; 4)</b>	9/26	<b>5.2 Factoring Trinomials</b> <b>5.3 More on Factoring Trinomials</b> <b>5.4 Special Factoring Rules</b>
6	Wed 9/28	<b>Test 3 Review</b> <b>5.5 Solving Quadratic Equations by</b> <b>Factoring</b> <b>Final Exam Review</b>	10/3	<b>Final Exam Review</b> <b>TEST #3 (chapter 4, 5.1-5.4)</b>
7	Wed 10/5	<b>Final Exam Review</b>	10/10	<b>MAT 090 FINAL EXAM</b>
8	Wed 10/12	<b>MAT 099</b> <b>5.5 Solving Quadratic Equations by</b> <b>Factoring (Advanced)</b> <b>5.6 Applications of Quadratic</b> <b>Equations</b> <b>4.7 Dividing Polynomials</b>	10/17	<b>6.1 Fundamental Property of Rational</b> <b>Expressions</b> <b>6.2 Rational Expressions: Multiplying &amp;</b> <b>Dividing</b> <b>6.3 Least Common Denominators</b>



## Introductory Algebra

9	Wed 10/19	6.4 Adding and Subtracting Rational Expressions 6.6 Equations with Rational Expressions and Graphs. 6.7 Applications of Rational Expressions	10/24	7.1 Review of Graphs and Slopes of Lines 7.2 Review of Equations of Lines 7.3 Functions 7.4 Operations on Functions <b>Test 1 Review</b>
10	Wed 10/26	<b>Test #1</b> (chapters 4.7, 5.6, 6, 7) 8.1 Solving Systems of Equations by Graphing 8.2 Solving Systems of Equations by Substitution 8.3 Solving Systems of Equations by Elimination	10/31	8.5 Applications of Systems of Linear Equations 9.1 Set Operations & Compound Inequalities 9.2 Absolute Value Equations & Inequalities
11	Wed 11/2	9.3 Linear Inequalities in 2 Variables 10.1 Radical Expressions & Graphs.	11/7	10.2 Rational Exponents 10.3 Simplifying Radical Expressions <b>Test 2 Review (Chapters 8, 9)</b>
12	Wed 11/9	10.4 Adding and Subtracting Radical Expressions  <b>Test #2</b> (chapters 8, 9)	11/14	10.5 Multiplying and Dividing Radical Expressions 10.6 Solving Equations with Radicals 10.7 Complex Numbers
13	Wed 11/16	11.1 Solving Quadratic Equations by the Square Root Property 11.2 Solving Quadratic Equations by Completing the Square	11/21	Fall Break
	11/21- 11/23	<b>Fall Break</b>		<b>No Classes</b>
14	Mon 11/28	11.3 The Quadratic Formula 11.4 Equations – Quadratic in form	11/30	11.5 Formulas and Further Applications 11.6 Graphs of quadratic Functions <b>Test 3 Review</b>
15	Mon 12/5	<b>Review for Final Exam</b>  <b>Test #3</b> (chapters 10, 11)	12/7	Review for Final Exam
15	Mon 12/12	Review for Final Exam <b>MAT 099 FINAL EXAM</b>		

The above schedule may be changed at the discretion of the instructor to meet the special needs of the class.

# Introductory Algebra

## **Homework Guidelines:**

There are two options for completing your homework:

- Option 1: You may complete the work from the textbook  
Option 2: You may complete the homework online through the program MYLABSPLUS. If you choose this option, you must still turn in the work you did on paper. You will have to show your work anyway.

Experience has shown that the students who take time to complete all work and put the time into homework are the ones who tend to be the most successful.

## **MYLABSPLUS:**

MYLABSPLUS is a program that comes packaged with a new textbook available in the bookstore. On this program you will be able to do your homework assigned by the instructor, take quizzes, and get some help. A hotline is available for tutoring help. Your teacher may also offer online office hours. It is a very comprehensive program. If you are having trouble purchasing your book, you may request a 21-day temporary access code when you log on to the LABSPLUS system. If you get the temporary access and do not purchase full access then you will not be able to access LABSPLUS after the 21 days has expired. No extensions are available.

To access LABS PLUS:

IF YOU ARE A CCD STUDENT:

You will access MyLabsPlus within your D2L course.

Login with your D2L credentials

Click to open your course

Click "MyLabs" link in the lower right

IF YOU ARE A METRO STUDENT TAKING A CCD COURSE:

Go to <http://ccd.mylabsplus.com>

You were sent a login and password to your mscd email account

Click on the Sign in button and you will be taken to your homepage where you will see your course listed.

Click on the title of the course to enter.

If you are repeating the class with an SP grade from a previous semester, you will be entered into LABSPLUS as soon as your teacher reports that you are attending the class to the Chair and case management support

## **First Week Assessments:**

Two assessment tests will be taken during the first week of class. A short 5-10 minute assessment of basic skills will be done in class. The second test will be done on LABSPLUS. The information from these assessments will be used to insure that you have been placed in the correct class. **If your teacher advises you to change to a lower level class, then you will need to adjust your schedule by the last day to drop August 29, 2011. If you choose to change to a different section with a different instructor, this must be done by 9/9/11.** If you need assistance with changing sections or to a different level, please come to SO-313.

## **Test Retakes/ Make-ups:**

Quizzes are done in class and are not made up.

If you are not in class to take a test, you may make up the test within one week. If you fail to make up the test within one week, then it will be become a retake.

If you score below 80% on a test, you may retake a similar test over the same material. The maximum you can make on the retake is 80%. **Retakes must be completed before the next scheduled test.**

**Make-ups or retakes may be done at the testing center SO 223 during their open hours.**

# Introductory Algebra

## **Final Exam:**

The final exam takes place on the LAST day of class in the SAME room. CCD does NOT have a finals week. The final exam is comprehensive.

## **Policies**

### **Attendance :**

Regular and punctual attendance is expected of all students. A record of attendance will be kept for the duration of the course. The instructor may give a failing grade to any student who has a 15% or greater absence (more than 3 absences) from the class starting from the first meeting. It is important to be on time to each class period. Roll is taken at the beginning of each class.

**Please notify me by phone or e-mail any time you are going to miss class. I can only excuse absences if you have documentation and notify me in advance.**

### **Satisfactory Progress Grade:**

You may receive an SP grade if you attended the entire semester and have shown satisfactory progress but have not yet mastered the skills that will give you an opportunity to be successful in the next class in the math sequence.

A satisfactory progress grade may be assigned by the instructor if a student does not pass the course and meets the following criteria:

1. The overall average on all students work should be between 45% and 69.9%. If a student's overall average on all work is below 45% then they will not qualify for the satisfactory progress grade. A student whose overall average is above 70% will not be eligible for the SP grade even if it is requested.
2. The student must have completed at least 25 hours in the math lab. These hours can be earned either in the math lab, located in SO-142 and/or on the online program LABSPPLUS.
3. The student cannot miss more than 15% of the scheduled class times.

If you receive an SP grade then you will have to repeat the course during the **spring 2012** semester. If you do not repeat the course during this **spring 2012** semester then you will not get credit for the class and you will have to register and pay tuition for the course again in order to get credit. If you receive an SP you will be able to repeat the course free of charge during the **spring 2012** semester. If you receive an SP you will get an SP form on the day of the final exam from your teacher. You must show up for the final exam to get the approved SP form. If your SP form was not approved you would need to see the Department Chair of Developmental Math, Brad Sullivan in SO-313A

#### Applying for a Satisfactory Progress Grade:

If you are interested in a satisfactory progress grade, you will need to follow these steps:

1. If you are eligible for the grade then ask your instructor for an SP application form
2. The application must be turned into your teacher by the day of the Final exam. No late applications are accepted.
3. If your teacher assigns an SP grade then you will need to come to CCD to pick up the form to present to your teacher during the spring 2012 semester.

Note:

If your teacher assigns you an SP grade, then you will initially see a grade of either U/D or U/F posted on banner. The grade will then be changed, but allow up to a week for this to happen. It is important that you come by and pick up your approved SP form as soon as grades are posted.

### **Incomplete Grades:**

A grade of incomplete (I) can only be given if the following criteria are met: 1) the student has not been able to complete the course due to extenuating circumstances. 2) A minimum of two-thirds of the course has been satisfactorily completed with an average of C or better. 3) The student must before the end of the term, make arrangements with the instructor to complete the necessary course work within one 15 week semester and 5) an "I" grade that is not made up within one 15 week semester reverts to a "U/F" grade on a CCD student's transcript and "NC" on a Metro student's transcript.

# Introductory Algebra

## **Americans with Disabilities Act(ADA) :**

Students with documented disabilities who need reasonable accommodations to achieve course objectives should notify the instructor and apply for services at the Center for Persons with Disabilities within the first week of class.

NOTE: All students who identify themselves to faculty as having a disability or suspect that they have a disability should be encouraged to contact the Director of the Center for Persons with Disabilities (CPD), Room 134, South Classroom Building, 1<sup>st</sup> Floor. Faculty is not obligated to provide accommodations without proper notification from the Center for Persons with Disabilities Office. You may also contact CPD staff by telephone to make an appointment: (303) 556-3300.

## **Withdrawal:**

MAT 090:

Last Day to Drop with 100%Refund	Tuesday, August 30, 2011
Last Day to Drop with NO Refund and receive a "W" grade	Thursday, September 29, 2011

MAT 099

Last Day to Drop with 100%Refund	Tuesday, October 25, 2011
Last Day to Drop with NO Refund and receive a "W" grade	Thursday, December 1, 2011

MSCD students: Metro students must drop at **BOTH** Metro and CCD.

## **Student Code of Conduct:** {see attachment)

All students are expected to behave as mature, responsible adults. Please read the student code of conduct. Please be considerate of others and help the class go smoothly. It is difficult to be an effective teacher without cooperation from all students. *Please turn beepers and cell phones off during the class*  
more information available at the CCD website :

<http://ccd.rightchoice.org/Student Life/COC.html>

## **Expected Behaviors:**

- paying attention
- participation
- being polite
- being prepared for class
- being successful
- Having a good time learning math!
- Food and Drinks are fine as long as you throw things away and are not distracting.

## **Things Adult Learners DO NOT DO:**

- disrespectful behavior
- text messaging
- talking on the cell phone
- sleeping
- academic dishonesty, copying, cheating, etc.
- talking when the instructor is teaching
- talking while a student is asking question

## **Academic Integrity:**

Cheating is totally unacceptable on this campus. Students caught cheating on a test will be removed from the class and given an F for the course.

# Introductory Algebra

## **MATH LAB:**

It is recommended that all students complete 25 hours of lab hours by the last day of class. Students are highly encouraged to seek out assistance in the math lab located in SO-142 as needed. The lab has a lot of very helpful tutors. All students whose overall grade is below 80% should be visiting the lab at least 2 hours per week. Lab hours may be earned by signing into the math lab in SO-142 or by working on LABSPPLUS.

## **Here are the keys for success!**

- Do not miss class
- Stay for the entire class
- Complete all assignments
- Get help immediately if you don't understand something
- Come visit with me if you are having any issues interfering with your learning
- Be a participant in class...not just an observer
- Study with a partner or study group
- Have open communication with the instructor
- Be positive about math. Have some fun with it
- Do some math everyday!!!

I hope you have a great semester. Please remember that I am here to help you. If you are having any problems then act quickly. Get help from me during my office hours or in the lab. Attitude is everything. Take a positive attitude toward the subject of mathematics. You are required to take math for a good reason. In time you may even begin to like math.

## **Colorado Community College Common Courses**

### Standard Competencies

#### **Competencies View:**

- I. Demonstrate knowledge and usage of first-degree equations, inequalities and formulas. (I)
- II. Demonstrate knowledge and usage of polynomials. (II)
- III. Demonstrate knowledge and usage of factoring and solving quadratic equations by factoring. (III)
- IV. Demonstrate knowledge and usage of algebraic fractions. (IV)
- V. Demonstrate knowledge and usage of coordinate geometry. (V)
- VI. Demonstrate knowledge and usage of linear systems. (VII) (Optional)

### Topical Outline

#### **Outline View:**

- I. Demonstrate knowledge and usage of first-degree equations and inequalities
  - A. Solve first-degree equations including those involving fractions, decimals, ratio, proportion, and percent.
  - B. Check the solution of first-degree equations.
  - C. Solve first-degree inequalities.
  - D. Graph solutions for first-degree inequalities.
  - E. Define the unknowns when solving a word problem.
  - F. Translate word problems into algebraic equations or inequalities.
  - G. Solve word problems and summarize results using a complete sentence.
  - H. Apply formulas in calculating perimeter/circumference and area of plane geometric figures.

## Introductory Algebra

- I. Evaluate formulas for given values of the variables.
- J. Solve a formula for a specified variable.
- K. Solve word problems that apply formulas.
- II. Demonstrate knowledge and usage of polynomials.
  - A. Determine the degree of a polynomial.
  - B. Add and subtract polynomials.
  - C. Multiply monomials.
  - D. Multiply a monomial by a polynomial.
  - E. Multiply a binomial by another binomial.
  - F. Divide polynomials by monomials and binomials.
  - G. Simplify expressions containing positive, zero, and negative exponents.
  - H. Change notation from standard decimal form to scientific notation and vice versa.
  - I. Apply scientific notation and properties of exponents to simplify expressions.
- III. Demonstrate knowledge and usage of factoring.
  - A. Factor out the greatest common monomial factor.
  - B. Factor the difference of two squares.
  - C. Factor trinomials of the form  $x^2 + bx + c$ .
  - D. Factor trinomials of the form  $ax^2 + bx + c$ .
  - E. Apply the zero product property to solve quadratic equations.
  - F. Solve word problems that require quadratic equations.
- IV. Demonstrate knowledge and usage of algebraic fractions.
  - A. Simplify algebraic fractions.
  - B. Add, subtract, multiply, and divide algebraic fractions.
  - C. Solve fractional equations.
  - D. Solve application problems involving fractions.
- V. Demonstrate knowledge and usage of coordinate geometry.
  - A. Graph linear equations and inequalities in two variables using the Cartesian coordinate system.
  - B. Determine the slope of a line when given two points or the equation of a line.
  - C. Determine the equation of a line given a set of geometric conditions pertaining to the line.

**Course Competencies for MAT 099 - Upon completion of this course, the student should demonstrate knowledge and/or skill in the following areas as listed for the Standard Competencies:**

- I. Demonstrate competency in the prerequisite course.
- II. Demonstrate a knowledge and usage of Elementary Algebra and Problem Solving.
- III. Demonstrate a knowledge and usage of Functions, Graphing Linear Equations and Inequalities.
- IV. Demonstrate a knowledge and usage of Systems of Equations in Two and Three Variables.
- V. Demonstrate a knowledge and usage of Inequalities and Absolute Value.
- VI. Demonstrate a knowledge and usage of Polynomials.
- VII. Demonstrate a knowledge and usage of Rational Expressions.
- VIII. Demonstrate a knowledge and usage of Exponents and Radicals.
- IX. Demonstrate a knowledge and usage of Quadratic Equations and Functions.

# Introductory Algebra

## **CRITICAL SKILLS for MAT 099**

**The critical skills addressed in this course are: reading, writing, math reasoning, computer reasoning, speaking/listening, and valuing diversity.**

### **Reading 2/3**

Students will translate words into mathematical symbols, break down word problems into necessary mathematical operations, read and interpret diagrams, discriminate between useful and unimportant information.

### **Writing 2**

Students will construct charts and clear graphical representations.

### **Math Reasoning 2/3**

Students will apply math processes to solve varying problem types, analyze and deduce appropriate processes to use, generalize problem solutions recognizing differing forms to be equivalent.

### **Computer Literacy 1**

Students will use calculators for rudimentary computation.

### **Speaking/Listening 2**

Students will be expected to communicate mathematical methods and procedures when working with the instructor or other students.

### **Valuing Diversity 1**

Students will be expected to work cooperatively, respectfully with others in the class.

## **VIOLATIONS OF RIGHTS, FREEDOMS AND CODE OF CONDUCT**

CCD has the right to protect its educational purpose and its students from the irresponsible conduct of others. To ensure this right the following regulations have been set forth. A violation of any one of these codes of student conduct may result in serious appropriate consequences, ranging from a reprimand, to suspension or permanent removal from CCD.

Conduct that could subject a student to disciplinary action, includes, but is not limited to, the following:

1. Dishonesty, such as cheating, plagiarism or knowingly furnishing false information to the college or in helping someone else violate reasonable standards of academic behavior (see also CCD Academic Integrity Policy);
2. Forgery, alteration or misuse of college documents, records, identification materials, educational material, and Internet access or college property. Students are required to present identification when requested by authorized college officials.
3. Obstruction or disruption of teaching, administration, disciplinary proceedings, or other college activities, e.g.:
  - Deliberate interference with academic freedom of speech, including disruption of a class, or interference with the freedom of any speaker invited by any section of the college community to express his/her views;
  - Forcible interference with the freedom of movement of any member or guest of the college;
  - Blocking entryways to buildings, rooms, sections of buildings, hallways or stairways in such a way that people find it difficult or impossible to pass;
  - Blocking vehicular traffic.
4. Physical abuse or action that threatens the health and safety of any person on college-owned or college-controlled property or at college-sponsored or college-supervised functions.
5. Theft, misuse, or damage to property on college premises or at authorized college functions. Students involved are subject to college disciplinary actions, as well as to arrest and prosecution by legal

## Introductory Algebra

- authorities. Students are required to make full restitution.
6. Unauthorized entry or use of college facilities and college equipment.
  7. Possessing, consuming or distributing any controlled substance, including alcoholic beverages, in violation of the law or college rules and regulations, or appearing on campus while under the influence of such substances.
  8. Disorderly, indecent, or obscene conduct on college-owned or college-controlled property or at college-sponsored functions.
  9. Failure to comply with the verbal or written directions of college employees acting in the performance of their duties.
  10. Condoning any act by another student that violates college policy. Students witnessing any such acts are required to report them to the proper authorities immediately.
  11. Unauthorized representation or contracting in the name of CCD. A student may not claim to be an official representative of the college for any commercial purpose.
  12. Verbal or written communication that unlawfully exposes any individual or group to hatred, contempt, or ridicule, and thereby injures the person, property or reputation of another.
  13. Dress that fails to meet the established public safety standards in specific classes on college-owned or controlled property and at college-sponsored activities.
  14. Engaging in any kind of hazing action or situation on or off campus that endangers the mental health, physical health, or safety of a student for the purpose of initiation or admission to any student organization.
  15. Unauthorized distribution or sale of goods on campus.
  16. Failure to comply with reasonable requests by authorized college officials or representatives acting on behalf of the college. This requirement includes reasonable request for students to meet appointments in administrative offices and at disciplinary investigations and hearings.
  17. Violations of college policies regarding parking.
  18. Violation of “No Smoking” policy within any building on campus.
  19. Violation of Responsible Electronic Communication policy.
  20. Violation of Academic Integrity policy.
  21. Illegal possession and/or sale of college property. Students involved are subject to college disciplinary actions, arrest and prosecution by legal authorities. Students will be required to make full restitution.
  22. Operation of any motorized or non-motorized vehicle – including skateboards, roller skates, rollerblades, bicycles and motor scooters – on any location or at times which, at the discretion of campus officials, constitute a pedestrian or motor vehicle traffic hazard, or which imperil the health and safety of a person or property on the campus.
  23. Possession of weapons, fireworks or explosives. No student, except law enforcement officers, may have weapons in their possession at any time on college property. Weapons are defined as firearms, knives, explosives, flammable materials, or any other items that may cause bodily injury or damage to property.
  24. Leaving children unattended or unsupervised in campus buildings or on campus grounds can constitute child abuse or child neglect, as outlined in Colorado Child Protection Act of 1975. Children may be permitted in the class only with the instructor’s permission and only with the understanding that the child’s presence will not be disruptive or unduly distracting.
  25. Engaging in behavior which may constitute sexual harassment such as sexually suggestive looks, comments or gestures, prolonged staring, stalking, sexual teasing or jokes, pressure for dates, sexually demeaning comments, pressure for sex, requests for sex in exchange for grades or favors to avoid poor grades or suspension, other actions of a sexual nature which interfere with school performance or create an intimidating, hostile or offensive learning environment.
  26. Knowingly pursuing malicious, frivolous or fraudulent charges against a student or staff member without cause.
- Aiding and/or encouraging another person to commit any act of misconduct set forth in 1 through 26 above.



## Introductory Algebra

Student Information Sheet			
<b>Name</b>	Last Name	First Name	
<b>E-mail Address</b>			
<b>Student ID</b>	CCD ID# S _____	MSCD Student ID# 900- _____	
<b>Telephone Number(s)</b> (Include Area Code)	Home	(    )	
	Work	(    )	
	Cell/Message	(    )	
<b>School</b> (please check)	<input type="checkbox"/> CCD <input type="checkbox"/> MSCD <input type="checkbox"/> UCD		
<b>Major</b> (if declared)			
<b>Area(s) of interest</b>			
<b>Reason(s) for taking this class</b>			
<b>Special Physical, Medical, or Learning Disabilities of which you want me to be aware</b>			
<b>Which of the following courses (or their equivalents) have you taken at CCD or another College?</b>			
Course	Final Grade	Course	Final Grade
<input type="checkbox"/> MAT 030 Fundamentals of Math		<input type="checkbox"/> MAT 060 Pre-Algebra	
<input type="checkbox"/> MAT 090 Introductory Algebra		<input type="checkbox"/> MAT 099 Survey of Algebra	

Please sign below and return this page to your teacher:

- I have received a copy of the syllabus
- I understand the math lab requirements for this course
- I understand the conditions I must meet to qualify for a satisfactory progress grade
- I received the student code of conduct and am responsible for its contents

**Student's Signature:** \_\_\_\_\_

**Teacher's Signature:** \_\_\_\_\_

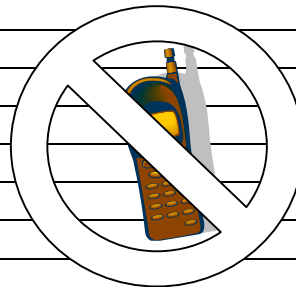
# Introductory Algebra

## COMPUTER QUESTIONNAIRE

1. DO YOU HAVE ACCESS TO A COMPUTER AT HOME? \_\_\_\_\_
  2. DO YOU HAVE INTERNET SERVICE AT HOME? \_\_\_\_\_
  3. DO YOU HAVE HIGH SPEED INTERNET? \_\_\_\_\_
  4. HOW DO YOU FEEL ABOUT DOING ASSIGNMENTS AND QUIZZES ONLINE?
  
  5. ARE YOU WILLING TO COME TO THE LAB AT CCD TO WORK ON LABSPLUS IF YOU HAVE TO?
  
  6. WOULD YOU PREFER TO DO HOMEWORK ONLINE ON LABSPLUS OR OUT OF THE BOOK?
- 
7. HOW MANY HOURS PER WEEK DO YOU WORK IN A JOB?
  8. HOW MANY HOURS PER WEEK DO YOU PLAN TO WORK ON THIS CLASS?
  9. HOW MANY CLASSES ARE YOU TAKING THIS SPRING SEMESTER?
  10. DO YOU LIKE MATH?
  11. WHAT IS YOUR ATTITUDE TOWARD BEING REQUIRED TO TAKE MATH?

## Introductory Algebra

Course	MAT 060 & 090      Spring 2012
Credit Hrs	7
Section	01U
Time/Days	MWF
Classroom	SO 231
Instructor	Crystle Rippetoe
Office	SO 142Q
Phone	405-308-5226 text message only!!!
Fax	(303)-556-4563 (Center for Educational Advancement)
E-Mail	crystle.rippetoe@ccd.edu
Office Hours	MW 10:00-11:00, 2:00-3:00
Text	<p>Introductory Algebra; Customized Edition by Lial, Sullivan , Fall/Spring 2011/2012 packaged with MYMATHLAB PLUS  ISBN 9781256276630  Prices: New \$120.00; Used \$90  NOTE : If you purchased a used textbook you may purchase access to MYMATHLAB PLUS in Tivoli (\$104.75) or purchase online at: <a href="http://www.mymathlab.com">www.mymathlab.com</a> (\$88).  A scientific calculator is allowed in MAT 090.</p>



### **Course Description:**

MAT-090 covers operations on real numbers, linear equations and inequalities, graphing linear equations, slope, polynomials, factoring, solving quadratic equations by factoring.

### **Grading:**

You will be evaluated on homework, quizzes and tests. The percentages are as follows:

5 Department Tests: 45%	Comprehensive Final Exam: 25%	
Homework: 20%	Quizzes: 5%	Midterm/Final Project: 5%

Letter grades are assigned as follows:

A :	90 – 100	Superior mastery of course objectives
B :	80-89	Better than average mastery of course objectives
C :	70-79	Minimum acceptable mastery of course objectives
D :	60-69	Less than acceptable mastery of course objectives
F :	Below 60	Fails to demonstrate achievement of course objectives

**Only a grade of C or better is considered passing.**

MSCD students will have a # symbol on their transcript by their grade. For example: A# means you received an A in the class and the # symbol indicates it is below a college level class.

# Introductory Algebra

## **Homework Guidelines:**

There are two options for completing your homework:

Option 1: You may complete the work from the textbook

Option 2: You may complete the homework online through the program MYMATHLAB. If you choose this option, you must still turn in the work you did on paper. You will have to show your work anyway.

All problems need to be written out except word problems and all work needs to be shown on any problems that require steps to arrive at a solution. Please highlight or circle the answers to multi-step problems.

Experience has shown that the students who take time to do extra work and put the time into homework are the ones who tend to be the most successful. All work is self-scored by each student before they are turned in. To receive credit for your homework you will be required to self-check the problems and completely fill out the homework score sheet. I will look at the work carefully to verify that you did the work and reward points based on the effort.

**Notebooks** will also be a part of your homework grade. You must keep a notebook containing notes or handouts for every section that we cover. The notebooks will be graded on test day.

## **Late Homework:**

Homework will be accepted for full credit until the chapter test. After that the grade will drop 10% by each class period that it turned in late.

## **MYMATHLAB Homework:**

You are strongly encouraged to work out your homework assignments on MYMATHLAB. There will be a MYMATHLAB assignment for each section that we cover in the book. The problems are automatically graded on the computer. I will be able to get your grades from the internet site. Please turn in all paper work for each assignment. You may print your assignment from my mathlab, and show your work in the space provided.

To access MYMATHLAB homework:

1. go to [www.coursecompass.com](http://www.coursecompass.com)
2. log in
3. Click on your class: MAT 090-xxx Fall 2011
4. Click on the DO HOMEWORK button
5. Click on the section you want to work on.

When you are doing homework MYMATHLAB saves your work and score when you log out.

You will turn in a set of homework on the day you take each test for the sections that are covered on that test. All problems need to be written out except word problems and all work needs to be shown on any problems that require steps to arrive at a solution. No calculators are to be used on homework except to check an answer. Please highlight or circle the answers to multi-step problems. Extra credit problems will be assigned for students who want extra practice. Experience has shown that the students who take time to do extra work and put the time into homework are the ones who tend to be the most successful. All work is self-scored by each student before they are turned in. To receive credit for your homework you will be required to self-check the problems and completely fill out the homework score sheet.

## **Accuplacer Scores / Prerequisites:**

In order to enroll in MAT 090 you must have the appropriate accuplacer scores. To qualify for MAT 090 you must have a score of 45-60 on the elementary algebra portion of the exam. All students' records will be checked the first week of class to make sure you are qualified. If you are not qualified to take the class then you must immediately change to the appropriate course. Mandatory placement is a state law. Students can only take the math class they are qualified to take.

# Introductory Algebra

## **Final Exam:**

The final exam takes place on the LAST day of class in the SAME room. CCD does NOT have a finals week. The final exam is comprehensive.

## **Policies**

**Attendance:** Regular and punctual attendance is expected of all students. A record of attendance will be kept for the duration of the course. The instructor may give a failing grade or withdraw any student who has a 15% or greater absence (5 or more absences ) from the class starting from the first meeting. It is important to be on time to each class period. Roll is taken at the beginning of each class.

Please notify me any time you are going to miss class by phone or e-mail.

## **Student Code of Conduct:** {see attachment}

All students are expected to behave as mature, responsible adults. Please read the student code of conduct. Please be considerate of others and help the class go smoothly. It is difficult to be an effective teacher without cooperation from all students. *Please turn beepers and cell phones off during the class.* more information available at the CCD website :

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- attention
- participation
- being polite
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- being successful
- Having a good time learning math!
- Food and Drinks are fine as long as you throw things away and are not distracting.

## **Things Adult Learners DO NOT DO:**

- disrespectful behavior
- text messaging
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- talking when the instructor is teaching
- talking while a student is asking questions

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## Introductory Algebra

### **Incomplete Grades:**

A grade of incomplete (I) can only be given if the following criteria are met: 1) the student has not been able to complete the course due to extenuating circumstances. 2) A minimum of two-thirds of the course has been satisfactorily completed with an average of C or better. 3) The student must before the end of the term, make arrangements with the instructor to complete the necessary course work within one 15 week semester and 5) an "I" grade that is not made up within one 15 week semester reverts to a "U/F" grade on a CCD student's transcript and "NC" on a Metro student's transcript.

### **Withdrawal:**

CCD students:

Last Day to Drop with NO Refund and receive a "W" grade	February 23, 2012-060 April 24, 2012-090
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### **Quiz and Test Retakes/ Make-ups:**

If you score below 80% you may retake a similar test over the same material. The maximum you can make on the retake is 80%. Make-ups must be made-up within one week. Make-ups are only allowed in extreme circumstances. You must notify me before you miss a test. If you fail to make up the test then it will be counted as a retake if you make it up at a later date. Make-ups or retakes may be done at the testing center SO223 at the scheduled times. All retakes must be completed by **April 23, 2012.**

**NO RETAKES OR MAKEUPS ON QUIZZES**

Tentative Course Schedule

		Monday	Wednesday	Friday
Week 1	Jan. 18-20	No Class	Intro, syllabus, assessment	1.4, 1.5
Week 2	Jan. 23-27	1.6, 2.1	2.2, 2.3	2.4, 2.5
Week 3	Jan. 30 -Feb. 3	Test # 1 Review	Test#1	3.1, 3.2
Week 4	Feb. 6-10	3.3,3.4	3.5,3.6	3.7, Test #2 Review
Week 5	Feb. 13-17	<b>Test #2</b>	4.1,4.2, 4.3	4.4,4.5
Week 6	Feb. 20-24	Test # 3 review, <b>Test#3</b>	5.1, 5.2, 5.3	5.4, 5.5
Week 7	Feb. 27-March 2	FINAL Review	FINAL Review/workday	<b>FINAL 060</b>
Week 8	March 5-9	Work on Midterm Project	Midterm Project	1.4, 1.7, 1.8
Week 9	March 12-16	Review Test #1/ <b>Test #1</b>	2.1,2.2,2.3	2.4,2.5
	March 19-24	Spring	Break	
Week 10	March 26-30	2.6,2.7	2.7, Test Review #2	<b>Test #2</b>
Week 11	April 2-6	2.8,3.1	3.2,3.3	3.4,

## Introductory Algebra

Week 12	April 9-13	Test Review #3/ <b>Test #3</b>	5.1,5.2	5.3,5.4
Week 13	April 16-20	5.5, 5.6	Test #4 Review/ <b>Test#4</b>	6.1,6.2
Week 14	April 23-27	6.3, 6.4	Test#5 Review/ <b>Test#5</b>	Work on Final Project
Week 15	April 30-May 4	Final Exam Review	Final Exam Review , 6.5	Final Project Presentation
Week 16	May 7	<b>Final Exam 090</b>		

The above schedule may be changed at the discretion of the instructor to meet the special needs of the class.

### Colorado Community College Common Courses

#### Standard Competencies

##### **Competencies View:**

- I. Demonstrate knowledge and usage of first-degree equations, inequalities and formulas. (I)
- II. Demonstrate knowledge and usage of polynomials. (II)
- III. Demonstrate knowledge and usage of factoring and solving quadratic equations by factoring.  
(III)
- IV. Demonstrate knowledge and usage of algebraic fractions. (IV)
- V. Demonstrate knowledge and usage of coordinate geometry. (V)
- VI. Demonstrate knowledge and usage of linear systems. (VII) (Optional)

#### Topical Outline

##### **Outline View:**

# Introductory Algebra

- I. Demonstrate knowledge and usage of first-degree equations and inequalities
  - A. Solve first-degree equations including those involving fractions, decimals, ratio, proportion, and percent.
  - B. Check the solution of first-degree equations.
  - C. Solve first-degree inequalities.
  - D. Graph solutions for first-degree inequalities.
  - E. Define the unknowns when solving a word problem.
  - F. Translate word problems into algebraic equations or inequalities.
  - G. Solve word problems and summarize results using a complete sentence.
  - H. Apply formulas in calculating perimeter/circumference and area of plane geometric figures.
    - I. Evaluate formulas for given values of the variables.
    - J. Solve a formula for a specified variable.
  - K. Solve word problems that apply formulas.
- II. Demonstrate knowledge and usage of polynomials.
  - A. Determine the degree of a polynomial.
  - B. Add and subtract polynomials.
  - C. Multiply monomials.
  - D. Multiply a monomial by a polynomial.
  - E. Multiply a binomial by another binomial.
  - F. Divide polynomials by monomials and binomials.
  - G. Simplify expressions containing positive, zero, and negative exponents.
  - H. Change notation from standard decimal form to scientific notation and vice versa.
    - I. Apply scientific notation and properties of exponents to simplify expressions.
- III. Demonstrate knowledge and usage of factoring.
  - A. Factor out the greatest common monomial factor.
  - B. Factor the difference of two squares.
  - C. Factor trinomials of the form  $x^2 + bx + c$ .
  - D. Factor trinomials of the form  $ax^2 + bx + c$ .
  - E. Apply the zero product property to solve quadratic equations.
  - F. Solve word problems that require quadratic equations.
- IV. Demonstrate knowledge and usage of algebraic fractions.
  - A. Simplify algebraic fractions.
  - B. Add, subtract, multiply, and divide algebraic fractions.
  - C. Solve fractional equations.
  - D. Solve application problems involving fractions.
- V. Demonstrate knowledge and usage of coordinate geometry.
  - A. Graph linear equations and inequalities in two variables using the Cartesian coordinate system.
  - B. Determine the slope of a line when given two points or the equation of a line.
  - C. Determine the equation of a line given a set of geometric conditions pertaining to the line.

Here are the keys for success!

- Do not miss class
- Stay for the entire class
- Complete all assignments
- Get help immediately if you don't understand something
- Come visit with me if you are having any issues interfering with your learning
- Be a participant in class...not just an observer
- Study with a partner in class
- Have open communication with the instructor
- Be positive about math. Have some fun with it!



# Introductory Algebra

- Do a math everyday!!!

I hope you have a great semester. Please remember that I am here to help you. If you are having any problems then act quickly. Get help from me during my office hours or in the lab. Attitude is everything. Take a positive attitude toward the subject of mathematics. You are required to take math for a good reason. In time you may even begin to like math!

## VIOLATIONS OF RIGHTS, FREEDOMS AND CODE OF CONDUCT

CCD has the right to protect its educational purpose and its students from the irresponsible conduct of others. To ensure this right the following regulations have been set forth. A violation of any one of these codes of student conduct may result in serious appropriate consequences, ranging from a reprimand, to suspension or permanent removal from CCD.

Conduct that could subject a student to disciplinary action, includes, but is not limited to, the following:

1. Dishonesty, such as cheating, plagiarism or knowingly furnishing false information to the college or in helping someone else violate reasonable standards of academic behavior (see also CCD Academic Integrity Policy);
2. Forgery, alteration or misuse of college documents, records, identification materials, educational material, and Internet access or college property. Students are required to present identification when requested by authorized college officials.
3. Obstruction or disruption of teaching, administration, disciplinary proceedings, or other college activities, e.g.:
  - Deliberate interference with academic freedom of speech, including disruption of a class, or interference with the freedom of any speaker invited by any section of the college community to express his/her views;
  - Forcible interference with the freedom of movement of any member or guest of the college;
  - Blocking entryways to buildings, rooms, sections of buildings, hallways or stairways in such a way that people find it difficult or impossible to pass;
  - Blocking vehicular traffic.
4. Physical abuse or action that threatens the health and safety of any person on college-owned or college-controlled property or at college-sponsored or college-supervised functions.
5. Theft, misuse, or damage to property on college premises or at authorized college functions. Students involved are subject to college disciplinary actions, as well as to arrest and prosecution by legal authorities. Students are required to make full restitution.
6. Unauthorized entry or use of college facilities and college equipment.
7. Possessing, consuming or distributing any controlled substance, including alcoholic beverages, in violation of the law or college rules and regulations, or appearing on campus while under the influence of such substances.
8. Disorderly, indecent, or obscene conduct on college-owned or college-controlled property or at college-sponsored functions.
9. Failure to comply with the verbal or written directions of college employees acting in the performance of their duties.
10. Condoning any act by another student that violates college policy. Students witnessing any such acts are required to report them to the proper authorities immediately.
11. Unauthorized representation or contracting in the name of CCD. A student may not claim to be an official representative of the college for any commercial purpose.
12. Verbal or written communication that unlawfully exposes any individual or group to hatred, contempt, or ridicule, and thereby injures the person, property or reputation of another.
13. Dress that fails to meet the established public safety standards in specific classes on college-owned or controlled property and at college-sponsored activities.
14. Engaging in any kind of hazing action or situation on or off campus that endangers the mental health, physical health, or safety of a student for the purpose of initiation or admission to any student organization.

## Introductory Algebra

15. Unauthorized distribution or sale of goods on campus.
  16. Failure to comply with reasonable requests by authorized college officials or representatives acting on behalf of the college. This requirement includes reasonable request for students to meet appointments in administrative offices and at disciplinary investigations and hearings.
  17. Violations of college policies regarding parking.
  18. Violation of “No Smoking” policy within any building on campus.
  19. Violation of Responsible Electronic Communication policy.
  20. Violation of Academic Integrity policy.
  21. Illegal possession and/or sale of college property. Students involved are subject to college disciplinary actions, arrest and prosecution by legal authorities. Students will be required to make full restitution.
  22. Operation of any motorized or non-motorized vehicle – including skateboards, roller skates, rollerblades, bicycles and motor scooters – on any location or at times which, at the discretion of campus officials, constitute a pedestrian or motor vehicle traffic hazard, or which imperil the health and safety of a person or property on the campus.
  23. Possession of weapons, fireworks or explosives. No student, except law enforcement officers, may have weapons in their possession at any time on college property. Weapons are defined as firearms, knives, explosives, flammable materials, or any other items that may cause bodily injury or damage to property.
  24. Leaving children unattended or unsupervised in campus buildings or on campus grounds can constitute child abuse or child neglect, as outlined in Colorado Child Protection Act of 1975. Children may be permitted in the class only with the instructor’s permission and only with the understanding that the child’s presence will not be disruptive or unduly distracting.
  25. Engaging in behavior which may constitute sexual harassment such as sexually suggestive looks, comments or gestures, prolonged staring, stalking, sexual teasing or jokes, pressure for dates, sexually demeaning comments, pressure for sex, requests for sex in exchange for grades or favors to avoid poor grades or suspension, other actions of a sexual nature which interfere with school performance or create an intimidating, hostile or offensive learning environment.
  26. Knowingly pursuing malicious, frivolous or fraudulent charges against a student or staff member without cause.
- Aiding and/or encouraging another person to commit any act of misconduct set forth in 1 through 26 above.

# Introductory Algebra

Student Information Sheet			
<b>Name</b>	Last Name	First Name	
<b>E-mail Address</b>			
<b>Student ID</b>	CCD ID# S _____	MSCD Student ID# 900- _____	
<b>Telephone Number(s)</b> (Include Area Code)	Home	(    )	
	Work	(    )	
	Cell/Message	(    )	
<b>School</b> (please check)	<input type="checkbox"/> CCD <input type="checkbox"/> MSCD <input type="checkbox"/> UCD		
<b>Major</b> (if declared)			
<b>Area(s) of interest</b>			
<b>Reason(s) for taking this class</b>			
<b>Special Physical, Medical, or Learning Disabilities of which you want me to be aware</b>			
<b>Which of the following courses (or their equivalents) have you taken at CCD or another College?</b>			
Course	Final Grade	Course	Final Grade
<input type="checkbox"/> MAT 030 Fundamentals of Math		<input type="checkbox"/> MAT 060 Pre-Algebra	
<input type="checkbox"/> MAT 090 Introductory Algebra		<input type="checkbox"/> MAT 099 Survey of Algebra	

Please sign below and return this page to your teacher:

- I have received a copy of the syllabus
- I understand the math lab requirements for this course
- I understand the conditions I must meet to qualify for a satisfactory progress grade
- I received the student code of conduct and am responsible for its contents

**Student's Signature:** \_\_\_\_\_

**Teacher's Signature:** \_\_\_\_\_

# Introductory Algebra

## COMPUTER QUESTIONNAIRE

1. DO YOU HAVE ACCESS TO A COMPUTER AT HOME? \_\_\_\_\_
  2. DO YOU HAVE INTERNET SERVICE AT HOME? \_\_\_\_\_
  3. DO YOU HAVE HIGH SPEED INTERNET? \_\_\_\_\_
  4. HOW DO YOU FEEL ABOUT DOING ASSIGNMENTS AND QUIZZES ONLINE?
  
  5. ARE YOU WILLING TO COME TO THE LAB AT CCD TO WORK ON MYMATHLAB IF YOU HAVE TO?
  
  6. WOULD YOU PREFER TO DO HOMEWORK ONLINE ON MYMATHLAB OR OUT OF THE BOOK?
- 
7. HOW MANY HOURS PER WEEK DO YOU WORK IN A JOB?
  
  8. HOW MANY HOURS PER WEEK DO YOU PLAN TO WORK ON THIS CLASS?
  
  9. HOW MANY CLASSES ARE YOU TAKING THIS SPRING SEMESTER?
  
  10. DO YOU LIKE MATH?
  
  11. WHAT IS YOUR ATTITUDE TOWARD BEING REQUIRED TO TAKE MATH?

COMMUNITY COLLEGE OF DENVER  
**Basic Composition ENG 090-01C (3 credits)**  
 FastStart Learning Community w/ COM 115  
 Prerequisites: "C" or better in ENG 060 or ACCUPLACER score of 70-94  
 or a C or better in ESL 053

Class Meets MW 9:30 – 10:45AM in Modular 8F

Kelli Hamner, M.Ed., Instructor

**Office: South 230 Email: [kelli.hamner@ccd.edu](mailto:kelli.hamner@ccd.edu) Office Phone: 303-556-8455**

**[KELLI.HAMNER@CCD.EDU](mailto:KELLI.HAMNER@CCD.EDU) is preferred/best contact**

**Office Hours: Fridays, 10:15am - 12:15pm or by appointment**

**FastStart Educational Case Managers: Joanna Liebelt and Rosalinda Martinez**

Help with advising, financial aid, academic and related personal issues

[Rosalinda.Martinez@ccd.edu](mailto:Rosalinda.Martinez@ccd.edu) SO 312J 303-352-3355

[Joanna.Liebelt@ccd.edu](mailto:Joanna.Liebelt@ccd.edu) SO 312G 303-556-5419

\*\*If you need typing instruction, you may want to sign up for a 1-credit computer keyboarding class this semester, BTE 100

**Required Course Materials:** You might be able to find these used (especially the Hacker), which is why I include the ISBN numbers. *We use both books extensively, you need both!*

CCD Developmental English Faculty. Readings for Writers, 1<sup>st</sup> (2010).

Bedford/St. Martin's. ISBN: 0-312-67519-4

Hacker, Diana. A Writer's Reference, 7<sup>th</sup> ed., (with MLA update)

ISBN: 0-312-60143-0. 6<sup>th</sup> edition is acceptable, also.

*Until you can get the textbooks—sometimes student loan disbursements take a while—they can be checked out (with your student ID) at the*

- *Auraria Library [Ask Us desk, 2 hour checkout] and the*
- *Writing Center, South 142, but the books must remain in the Writing Center, South 142.*

SAVE ALL WRITING DONE FOR THIS CLASS; THIS INCLUDES PREWRITING, DRAFTS OF ESSAYS, JOURNAL ENTRIES, READER RESPONSE ENTRIES, AND ALL OTHER WRITTEN WORK. This will affect your final grade

Other Course Materials:

- \* A Dictionary (paperback is fine, I often find them at the thrift store for an excellent price!)
- \* 1 Folder (save ALL of your writing and hand-outs until the end of the semester)
- \* A college-ruled notebook OR a 3-ring binder with looseleaf college-ruled paper (Journal/Daily Writing)
- \* USB flash drive (highly recommended for revision work, or you can use Google Docs, etc.).

**\*\*Notice:** A CCD student email account is required to conduct all official business with the college and with your instructor; Metro students may use their Metro State email. This is important as emails from the Financial Aid office, Admissions and Enrollment office, and other offices will only go to student email accounts.

**Course Description:** This course emphasizes critical thinking as students explore writing for specific purposes and audiences. Students will develop skills required for college-level writing while reviewing paragraph structure and focusing on essay development.

**HOW TO PASS THIS CLASS:** to complete this course successfully you must finish all work with a C or better, turn your work in on time, and in the proper format; conform to class attendance policies, and participate regularly in class.

### Course Competencies and Critical Skills:

Upon completion of this course, students should demonstrate knowledge and/or skill in the following areas. The student should be able to

- understand and develop writing as a process in paragraphs and essays
- apply knowledge of the writing process

Topical Outline View:

- I. The Composition
  - A. Planning
  - B. Generating/Exploring Ideas (Invention)
  - C. Purpose
  - D. Audience
  - E. Point of View
  - F. Thesis
  - G. Organization/Outline
- II. Writing/Revising/Editing
  - A. Strategies of Development
  - B. Introduction, Body, Conclusion
- III. Critical/Logical Thinking
- IV. Paragraph and Sentence Review (as needed)

### Kinds of Writing:

Free-writes in class

Read and Respond Papers

Other in-class writings and exercises

Paragraphs

Drafts

Essays (may include description, narration, summary, response, expository, in-class essay)

A researched argument/persuasion essay)

Revisions

Portfolio

An assessment letter

**Essay Submission Procedure:** Each time you submit a draft or a final essay, all previous brainstorming, outlining, and early drafts must also be submitted with the final draft in class. All final drafts of essays must be typed according to MLA style (see handout).

**→ ALL final drafts must also be uploaded to the Dropbox in D2L (ccd.desire2learn.com).**

**Late Work:** Students are allowed ONE late written assignment, to be no more than ONE class late. Students may lose up to ½ of the possible points for each additional late assignment.

**Grading:** 50% of the final grade is based on final drafts of formal essays; 10% will be based on your completion of invention and drafting strategies in planning your essays; 10% will be based on Writing Center participation; 10% will be based on the completion of in-class writing assignments and homework; 10% will be based on class participation; 10% will be based on your final Portfolio.

**Final Grade** = percentage of total points possible for the term (i.e., the points you earned divided by the total possible points). Grading Scale: 90-100% A; 80-89% B; 70-79% C; 60-69% D; 59% and below F.

**Plagiarism: If you hand in 100% your own writing, you have nothing to worry about.** Plagiarism is literary theft of another author’s ideas and/or exact words, without giving proper credit to the source in both the text of your essay and on the Works Cited sheet. This rule is true of entire papers, as well as direct quotes, paraphrases, and summaries. Plagiarism is a serious ethical offense and may be grounds for the student’s failure in this class. Cheating of any kind is forbidden.

Student Code of Conduct and Academic Integrity	Admission to the Community College of Denver implies that you agree to respect the rights of others and observe moral and civil laws. Interference with the normal processes of education in the classroom or elsewhere on the campus will be regarded as unacceptable conduct, warranting suspension or dismissal. Complete Student Code of Conduct is at this web site: <a href="http://www.ccd.edu/search.aspx?WebID=63204&amp;&amp;View=0&amp;Search=student%20code%20of%20conduct">http://www.ccd.edu/search.aspx?WebID=63204&amp;&amp;View=0&amp;Search=student%20code%20of%20conduct</a>
Americans with Disabilities Act	Students with a documented disability who need reasonable accommodations to achieve course objectives should notify the instructor and apply for services at the Center for Persons with Disabilities within the first week of classes. NOTE: All students who identify themselves to faculty as having a disability or suspect that they have a disability should be encouraged to contact the Director of the Center for Persons with Disabilities (CPD), Room 134, South Classroom Building, 1 <sup>st</sup> Floor. Faculty is not obligated to provide accommodations without proper notification from the Center for Persons with Disabilities Office. You may also contact CPD staff by telephone to make an appointment: (303) 556-3300.  Students can present accommodations paperwork to the instructor at any time during the semester. The instructor is required to make the accommodations (required by law) as soon as s/he received the accommodations form but is not responsible for having made accommodations before the form was received. Instructor should write on the form: I received this form on this date _____, signed _____ More information is available on the CCD web site at <a href="http://www.ccd.edu/Disabilities/Disabilities.aspx">http://www.ccd.edu/Disabilities/Disabilities.aspx</a>
Grade of Incomplete	Incomplete: An "I" indicates that the course objectives are not yet fulfilled. It is the responsibility of the student to request, if needed, the assignment of an incomplete grade. <u>The instructor's decision to authorize or not authorize an incomplete grade is final.</u> The student must have completed 75% of the class with a C or better, and must complete the rest of the work with the same instructor. Arrangement for the completion of the course must be made with the instructor prior to the assignment of the "I" grade. This agreement must be written on a Contract for Incomplete Grade Form. The instructor may allow up to one full semester for the student to complete missing requirements. "I" grades not changed by the end of the following semester will automatically become failing grades (F).

Because we are in an academic environment, cell phones and pagers should be TURNED OFF while you are in class.

**Attendance:** Attending every class meeting should be a college student's priority for success. In keeping with CCD's Attendance Policy: "Faculty may give a failing grade to any student who has a 15% or greater absence from a course, starting from the first class meeting" (CCD Catalog). **Any student missing more than 3 classes for any reason may receive a failing grade in the course.**

**Responsible for missed work:** Students will be held responsible for any and all information missed due to absence, including assignments. **I suggest that you exchange contact information with one or two other students in the class in case you miss a class and need to know what you have missed.** I reserve the right to change the assignment dates and/or descriptions at any time during the semester. I will always announce any changes in class, so it is the student's responsibility to keep informed of any changes.

### IMPORTANT CAMPUS NUMBERS:

CCD Advising Center SO 134	303-556-2481	
<b>Campus Closure Line</b>	<b>303-556-2401</b>	<b>**Call to find out about weather closures**</b>
Campus Recreation PER 108	303-556-3210	
<b>Career Counseling AD 325</b>	<b>303-629-9226</b>	
On-line learning	720-858-2902	
<b>Health Center PL 150</b>	<b>303-556-2525</b>	
Auraria Library	303-556-2740	library.auraria.edu
<b>English and Math SO 313</b>	<b>303-556-8455</b>	
English Dept. 121 SO 307	303-556-2473	
<b>Math &amp; Science SO 306</b>	<b>303-556-2460</b>	
Parking (Ticket payment center)	303-556-2000	
<b>Campus Police</b>	<b>303-556-5000</b>	
Student Life, Tivoli 309	303-556-2597	
<b>Tech. and Business Dept PL 262</b>	<b>303-556-2487</b>	
Tutoring Labs SO 142	303-556-2497	
<b>Phoenix Center @Auraria, Tiv 227</b>	<b>303-556-2255</b>	<b>The Phoenix Center can offer free, confidential assistance with domestic violence, stalking, and sexual assault for Auraria campus students, staff, &amp; faculty. They can refer you to community resources and they also work as survivor advocates.</b>

### 3 Options for Student Counseling Help:

1. **Student/Community Counseling Center at North Building Room 4036 (\$10.00 a session); PH: 303-556-8127**
2. **Psychological Service Center in North Building in room 3002; PH:303-556-5289**
3. **Phoenix Center—Domestic Violence, Tivoli 227, 303-556-2255**

See Writing Assignments calendar for specific dates. The Writing Assignments calendar is attached to this syllabus; upcoming homework reminders will be written on the board at each class meeting.



Important dates:

Last day to drop and receive a refund is Thursday, September 8, 2011.

Last day to drop the class with a W is Monday, November 21, 2011.

Wk-Class	Date	In-Class	HW due for today's class.
1 - 1	W 1/18	First Day Writing Assessment, Syllabus	n/a
2 - 1	M 1/23	Auraria Library Tour Academic Integrity	
2 - 2	W 1/25	Elements of Description. Discuss Masotti's descriptive essay. Ideas for descr. writing.	Readings for Writers p. 220-226 Masotti; & p. 265-269 Description. Think about possible descriptive essay topics (due W 2/1).
3 - 1	M 1/30		
3 - 2	W 2/1	Rough draft work 5 Components of Descriptive essay - pair work: drafts <u>Hacker Writer's Reference</u> : Final Draft Format.	Rough draft descriptive essay due in class today.  Thurs, September 8 is the last day to drop a 15- week class and receive a refund.
4 - 1	M 2/6	Example of descriptive & narrative writing: essay from <u>Side Shots</u> surveying publication.	Read <u>RW</u> p. 261-263 final draft format
4 - 2	W 2/8	Auraria Library – using research databases	n/a (will use scholarly sources in Compare/Contrast essay)
5 - 1	M 2/13	Point of View - Hacker S-4. Self-assess Descriptive essays, hand in. Writing Processes <u>RW</u> p. 1-10 in class, finish for HW. Narrative Essay assignment	Writing Center Tutor visit & final draft Descriptive Essay due (w/ all previous drafts and planning).
5 - 2	W 2/15	Phoenix Center Presentation - Interpersonal Violence, Auraria Campus Resources <a href="http://www.thepca.org">www.thepca.org</a>	"Writing Processes" paragraphs from <u>RW</u> p. 1- 10. <u>RW</u> "37 Who Saw" p. 154-158, + all responses. Read <u>RW</u> 270-275 "Narration." Read <u>RW</u> 62-67 "Returning to Southie," post your "Explore in Your Writing" response to D2L discussion.
6 - 1	M 2/20	Dialogue & Narration Collect Reflections & rough draft check. Writer's Workshop - drafts	Rough draft of Narrative Essay & tutor signature due. *1 page typed, double spaced reflection of Phoenix Center presentation due.
6 - 2	W 2/22	Self-assess essays, hand in. Comparison and Contrast: -purpose -2 scholarly sources	Final draft Narrative Essay due (w/all prev. drafts).

7 - 1	M 2/27	Comparison & Contrast <ul style="list-style-type: none"> <li>sources/thesis check today</li> <li>MLA - citing sources (see Hacker)</li> <li>metaphor: Updike <u>RW</u> 122-125</li> </ul>	1. Choose a topic for Comparison & Contrast essay, 2. Get 2 scholarly sources on this topic from library, 3. draft a one-sentence thesis statement for your CC essay.
7 - 2	W 2/29	<ul style="list-style-type: none"> <li>metaphor: Updike <u>RW</u> 122-125</li> <li>MLA - citing sources: Works Cited list</li> </ul>	Read <u>RW</u> "Working with Sources and Avoiding Plagiarism," p. 333-348.
8 - 1	M 3/5	Comparison & Contrast Midterm Essay & grade Journals (in class)	Rough draft of Comparison & Contrast essay due.
8 - 2	W 3/7	Auraria Library - Research Skills	n/a
9 - 1	M 3/12	Process Essay I-Search	Final draft C&C essay due w/ tutor signature, all drafts.
9 - 2	W 3/14	Auraria Library – Research Skills for I-Search	Read <u>RW</u> "Taking the Starving out of Artist" p. 227- 234 Rough draft Process Essay due
10 - 1	M 3/19	NO CLASS – Spring Break	
10 - 2	W 3/21	NO CLASS – Spring Break	
11 - 1	M 3/26	Hacker A2, Constructing Reasonable Arguments	Read <u>RW</u> "Argument and Persuasion" p. 208-320 (focus on appeals and logical fallacies in arguments). Final Draft Process Essay due
11 - 2	W 3/28	Hacker A3, Evaluating Arguments	Read <u>RW</u> "What We Eat" p. 106-113 I-Search Topic + 2 sources due (on one sheet of paper is fine, sources in MLA Works Cited page format, see Hacker MLA section).
12 - 1	M 4/2	Argument, continued	Read <u>RW</u> "Working with Sources and Avoiding Plagiarism," p. 333-348. I-Search: What I Knew I-Search section due (1 page min / 2 max)
12 - 2	W 4/4	Argument, social commentary	Read <u>RW</u> "Reppin' Islam," p. 73-76 I-Search: What I Wanted to Know & Why section due (1 page min / 2 max).
13 - 1	M 4/9	Argument, satire, social commentary Course evaluations (evaluate the instructor) tentatively scheduled for this week.	Read "Body Ritual Among the Nacirema" <u>RW</u> p. 77-83. I-Search: What I Found section due (uses 4 scholarly sources min, 2 pages min, 4 pages max).
13 - 2	W 4/11	Argument, social commentary	Read "But First, a Word from Our Sponsor," <u>RW</u> p. 114-121.

14 - 1	M 4/16	Last day to withdraw from 15-wk classes and receive a grade of "W" instead of "F."	
14 - 2	W 4/18		
15 - 1	M 4/23	Argument, social commentary	Read "Am I Blue?" RW p. 131-136, and "Animal Research Saves Human Lives" p. 163-166.
15 - 2	W 4/25	Argument	I-Search: Final Draft I-Search due (all sections + works cited page).
16 - 1	M 4/30	Final Grade Journals	Final Exam Grade Journals
16 - 2	W 5/2	Last ENG 090 class	Celebration, receive Finals
---	M 5/7	Last day of CCD Classes Sat Dec 17: grades available to students	No class meeting today.