

EASTERN WYOMING COLLEGE
ART 1179-01 Photoshop I

Spring 2018, TEB 273, Monday through Thursday: 8:00 – 8:55 AM.

I. Instructor Information

Instructor: John Cline

Office Location: FA 108

Phone: (307) 532-8291

Email: john.cline@ewc.wy.edu

Office Hours: Monday/Wednesday: 9:00 to 10:00 AM. Friday: 9:00 to 10:00 AM and 1:00 to 3:00 PM.

II. Course Content Information

- A. Course Description: An introduction to Adobe Photoshop as a creative medium. We will explore a range of possibilities with various aspects of the program, including layers, filters, tools, and color modifications. Projects will use scanned and captured images such as photographs, sketches, and real textures in a range of possible fine art and commercial applications.
- B. This course meets the following general education category: Arts and Humanities.
- C. Course Rationale: This course serves as one of the two required art electives for students seeking an A. A. degree in Art.
- D. Course Objectives:
 - 1. Learn to use the different tools and functions of the Adobe Photoshop software to create original designs in a digital platform.
 - 2. Understand the anatomy of a pixel-based digital image.
 - 3. Develop the capability to engage in visual thinking and communication.
 - 4. Find creative solutions to visual problems.
- E. Resources: You will need an external storage device, like a thumb drive. The computers and software are available for use here on campus. Also, we may be working with digital cameras, which will be available for check-out through the EWC Art Department. The assigned textbook for this course is available in the EWC Bookstore. It is titled Teach Yourself Visually: Adobe Photoshop CS6 by Mike Woolridge and Brianna Stuart.
- F. Final Exam: Wednesday May 2 at 8:00 AM. All work must be submitted by Friday, May 4th at 4:00 PM.

III. Course Expectations

- A. Assignments
 - a. Technical Assignments: Eight at 10 points each. Total 80 points.
 - b. Portfolio Assignments: Five at 15 points each. Total 75 points.
 - c. Exams: Two at 50 points each. 100 points total.
 - d. Portfolio Presentation: One at 25 points.

B. Evaluation Criteria: There is a total of 280 points possible. Your final grade will be determined based upon the percentage of these points you earn. 90% or higher is an A. 80% or higher is a B, and so forth.

C. Policies

a. Attendance Policy: Attendance is mandatory. You are permitted two excused absences, not including excused absences for official school activities, such as field trips or athletic events (if you are an athlete).

b. Academic Dishonesty: Academic dishonesty consists of, but is not limited to, completing work for someone else, having someone else complete your work for you, or “borrowing” a design that is not your own, including from a Website, unless instructed or permitted to do so by your professor. This will result in the loss of all points possible for that particular assignment with no chance of making it up. Only work that belongs to you will be graded. All other work receives a score of zero. This goes for any type of work you complete.

c. Copyright Issues: It is illegal to use any copyrighted material without permission from the copyright holder. This includes images. However, we will be using images protected by copyright throughout this course, as is permissible by law according to the “fair use” clause found in Section 107 of the Copyright Act. It is your responsibility to respect the purpose of the “fair use” clause both inside and outside of this class.

*“...the fair use of a copyrighted work, including such use by reproduction in copies or phonorecords or by any other means specified by that section, for purposes such as criticism, comment, news reporting, **teaching (including multiple copies for classroom use), scholarship, or research, is not an infringement of copyright.** In determining whether the use made of a work in any particular case is a fair use the factors to be considered shall include—the purpose and character of the use, including whether such use is of a commercial nature or is for **nonprofit educational purposes...**”*

d. Retrieving Course Images and Submitting Work: Images used for the completion of assignments will be uploaded to the course website at the beginning of each week. Finished work will be submitted through the same website. Do not print and submit hard copies of your work. The only work that will be printed and turned in will be the image source sheets that you will create to accompany each Portfolio Assignment.

e. Withdrawal: You can withdraw from this class at any time up to a certain point in the semester (see the EWC Schedule of Classes). If you withdraw from the class and slip below full-time status, your financial aid and/or housing status may be adversely affected. Be sure to visit with Financial Aid or Campus Housing to make sure you do not jeopardize your money or your position in the dorms. After the last day to withdraw from classes as established by the college, your professor will not withdraw you, nor can you withdraw yourself. You receive a letter grade based upon your performance in class at the end of the semester.

f. Saving Digital Work: Save all your work to a portable memory device or email each image to yourself so that your work is in reserve in your inbox. Failure to save work properly will not be an excuse for late or missed assignments.

g. Lab Rules and Etiquette:

1. No food or drink in the computer lab, unless the drink is in a leak-proof container.

2. Do not talk while the instructor is demonstrating the software.
3. Do not get distracted by unrelated Websites while the class is in session.
4. Do not access pornographic websites to find images for your work.

IV. ADA Accommodations: Eastern Wyoming College is committed to providing reasonable accommodations for qualified individuals with disabilities. If a student has a disability and desires reasonable accommodation for such disability, the student should contact the EWC Director of Counseling and Disability Services (532-8238) or the EWC Human Resources Director (532-8330) as soon as possible so that arrangements can be made.

V. Course Changes: The instructor reserves the right, acting within the policies and procedures of EWC, to make changes in the course schedule or activities. All changes will be announced in class.

ART 1179 Photoshop Course Schedule

Week	Class Work	Deadlines (by end of class period)
Week One	Introduction. Ch. 1	
Week Two (No class 1/15)	Chs. 2, 3, 4	
Week Three	Ch. 5. Tech Assignment 1	Jan. 25
Week Four	Ch. 6. Tech Assignment 2	Feb. 1
Week Five (No class 2/8)	Ch. 6. Tech Assignment 3	Feb. 7
Week Six	Ch. 7. Tech Assignment 4	Feb. 15
Week Seven	Ch. 8. Tech Assignment 5	Feb. 22
Week Eight	Ch. 8. Tech Assignment 6 Exam	Mar. 1
Week Nine	Spring Break	
Week Ten	Chs. 9, 10. Tech Assignment 7	Mar. 15
Week Eleven	Chs. 11, 12. Tech Assignment 8	Mar. 22
Week Twelve (No class 4/2)	Portfolio One	Mar. 29
Week Thirteen	Portfolio Two	Apr. 5
Week Fourteen	Portfolio Three	Apr. 12
Week Fifteen	Portfolio Four	Apr. 19
Week Sixteen	Portfolio Five	Apr. 26
Week Seventeen	Portfolio Presentations Final Exam on 5/2 at 8 AM	

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Week Eleven	Chs. 11, 12. Tech Assignment 8	Mar. 22
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CO/M 2010 70: Public Speaking Syllabus

Spring 2018

3 Credits

Instructor: Melina Foster

Instructor Information

- BS in Secondary English Education, University of Wyoming
- School improvement Specialist, University of Nebraska Lincoln
- Master of Arts in English, National University, San Diego, CA
- Master of Arts in Communication, SNHU, in progress
- Phone: (307) 358-4007 before 9:00 p.m. (Home)
- E-mail: mfooster@ccsd1.org
- Conference hours: by appointment

Course Information

- CO/M 2010
- Spring Semester 2018
- 3 Credits

This course meets the following general education category:

Communication 2 _____

This course will continue to develop students' transferable communication skills (especially foundational oral communication skills) while additionally moving students towards discipline-specific communication activities. A COM2 that is open to students across majors may be more focused on cross-disciplinary habits than on disciplinary conventions. These courses will help students develop foundational oral communication skills while continuing to promote practice with written communication tasks. In terms of digital communication, COM2 courses should help students begin to identify and use those digital habits, skills, and knowledge which can help students to compose, critically analyze, and present information using digital media.

1. Develop and share written, oral, and digital messages through a **variety** of assignments that include discipline-based or interdisciplinary purposes, forms, and audiences.
2. **Find, analyze, evaluate, and document information** appropriately using a variety of sources.
3. Understand the different **purposes** of written, oral, and digital messages and employ appropriate organizational **strategies**, including developing thesis statements and main ideas.
4. Make effective use of **multiple drafts, revisions, progressive assignments, computer technology, peer and instructor comments, and collaboration** in the achievement of a final work of communication.
5. Observe the accepted **conventions** including spelling, grammar, organizational structure, punctuation, delivery and documentation in oral, written, and digital messages.

6. Deliver **prepared presentations** in a natural, confident, and conversational manner, displaying nonverbal communication that is consistent with and supportive of the oral message. [Note: Courses should include instruction in foundational oral communication skills and at least 2 opportunities for students to practice giving prepared presentations.]
7. **Interact** effectively with audience members, engage opposing viewpoints constructively, and demonstrate active listening skills.

Course Content Information

2020 Public Speaking (3L, 3CR):

An introduction to the principles of public speaking, with emphasis on practical skills in communicating to audiences, classes, and groups. Course includes training in manuscript preparation and composition and provides an opportunity to learn the fundamental principles of developing and evaluating public messages within a forum for honing public speaking skills.

Prerequisite: None

Course Rationale:

This course has been designed to enable students to develop greater skill in public speaking in a variety of situations for a wide range of purposes. The focus will be on writing and presenting clear, engaging prose in a polished and professional manner.

Course Objectives:

Students who complete this course will have:

- Observed a variety of presentations by a variety of speakers for a variety of purposes.
- Observed and evaluated the presentations of peers
- Written well-organized, thoughtful speeches for a variety of purposes
- Demonstrated understanding of the importance of analyzing audience
- Utilized and cited research properly in manuscripts and aloud
- Used the writing process with emphasis on revision through peer workshops
- Used the conventions of written and spoken language properly
- Utilized appropriate technology to produce and publish manuscripts
- Met deadlines for manuscripts and presentations

Resources:

- Required Texts:
The Art of Public Speaking twelfth edition by Stephen E. Lucas. McGraw-Hill, 2015. Including workbook and support materials
- Other readings provided by instructor
- Turn-it-in.com
- Selected excerpts from relevant videos

Course Expectations

General Speech Reminders:

Each speech assigned with a manuscript should have the heading in the upper left corner of the paper. All papers should be typed and double-spaced. Length of each final draft is determined by the length of the assigned speech. Speeches should NOT include clichés, the pronoun you, or slang unless it directly relates to your topic.

Outside Audience:

For each assigned speech, students will be required to show evidence of 1 audience member who has heard the speech outside of class. Students will need to practice the speech in front of an adult (no high school students please) who will **LEGIBLY** sign the back of the manuscript as evidence that an outsider has heard and seen the speech. The purpose is to learn and apply strategies for modifying speech behaviors. No outside audience member can be used more than 2 times.

Outside Speaker Evaluation

All students will need to observe a live public speaker of their choice who presents for at least 15 minutes. Students must then complete an evaluation that speaker. This could include a city council meeting, church, or anyone speaking in a public forum to a **LIVE** audience.

Grade Reporting Policy:

Grades will be reported to EWC at midterm, and final grading periods.

Due to the weekly Douglas High School eligibility requirements, grades will be posted on PowerSchool.

Student Evaluation Criteria:

Your final grade in this course will be calculated by dividing total points received by total points possible. Class attendance will be awarded 10 points per day on speech days. Speech days are MANDATORY ATTENDANCE days. You earn points for being an audience member as well as being a speaker. Excused or not excused has no bearing on point loss. Absences and tardies will result in point loss. Most reading assignments will be accompanied by quizzes or notes worth 15-25 points each. Each outside practice will be valued at 10 points. Additional in-class or out of class exercises will be worth 10-25 points each. Each of the major speeches will be worth 110 points. The final speech will be worth 250 points.

Final Grade:	90-100	A
	80-89	B
	70-79	C

60-69	D
0-59	F

Criteria Used for Evaluating Speeches

The *superior speech* (grade A) should meet all the preceding criteria and also:

1. Constitute a genuine contribution by the speaker to the knowledge or beliefs of the audience
2. Sustain positive interest, feeling, and/or commitment among the audience
3. Contain elements of vividness and special interest in the use of language
4. Be delivered in a fluent, polished manner that strengthens the impact of the speaker's message

The *above average speech* (grade B) should meet the preceding criteria and also:

1. Deal with a challenging topic
2. Fulfill all major functions of a speech introduction and conclusion
3. Display clear organization of main points and supporting materials
4. Support main points with evidence that meets the tests of accuracy, relevance, objectivity, and sufficiency
5. Exhibit proficient use of connectives—transitions, internal previews, internal summaries, and signposts
6. Be delivered skillfully enough so as not to distract attention from the speaker's message

The *average speech* (grade C) should meet the following criteria:

1. Conform to the kind of speech assigned—informative, persuasive, etc.
2. Be ready for presentation on the assigned date
3. Conform to the time limit
4. Fulfill any special requirements of the assignment—preparing an outline, using visual aids, conducting an interview, etc.
5. Have a clear specific purpose and central idea
6. Have an identifiable introduction, body, and conclusion
7. Show reasonable directness and competence in delivery
8. Be free of serious errors in grammar, pronunciation, and word usage

The *below average speech* (grade D or F) is seriously deficient in the criteria required for the C speech.

Late Assignments Policy:

Names for speeches are drawn randomly. Speeches not presented on the day and time your name is called will receive a zero. Allowances may be made for extenuating circumstances with the proper documentation. This documentation must be official in nature. A note from your mom or dad is not official documentation. You must contact the instructor if you miss a speech. No contact means no credit! Arrangements for any speeches assigned to be performed during a planned absence **MUST** be made up in advance. Please set the class date and time with the instructor.

Written assignments not turned in by the due date and time will receive a 25% deduction if turned in within two days. **WEEKENDS COUNT! USE YOUR EMAIL!** If turned in between three days and five days late, the assignment will receive a 50% deduction. **Assignments more than five days late will receive no credit.**

Withdrawal Policy:

Withdrawal from the course must be initiated by the student following procedures outlined in the current Eastern Wyoming College Catalog. A student may request a withdrawal from the instructor. The Office of Outreach in Torrington will handle the withdrawals. If there is a problem that leads to a possibility of withdrawing, please contact me first to see if we can work out a solution.

Classroom Expectations:

In order to maximize each student's learning experience, please show respect for your classmates and instructor. Any behavior deemed by the instructor as being disrespectful or disruptive may result in a student's being asked to leave the class, which, in turn, will affect attendance/participation points.

PLEASE NOTE: ANY cell phone use during any speech will result in the loss of your audience points for that day. The second offense will cause you to be removed from the class.

Specific standards and protocols will be identified by the instructor as the class progresses. Please note the attached page from the EWC course catalog on attendance.

Safety Issues:

Please refer to the *EWC Catalog* for safety issues.

ADA Accommodations:

Eastern Wyoming College is committed to providing reasonable accommodations for qualified individuals with disabilities. If a student has a disability and desires a reasonable accommodation for such disability, the student should contact the, EWC Coordinator of Counseling & Disability

Services (532-8238) or Ed Meyer, EWC Human Resources Director (532-8330) as soon as possible so that arrangements may be made.

Disclaimer Statement

Information contained in this syllabus is, to the best knowledge of the instructor, correct and complete when distributed for use at the beginning of the course. However, this syllabus should not be considered a contract between Eastern Wyoming College and the student. The instructor reserves the right, acting within the policies and procedures of EWC, to make changes in course materials.

January 2018

<p>1</p> <p>RQ= review questions KT=key terms</p>	<p>2</p>	<p>3</p> <p>Introductory information</p>	<p>4</p> <p>Chapter 1 Key terms and questions p. 26 Intro. speech examples Listening info.</p>	<p>5</p>
<p>8</p> <p>3 minute Self-introduction speeches DUE and presented</p>	<p>9</p> <p>WORK DAY Chapter 2 and Key terms and questions p.44 Davinci's 100 questions</p>	<p>10</p> <p>Finish speeches Chapter 1 key terms and questions <u>DUE</u> Partner interviews</p>	<p>11</p> <p>Reflections Partner Interviews</p>	<p>12</p>
<p>15</p> <p>Ch. 2 <u>DUE</u> Finalize speeches and practice Ch. 6 RQ 1-4 p.116 +Notes on audience analysis factors</p>	<p>16</p> <p>News WORK DAY</p>	<p>17</p> <p>Ch. 6 <u>DUE</u> Partner intro. Speeches Ch. 7 notes on searching the internet 124-129, sample formats p.135, distinguishing among direct quotations p.136</p>	<p>18</p> <p>Partner intro. speeches</p>	<p>19</p>

Course Schedule: Note: all chapters and page numbers are for the Lucas text.

Class Meeting	Topic—Activity	Reading
Jan. 3	<p>Course Overview</p> <p>Introductions, grading and attendance policies. Overview of assignments and outside public speaking requirements.</p> <p>http://www.youtube.com/watch?v=2EqwxOB1MM&feature=related Toastmaster</p> <p>http://www.youtube.com/watch?v=ZT8G6Qf7Ngo Caroline Kennedy Ya Know</p> <p>http://www.youtube.com/watch?v=WALIARHHLII&feature=related Miss South Carolina</p> <p>http://www.youtube.com/watch?v=URkFAnSvGk4&feature=pyv&ad=5884792548&kw=public%20speaking&gclid=CJbUtI2wnqYCFY64KgodzINkng</p> <p>Public Speaking tips (stage fright)</p> <p>http://www.youtube.com/watch?v=whTwjG4ZIJg&feature=related</p> <p>Presentation Skills (readers digest version)</p> <p>http://www.youtube.com/watch?v=ck5vVU8qQWA&feature=related</p> <p>Teenager bad example</p> <p>http://www.youtube.com/watch?v=yPl3X6whm3A</p> <p>Will Ferrell Harvard Commencement</p> <p>http://www.youtube.com/watch?v=E0AgsUejIzg</p> <p>Graduation Speech</p> <p>Prep for 4 minute self-introduction speeches Due Jan. 9</p>	Chapter 1 and “Giving Your First Speech” (pp. 73-83)
Mon. Jan. 7	<p>READING QUIZ CH 1</p> <p>Basic Principles of Speech Communication</p> <p>Explain introductory speeches; show A Heart Worn on My Hand, My Eye on the World, and class discussion on selected exercises, text p. 29.</p>	
Wed. Jan. 9	<p>Introduction Speeches</p>	Skim and List the top 10 ideas from Ch. 2 Read Ch. 14

Class Meeting	Topic—Activity	Reading
Thurs. Jan. 10	Completion of introductory speeches Reflection	
Mon. Jan. 14	Top 10 ideas from Ch. 2 Due Ch. 14 Key Terms and Review Questions Due Speaking to Inform Class discussion on kinds of informative speeches and guidelines for informative speaking. Watch example speeches.	Chapter 4
Wed. Jan. 16	Chapter 4 Review and Key Terms due Choosing Topics and Purposes Class discussion on exercises 2-4, text pp. 107-108, and Applying the Power of Public Speaking, text p. 109. Assignment – Introduction of classmate 4-5 minutes DUE Jan. 23 #2 p. 107 Exercises for Critical thinking	Chapter 5
Thurs. Jan. 17	Interviews on your own	Chapter 8
Mon. Jan. 21	Ch. 5 and Ch. 8 Questions and Key terms due Organizing the Body of the Speech Analyzing the Audience Class discussion on exercises 2 and 4, text pp. 135-136, and Applying the Power of Public Speaking, text p. 136. Class audience analysis. Class discussion on exercises 1-3 and Applying the Power of Public Speaking, text pp. 224-225.	Chapter 9 4065821416
Wed. Jan. 23	Classmate introduction speeches Assignment- Informative speech 9-10 minutes	
Thurs. Jan. 24	Finish Classmate introduction speeches Ch. 9 Questions and Key Terms DUE Introductions and Conclusions Class discussion on exercise 1, text p. 268, and Applying the Power of Public Speaking, text p. 269.	Chapter 12
Mon. Jan. 28	Ch. 12 Questions and Key Terms DUE Delivering the Speech Informative examples	Chapter 13

Class Meeting	Topic—Activity	Reading
Wed. Jan. 30	<p>Ch. 13 Questions and Key Terms DUE</p> <p>Using Visual Aids TV Cooking show</p> <p>Audience Analysis of the sophomore class you will be speaking to.</p> <p>Turnitin.com Class ID # _____ Password: foster</p>	During the week you should be researching for your informative speech. Make sure you register for the class in turnitin.com and turn in your informative speech by 2/4 at 8:00 A.M.
Thurs. Jan. 31	Research and prep for informative	Ch. 15 Review questions p. 428
Mon. Feb. 4	Informative Speeches	
Wed. Feb. 6	Informative Speeches	Chapter 7 Review questions p. 201 DUE Feb. 13
Thurs. Feb. 7	Informative Speeches	
Mon. Feb. 11	Informative Speeches/Reflections	
Wed. Feb. 13	<p>Introduction to Persuasive Speaking Ch. 7 QUIZ???</p> <p>Assignment: persuasive speeches (12-15 minutes).</p> <p>Class discussion on selected exercises and Applying the Power of Public Speaking, text pp. 429-430. Watch Persuasive examples.</p>	Ch. 16 Questions p. 464 OR notes
Wed. Feb. 20	<p>Watch persuasive example 3</p> <p>Class discussion on exercises 1-2, text pp. 201-202.</p> <p>Homework: Applying the Power of Public Speaking, text p. 202.</p>	Notes on persuasive source 1
Thurs. Feb. 21	<p>Using Supporting Materials</p> <p>Turn in p. 429 #2</p> <p>To the library with your persuasive purpose statement</p>	Notes on source 1 DUE

Class Meeting	Topic—Activity	Reading
Mon. Feb. 25	Notes on Source 2 and 3 due Analysis of an example speech An additional analysis of a speech DUE MARCH 5!!	Selections from Speeches for Analysis and Discussion pp. A1-A18
Wed. Feb. 27	Notes on source 4 and 5 due Analysis due	
Wed. Feb. 29	Methods of Persuasion Class discussion on selected exercises and Applying the Power of Public Speaking, text pp. 464-465.	
Thurs. Mar. 1	Editorial on your persuasive topic (written in class)	
Mon. Mar. 5	Notes on Source 6 and 7 due Writing, typing, editing, practicing	
Wed. Mar. 7 and Thurs. March 8	Writing, typing, editing, and practicing (in class!)	Chapter 17, especially pp. 475-479
Mar. 12, 14, 15, 19, 21	Persuasive Speeches	
Thurs. Mar. 22	Persuasive Speeches/reflections	
Mon. March 26	Commemorative Speaking Assignment: commemorative speech 6-8 minutes. Class discussion on exercise 3, text p. 483. Commemorative examples.	Chapter 11 Notes or review questions DUE APR.9
Wed. March 28	Using Language Effectively Last Lecture Class discussion on selections from exercises 1-3, text p. 296;	
Thurs. March 29	Finish Last Lecture	
Mon. April 9	Commemorative Speeches	

Class Meeting	Topic—Activity	Reading
Wed. April 11	Required Completion of outside Speeches Commemorative Speeches	
Thurs. April 12	Commemorative speech wrap up The Final Speech Assignment: final speeches 14-15 minutes. Review of elements students most need to work on in preparing the final speech. Major items usually are supporting materials, organization and outlining, and delivery.	Review Ch. 7
Mon. April 16	Preparing for the Final Speech: Supporting Materials Class discussion on selected exercises from Chapter 7 of the text, or on analyzing speeches from pp. A1-A18 of the text.	Review Chapters 8-10
Wed. April 18	Preparing for the Final Speech: Organization and Outlining Class discussion on selected exercises from Chapters 8-10.	Review Chapter 12
Thurs. April 19	Preparing for the Final Speech: Delivery By this point in the course, many students Should be ready to work on polishing their delivery skills..	
<p>April 23, 25, 26, 30 May 1,2, 3, 7, 8,9</p> <p>Final Speeches</p>		

ENGL 2020-71—Introduction to Literature
Spring 2017
3 Credits

Instructor: Melina Foster

Instructor Information

- BS in Secondary English Education, University of Wyoming
- School improvement Specialist, University of Nebraska Lincoln
- Master of Arts in English, National University, San Diego, CA
- Phone: (307) 358-4007 before 9:00 p.m. (Home)
- E-mail: mfooster@ccsd1.org
- Conference hours: by appointment

Course Schedule MTWTF Fourth hour

Course Policies and Syllabus

■ **Course Description:** An introduction to the study of literature such as poetry, fiction, drama, novels, and literary nonfiction. The class will develop skills in written, oral, and digital communication.

Prerequisite: ENGL 1010 with a grade of "C" or better.

This Course meets the following general education requirement: Communications 2

RATIONALE: First of all, this is a required writing course that fulfills the COM2 requirement for the Associate degree. Beyond that, skills in reading for critical analysis and writing about that analysis are valued skills in most fields. The student should also become a better consumer of information, which will result in a better citizen. And finally, the student will have at least some exposure to the concept of literature, which will result in creating a literate citizen of the world. Obviously, this is only a minimal introduction to literature, but minimal is better than no introduction at all.

Note also that this is first and foremost a course in written communication and emphasis will be placed on learning to critically analyze, support, and demonstrate understanding of literary texts.

Objectives: Upon successful completion of this course. Student should be able to

- Identify basic literary devices and terms in specific works of fiction
- Read and demonstrate understanding of literary genres
- Comment on the different world views present within the framework of a piece of literature
- Demonstrate the previously noted abilities in carefully crafted, thoughtful, and accurate writing assignments throughout the semester.
- Develop and communicate written, oral and digital messages through a variety of assignments that include discipline-based or interdisciplinary purposes, forms and audiences.
- Find, analyze, evaluate, and document information appropriately using a variety of sources.
- Understand the different purposes of written, oral, and digital messages and employ appropriate organizational strategies, including developing thesis statements and main ideas.
- Make effective use of multiple drafts, revisions, progressive assignments, computer technology, peer and instructor comments, and collaboration in the achievement of a final work of communication.

- Observe the accepted conventions including spelling, grammar, organizational structure, punctuation, delivery and documentation in oral, written and digital messages.
- Deliver prepared presentations in a natural, confident, and conversational manner, and display nonverbal communication that is consistent with and supportive of the oral message
- Interact effectively with audience members, engage opposing viewpoints constructively, and demonstrate active listening skills.

■ **Method:** This course has a stringent, but reasonable, reading schedule. Since this is a literature course you are expected to read every text I have assigned. Failure to do so may result in a significant drop in your grade. **Throughout the course you may be required to share your writing with your classmates through peer review and examples of your work.** Class meetings will consist of in-class writing and exercises, peer review, discussions of readings, and group activities. Classes will be graded on discussion. Please arrive prepared and ready to offer insights about the assigned texts. Failure to participate effectively in class discussion will result in the loss of a full letter grade.

■ **Texts and Materials:**

Required Text and Materials

- *Literature: Reading Fiction, Poetry and Drama* edited by Robert Diyanni
- *The Merchant of Venice* by William Shakespeare
- *Heart of Darkness* by Joseph Conrad
- *The Old Man and the Sea* by Ernest Hemingway
- *The Awakening* by Kate Chopin
- *Literary Theory A Very Short Introduction* by Jonathan Culler

Recommended Text

- Hacker, Diana. *A Writer's Reference*. 5th ed. Boston: Bedford/St. Martin's, 2003.
- Turnitin.com Turnitin -is a text review service utilized by EWC for originality checking, including improper citations or potential plagiarism. Student work in this course will be submitted to and retained by this service, though the student retains copyright of their written work. Students can view information regarding Turnitin's privacy and copyright policy at <http://www.turnitin.com/en-us/privacy-center/overview>.

■ **Assignments and Grading:** YOU earn your grade in this course. It is your responsibility. I am here to guide you and assist you in the learning process, but you are the one who attends class and participates, in addition to completing assignments. The focus of this class is synthesizing reading and writing. The grading for this class is straightforward:

Papers 100 pts each

Final Project 200pts

In-class Midterm 100 pts

In-class Final 100 pts

Class Discussion and Participation

Reading Quizzes (as needed)

Grade Reporting Policy: Grades will be reported on PowerSchool for the purpose of determining eligibility for activities.

■ **Restricted Rating Material:** At times you will be asked to view R-rated material on your own. Some of these films may include profanity, violence, adult situations, or nudity. If you feel

uncomfortable watching these you need to see your instructor. In rare cases, a substitute film could be watched as long as it has been determined by the instructor that it addresses the same issues as the films scheduled for the class.

■ **Attendance/Participation Policy:** Good students realize that class attendance is crucial to their success. You are expected to attend every class. Under extenuating circumstances (e.g. inclement weather, family emergency, etc...) I may choose to excuse an absence. Those involved in activities requiring travel and class absences need to bring me a copy of their travel schedules. All work due during your absence must be made up in advance. My policy is that you are students first and athletes second. Students must realize that much occurs in class that cannot be made up. **Any student accruing an unexcused absence will have their grade lowered, most likely one letter grade per absence. If you miss two consecutive class periods without speaking with me beforehand, you will need to schedule an out-of-class conference during my office hours to explain the situation to me.** As per EWC regulation, any student who misses more than twenty percent (20%) of scheduled class days is subject to administrative withdrawal from the course, meaning that you would have to take the course over again.

■ **Cell Phones and Texting:** The use of cell phones in class is strictly prohibited. If your phone rings during class you will be asked to leave. If you are caught texting during class, you will be administratively dropped from the class by me. When a cell phone rings everyone will take a surprise quiz.

■ **Make-up work:** If you miss class you are still responsible for **ALL** information that we cover in class on the date(s) you miss and all assignments that are due. Peer review days are essential to the improvement of writing, if you are going to miss a scheduled peer review day you will lose credit.

■ **Late Assignment Policy:** All assignments are due in class on the dates specified in the course syllabus, unless officially changed by me for extenuating circumstances. **No late work is accepted** unless you have made arrangements ahead of time or you have a college-authorized excuse. WEEKENDS COUNT! USE YOUR EMAIL! In excess of those terms, I determine what constitutes an excused absence and whether or not it should be excused. Allowances may be made for extenuating circumstances with the proper documentation. This documentation must be official in nature. A note from your mom or dad is not official documentation.

Written assignments not turned in by the due date and time will receive a 25% deduction if turned in within two days. If turned in between three days and five days late, the assignment will receive a 50% deduction. **Assignments more than five days late will receive no credit. EVERY Day counts! Not just class days!**

■ **Format for Written Work:** All written work, except those assignments completed in class or otherwise noted, must be word processed. Use one-inch margins on all four sides and double space all typed material using Times New Roman 12 point font for assignments.

■ **Office Hours:** Please feel free to visit me during office hours, or make an appointment for some non-scheduled time. If you have any questions or concerns about anything related to the class, please let me know right away. Office hours are listed at the top of the front page of the syllabus.

■ **Plagiarism and Academic Dishonesty:** Presenting as your own work the work or ideas of another is considered academic dishonesty, as is assisting another student in such misrepresentation. If you engage in academic dishonesty the college may assess serious penalties

against you (See Catalog *Academic Regulations* page 49). Please ask if you have any doubts about what constitutes plagiarism or how to properly credit sources. Things may happen during the semester that you did not intend. If you think that plagiarism is the best course of action to keep up with class, please come see me and we can devise a course that will allow you to complete your work in an honest fashion. Eastern Wyoming College and the English department have a stringent attitude in regards to plagiarism and have taken prompt action in the past.

■ **Peer Review:** During this class you may be required to share your writing with your fellow students in peer review sessions. If there is a scheduled peer review day, you need to bring two (2) copies of your paper for review. Two copies will be reviewed by students in class and I reserve the right to review a previously requested third copy. Reading another person's writing many times helps a writer better understand the idiosyncrasies of his or her own writing. In addition, editors are essential to producing a grammatically correct and readable document. Missing a scheduled peer review day, without prior approval or other documentation, results in two days missed.

■ **ADA Accommodations:** Eastern Wyoming College is committed to providing reasonable accommodations for qualified individuals with disabilities. If a student has a disability and desires a reasonable accommodation for such disability, the student should contact the, EWC Coordinator of Counseling & Disability Services (532-8238) or Ed Meyer, EWC Human Resources Director (532-8330) as soon as possible so that arrangements may be made.

Disclaimer Statement

Information contained in this syllabus is, to the best knowledge of the instructor, correct and complete when distributed for use at the beginning of the course. However, this syllabus should not be considered a contract between Eastern Wyoming College and the student. The instructor reserves the right, acting within the policies and procedures of EWC, to make changes in course materials.

■ **Unexpected Syllabus Changes and Class Cancellations:** The instructor reserves the right, acting within the policies and procedures of EWC, to make changes in the course schedule or activities. All changes will be announced in class. Information contained in this syllabus is, to the best knowledge of the instructor, correct and complete when distributed for use at the beginning of the course. However, this syllabus should not be considered a contract between Eastern Wyoming College and the student. The instructor reserves the right, acting within the policies and procedures of EWC, to make changes in course materials.

■ **Evaluations:** You will have the opportunity to formally evaluate the course and my teaching at the end of the semester. If you have constructive advice or concerns please share them with me as soon as possible. Do not wait sixteen weeks to talk about it. If your needs are not being met, let me know immediately while there is time to address the situation. Just as you want to improve your critical thinking and writing skills, I want to improve my teaching. Feedback is the best way to accomplish these positive changes.

Safety Issues:

Please refer to the *EWC Catalog* for safety issues.

Jan. 5-8

Read *The Awakening*

Jan. 11-14

184-187

202 A Good Man

223 "The Life You Save..."

235 Asals

238-253

Cisneros

p. 245 #6 & 8

20 line poem based on "There Was a Man, There Was a Woman"

260-264

276 From "The Liars Club"

#7 p. 281

18 -21

542 Gilman- "The Yellow Wallpaper"

<http://www.youtube.com/watch?v=BAJm6gFJb4I&feature=related>

563 Hemingway- "Hills Like White Elephants"

572 Jackson- "The Lottery"

100 Lawrence- "The Rocking-horse Winner"

612 Kafka- "The Metamorphosis"

http://www.youtube.com/watch?v=7BzwxJ-M_M0&feature=related

25-28

Huck Finn

1-145

Writing #1

February 1-4

Huck Finn

145-end

Writing #2

End of novel study guide

8-11

Love Poetry

Shakespeare Handout

P. 763-790

799-817

817-842

16-19

843-861

Form Study handout

Feb. 22- March 3

2 Weeks!

Author Selection and study and Essay

Essay Due March 6

March 7 – 10

Read *Old Man and the Sea*

March 14- 17

The Complete Works of William Shakespeare Abridged and *The Merchant of Venice*

21- 27 Spring Break

March 28 – 31

March 31- Merchant of Venice test and notes Due

April 7 - 10

14 - 17

21- 24

28 – May 1

30 Final	May 1	May 2 Last Class Day!	3	4
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English 2020—English II
Eastern Wyoming College, Spring 2018
Section 01 MWF 9:00-9:55 a.m. TEB 116
Contact hours: 43 Credit hours: 3
Instructor: John Nesbitt
Office: 101 FAC (532-8292)
e-mail: john.nesbitt@ewc.wy.edu
Hours: TuTh 8:00-12:00, 1:00-4:00; F 1:00-3:00
Also by drop-in or appointment.

Description

An introductory study of literature in its varied forms, such as poetry, drama, short fiction, novels, and literary nonfiction. Several composition assignments requiring students to write about literature.

Prerequisite: English 1010 with a grade of C or better.

Rationale

As seen in the objectives below, the course has a dual purpose: to help students become better readers of good literature, and to help students become better writers. We work under two assumptions: attentive reading of good works of literature helps a person become a better writer, and writing about literature helps a person understand literature better and eventually enjoy it more. These developed talents should stay with a person long after this course is over.

Objectives

After successfully completing this course, students should be able to:

1. Read and understand works of literary merit, with appreciation of thematic content and of artistic technique.
2. Write analytical prose discussions using specific supporting details from the text, and using appropriate format for citation and quotation.

Texts: Literature: Reading Fiction, Poetry, and Drama, Sixth Edition, by Robert DiYanni
True Grit, by Charles Portis
Each student will need a dependable, college-level dictionary.
Each student will be expected to refer to a college writing handbook.

Materials and format

All assignments should be done on 8½ x 11 paper, with no ragged edges. Do not use oversized or undersized paper.

All in-class work should be done in ink (no pencil work). All out-of-class work should be either neatly handwritten in ink or neatly typed (word-processed). All work should be carefully prepared and proofread.

Course content

This is an introduction to literature (principally poetry, drama, and fiction), with frequent practice in writing compositions. We will read, discuss, and write about individual and complete works of literature; we will examine them to see how they are representative of a genre (or category) of literature, and to see what makes them succeed as individual works of art. Our discussion will focus on the written work rather than upon the author's personal life or the

reader's personal biases.

The class will proceed mostly by discussion, although there will be occasional brief lectures on literary background and on essay writing. A fair portion of the class time will be devoted to the subject of writing compositions.

Major topics and approximate time on each:

Short prose fiction.....15 hrs.
Writing about prose fiction2 hrs.
Novel.....5 hrs.
Writing about a novel..... 1 hr.
Poetry15 hrs.
Writing about poetry2 hrs.

Course requirements

Students will be expected to complete all of the reading and writing assignments, the rough draft editing exercises, and the final exam.

Approximate dates for major assignments

Major quiz on short fiction	February 12
Essay on short fiction	February 16
Essay on the novel	March 12
First essay on poetry	April 4
Second essay on poetry	April 30

Date and time of final exam

Friday, May 4, 8:00-9:45 a.m.

Students are advised not to make travel or departure plans that would conflict with scheduled final exams.

Grading system

40%—four 100-point essays on short fiction, novel, and poetry.
40%—short in-class and out-of-class exercises of variable value—rough draft editing exercises, short essays, vocabulary work, oral presentation, and quizzes.
10%—final exam.
10%—thoughtful class participation.

Letter grade equivalents, on a scale of 100, are as follows:

96-100—A+	86-89—B+	76-79—C+	66-69—D+
93-95—A	83-85—B	73-75—C	63-65—D
90-92—A-	80-82—B-	70-72—C-	60-62—D-

A student's semester grade will be based on the overall average earned:

90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
0-59%	F

There will be no withdrawals negotiated after April 30.

There will be no office conferences after April 30.

As a general rule, I do not release final exam results or final course grades to students during the final exam period.

Policies on attendance, late papers, and make-ups

Attendance is not required but it is essential, and thoughtful class participation will constitute 10% of the semester grade. If you miss a class, get the assignment from a fellow student or from me, the instructor. Absence is no excuse for coming to class unprepared or for handing in late work.

Every student should be familiar with the college's attendance policy, which is clearly stated on pp. pp. 42-43 of the 2016-2017 catalog. Be aware that an instructor may drop a student who has had excessive absence or who has missed an excessive amount of work. If you are approaching either of those excesses but you want to stay in the class, come in for a conference. On the other hand, if you wish to drop the class, make sure you take care of the paper work yourself; do not assume that you will be dropped automatically. You will get the most out of this course if you do all the work in sequence and on time. If you are late with an assignment, get it in as soon as possible. Out-of-class work that is graded late will receive a penalty of 10%—for example, a late essay originally worth 100 points will be worth a maximum of 90 points. Unless arrangements are made ahead of time, there will be no late work accepted after the main batch has been graded and handed back. There will be no make-up of short in-class writings or rough draft exercises. Work that is announced ahead of time, such as longer in-class writings (50 points and more) and quizzes, can be made up only by prior arrangement, and the work must be made up before the main batch is graded and returned.

There will be no late work accepted more than a week after the original due date.

Classroom expectations

You are expected to bring your own texts to class every time, along with writing materials.

Here are a few simple guidelines for expected behavior:

Arrive on time.

Do not bring meals to class.

Do not open beverage cans in class.

Do not have cell phones or other electronic devices turned on during class.

Do not talk when it's not your turn.

Do not pack up before class is ended.

Students who habitually arrive late, fail to have appropriate class materials (such as pen, paper, and textbook), talk to others during class, fall asleep, have electronic devices turned on, slump forward on the desk or table, come and go sporadically, or otherwise distract the class may be asked to leave.

Useful advice

It is wise to keep a rough draft, a clean copy, or a backup file of an essay until you get the graded essay returned.

It is also a good general practice in all college courses to keep all of your work together at least until you have received a final grade in the course, in case the instructor loses the record book or in case you wish to contest a grade.

Furthermore, you should save all of your course outlines and other materials (along with your college catalog), so that you may receive proper transfer credit if and when you go to another college.

General comment

This course can be interesting and fun, especially with your participation. This is your course, and you can help make it lively and varied by offering your comments. If the subject matter is confusing or an assignment is unclear, ask questions. Come visit me. And if you have suggestions or complaints that you think would improve the course, please feel free to present them to me.

CODE OF ACADEMIC HONOR

The student should be proud to uphold a code of honor in all classes at Eastern Wyoming College, and in support of this code to accept the following responsibilities:

1. The student should hand in only his or her own work. If the student seeks help from someone else (and we encourage students to do so), the student will do the actual assignment.
2. The student should try, to the best of his or her ability, to avoid plagiarism and unacknowledged borrowing. If the student is uncertain about what to acknowledge, he or she should ask an instructor for advice.
3. The student should discourage other students from unethical borrowing of work that he or she has done.
4. The student should remove temptations during exams: when it is possible, leave an empty desk on each side and protect answers from wandering eyes.
5. The student should uphold a spirit of honesty during unsupervised or unproctored exams.
6. The student should feel proud and not guilty for reporting observed instances of academic dishonesty.

The student's cooperation will be a help to instructors and to fellow students.

ADA ACCOMMODATION STATEMENT

Eastern Wyoming College is committed to providing reasonable accommodations for qualified individuals with disabilities. If a student has a disability and desires a reasonable accommodation for such disability, the student should contact the EWC Coordinator of Counseling and Disability Services (532-8238), or Ed Meyer, Human Resources Director (532-8330), as soon as possible so that arrangements may be made.

GENERAL EDUCATION REQUIREMENTS

Communication 1
Communication 2
Mathematics (Quantitative)
Constitutional Requirement
Lab Science
Freshman Foundations
Physical Education Activity
Arts & Humanities
Social & Cultural Awareness

This course fulfills the Communication 2 requirement.

GENERAL SAFETY RULES

FIRE: If the fire alarm sounds, exit the room and leave the building. In the Tebbet wing containing Rooms 108-117 and 208-219, leave the building through the west doors. You may not go back into a room once it has been evacuated. The instructor will be responsible for lights, windows, and the door. If you see a fire, do not try to put it out unless you are certain you can do so. Call 9-911 and report the fire, giving the location as accurately as possible. Then notify the switchboard of the event and evacuate the building.

SEVERE WEATHER: The local radio stations are responsible for notifying students of school closure in the event of severe weather, such as winter storms. Out-of-town students are advised to use common sense in deciding whether to drive to school.

TORNADO: If you hear the warning for a tornado, evacuate the classroom for a location that has no, or very few, windows and an internal load-bearing wall. Stay away from windows and do not go outside. In each part of campus where you have class, familiarize yourself with the posted maps showing tornado shelter areas shaded in green.

MEDICAL EMERGENCIES: If someone other than yourself has a medical emergency, allow qualified personnel to attend to the person. If you have a medical condition that you think the instructor should know about, let the instructor know.

Generally, use common sense and sound judgment in dealing with emergency situations. Try to remain calm, do not stampede, and allow the agencies that are established for emergencies to deal with the problem.



ENGL 2020-50—English II: Introduction to Literature
Spring 2018
3 Credits

Instructor: Deb Rademacher (DRade)

Instructor Information

- Phone: (307) 351-0066 before 6:00 p.m. (Home)
- E-mail: Use LancerNet for best results. Other: debra.rademacher@ewc.wy.edu
- Do not hesitate to contact me with questions.
- Conference hours are the same as my tutoring hours: see signs in hallway or announcement on LancerNet
- Course Schedule Tuesday 6:00 – 7:30 and online for Douglas campus students, and once a week during class time for College English for Glenrock High School students.
- LancerNet: this is a blended course meaning that you are required to access all assignments, assessments and discussions through LancerNet. The easiest method to access this information is to go to the course welcome page. There you can easily find the syllabus and other course documents. Also, there, you will find Units. Throughout the semester, you will be able to access the weekly unit with links to message board assignments, assessments and assignments.
- Due Dates for ALL Work: You will have 1-2 weeks for ALL assignments, except message board discussions. Assignments, Assessments and other work will open at 6:00 on Wednesday and will remain open for the following 7 days closing at 6:00 on the following Wednesday. One exception to this is essays: the submission box and assignment for these will be open for two weeks after the opening date. Peer editing (on the message board) for the course project will be open for two weeks, and the course project, which will be available (without a submission box) for the first 15 weeks of class. The submission box for the Course Project will open for one week before the final due date.

- Journal versus Email: use email ONLY for communication purposes. Do not submit assignments by email. The Journal, in LancerNet, is for the submission of revision work only. Revision work must be submitted through the Journal to be graded.

Course Policies and Syllabus

Course Description: 2020 Introduction to Literature (3L, 3CR):

An introduction to the study of literature such as poetry, fiction, drama, novels, and literary nonfiction. This class will develop skills in written, oral, and digital communication. Prerequisite: ENGL 1010 with a grade of “C” or better.

- Method: This course has a stringent, but reasonable, reading schedule. Since this is a literature course, students are expected to read every text assigned. Failure to do so may result in a significant drop in the overall course grade. Additionally, throughout the course you will be required to share your writing with your classmates through peer review and examples of your work, as well as attend no less than two private conferences with me. In this course, we will pursue writing as a process that begins with brainstorming, proceeds through drafting, peer review and culminating in the final draft. Class meetings will consist of in-class writing and exercises, peer review, discussions of readings, and group activities. Classes will be graded on discussion. Please arrive prepared and ready to offer insights about the assigned texts.
- Texts and Materials:
Required Text and Materials
 - *Arguing About Literature: A Guide and Reader* by John Schilb and John Clifford
 - Any, and all, handouts provided throughout the course of the semester
 - A writing handbook of your choice
- Assignments and Grading: YOU earn your grade in this course. It is your responsibility. I am here to guide you and assist you in the learning process, but you are the one who attends class and participates in addition to completing assignments. The focus of this class is synthesizing reading and writing. The grading for this class is as follows:
 - Short Essays (5-6) 50 pts each
 - Peer Editing sessions (3) 50 points each (as needed)
 - Final Project 500 points (see below)
 - Midterm 50 points
 - Final 50 pts
 - Class Discussion, Message Board, Homework, Reading Quizzes, other homework and Participation (up to 200 points)
- Turnitin--is a cloud-based text review service utilized by EWC for originality checking, including improper citations or potential plagiarism. Student work in this course may be submitted to and retained by this service though the student retains copyright of their written work. Students can view information regarding Turnitin’s privacy and copyright policy at <http://www.turnitin.com/en-us/privacy-center/overview>.

- Overview of final project:
Students will be given the semester to complete the final project for this course. This project will examine the writings and life of a major literary figure with at least ten published works. The guideline for this project will be given to students during the second week of class and will be due on the day of the final exam. This project will include a biography, an annotated bibliography of ten works, and a properly researched and cited (using MLA guidelines) essay, and a presentation of those findings during the last week of class. Note: students are NOT required to read ten works only provide an overview of what each work is about. A list of acceptable authors will be included in the guidelines that will be available to students during the second week of class.
- Grade Reporting and Turnaround Policy:
As the focus of this course is writing, grading of writing will take precedence over all other homework. That said, I read every paper three times with a focus on different aspects of the writing with each reading; therefore, it may take up to two weeks for writing assignments to be graded and returned. All grades will be posted in LancerNet as soon as they are graded. If you have questions about a grade that is in the grade book or you feel should be there and is not, please do not hesitate to let me know as soon as you can so that I can consider it.
- Restricted Rating Material: At times you will be asked to view R-rated material on your own, particularly during the section on drama. Some of these films may include profanity, violence, adult situations, or nudity. If you feel uncomfortable watching these, you need to see your instructor. In rare cases, a substitute film could be watched if it has been determined by the instructor that it addresses the same issues as the films scheduled for the class.

Attendance/Participation Policy:

- Good students realize that class attendance is crucial to their success. You are expected to attend every class. Under extenuating circumstances (e.g. inclement weather, family emergency, etc....), please notify me by text or email, and I will work with you as much as possible. As per EWC regulation, any student who misses more than twenty percent (20%) of scheduled class days is subject to administrative withdrawal from the course, meaning that you would have to take the course over again.
- Participation in this course extends beyond the classroom. It is required that students navigate LancerNet for weekly overviews, assignments, quizzes, message board requirements and all other communications (e.g. email and announcements). If you are having problems accessing your LancerNet account or are struggling with navigating it, please come and talk to me as soon as you discover there is a problem.
- Cell Phones, Texting, Eating and other distractions: We are all grown ups in this course with a myriad of reasons why we have our cell phones with us (e.g. job, children or family). All I ask is that students be respectful of others and do not text in class, leave the class to take an important call and to turn the volume off. Eating and drinking are fine so long as we keep them quiet. This means no crunchy munchies, no ice chewing and no cracking gum as these can be exceedingly distracting to others in the class. All other distractions will be considered as they occur; again, we are all adults.
- Make-up work: If you miss class you are still responsible for ALL information that we cover in class on the date(s) you miss and all assignments that are due. I strongly recommend you exchange phone numbers and/or email addresses with at least one other person in the class to facilitate the make-up process. All assignments will be placed on LancerNet even those missed during class; however, any

notes pertinent to quizzes, midterm or the final may not be on LancerNet, so it is a good idea to use the buddy system.

- **Late Assignment Policy:** All assignments are due on LancerNet on the dates specified in the individual assignment, unless officially changed by me for extenuating circumstances. No late work is accepted except in cases of emergencies. For most work, you will have a full week to complete assignments, so use your time wisely. For Major Essays, you will have two weeks. Do not wait until a day or two before it is due to read the assignment, as I can easily track each student's record of times, dates and areas visited in LancerNet. The submission box for each assignment will be open for a full week. Once it is closed, I cannot accept an assignment unless there is an extenuating circumstance. In the case that permission to submit an assignment late occurs, it will NOT be accepted by email. Email is for communication only. Your journal is where any revision work and any late assignment accepted will be graded. Remember: WEEKENDS COUNT!
- **Format for Written Work:** All essays will be formatted using MLA guidelines. This includes requirements for the heading, header, page numbers, in-text citations, references page, font and font size. If you are unfamiliar with MLA, you will need to come to the tutoring center for assistance before the first essay is due. Papers not formatted correctly or lacking proper citations will **not** be accepted. To become familiar with MLA requirements, please visit the link to OWL Purdue in class bookmarks.
- **Office Hours:** Please feel free to visit me during office hours, or make an appointment for some non-scheduled time. If you have any questions or concerns about anything related to the class, please let me know right away. Office hours are listed at the top of the front page of the syllabus.
- **Peer Review:** During this class you will be required to share your writing with your fellow students in peer review sessions that will be held on the message board in LancerNet. Reading another person's writing many times helps a writer better understand the idiosyncrasies of his or her own writing. In addition, editors are essential to producing a grammatically correct and readable document. Missing a scheduled peer review day, without prior approval or other documentation, results in two days missed.

General Education Requirements:

Communications 1

Communications 2

Mathematics (Quantitative)

Constitutional Requirement

Lab Science

Freshman Foundations

Physical Education Activity

Art & Humanities

Social and Cultural Awareness

This course meets the following general education category: COMMUNICATIONS 2

In general, COM1 provides an introduction to college-level communication. It focuses heavily on written communication, promotes critical approaches to reading, and develops students' understanding of appropriate purpose, structure, and support in academic communication. This course also introduces students to general distinctions between various oral, written and digital modes of communication.

Courses must meet all seven COM1 student learning outcomes:

1. Develop and communicate ideas in writing using appropriate technologies
2. Find, evaluate, analyze, synthesize, and appropriately document information from a variety of sources in order to support a persuasive argument.
3. Recognize the importance of purpose, audience, and style as components of effective communication.
4. Strategically use a range of critical reading approaches to read and respond to college-level texts.
5. Make effective use of multiple drafts, revision, computer technology, peer and instructor comments, and collaboration in the achievement of a final work of communication.
6. Observe the accepted conventions of spelling, grammar, structure, and punctuation for Standard English.
7. Recognize similarities and differences in purposes and strategies of written, oral, and digital communication.

SAFETY

Please note the evacuation plan posted in this classroom in the event of a fire, tornado, or other disaster. In the event of an accident, an accident report form must be completed. Additional information regarding E.W.C.'s safety policies can be found on page 46 of the college catalog.

ACADEMIC DISHONESTY

Academic dishonesty will not be tolerated. Dishonesty includes plagiarism, cheating, and any conscious act by a student that gives him or her undue advantage over fellow students.

Plagiarism is copying or using the ideas of another without giving proper credit through the use of quotation marks, footnotes, or other forms of reference.

Copying involves making unauthorized use of answers to exams, quizzes, assignments, homework, as well as copying work from fellow students or submitting work that has been done by someone else. Students shall complete all assignments individually unless otherwise indicated by the instructor.

Academic dishonesty of any kind shall result in a score of zero on the assignment, quiz, or exam and may result in withdrawal from the course with a grade of F, as the instructor deems appropriate. In addition, the instructor may refer the student to the appropriate E.W.C. official for further discipline.

The first four weeks, we will learning how to cite sources in an academic essay correctly. For every essay (to include the Course Project), APA format, citations and References page will be required. Missing citations and/or an inappropriately formatted References page will result in no grade for the assignment.

AMERICANS WITH DISABILITIES EDUCATION ACT

Eastern Wyoming College is committed to providing reasonable accommodations for qualified individuals with disabilities. If a student has a disability and desires a reasonable accommodation for such disability, the student should contact the EWC Coordinator of Counseling & Disability Services (532-8238) or Ed Meyer, EWC Human Resources Director (532-8330) as soon as possible so that arrangements may be made.

DISCLAIMER

The instructor reserves the right, acting within the policies and procedures of EWC, to make changes in the course schedule or activities. All changes will be put into the announcements area of LancerNet and/or emailed through LancerNet.



2020 Brief Schedule

Subject to change with notice

Further details will be presented during the weekly units

Access these Overviews on the Welcome Page of our class on LancerNet under Units

Note: Details regarding readings and due dates for assignments and essays will be in the Weekly Units.

Week(s)	What to expect
Jan 8 – Jan 30	Families project
Jan 15	Martin Luther King day
Jan 30 – Feb 20	Love Project, Course Project Conferences
Feb 8 – Feb 11	Winter Break
Feb 20 – Mar 13	Freedom Project

Week(s)	What to expect
Feb 23	This is the official Midterm of the semester. There will not be a Midterm exam in this course
Mar 2 – Mar 11	Spring Break
Mar 13 – Apr 3	Doing Justice Project
Apr 3 – Apr 24	Journeys Project, Course Project Conferences
Apr 24 – May 4	Course Wrap up, Final Exam, Presentations, and Course Project Due

EASTERN WYOMING COLLEGE
PATHOGENIC MICROBIOLOGY COURSE SYLLABUS
SPRING 2018

1. COURSE INFORMATION

- MOLB 2220, Pathogenic Microbiology, Section 01
- MOLB L002, Pathogenic Microbiology Laboratory, Section 01
- 4 Credit Hours, 6 Contact Hours (3 Lecture & 3 Laboratory/week)
- Schedule for SPRING 2018
- Lecture, Tuesday & Thursday @ 9:00-10:25 AM Tebbett 219
- Laboratory, Tuesday & Thursday @ 10:30-11:55 AM Tebbett 219

2. INSTRUCTOR INFORMATION

- Dr. Colleen E. Mitchell
- Office: Tebbett 218,
- Office Hours Tuesday 1-4, Wednesday 1-2, Thursday 1-2. Other times are available by appointment.
- Phone Number 307-532-8266 (Office) (Preferred phone contact method)
- 308-430-2769 (Cell) (For emergencies)
- E-mail colleen.mitchell@ewc.wy.edu (Preferred method of contact)

3. COURSE CONTENT INFORMATION

- This course is a lecture and laboratory course which covers bacteria, parasites, viruses and fungi which cause human disease. Laboratory sessions emphasize the techniques used in the identification of disease-causing organisms.
- **Prerequisites:** BIOL 1000 or 1010 with a grade of “C” or better or approval of instructor. Students who do not meet the prerequisites, need to inform the instructor immediately.
This course meets the following EWC general education category: None
- **Rationale for the course:** Students in biology, nursing, allied health and pre-professional programs are encouraged to take this course to prepare them for further course work in their field of study.
- **Course objectives:** Upon completion of the course the student will be able to identify common microbes which are pathogenic to humans, identify the diseases they cause, and know the manner in which the organisms would be identified in the laboratory. Student will be able to perform basic microbiological techniques for isolating and identifying pathogenic microorganisms.

- The lecture schedule, laboratory schedule, exam schedule, and the reading assignments are attached to this syllabus. Modifications to the schedule will be announced in class or in LancerNet.
- **Due to the pathogenic bacteria that are used in the laboratory exercises any student who is pregnant at any time during this class must notify the instructor and provide the instructor with a written physician's note giving permission to allow the student to attend the laboratory portion of the class.** No student will be allowed to pass the class without participating in the labs.

- **INSTRUCTIONAL RESOURCES**

- **Required**

- Bauman, Robert W. Microbiology. With Diseases by Taxonomy. 5th edition; Pearson Education Inc, San Francisco, CA,, 2017 ISBN 978-0134019192

- Lab Manual: Instructor prepared lab packet is available in the bookstore. Authors of packet included Dr. Peggy Knittel and Dr. Colleen Mitchell

- Other media (software, videos, Internet resources may be used to supplement the class and laboratory)
 - Turnitin—is a cloud-based text review service utilized by EWC for originality checking, including improper citations or potential plagiarism. Student work in this course may be submitted to and retained by this service, though the student retains copyright of their written work. Students can view information regarding Turnitin's privacy and copyright policy at <http://www.turnitin.com/en-us/privacy-center/overview>.
 - Instructor may upload information on Lancer Net. Please check the shared files frequently.

4. COURSE EXPECTATIONS

- FINAL EXAM
 - (AS PER EWC POLICY FINAL EXAM MUST BE TAKEN AT THE TIME SCHEDULE UNLESS STUDENT HAS THREE OR MORE FINALS ON THE SAME DAY AND ALTERNATE ARRANGEMENTS ARE MADE BY THE VICE PRESIDENT OF ACADEMIC SERVICES)

- FINAL EXAM - TUESDAY, MAY 1, 2018
- 8:00 - 9:45 AM

- Evaluation criteria
 - Letter Grade
 - A 90-100 %
 - B 80-89.9%
 - C 70-79.9%
 - D 60-69.9%
 - F 59.9% and below

ASSIGNMENTS AND EXAMINATIONS

Five Lecture Exams @ 80 pts/exam	400 pts
Two Lab Exams @ 80 pts/exam	160 pts
Final Comprehensive Exam	160 pts
Lab Manual/Lab Worksheets	80 pts
Quizzes (Announced & Pop)	50 pts
Case Studies/Projects/Assignments	40 pts
Lab Skills	50 pts
Attendance/Participation Points	<u>60 pts</u>
Total Points	1000 pts

- Extra Credit Points may be allowed at the instructor’s discretion and will be offered to all students equally.
- Plagiarism and any other type of academic dishonesty including cheating on quizzes, tests, exercises, papers, lab work or examinations will not be condoned and will result in a grade of zero for the first offense and a grade of “F” for the course or withdrawal from the class for subsequent offenses.
- Each student is expected to come to class prepared for class by reading the assigned chapters. The student is responsible for knowing all the material in the assigned chapters in the textbook and the lab manual and handouts even if the material is not covered in lecture.
- **Each student is expected to spend approximately 9 to 12 hours a week outside of class time studying for this class and lab to successfully complete this class.**

Attendance policy: Attendance is required in all scheduled course sessions. Furthermore, the attendance policy in the EWC Catalog states that an instructor is authorized to withdraw a student from a class if more than 20% of the scheduled sessions have been missed, the student has been absent 6 consecutive class hours, or the student has not completed 20% of the assignments. The instructor may, but is not required, to withdraw a student due to poor attendance or failure to complete assignments. A student may voluntarily withdraw from the class (with a “grade” of “W”) up until **Friday, April 6, 2018, no later than 4:00 PM.**

- There will be no make-up labs. The student must make arrangements with Dr. Mitchell prior to any absence. Absence from class on the day that homework is due does not excuse the

student from the responsibility of submitting assignments by the due date and time. Homework turned in late will result in a score of “0” points for that assignment.

- A student missing 2 or more labs may be withdrawn from the course (lecture and lab) by the instructor.
- Students that need to miss labs due to scheduled college activities (i.e. basketball, rodeo, or golf) should meet with the instructor, a minimum of one week prior to the scheduled activity to make alternate arrangements. **The student is responsible for informing the instructor in advance of all lecture and lab absences due to scheduled college activities. Email is the preferred method of notifying the instructor.**
- Any lecture material, notes, in-class announcements or assignments, which are missed, are the responsibility of the student. Exceptions may be made in the case of extreme situations at the instructor’s discretion.
- Students are expected to be prepared for lab and on time.
- Attendance and participation points are included in the grading scheme for this course. Failure to attend class or lab will result in a loss of these points.

Examination/quiz/homework policy: All exams and quizzes must be taken when scheduled unless prior arrangements have been made with the instructor for an absence which is deemed “excused” by the instructor. It is your responsibility to inform the instructor of an impending absence for an exam or quiz; the instructor will then make a determination as to whether the absence is “excusable” and, if so, the student will make arrangements for an alternate date for the exam or quiz to be taken. Unexcused absences for any exam or announced quiz will result in an automatic loss of 10 % of the total points of the exam/quiz if taken later the scheduled day and a loss of 20% of the total points for the exam **per each subsequent day** the student is late in taking the exam or announced quiz. Scheduling a time to take the late exam is the responsibility of the student. **Unannounced (pop) quizzes will be given, and absent students are not allowed to take the pop quiz at an alternative time and will receive a zero for that quiz.** Homework assignments must be turned in on the due date (at the start of class) or ahead of time. Homework assignments turned in at the end of class on the due date will not be accepted. Please use pencil or blue or black ink for all homework assignments, quizzes, and exams. Answers on homework assignments, quizzes, and exams must be legible, and points may be deducted for incorrect spelling.

Classroom policy:

- Students are expected to be respectful of the instructor and other students (including but not limited to: no interrupting or talking while the instructor or another student has the floor, no cursing, no confrontational behavior, and no disruptive behavior).
- Students are expected to arrive on time for class.
- Students are expected to participate during class by answering/asking questions and responding to instructor requests.
- No sleeping, texting, surfing the web, or doing other work during class. Students are expected to pay attention and take notes during class time. Questions over course content are welcome.
- Cell phones must not be brought into the classroom OR must be silenced during class time. **ABSOLUTELY NO TEXTING**
- **During exams, all cell phones must be stored in a non-accessible location. Any student having a cell phone that is visible or out on the lab table or seen looking at their cell phone will receive an automatic zero for that exam.**
- **Any student who physically leaves the classroom during an exam/quiz will not have the chance to return and finish the exam except with the instructor's permission.**
- **No calculators are allowed during exams unless previously approved by the instructor.**
- **No food is allowed during lecture or lab time, but drinks are acceptable during the lecture portion but are not allowed during any laboratory session.**
- No arriving to class under the influence of alcohol or drugs. No spit-cups in class.
- No children or personal pets in the classroom without instructor's prior permission.
- Laboratory safety rules will be handed out on the first day of lab.
- Students are expected to use the entire laboratory time to complete their laboratory book for that week's lab. Students are not allowed to leave the labs early except with instructor's permission.

5. ACCOMMODATION STATEMENT

ADA Accommodations:

Eastern Wyoming College is committed to providing reasonable accommodations for qualified individuals with disabilities. If a student has a disability and desires a reasonable accommodation for such disability, the student should contact the, EWC Coordinator of Counseling & Disability Services (532-8238) or Ed Meyer, EWC Human Resources Director (532-8330) as soon as possible so that arrangements may be made.

It is the **student's responsibility** to inform the instructor in advance if any accommodations have been approved for the student at EWC

6. DISCLAIMER STATEMENT

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Reporting Concerns Regarding Animal Treatment **“Whistleblower Statement”**

All animals used at Eastern Wyoming College (EWC) must be handled, housed, treated, cared for, and transported in a humane and ethical manner in accordance with federal law and college rules. Any person having reason to question the treatment of animals at EWC is encouraged to report incidents involving perceived non-compliance without fear of retaliation.

- Any person having reason to question the humane or ethical treatment of animals at the college should contact the Institutional Animal Care and Use Committee at the anonymous number 855-392-2273 (855-EWC CARE.) No threat or retaliation will be made against anyone reporting perceived mistreatment or non-compliance. In addition, reports can be made to any standing member of EWC’s Institutional Animal Care and Use Committee.
- All complaints and documentation will be brought to the attention of the Institutional Animal Care and Use Committee (IACUC).
- Anonymous concerns are acceptable, and all reports will be investigated. Federal laws and college rules prohibit discrimination or reprisal for reporting violations of standards and regulations promulgated under the Animal Welfare Act. All concerns will be discussed by the IACUC and, if warranted, appropriate measures will be taken.
- All complaints, violations and recommendations for subsequent action will be forwarded to the Institutional Official.

Pathogenic Microbiology 2220 Spring 2018, Lecture, Reading, & Exam Schedule

Date	Lecture Topic	Reading Assignment
January 9	Introduction, Syllabus Chapter 1	Chapter 1
January 11	Chapter 1 & 3	Chapter 3
January 16	Chapter 4	Chapter 4
January 18	Chapter 11	Chapter 11
January 23	Chapter 19	Chapter 6
January 25	Chapter 19	
January 30	Exam 1 (Chapters 1, 3, 4, 11, 19)	
February 1	Chapter 5	Chapter 5
February 6	Chapter 6	Chapter 6
February 8	Winter Break	
February 13	Chapter 20	Chapter 20
February 15	Chapter 20	
February 20	Chapter 9	Chapter 9
February 22	Chapter 10	Chapter 10
February 27	Exam 2 (Chapters 5, 6, 9, 10, 20)	
March 1	Chapters 14 & 15	Chapter 14 & 15
March 5	Spring Break	
March 7	Spring Break	
March 13	Chapter 21	Chapter 21
March 15	Chapter 21	
March 20	Chapter 16 & 17	Chapter 16 & 17
March 22	Chapter 18	Chapter 18
March 27	Exam #3 (Chapters 14, 15, 16, 17, 18, 21)	
March 29	Chapter 13	Chapter 13
April 3	Chapter 24	Chapter 24

April 5	Chapter 25	Chapter 25
April 10	Chapters 7 & 8	Chapters 7 & 8
April 12	Exam #4 (Chapters 7, 8, 13, 24, 25)	
April 17	Chapter 12 & 26	Chapters 12 & 26
April 19	Chapter 22	Chapter 22
April 24	Chapter 23	Chapter 23
April 26	Exam #5 (Chapters 12, 22, 23, 26)	
May 1	FINAL 8:00-9:45 AM	

This is a tentative schedule. Any changes and updates will be announced in class.

Pathogenic Microbiology MOLB 2220 Lab Schedule Spring 2018

Supplemental reading may be assigned from lecture textbook. Videos, internet resources, and other experiments may be utilized to supplement the laboratory book. Schedule is tentative and changes may be made based on availability of organisms and supplies and time constraints. Some labs will be demonstration only.

Week 1

Introduction

Lab Safety & Procedures

Microscope Parts & Function

Microscopic Exam of Prepared Slides

Hanging Drop Technique

Week 2

GloGerm® Lab

Handwashing Lab

Sterile Transfer

Types of Media

Isolation Techniques

Culture Characteristics

Week 3

Staining

Bacterial Smears

Simple Stain

Gram stain

Acid Fast stain

Capsule Stain

Spore Stain

Negative Stain

Week 4

Gram Positive Cocci

Coagulase Test

Catalase Test

Hemolysis

Rapid Strep Test

Week 5	Gram Positive Bacilli Oxygen Requirements Winter Break
Week 6	Gram Negative Bacilli Catalase Test Fermentation Test Enterobe [®] Tube
Week 7	Lab Exam #1 - Feb. 20 Small Gram Negative Rods Disinfectants UV light Moist Heat
Week 8	Gram Negative Cocci Antibiotic Sensitivity Tests Immunology
Week 9	Spring Break
Week 10	Medical Microbiology Urine Cultures Blood Cultures Skin & Throat Isolates Enteric Isolates
Week 11	Mixed Unknowns
Week 12	Virology ELISA Test
Week 13	Fungi, Mold, & Yeasts
Week 14	Protozoa & Parasites
Week 15	Lab Exam #2 April 19 Food/Water Microbiology
Week 16	DNA Extraction

COURSE SYLLBUS
SPRING SEMESTER – 2018
HEAVY RESTISTANCE CONDITIONING
PEAC 1273-70 – 1 CREDIT

INSTRUCTOR: Lee Toldson
Douglas High School
1701 Hamilton, Douglas, WY 82633
Hour 7- 1:38-2:38
Phone: (307) 358-6059 Office Hours 7:45 am – 3:45pm M-F

COURSE DESCRIPTION:

A basic strength training program designed for students interested in developing muscular strength and size. An individualized weight program will be developed for each student in accordance with his/her goal. Students will meet in the Fitness Center and under the supervision and direction of an instructor proceed through their individualized programs.

Concurrent enrollment in PEAC 1020, 1032, 1033, 1034, 1035, 1036, 1271, 1273, 1291 is not allowed.

This course meets the following general education category:
Physical Education Activity

RATIONALE:

To obtain either an associate's or bachelor's degree, a student must complete two credits of physical education.

OBJECTIVES:

Base Program: Increase Muscle Mass
Increase Work and Power Capacity
Break the Explosive Lifts into Component Parts
Work On the Lifting Technique

Developmental Program: Develop Muscle Strength
Develop Explosive Power
Develop Agility
Expand on the Components of the Explosive Lifts

Peak Program: Peak Explosive Power
Peak Agility
Final Components of the Explosive Lifts

Instructional Materials and Resources:

1. Individual workouts designed from multiple resources
2. Text: Husker Power – Make They Play
3. Text And Posters: BFS Program
4. Douglas Rec. Center Weight Room (Olympic Weights)

Course Requirements:

1. Attendance: Students must participate in four days lifting each week. Any missed day will have to be made up.
2. Grading: Students are graded on a five-point scale daily, based on accomplishment.
3. Students must participate in the Running/Agility, Lifting, and Stretching portion of the program.

Grading Scale:

90 – 100%	A
80 – 89%	B
70 – 79%	C
0 – 69%	F

Class Time Description:

7 th Hour	– 1:38 – 2:28
1:38 – 1:43	Dress Out
1:43 – 1:53	Warm Up Agility Run
1:53 – 2:20	Lifting Program
2:20 – 2:28	Pick Up & Dress Out

Safety Rules:

Refer to EWC Catalog.

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Course Content:

- Week 1: Introduction & Project Max for Core Lifts
- Week 2: Base – Phase 1
- Week 3: Base – Phase 1
- Week 4: Base – Phase 2
- Week 5: Base – Phase 2
- Week 6: Base – Phase 2
- Week 7: Developmental – Phase 3
- Week 8: Developmental – Phase 3
- Week 9: Developmental – Phase 3
- Week 10: Developmental – Phase 4
- Week 11: Developmental – Phase 4
- Week 12: Developmental – Phase 4
- Week 13: Peak – Phase 5
- Week 14: Peak – Phase 5
- Week 15: Peak – Phase 5
- Week 16: Peak – Phase 6
- Week 17: Peak – Phase 6

Week 18: Ironman/Testing

EASTERN WYOMING COLLEGE-DOUGLAS BRANCH

COURSE SYLLABUS

COURSE TITLE: General Psychology
COURSE NUMBER: PSYCH 1000 – Spring 2018
COURSE SECTION: 50
CREDIT HOURS: 3 CREDITS **CONTACT HOURS:** 48
LOCATION: EWC-DOUGLAS BRANCH: ROOM 133
INSTRUCTOR: KEITH MATTHEWS, MS
(307)624-7031
Email: kmatthews@ewcmail.wy.edu
Office hours: by appointment

Course description:

A general survey of psychology through lecture, discussion, and assigned readings. Major topics will include a brief history of the science of psychology, the scientific method as applied to psychology, and the physiological and psychological bases of behavior. Subtopics will include sensation and perception, motivation, emotion, learning, individuality and personality, mental health, and the life span development of the individual.

This course meets the following general education category: Social and Behavioral Sciences for the AA, AS, AAS, and ADN degrees. One goal of the course will be to develop social and cultural awareness related to personal decisions, cultural diversity and global interconnectedness. Students will be able to acknowledge how diversity among people and belief systems impacts self and/or others; and recognize ethical and responsible behavior in the study of the behavioral sciences. Progress in this area may be assessed with embedded exam questions.

Rational:

This course provides an introduction to general psychology: its foundations, sensations and perceptions, consciousness, basic principles of learning, memory, cognition, language, and intelligence, developmental psychology, health, behavior, and social.

Course Objectives:

1. Demonstrate knowledge of the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
3. Illustrate knowledge of critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solving problems related to behavior and mental processes.

4. Interpret and utilize psychological principles to personal, social, and organizational issues.
5. Identify the characteristics of developmental stage across the life span.

Resources:

Myers, David G. & Dewall, Nathan C. (10th edition). Exploring Psychology in Modules. New York, NY. Worth Publishers.

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* Publisher web-based resources for students.

Course Schedule:

Theoretical Perspectives & Research Methods

Chapter 1 – (Jan. 9-24)

Assignment: determining the appropriate research method

Assignment: correlations & experimental

Biological & Neurological Aspects

Chapter 2 – (Jan. 29-31)

Growth & Development

Chapter 3 – (Feb.5-7)

Quiz 1 (TBA)

Exam 1 (TBA)

Winter Break: Feb 8-9

Gender & Sexuality

Chapter 4- (Feb. 12-14)

Gender roles in home (in class activity)

Sensation & Perception

Chapter 5 – (Feb. 19-21)

Learning Theory

Chapter 6 – (Feb. 26-28)

Spring Break: March 5-7

Memory

Chapter 7 – (March 12-14)

Quiz two (TBA)

Exam two (TBA)

Intelligence, Thinking & Language

Chapter 8 – (march 19-21)

Motivation & Emotion

Chapter 9 – (March 26-28)

Easter Monday: April 2

Personality

Chapter 11 – (April 3-9)

Assignment: defense mechanisms

Assignment: Maslow's needs

Group activity: identifying defense mechanisms

Quiz three (TBA)

Exam three (TBA)

Health & Stress

Chapter 10 – (April 9-10)

Abnormal Behavior & Therapies

Chapter 12 – (April 11-17)

Therapy

Chapter 13 – (April 17-18)

Assignment: psychology in movies

Social Psychology

Chapter 14 / Quiz 4 - (April 23-25)

Finals – April 30th - 9:54am

Course Expectations:

Student progress will be evaluated based on:

1. *Attendance and participation*
2. *Daily assignments*
3. *Written exams and quizzes*
4. *Classroom discussions*
5. *Presentations as applicable*
6. *Group activities, cooperation and involvement*
7. *Performance and observational assessment*

Tests: Four tests will be given in this course. **100 points each.** They may consist of multiple-choice, fill-in-the-blank, true-false, matching, essay or short answer. Make-up tests and quizzes will not be scaled.

Quizzes: 100 total points. (Quizzes may not be announced.)

Assignments: Homework or in-class assignments: **100 total points.** All assignments will be due at the beginning of class. **Any late assignments will be docked 50%. No assignments will be accepted after one week.** No in-class assignments will be allowed to be made up unless it is an excused absence.

Conduct:

Students are expected to show respect for the instructor and fellow students at all times as indicated in the college catalog under rules of conduct. No disruptive activities should occur.

Class Attendance: Students are expected to attend all sessions of this course in which he/she enrolled. Active participation in all scheduled learning activities is essential for the student to satisfactorily achieve the educational objectives of this course. This instructor is authorized to withdraw a student from a course whenever:

- a. The student's absences in the course exceed 20% of the scheduled sessions for the semester, or
- b. The student has been absent 6 consecutive class hours in the course, or
- c. The student has not completed 20% of the assigned learning activities.

A student who is withdrawn from a course on or before the school's official last day to drop classes will receive a grade of W (withdrawal) for the course. A student who is withdrawn after the official last day to drop classes will receive a grade of F (failure), a grade of IW (institutional withdrawal), or a grade of W (withdrawal) for the course.

Grading Scale:

100 – 90 = A

69 – 60 = D

89 – 80 = B

59 – 0 = F

79 – 70 = C

ADA Accommodations:

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SYLLABUS ACKNOWLEDGEMENT:

COURSE NAME: general psychology

INSTRUCTOR: K. Matthews

I have received the course syllabus and have had the opportunity to have questions concerning the syllabus answered by the instructor.

I understand that during the course of semester, some of my work (homework, group work, tests, quizzes, or papers) may be copied for assessment purposes, and that the information obtained will be confidential. As a student of this course, I understand that if I need further clarification of the class expectations and grading policy, or assessment, I am free to ask the instructor throughout the semester.

I will abide by the syllabus as a student in this course.

Student Signature

Student Printed Name

Date

HUMAN ANATOMY – ZOO2015

SPRING 2018

Course Information

Lecture: ZOO2015 – Human Anatomy,
EWC Douglas Campus Tuesday and Thursday 10:00 – 11:30 am
Laboratory: ZOOL001 Thursday 1:00 – 4:00 pm
Credit Hours: 4.0 – 6 hours contact time per week - 3 hours lecture, 3 hours lab.

Instructor Information

Lori Britton
Office: Douglas Campus
Office Phone: 307-358-5622
Cell phone: 307-331-3298 Email: lbritton@ewcmail.wy.edu
Online Office Hours: Mon - Fri 9:30- 10, Monday 1 – 3:30 or by appointment

Course Content Information

Catalog Description: This lecture/laboratory course provides instruction concerning the structure of the human body with regard to its composition and arrangement. Students in biology, nursing, allied health, and pre-professional programs are encouraged to take this course. Prerequisite: BIOL 1000 or 1010 with a grade of “C” or better or concurrent enrollment in BIOL 1010.

Introduction & Rationale: Human anatomy is complex and fascinating; this course is designed to deepen your understanding of the human body as we study the body’s systems. A fundamental overview of all the body’s systems will be presented. Remember the important principle that **function follows form**. I hope the presentation of materials in this course will help you gain a better understanding of how the body forms, and how structures and systems are organized and that you can apply this information, now and as you work toward your career. **Above all, remember that anatomy is a fun, exciting course.**

Course Objectives: After the successful completion of this course, you will be able to describe:

1. The history of human anatomy.
2. The levels of organization of the human body and tissue histology.
3. The organization of the integument.
4. Characteristics and organization of bone tissue.
5. Characteristics and organization of the muscular system.
6. The organization of the nervous system and the basic function of neural tissue.
7. The general organization of the endocrine system.
8. The organization and general functions of the sensory organs
9. The organization of the circulatory system.
10. The organization of the respiratory system.
11. The organization of the digestive system.
12. The organization of the urinary system.
13. The organization of the Male and female reproductive system.

Required Textbooks & Resources:

Lecture Textbook: Hole's Human Anatomy & Physiology 14/e
David Shier, Jackie Butler, and Ricki Lewis
ISBN# 9780078024290

Laboratory Manual: Can be purchased at the EWC Bookstore. ISBN # 9781259295638

The above material will be supplemented through Lecture Notes, podcasts & videos.

Your textbook's website:

http://highered.mheducation.com/sites/0073378275/information_center_view0/index.html

Anatomy and Physiology Revealed:

<http://library.ewc.wy.edu:2048/login?url=http://anatomy.mcgraw-hill.com/v3/>

(User name: ewclibrary password: Lib123\$)

Additional Resources:

At times you will find that just reading the text and actively participating in lecture and lab are not enough to grasp a new concept. Here are some useful websites.

Khan Academy video podcasts: <http://www.khanacademy.org/science/biology>

A biological dictionary: <http://www.biology-online.org/dictionary>

Study tips: <http://abacus.bates.edu/~ganderso/biology/resources/studytips.html>

SmarThinking: This is an online resource that connects students with professional educators.

This resource has online tutoring, writing services, and homework help. Tutors are available up to 24 hours a day, 7 days a week in a variety of subjects. This service is free to all EWC students.

LancerNet: http://prod.campuscruiser.com/PageServlet?pg=home_welcome&cx=22.327

Course Requirements and Expectations:

Grading Policy:

Unless otherwise stated, grades will be posted on LancerNet within two weeks of the assignment due date. Points are earned as follows:

ITEM	POINTS POSSIBLE
Chapter Tests: 6 @ 100 pts each	600
End of Course Test: 1 @ 150 pts	150
Lab Assignments: 15 @ 20	300
Lab Practicum: 6 @ 50 pts	300
Lab Attendance: 15 @ 5 pts	75
Total Possible Points	1425

Your grade will then be determined according to the following scale:

1282.5 – 1425 points	(90 – 100%) = (A)	
1140 - 1282 points	(80 – 89%) = (B)	
997.5 - 1139 points	(70 – 79%) = (C)	
855 - 997 points	(60 – 69%) = (D)	points lower than 855 = (F)

What to Expect:

Course Work & Preparation Time: A general guideline for estimating study time, particularly in science courses, is two to three hours of preparation for each lecture/lab hour. This translates to 90 lecture/lab hours and 120 to 180 hours of preparation/study. Successful students (C or better) spend roughly 10 to 12 hours per week **ACTIVELY** preparing for this course. What does **ACTIVELY** mean? **ACTIVELY** means: 1. reading the assigned text (underlining/highlighting important sections, maintaining a list of unfamiliar words, making outlines or concept maps, making connections between assigned readings and previously studied topics); 2. participation (note taking, asking/answering questions, participation in discussion, asking for clarification of concepts); 3. memorizing/analyzing/integrating terms and concepts in your individual study time (drawing pictures, devising clever memory hooks, verbally reciting concepts, working sample problems, etc.). I will do everything I can to help you be successful; as a college student it is important to be an independent learner as well!

Attendance: Regular attendance and steady progress are essential to success in this course. Keep in mind that you are expected to spend *at least* 12 hours per week on this class. Some of you may need to spend more time than this to “grasp” the material. If you are taking this class on campus, you will be coming to class 3 hours per week for lecture and 3 hours per week for labs. You do need to adhere to due dates for exams, quizzes and assignments, so please keep up to date with your course requirements.

Exceptions that do not count as an absence: 1. Prolonged illness (hospital, etc), 2. Death in immediate family, 3. School activities and trips (team sports, class field trips, etc) Student must let instructor know before absence. 4. Snowy/closed highways (**Note: instructor reserves the right to verify extenuating circumstances.**).

Units: This course is divided into fifteen weekly units. Each unit is comprised of a number of different activities designed to enhance your learning of the particular chapters within the unit. Units will consist of both mandatory and optional activities for you to complete to help retain and maintain the information necessary to successfully navigate this course.

Unit Exams: There will be six unit exams in this course. These are listed in the "Tentative Lecture Schedule". Make note of these dates and times so you can adequately prepare. These exams must be completed within the allotted time. The exams will have questions based on the posted notes & the text. There will be a variety of question types including: multiple choice, matching, fill-in-the-blank and essay. Some questions will be rather straightforward in an effort to test your knowledge of the terminology, while others will require you to apply the concepts or solve problems based on the information you have learned. There will be practice quizzes and

other resources available from the textbook publisher's website. These are great practice as you prepare for your proficiencies. I will also try to make other links available to provide additional information to help you study.

Course Exam: The course exam is comprehensive, (all previous chapters), it is worth 150 points. I would also suggest that you do not discard of your notes, study guides, etc. until you have taken this exam.

Exam Make-up Policy: Each exam takes hours to craft, balancing simple questions with more challenging problems. A make-up requires that a new exam be created, one completely equal, but totally different than the one your classmates received. If you should miss one of the scheduled exams, be aware that I rarely schedule make-up exam. To qualify for a make-up exam, you have been: hospitalized, have a doctor's written documentation for an illness that **you** personally suffer, or there is a death of an immediate family member. In addition, you **must** contact me within 24h of the exam (preferably before, not after), or you will not be able to make up the exam. If it is decided that you can take a make-up exam, that exam must be taken prior to the results of that exam are returned to the general class. If this does not occur, you must make up the exam during finals week. While a reliable internet connection is vital for success in this course, it is especially important that you have a reliable internet connection during quiz & exam time. **In the event of a complete EWC server failure, please notify me via email immediately. Except in extenuating circumstances, no provisions will be made for the final exam.**

Lab Assignments: There will be 15 lab assignments in this class. The 15 labs are required and must be submitted by their due dates. Once again, please check the schedule to see when the labs will need to be completed as missing two or more labs constitutes failure of the course. Each lab assignment is worth 20 points.

Lab Make-up Policy: There are no make-ups for lab assignments. Please make sure you adhere to the due dates as failure to submit more than two labs will result in failure of this course (this is a lab science).

Late Assignments: All assignments are due on their assigned dates and times. All assignments are due at the beginning of class. If the assignment is not received before I begin lecture it is considered late. All assignments received late will be subject to a reduction in score of 10% for each successive day following the due date. Assignments will not be accepted after 5 days from their due date. Keep in mind, weekends are included in the day's late tally.

Extra Credit: There is absolutely **NO** extra credit offered in this course. If you have time to do extra credit, you have time to study. I do however, from time to time, offer bonus points on discussions and labs. In these cases, your performance is well beyond expectations! For many folks, these bonus points have increased their grade by one full letter!

Withdrawal Policy: You may withdraw from the course with a grade of "W" (withdrawal); however, the decision must be made and the procedure accomplished ON OR BEFORE the

College's official last day to drop classes. If the procedure is not completed before this day, you will receive a grade of "F". This is your responsibility.

After the College's official last day to drop classes, **you cannot receive a "W" (withdrawal)** for the course, except for very extenuating circumstances (serious illness, hospitalization, etc.).

Also consistent with Eastern Wyoming College policy, the instructor may withdraw you from this course on or before the last day to drop if: 1. your absences exceed 20% of the scheduled class sessions for the semester, or 2. you are absent 6 consecutive class hours. However, do not assume I will withdraw you as this is not my standard practice. Once again, this is your responsibility.

NOTE: ** The instructor reserves the right to verify extenuating circumstances.

Academic Integrity and Class Conduct: Academic dishonesty (examples include, but are not limited to: cheating, plagiarism, copying from your neighbor, taking quizzes/exams in any way but yourself, etc.) will not be tolerated in any form. What constitutes cheating and plagiarism? Cheating includes using your textbook, notes, internet resources, sharing answers, having someone else do your work, etc. while completing quizzes, exams and assignments unless otherwise indicated. The act of plagiarism is committed when one copies or uses ideas of another individual without giving that individual proper credit. This does include copying work from other students, copying and pasting information from the internet or taking information directly from your text or lecture notes. If your work is not in your own words, consider it plagiarism! Any student who is caught in any of these acts will receive an "F" for this course.

Students shall complete all assigned course work individually unless otherwise indicated. In addition, the instructor may refer the student to the appropriate EWC official for further discipline.

Student/Classroom Expectations:

1. You are expected to attend all classes and labs and be fully prepared to participate in activities and discussions arranged by the instructor.
2. You are expected to spend a minimum of 12 hours per week on this course.
3. You are expected to turn in assignments, exams, and quizzes by the designated due dates.
4. You are expected to read the text book, notes and other materials supplied for the course.
5. You are expected to seek additional help as needed. Contact your instructor, a tutor, or a peer study group to get extra help. Do not wait until it is too late! If you cannot see/contact me during my office hours, schedule an appointment.
6. You are expected to include the course number (ZOO2015) in the subject line of any email correspondence you send to your instructor.
7. You are expected to include your name and the course number on any lab assignments or attachments that you submit.
8. It is expected that you know how to communicate with others in writing. This means using proper English, using complete sentences with proper punctuation, no texting-type of abbreviations, and the correct spelling of words.

9. **Science & Religion:** For those of you that are deeply rooted in your faith and religion, realize that I certainly applaud and appreciate your passion and conviction. This course is in no way designed to challenge the root of your faith nor your beliefs. Quite simply, it is designed to introduce you to theories and concepts as well as test your comprehension of those theories and concepts. It is not meant nor designed for you to accept those theories, but rather acknowledge they exist, just as you would acknowledge there is more than one religion. With this in mind, you will not receive credit for answers or assignments that fail to answer the questions based on the presented course content. It is also unacceptable to ask for supplemental questions, assignments or exemptions as a result of religious beliefs.
10. You are expected to clean up your lab station at the end of each lab.

Tentative Lecture Schedule – Spring 2018

Week	Lecture Topic	Assigned Reading
1	Introductions, expectations, how to study for this course and anatomical terminology	Ch. 1- 8 preview, Chapter 1 & 3 9-14, 20-36, 84-98, 108-121, & 276-279
	First look at anatomy & the Cell	
2	Tissue	Ch. 5 149 - 178
	Integumentary system	Ch. 6 179 - 200
3	Exam 1 – Chapter 1, 3, 5 & 6	
	Cartilage and Bone	
4	Axial Skeleton	Ch. 7 202 – 253
	Appendicular Skeleton and Joints	Ch. 8 269 - 291
5	Exam 2 – Chapter 7 & 8	
6	Muscle Tissue and Organization	Ch. 9 292 – 295, 313–320, 328 – 330, 331 - 348
	Axial Muscles	
7	Appendicular Muscles	
	Exam 3 Chapter 9	
8	Nervous Tissue	Chapter 10 360 - 366
	Nervous Tissue	Chapter 11 391 – 396, 403 – 407, 411 - 432
	Spring break	
9	Spinal Cord and Spinal Nerves	Ch. 11 438 - 443
	Senses: General and Special	Ch. 12 452 – 459, 468-475
10	Exam 4 – Chapters 10, 11, and 12	Ch. 13 487-9, 497, 504, 506, 508 –9, 513 - 516 Ch. 14 525–9,534–5, 537-8
	Endocrine System and Blood	
11	Cardiovascular System	Ch. 15 554-565, 575-9, 583, 591- 615, 887 - 889
	Cardiovascular System	
12	Lymph System	Ch. 16 616 - 623
	Exam 5 – Chapter 13 - 16	

13	Digestive System	Ch. 17 648-51, 653-663, 676-79, 683-85, 668-71, 674-75 Ch. 19 730-42,754-55,757,761
	Respiratory System	
14	Exam 6 – Chapter 17 and 19	Ch. 20 765-78, 791-3
	Urinary System	
15	Reproductive System - Male	Ch. 22 822, 824-833 838-9, 843-6, 851-2
	Reproductive System – Female	
16	Course Final	
	Final Lab Practical	

Tentative Laboratory Schedule – Spring 2015

Dates		Lab Assignment
Week 1 –		Ex. 2 Body Organization, Ex. 5 Cell Structure & Anatomical Terms Handout
Week 2 -		Ex 8 – 11 Tissues and Integument
Week 3 –	practicum	Ex 12 – 15 Axial Skeletal System
Week 4 –		Ex 16 – 19 Appendicular Skeleton & Joints
Week 5 –	practicum	Ex 20 & 22 Muscular System 1
Week 6 – (Lecture)Tuesday		Ex 23, 24, & 25 Muscular System 2
Week 7 -	practicum	Ex 27, 28 & 30 Nervous System 1
Week 8 –		Ex 32 & 39 Nervous and Endocrine System
Week 9 –		Ex 33 – 35, 37 & 38 General and Special Senses
Week 10 –	practicum	Ex 39, 41, 43 & 44 Heart – CV 1, Blood and Endocrine
Week 11 –		Ex 47 & 49 Cardiovascular 2 and Lymphatic
Week 12 –	practicum	EX 50 & 54 Digestive & Respiratory System
Week 13 –		Ex 56 Urinary System
Week 14 –	practicum	Ex 58 & 59 Male and Female Reproductive
Week 15		Final and Cat Practicum
Final Exam		May 3 rd - 10:00 am- 11:45 am

Disclaimer:

Information contained in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of class. However, this syllabus should not be considered a contract between Eastern Wyoming College and the student. The instructor reserves the right, acting within the policies and procedures of EWC, to make changes in course content or instructional technique without notice or obligation.

Safety

Please refer to the EWC Catalog for safety issues.

Americans with Disabilities:

Eastern Wyoming College is committed to providing reasonable accommodations for qualified individuals with disabilities. If a student has a disability and desires a reasonable accommodation for such disability, the student should contact EWC Director of Counseling, at (532-8238) or Mr. Ed Meyer (532-8330) as soon as possible so that arrangements may be made.

College Mission:

Eastern Wyoming College is a student-centered, comprehensive community college that responds to the educational, cultural, social, and economic needs of its communities with quality, affordable educational opportunities for dynamic lifelong learning.

College Vision:

Eastern Wyoming College will be a dynamic center for education, acting as a catalyst for individual growth, community engagement and global impact.

Student Philosophy Statement:

Eastern Wyoming College is committed to providing a student experience that promotes academic success in a challenging and supportive environment, facilitates the transition to college for first time students, and helps all students identify and achieve their individual goals. EWC's student experience is designed to foster personal growth by increasing independence, promoting ethical behavior and personal responsibility for learning, and affording opportunities for student involvement in campus activities to enhance social development.