

Appendix D
Sample Syllabi from each General Education Area

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ENGL 101
English Composition 1; 3 credit hours

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Spring 2013

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Course Description: English 101 emphasizes the process and strategies of writing with critical attention to purpose, audience, and style. Students will write thoughtful essays based on readings, observations, and ideas; develop the writer's inventiveness and voice; and edit for style and conventions of standard usage. This course introduces MLA format. Placement in 101 is based on a proficiency test score and a department writing sample. Prerequisite: ENGL 090 or equivalent placement test score.

This course meets the College of Southern Idaho requirements for a General Education Course in the area of English:

General education in English improves the student's ability to analyze rhetorical situations, write academic essays, think critically, communicate clearly, evaluate information, and incorporate and cite sources.

Student Learning Outcomes:

- Students are aware of and respond appropriately to the rhetorical situation.
- Students can produce an analytic essay with a clear thesis that is supported by sustained, specific, and unified evidence.
- Students can produce an essay that is coherently written and logically organized.
- Students can write an essay that is mechanically correct.
- Students can evaluate information and sources critically.
- Students can incorporate and document source information appropriately, effectively, and correctly.

Additionally, students will achieve these departmental goals:

- Learn and use an effective writing process
- Recognize and respond appropriately to the rhetorical situation
- Write thesis-driven, analytic essays
- Write essays that show attention to sufficient development of ideas, focus, organization and coherency, and mechanical correctness
- Make basic but effective use of sources in MLA format

Outcomes Assessment: Achievement of course objectives will be measured by an Outcomes Assessment essay and collected works portfolio. Students are required to submit an OA essay and a collected works portfolio near the end of the semester.

Outcomes Assessment (OA) in English 101 fulfills several purposes: In part, it acts as a measure of consistency in instruction. It also establishes a departmental due date to help instructors determine whether students are progressing satisfactorily in the course.

- To meet this milestone, and in order to be eligible for a course grade, students must submit an OA essay to the department's OA system by the departmental due date (typically Friday of week fifteen). This OA essay is a polished revision of a documented essay written earlier in the semester in response to an assignment provided by the instructor.
- To be eligible to participate in OA, students must submit substantial, good-faith responses to all essay assignments in the course. Individual instructors may have additional requirements for eligibility.
- Note that, to participate in OA, students need not have received proficient marks on the essay work they have submitted before the OA essay is due. In fact, instructors may request that the work of certain students be included in

the reading to help determine whether the overall work is passing. While individual instructors determine whether students pass or fail the course, students who, for any reason, do not submit an Outcomes Assessment essay by the departmental deadline cannot pass.

Upon satisfactory completion of the course, a student will demonstrate basic academic writing skills, will be prepared to continue the study of effective academic writing in English 102, and be able to communicate effectively in writing in a variety of settings.

Required Textbooks and Supplies:

1. Hacker, Diana and Nancy Sommers. *A Pocket Style Manual*. 6th ed. Boston: Bedford, 2012.
2. An active CSI Eaglemail account and another reliable method for saving and storing computer files, such as a flash drive.

Course Requirements:

In order to earn a proficient grade, students must do the following:

- write and hand in ORIGINAL (not plagiarized or reworked) drafts of all four major essays
- come to class prepared to participate in discussion and class activities, including peer review and conferences
- submit an electronic collected works portfolio near the end of the semester
- if eligible, submit an OA essay; **to be eligible to submit the OA essay, students must hand in polished drafts of all four major essay assignments.**

Policies and Procedures:

Attendance: Attendance is recorded each class period. If a student misses class more than three times during any essay "block," the essay due during that time will be evaluated only with a grade if turned in on time—no instructor comments will be given. Further, the student will be ineligible to revise the essay.

Should you miss class, you are responsible for the material covered during that time. If you find that you must consistently miss class due to other obligations, i.e. work, illness, or family, please make those obligations your first priority, drop the class, and take it another time.

It is the student's responsibility to drop the course.

A student may drop a course or all courses prior to the end of late registration (first Friday of the term) without it being recorded on the student's official transcript. A student initiated drop after the late registration period is considered a withdrawal, and results in the grade of W.

(Students may drop courses online until the end of the late registration period. In order to withdraw from one or more courses following late registration, a completed registration form is required. Instructions on the form indicate when a signature of instructor and/or Financial Aid advisor is required. The completed form may be submitted to Admissions & Records or any off-campus center.)

NOTE: Students may withdraw from courses until 75% of the course meetings have elapsed. No course may be withdrawn from after 75% of the course has elapsed.

Expected Student Behavior: According to the CSI Student Code of Conduct, "The College of Southern Idaho promotes behavioral standards that create a positive environment in which students can learn, work, and live. [. . .] At the College of Southern Idaho, student members of the College community are expected to uphold and abide by certain standards of conduct that form the basis of the Student Code of Conduct. These standards are embodied within a set of core values that include integrity, fairness, respect, community, and responsibility."

Academic Integrity: Students are responsible for maintaining academic integrity and intellectual honesty. Students must hand in their own work, not engage in cheating, and not engage in plagiarism. According to your handbook, "To

be fair and ethical, you must acknowledge your debt to the writers of . . . sources. If you don't, you commit plagiarism, a serious academic offense" (107).

Some examples of plagiarism are:

- using a phrase or a sentence from a book or magazine article in your essay without acknowledging your source, i.e., without putting quotation marks around quoted material and without mentioning the author.
- borrowing specific ideas from another writer without acknowledging your source, *even if you write the ideas in your own words*.
- cutting and pasting into your own paper paragraphs of information retrieved from the World Wide Web, without acknowledging the source.
- handing in as your own a paper someone else has written.
- downloading an essay from the Web and handing it in as your own.

Students who plagiarize will fail the course.

Student Rights and the Classroom Atmosphere: Students and instructors have the right to a classroom environment free of disruptions and interruptions. Please do your part to maintain this atmosphere, including the following:

- do your best to be on time for class, and try to avoid disrupting the class if you have to leave early
- leave the room quietly, for example if you have to use the restroom or answer a cell phone call
- refrain from having personal conversations during class
- avoid making degrading or unkind remarks about other students or other groups of people
- avoid unnecessarily interrupting the instructor during class time
- do not use cell phones or other electronic devices while in class; please leave the classroom to use your phone for calls or texting
- use computers for class-related tasks only. Do not visit social networking sites during class time. If you use computers for personal tasks, you will be asked to turn off the machine.

Students who repeatedly abuse these policies will be asked to leave class, or to drop the class and take it another time.

Late Policy and Submitting Papers: Effective writing is a process based on a revision cycle of drafts. When you respond to an essay assignment in this course, you will first produce a "working draft" which will be revised into a "polished draft." So, you will write at least two drafts for each assignment.

- Both Working and Polished Drafts should be **complete, full-length** responses to an assignment.
- Working and Polished Drafts are due at the **dates and times** listed on the assignment for the essay.
- Drafts that do not meet length requirements will be collected and recorded for your OA eligibility, but they will not be commented on or graded.
- Late drafts are not accepted unless the student contacts the instructor (in person, by phone or by email) before the beginning of the class during which the paper is due. If a student submits late work without having first contacted the instructor, the paper will be collected and recorded for OA eligibility, but will not earn a grade.

Returning Papers: Evaluated Polished Drafts will be returned to you within **two weeks** after the date handed in to me. If you miss class on the day papers are returned to you, you can pick up your paper in my office.

Remember to keep current electronic copies of all essays—they comprise the collected works portfolio that will be due at the end of the semester.

Grading Practices: Final grades will be based on the following—

Essay 1: 20% Essay 2: 20% Essay 3: 25% Essay 4: 25% Reflection Essay: 10%

Grading scale: A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = 59% or below.

Please refer to page 5 for a detailed explanation of the grading process.***

Course Outline: A day-to-day schedule will be handed out as part of each essay assignment. In general, plan to spend three to four weeks on each essay assignment.

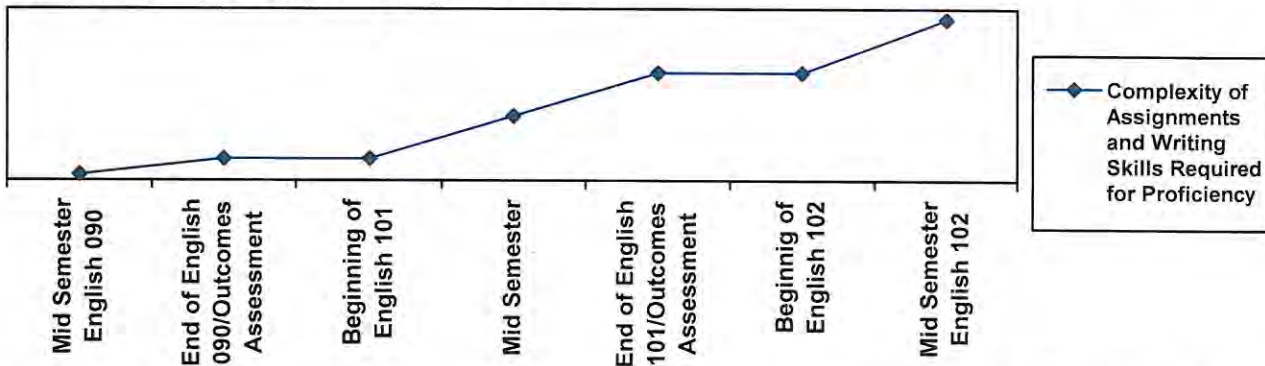
CSI Email: Since email is the primary source of written communication with students, all registered CSI students get a college email account. Student e-mail addresses have the following format: <address>@eaglemail.csi.edu where <address> is a name selected by the student as a part of activating his/her account. Students activate their accounts and check their CSI e-mail online at <http://eaglemail.csi.edu>. Instructors and various offices send messages to these student accounts. **Students must check their CSI e-mail accounts regularly to avoid missing important messages and deadlines.** At the beginning of each semester free training sessions are offered to students who need help in using their accounts.

Course evaluations: To help instructors continually improve courses, students are strongly encouraged to complete anonymous online evaluations. Evaluations are accessed through MyCSI and are open two weeks before the end of the course and close the last day of class. Thank you for this valuable input!

Disabilities: Any student with a documented disability may be eligible for reasonable accommodations. To determine eligibility and secure services, students should contact Student Disability Services at their first opportunity after registration for a class(es). Student Disability Services is located on the second floor of the Taylor Building on the Twin Falls Campus. 208.732.6260 or e-mail Marita DeBoard, mdeboard@csi.edu.

***An explanation of the Grading Process in English 101

A core philosophy of this course is that the practice of effective academic writing is an ongoing process that increases in complexity over time. This concept is illustrated below:



Notice that at the beginning of the course the assignments and writing skills required are less complex than at the end of the course. Learning the more complex skills is your goal, because these skills are necessary to progress to the next composition class. **In English 101, you are working toward a level of writing proficiency that is equal to the level required at the beginning of English 102.** That level of proficiency is what is measured by the Outcomes Assessment essay at the end of the semester.

With that in mind, all essays in this course are evaluated with regard to the “Rubric for 101 Outcomes Assessment,” which is attached to the syllabus. Essays are evaluated in two ways—they are given a letter grade and percentage, and they are given a proficiency evaluation. The evaluation will look something like this: C+/78%--NP.

- The **letter grade/percentage** is representative of a student’s work on a particular assignment at a particular point in the semester. It is used in the calculation of a student’s final grade in the course.

- The **proficiency evaluation** indicates whether or not the writing skills demonstrated in a particular assignment would **meet Outcomes Assessment criteria**.

It is very important to understand that “passing” grades do not necessarily equate to proficiency. You can see by looking at the chart above that the level of proficiency measured by the Outcomes Assessment essay is much higher than the level required at the beginning of the semester. So, even though an essay might “pass” at a certain point in the semester it still might not meet the level of proficiency required at semester’s end.

Finally, sometimes an essay will be evaluated as an “NG”—**no grade**—because it has one or more of these problems: very poor focus; organization and coherency so weak that the reader has difficulty understanding the paper; poor content or insufficient development of ideas; a high frequency of grammatical, mechanical, or punctuation errors.

Any student receiving an NG must make an appointment with the instructor to conference about the paper and must revise the paper to earn a grade. The conference must be scheduled within one week from the date the original NG paper was returned to you, or you miss the opportunity to revise for a grade. If a student fails to revise an NG paper as required, the NG will be weighted as a 60% in the calculation of the student’s final grade. **Essays 1, 2 and 3 can be revised once if eligible for revision; there is no NG revision allowed on Essay 4.**

Rubric for English 101 Outcomes Assessment

Papers will be scored “blindly”; that is, readers will not know a student’s name or class. Each paper will be read by one or two readers, neither of whom is the writer’s instructor.

The rubric defines the general standards of judgment considered in the scoring; however, these standards are not an absolute representation of proficient writing. Most proficient papers will meet each of these criteria, though not all will necessarily do so. For example, a paper with some mechanical errors may in fact have excellent content and style, certainly a passing effort. Some non-proficient papers will meet individual criterion, but will fail to achieve the overall level of proficiency required. For example, a grammatically perfect essay may lack significance or style and therefore fail.

Rhetorical Situation/Audience Awareness

- The essay conforms to the rhetorical situation described in the assignment.
- The essay reflects the general expectations of academic readers.

Focus

- The essay contains a clear thesis that advances the controlling or main idea of the paper.
- The essay’s development maintains the focus of the thesis and stays unified throughout the paper.
- If the thesis has a plan of development, the organization of the body follows that plan.
- The essay clearly addresses the topic of the OA prompt.
- Examples of personal experience relate the significance of that experience beyond simply telling a story. In essence, the essay demonstrates a sense of purpose by making the subject worthy of discussion and showing the topic’s importance in a broader context beyond just the writer’s experience.

Organization/Coherence/Unity

- The essay has an introduction that introduces the topic, and possibly the thesis, and attracts the interest of the reader.
- The essay follows a logical organization by using one mode of organization (such as narrative, description, comparison/contrast, classification, argumentative) or a combination of modes.
- The essay maintains coherence with the use of transition words, phrases, or sentences to show the relationships of ideas.
- Paragraphs show unity by focusing on one main supporting point that relates to the thesis.
- A conclusion weaves together the strands of the essay, providing a sense of closure.

Development

- The development follows and supports the thesis of the paper.
- The essay uses vivid concrete development from the writer's personal experience, objective observation, and/or outside sources.
- The essay discusses and analyzes the significance of the supporting details or examples.

Use of Sources and Documentation

- Sources support and may help to advance the argument of the essay, both in terms of the paragraphs in which they appear and in the essay as a whole.
- A minimum of two sources are quoted. Other instances of source use beyond the minimum may be paraphrased or summarized.
- A minimum of two instances of source use should be deliberately preceded by a signal phrase. Other instances beyond the minimum may employ alternate strategies of integration.
- Each instance of source use should be ended with an appropriate and correctly formatted in-text citation.
- The essay includes a correctly formatted MLA Works Cited page

Grammar/Mechanics

- The essay demonstrates a writing style beyond a safe "primer" style.
- Grammatical, punctuation, and mechanical errors do not disrupt the flow or clarity of the paper.

Fundamentals of Oral Communication

Comm 101

Fall 2013

3 credits

E-Mail: cbragg@csi.edu

Chris Bragg

Professor of Communication

Fine Arts/Business Chair

Office: Hepworth 167

Phone: 732-6775

COMM 101 DEPARTMENT COURSE DESCRIPTION AND GOALS

Fundamentals of Oral Communication is a course intended to improve your communication abilities in a variety of academic, social, personal and business settings. This course has two broad goals:

1. To provide you with an understanding of human communication, so you might better:

- Comprehend the complexity of the communication process
- Recognize the multitude of factors that influence communication
- Appreciate the importance of improving human communication

2. To help you utilize the foregoing knowledge to develop and improve skills in the following areas (concentrations dependent upon instructor and class size):

- Communication Process and Perception
- Public Communication
- Listening and Language
- Nonverbal Communication
- Computer-Mediated Communication

DEPARTMENTAL OBJECTIVES AND OUTCOMES ASSESSMENT

At the end of this course, students will be able to demonstrate an understanding and application of human communication concepts in the areas of communication process, public communication, listening, group communication, nonverbal communication, persuasion, and computer-mediated communication on a comprehensive final exam to account for 20% of the final grade in COMM 101.

NOTE: Due to its language intensive nature, the Communication Department recommends that students wait to enroll in Communication 101 until they are enrolled in, or have successfully completed, English 101.

TEXT/RESOURCES:

Alberts, Martin, and Nakayama. *Communication in Society*. 1st edition. Pearson, 2011.

“Blackboard” is the name of CSI’s online course management system. By accessing Blackboard, students can have access to a variety of resources that will be used in several of their individual classes. Each student at CSI automatically has a Blackboard account (much like an email account) established for him/her. Account protocol is as follows:

- You can access Blackboard by clicking the Blackboard link on CSI's main Web site (www.csi.edu) or by going to <http://blackboard.csi.edu>
- Students who register for classes at CSI will automatically have a Blackboard account created AFTER they have set up their EagleMail email account.
- You are automatically enrolled in the Blackboard sections of the courses that you are taking. Log-in information is the same as your EagleMail log-in information.
- Print off the “**Understanding Stage Fright**” article from under the “Course Materials” section, read it, and be ready for a quiz next class period!

ATTENDANCE:

Attendance will influence your grade in a variety of ways, outlined in the following attendance policy:

1. If you are gone, you will miss something. You will be held responsible for the material that you miss. If you know you are going to be absent, you need to arrange to make up assignments, exams, speeches, etc., **BEFORE** you leave. If an unexpected absence arises, it is your responsibility to contact me concerning the material that you may have missed. **You are strongly encouraged to contact me by phone or e-mail as soon as possible to let me know that you will be missing class.**
2. Everyone is expected to attend the entire class session. Do not expect to be credited with attending a class if you show up late and or/leave early. **Also, if you are late, please make sure that none of your peers are speaking when you walk in the door. If they are, quietly wait in the hall until they are finished before entering the room.**
3. There is a mental, as well as a physical, dimension to attendance. There is a time and a place to do homework, to listen to music, to read *Sports Illustrated*, to have a nice conversation, to sleep, or to keep in touch with loved ones via your cell phone **but this is not it.** Such activities not only isolate you from the rest of the class but are discourteous and often annoying to those around you. Therefore, behaviors such as these will not be tolerated. **Please turn cell phones off prior to the start of class.**
4. Attendance is most often taken through the use of daily quizzes and/or in-class exercises. If you miss a quiz due to not coming to class, arriving late, or departing early, a zero will be entered in the grade book. **These daily quizzes/activities CANNOT be made up.** Reading notes may be used on daily quizzes.

OFFICE HOURS:

As I will expect you to be in class during the assigned times, you can also expect me to be in my office during the following office hours.

Tuesday and Thursday: 8:30am-9:30am

ASSIGNMENTS:

Assignments are due when scheduled. **Failure to type assignments will result in a full letter grade reduction. Make-up work will only be accepted one class period following the original due date and will be lowered one letter grade.** Ability to make-up speeches may be limited by the time constraints of the class. Reading and lecture notes MAY be used for the daily quizzes but may NOT be used on the final exam.

GRADING:

Your final grade will be based on the percentage of points you earn on the assignments outlined above. Letter grades will be awarded based on the following scale:

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

APPROXIMATE POINTS AVAILABLE:

Quizzes/In-class Assignments	100 (approximately)
Introduction Speech	50
Language Project	100
Informative Speech	100
Informative Outline	100
CMC Project	100
Persuasive Speech	150
Persuasive Outline	150
<u>Comprehensive Final Exam</u>	<u>200 (approximately)</u>

TOTAL: **1050 (approximately)**

CANCELLED CLASS POLICY: Should we have an unexpected class cancellation (instructor illness, college wide closure, etc.) I will post information about upcoming classes on Blackboard. Please check Blackboard as soon as you are notified of the cancellation for instructions as to how to proceed.

ACADEMIC HONESTY:

Don't cheat. If you insist on cheating/plagiarizing/etc. and you are caught the following punishments will be inflicted. First, you will receive a zero for that assignment. Depending on the severity of the violation, this may be followed by you being given a failing grade for the course, and in the most extreme cases, may result in action being taken to remove you from the college. At the very least, I won't like you anymore. (For a detailed look at definitions of terms such as cheating and plagiarism refer to the *CSI Student Code of Conduct*.)

DISABILITY STATEMENT:

To help instructors continually improve courses, students are strongly encouraged to go online to <http://evaluation.csi.edu> and complete anonymous evaluations which open two weeks before the end of the course and close the last day of class. When students enter the site, they find evaluations for their enrolled courses. Thank you for this valuable input!

DROP STATEMENT:

It is the student's responsibility to drop the course.

A student may drop a course or all courses prior to the end of late registration (first Friday of the term) without it being recorded on the student's official transcript. A student initiated drop after the late registration period is considered a withdrawal, and results in the grade of W.

(Students may drop courses online until the end of the late registration period. In order to withdraw from one or more courses following late registration, a completed registration form is required. Instructions on the form indicate when a signature of instructor and/or Financial Aid advisor is required. The completed form may be submitted to Admissions & Records or any off-campus center.)

NOTE: Students may withdraw from courses until 75% of the course meetings have elapsed. No course may be withdrawn from after 75% of the course has elapsed.

ONLINE EVALUATIONS:

Students are strongly encouraged to complete evaluations at the end of the course. Evaluations are very important to assist the teaching faculty in continually improving the course. Evaluations are available online through MyCSI (<http://mycsi.csi.edu>) by clicking on the CoursEval tab in the yellow navigation bar at the top of the MyCSI website once you are successfully logged-in. Students will receive an email when the evaluation becomes available and then have up to two weeks to submit the evaluation before the end of the course. The last day to complete an evaluation is the last day of the course. Evaluations are anonymous and are not available to faculty until after grades are submitted.

CSI E-MAIL:

Since email is the primary source of written communication with students, all registered CSI students get a college email account. Student e-mail addresses have the following format: <address>@eaglemail.csi.edu where <address> is a name selected by the student as a part of activating his/her account. Students activate their accounts and check their CSI e-mail online at <http://eaglemail.csi.edu>. Instructors and various offices send messages to these student

accounts. Students must check their **CSI e-mail accounts regularly to avoid** missing important messages and deadlines. At the beginning of each semester free training sessions are offered to students who need help in using their accounts.

TENTATIVE TOPIC SEQUENCE:

<u>WEEK</u>	<u>DATES</u>	<u>TOPICS</u>	<u>READINGS</u>
1	8/27-8/29	Introduction Stage Fright	On Blackboard
2	9/3-9/5	Introduction Speeches Communication Basics	Chapter #1
3	9/10-9/12	Perception	Chapter #2
4	9/17-9/19	Language	Chapter #3
5	9/24-9/26	Nonverbal Communication	Chapter #4
6	10/1-10/3	Public Speaking	Chapters #13, #14, #15
7	10/8-10/10	Listening Informative Speeches	Chapter #5
8	10/15-10/17	Informative Speeches	
9	10/22-10/24	Nonverbal Communication	Chapter #4
10	10/29-10/31	Persuasive Speaking	Chapter #16
11	11/5-11/7	Group Communication	Chapter #11
12	11/12-11/14	Computer-Mediated Communication	Chapter #7
13			
14	11/26	Thanksgiving	
15	12/3-12/5	Persuasive Speeches	
16	12/10-12/12	Persuasive Speeches	
17	12/18	Final Exam (8am) (Tentative)	

Assignments for the second day of class:

1. Interview your partner and prepare your introduction speech for class.
2. Make sure your EagleMail account is setup which will then make sure your Blackboard account will be created.
3. Explore the COMM 101 Blackboard section. Click on all of the buttons, see what you can find, and jot down any questions you might have about the system so we can deal with them in class.
4. Retrieve Quiz #1 from under “course documents” on Blackboard. You need to print off this quiz, take the quiz, and return it completed (handwriting your answers in is fine) on the second day of class. It would be fine to work with your introduction speech partner on this quiz as well as the general process of getting going in Blackboard if a buddy would make the process more bearable.

Chapter Test #1 (100 points)
each total of 150 points)

Chapter Test #2 (100 points)
points)

Chapter Test #3 (100 points)
points)

Final Exam: 200 points (20% of the final grade)

5 Mini Group Projects (30 points)

Persuasive Speech/Outline (175

Informative Speech/Outline (175

College of Southern Idaho
Course Syllabus
Fall 2013

Course: MUSI 100, Music Appreciation – 3 credits
Instructor: Dr. George K. Halsell
Office: FA 83B – Office hours 11-11:50 AM M-F
Telephone: 732-6767 (CSI), 733-8261 (home)
Email: ghalsell@csi.edu
Time/Days: MWF, 1:00-1:50 PM (section 1) or 2-2:50 PM (section 3)
Location: FA 87
Required Text: David Willoughby – *The World of Music*, 7th edition *Connect Edition*, including Connect access

This course meets the College of Southern Idaho requirements for a General Education Course in the area of Humanities.

General Education Philosophy Statement:

General education in the humanities develops the knowledge, skills and attitudes that enable one to value, reflect upon, and gain an understanding of the arts, philosophy, and cultural diversity.

Humanities General Education Student Learning Outcomes:

General education courses in the humanities address at least three of the following five student learning outcomes:

1. Students will demonstrate how the arts, philosophy, or languages reflect and shape humanity and the values of cultures.
2. Students will analyze major artistic and philosophical works from representative periods and movements.
3. Students will recognize and gain an understanding of cultural diversity as reflected in languages, the arts, or philosophy.
4. Students will develop the skills to critically evaluate artistic and philosophical works and their contribution to the human experience.
5. Students will possess the skills to initiate and sustain conversations in which they can communicate competently at the level appropriate to their language exposure and experience.

MUSI 100 addresses Humanities General Education Student Learning Outcomes 1, 3 and 4.

Course description

A non-technical course designed to provide a basis for enjoyable listening to music through the discovery of stylistic differences between historical eras and the individual composers within the eras, and through the awareness of the various performance media.

Additional information: In addition to classical music, this course also explores a wide range of other kinds of music, including folk, ethnic, popular, and jazz. Also, parts of this course will be delivered in online asynchronously via Blackboard (more information on that may be found below).

Course prerequisites

None, though it is recommended that you already have college-level writing and reading comprehension skills. You do *not* have to have any prior musical knowledge to be successful in this class.

Course objectives

This course introduces the concept of listening to music with a critical ear, examines some of the basic scientific, historical and cultural aspects of music, and seeks to enable you to successfully communicate your own musical perceptions. In support of these general goals, the expected outcomes for MUSI 100 are that you will be able to:

- Listen to selected kinds of music and identify aspects of their style, origins, and basic construction.
- Identify selected musical eras, styles, instruments, and terms, and discuss them in terms of their historical, scientific, social, and/or cultural contexts.
- Identify selected important musicians and discuss why (or whether) their lives and music are still important today.
- Use this knowledge as the basis for a critical examination of a given musical presentation.

You may even find that after taking this course, you not only enjoy music more, but also enjoy listening to more kinds of music!

Outcomes assessment

Though it would be nice to be able to simply spend all our class time listening to music, the realities of college

dictate that you have to be evaluated on how well you have learned certain skills and information. This means that I have to assign grades that indicate how well you are learning in this class. So, you can expect to be graded in three areas:

- **Exams** – There will be four exams, and these will be either entirely written or a combination of listening and written portions, as appropriate. Except for the final, these will be given in in the CSI Testing Center and will normally be available for around five days. Each exam is worth a maximum of 150 points.
- **Concert reviews** – These are written descriptions and critiques of concerts that you attend during the semester. You will have to review at least three concerts, but you can choose almost any kind of musical performance (even polka jams!) for each review. Once we have covered the basic musical concepts and musical terminology in Chapters 1 & 2 that you will need to know before you write your reviews, I will hand out more specific information about what is expected. Each review is worth a maximum of 200 points.
- **Class assignments** – This is a catchall category for grades of a more daily nature. These include quizzes or other assignments on each assigned chapter, video, or other material. Some of these quizzes and other assignments may be found on Blackboard, while you will find others on Connect. Though not likely, it’s possible I may give you an occasional pop quiz or listening test, ask questions of individual students, and/or require other activities, if I feel that they are needed to help you learn. Each class assignment is worth a maximum of 10 points.

You won’t be graded on attendance as such, but see below for comments on my policies for attendance and extra credit.

The scores for the four exams, three concert reviews, and the assignment preparation grades will be thrown into an extremely powerful computer, which, after a period of making mysterious whirring and gurgling noises, will come up with an initial final score, based on the following weighting:

Assignments are due on the assigned date. In some cases

I may be able to allow assignments to be completed late, with a reduction in grade. However, the nature of Blackboard and Connect limit my ability to do that to any great extent, so the best plan of action is to turn in your work as early as possible so that any unplanned obstacles don’t prevent you from getting things in on time. Remember: Early is good!

A lot of the learning that occurs as part of this course will take place in class. The information you gain from the textbook, videos, and other online activities are just the basic skeleton. The in-class lectures, discussions and other activities flesh out this skeleton, providing both additional important information (that you will need to know for exams!) and detailed explanations and demonstrations that are illustrated by both aural and visual examples. Also, any pop quizzes, graded questions directed to specific students, and other in-class activities cannot be made up, and you will receive a zero if you are not present for them. As you can see, it is very important that you be here for all of every class session. Besides, you or your parents have already paid for this class, so you might as well get your money’s worth! There may be days when coming to class is a hard thing to do, but do it anyway – you will do better in class if you do. And though it is not part of your grade, I will keep track of your attendance, including whether you arrive late or leave early. Finally, please be aware of the attendance policies stated in the CSI catalog – if you have missed at least six classes and have reached the point where it is statistically impossible to pass the course without any extra credit considerations, *you will be given a failing grade for the course at that point in the semester.*

You’ve probably noticed that I have stressed arriving to class by the time it starts and not leaving until it is over. This is very important, not only because you would get in

hot water very quickly if you showed up late to your job or left early, but also because it is not nice to distract your fellow students by entering or leaving class while it is in session. Besides, you may miss something you’ll regret not hearing later, such as the next class being canceled, or that there is one final concert that you can still squeeze in for your final review.

In cases where you have to miss a class because you are away on a verified CSI-related activity, don't worry – these will not be counted against you. However, in order for me to know that this is the case, you must let me know *in writing* when such an activity takes place, preferably before the class to be missed takes place. Note that even though your absence will be excused, you will still have to make up all work that you missed, just as if you were in sick in bed.

As with entering or leaving class while it is in session, any unnecessary conversations, noise, or other distractions disturb both your fellow students and me. For many people, it is hard or impossible to concentrate if there is extra noise in the room, so that noise cheats other students out of some of the learning experience they paid for. In fairness to you and other students, disruptions such as these will not be tolerated, and the following policies will apply:

- No electronic devices (including cell phones, iPods, and laptop computers) may be used in class *except by special permission*. Be sure these items are turned OFF and put away, and that no earphones are dangling from your ears.
- If I ask you to turn off such a device and you don't comply, then I reserve the right to confiscate that device until the end of class.
- If your use of such a device continues to be a problem, I will request that you leave class and not return until such time as you come see me to discuss the issue and I elect to allow you to return.

Finally, I also reserve the right to adjust my classroom policies at any time if I feel that changes will improve the ability of those students who really want to be in my class to learn to their best ability.

As you might expect, the grading scale in this class is 1350 to 1500 points = A; 1200 to 1349 points = B; 1050 to 1199 points = C; 900 to 1049 points = D, and below 900 points = F.

Grades will be kept in Blackboard, but I will calculate final grades for the semester in Excel. Please be aware that grade averages displayed in Blackboard are approximate and provided only for your information; because of discrepancies between how Blackboard and

Excel calculate grades, the actual grade you receive at the end of the semester may or may not be the same as what is shown in Blackboard. Please note also that in past semesters, I have calculated final grades based on a letter-grade system. This semester I am switching to points accumulation; I don't expect any glitches, but want to let you know this is something new for this course, just in case there are.

Oh, and I did mention something about extra credit... There are several ways to earn extra credit in the class. The first is by just showing up and staying for the entire class. I will give you one point for each day you are present for an entire class (that is, you can't show up late or leave early); if you show up to every class, you will have earned around a quarter of a letter-grade boost. The second opportunity for extra credit is on the exams. I build extra credit into each test, so that if you answer every question correctly, you can earn around an extra 5 to 7% on each test. Third, I allow students to turn in a fourth concert review for up to an additional 75 points, or a half of a letter grade. There *might* also be an opportunity to gain some extra points on the final exam for completing a course evaluation, but as of the beginning of this semester, CSI is instituting a new course evaluation system that at the present time doesn't allow for notification that a student has completed an evaluation. If that gets fixed, then I can award this extra credit as well.

Blackboard & Connect

All CSI students have their own account in Blackboard, the online course management system, and you should have already received an access card to the Connect system when you purchased your textbook. A significant portion of this class will be delivered directly through these two systems. You have already been added to the Blackboard section of this course, so it is important that you check there frequently for new announcements and other information. All of the out-of-class assignments are available in either Blackboard or Connect (I will let you know where to find each), and all of the Connect assignment grades feed into the Blackboard gradebook. Please note that if you haven't already activated your CSI EagleMail account, you will not be able to access Blackboard, so be sure to do that as soon as possible.

Regarding Connect, this system includes an electronic copy of the textbook, all of the required listening

examples, many of your assignments, and links to other useful materials. In order to properly register for Connect in such a way that it links to the Blackboard gradebook, I will give you separate instructions for how to get signed on. Once you have first signed onto Connect through Blackboard and paired the two accounts, you can subsequently log directly into Connect, which will make it easier to access some of Connect's features. I will give you more information in class on how to access Connect directly.

PASS/SMART program

At any point when I feel that you are starting to have problems with coming to class or learning the material, or for any other reason that affects your chances of enjoying success in this class, I will refer you to the PASS (Positive Action for Student Success) or SMART (Students Making A Right Turn) programs. Although PASS and SMART letters look very stern, they are my (and CSI's) way of saying, "We're concerned." If you receive such a notice from me, don't panic. It means that you should visit with me and let me know what the problem is, so that we can see if there is a solution that will allow you to do your best in class.

Student responsibilities

As in any course, you are responsible for reading (or listening to, when appropriate) all assigned materials promptly, attending class regularly, and completing all graded activities. If you miss class due to an absence or CSI activity, you are also responsible for getting any information, handouts, etc. that you missed, and for making up any missed work.

Finally, you should also take the initiative to let me know any time you have a question, concern or complaint of any kind. I am here to help you succeed, but try though I might, I can't always anticipate what your needs might be. Therefore, it's very important for you to communicate to me what those needs are.

CSI e-mail

Since email is the primary source of written communication with students, all registered CSI students get a college email account. Student e-mail addresses have the following format: <address>@eaglemail.csi.edu where <address> is a name selected by the student as a part of activating

his/her account. Students activate their accounts and check their CSI e-mail online at <http://eaglemail.csi.edu>. Instructors and various offices send messages to these student accounts. *Students must check their CSI e-mail accounts regularly to avoid missing important messages and deadlines.* At the beginning of each semester free training sessions are offered to students who need help in using their accounts.

On-line course evaluations

Students are strongly encouraged to complete evaluations at the end of the course. Evaluations are very important to assist the teaching faculty in continually improving the course. Evaluations are available online through MyCSI (<http://mycsi.csi.edu>) by clicking on the CoursEval tab in the yellow navigation bar at the top of the MyCSI website once you are successfully logged-in. Students will receive an email when the evaluation becomes available and then have up to two weeks to submit the evaluation before the end of the course. The last day to complete an evaluation is the last day of the course. Evaluations are anonymous and are not available to faculty until after grades are submitted.

Students with disabilities

Any student with a documented disability may be eligible for reasonable accommodations. To determine eligibility and secure services, students should contact Student Disability Services at their first opportunity after registration for a class(es). Student Disability Services is located on the second floor of the Taylor Building on the Twin Falls Campus. To contact them, call 208-732-6260 or visit www.csi.edu/disability/ for more information.

Drop policy

It is the student's responsibility to drop the course. Instructors cannot drop students from courses. Therefore, students who stop attending a course and do not formally withdraw from the course will receive an "F" in the course.

A student may drop a course or all courses prior to the end of late registration (first Friday of the term) without it being recorded on the student's official transcript. A student initiated drop after the late registration period is considered a withdrawal, and results in the grade of W.

NOTE: Students may withdraw from courses until

75% of the course meetings have elapsed. No course may be withdrawn from after 75% of the course has elapsed.

Dishonesty policy

Please don't be dishonest. If you feel the urge to do so, you should read what the catalog has to say on the matter. If you are dishonest in this class, the penalty I assign may range from a zero on the work in question to an F for the class.

Reminder to music majors

Music majors are responsible for keeping documentation, such as homework, tests, etc., of their participation in this class.

Final comments

If there is anything that will make your learning experience in this class more enjoyable, including physical accommodations, additional information or explanation, etc., please let me know as soon as possible!

Aug. 26 Chapter 1: Introducing the World of Music
28 Chapter 1: Introducing the World of Music
30 Video 1: Sound, Music & the Environment

Sept. 2 LABOR DAY HOLIDAY

4 Chapter 1: Introducing the World of Music
6 Chapter 2: The Nature of Music: Vocabulary for Listening and Understanding

9 Chapter 2: The Nature of Music: Vocabulary for Listening and Understanding/

Video 2 due

11 Chapter 2: The Nature of Music: Vocabulary for Listening and Understanding

13 Chapter 2: The Nature of Music: Vocabulary for Listening and Understanding

16 Chapter 2: The Nature of Music: Vocabulary for Listening and Understanding/

Video 3 due

18 Chapter 2: The Nature of Music: Vocabulary for Listening and Understanding/

Exam Review/

Exam 1 Opens

20 Chapter 3: Folk Music Traditions

23 Chapter 3: Folk Music Traditions/

Exam 1 Closes/

Video 4 due

25 Chapter 4: Religious Music Traditions

27 Chapter 4: Religious Music Traditions

Sept. 30 Chapter 6: Popular Music/

Video 5 due

Oct. 2 Chapter 6: Popular Music

4 Chapter 6: Popular Music

7 Chapter 6: Popular Music/

Video 6 due

9 Chapter 7: Music of the Americas/

Exam Review/

Exam 2 Opens

11 Chapter 7: Music of the Americas

14 COLUMBUS DAY HOLIDAY

16 Chapter 7: Music of the Americas/

Exam 2 Closes/

Video 7 due

18 Chapter 8: Music Beyond the Americas

21 Chapter 8: Music Beyond the Americas/

First concert review due/

Video 8 due

23 Chapter 8: Music Beyond the Americas

25 In-class graded assignment

28 Chapter 9: Music to 1600/

Video 9 due

30 Chapter 9: Music to 1600

Nov. 1 Chapter 9: Music to 1600/

Exam Review/

Exam 3 Opens

4 Chapter 10: Music of the Baroque Period /**Video 10 due**

6 Chapter 10: Music of the Baroque Period/

Exam 3 Closes

8 Chapter 10: Music of the Baroque Period

11 VETERANS DAY HOLIDAY

13 Chapter 10: Music of the Baroque Period/

Video 11 due

15 Chapter 11: Music of the Classic Period

18 Chapter 11: Music of the Classic Period/

Second concert review due/

Video 12 due

20 Chapter 11: Music of the Classic Period

22 Chapter 12: Music of the Romantic Period

25 Chapter 12: Music of the Romantic Period

27 THANKSGIVING HOLIDAY
29 THANKSGIVING HOLIDAY

Dec. 2 Chapter 12: Music of the Romantic Period

4 Chapter 12: Music of the Romantic Period

6 Chapter 13: Music of the Twentieth Century

9 Chapter 13: Music of the Twentieth Century/

Third and extra-credit concert reviews due

11 Music of the Twenty-first Century

13 Exam Review

17 **FINAL EXAM Section 1 12-2 PM**

18 **FINAL EXAM Section 3 2-4 PM**

(Be sure to confirm exam dates and times near end of semester)

COLLEGE OF SOUTHERN IDAHO
COLLEGE ALGEBRA, MATH 143-C04
3.0 CREDIT HOURS

Semester: Fall 2013

Instructor: Paul E. Morgan

Office Phone: 208-732-6821

WebPage: <http://www.csi.edu/dir.asp?pmorgan>

Office Location: Shields 206-B

Office Hours: 10:00 am – 10:50 am
MTWRF

E-Mail Address: pmorgan@csi.edu

COURSE DESCRIPTION: This course includes fundamental concepts of Algebra; equations and inequalities; functions and graphs; polynomial, rational, exponential and logarithmic functions; systems of equations and inequalities; conics; the Binomial Theorem.

PRE-REQUISITES: Math 108 with “C” or higher; Compass Test – Algebra: 62 or higher or College Algebra: 31 or higher; ACT Math 23 or higher; or SAT Math 540 or higher.

REQUIRED TEXTBOOKS AND SUPPLIES:

- COLLEGE ALGEBRA, Aufmann, Barker, & Nation, 7th edition, Brooks/Cole - Cengage
- Scientific calculator with LOG and EXPONENTIAL functions; a graphing calculator is recommended, but not required.
- Student Access Card for Enhanced WebAssign

You can download different types of graph paper free from the site

<http://mathbits.com/MathBits/StudentResources/GraphPaper/GraphPaper.htm>

COURSE OBJECTIVES:

1. The students will have achieved the course objective when they successfully demonstrate their understanding of the course content by completing homework assignments, developing solutions to application problems, and communicating solutions to problems. The course content includes:
 - a. **Linear equations** (solve all types, simple to complex, model data and solve application problems)
 - b. **Formulas** (solve problems using formulas, isolate a specified variable)
 - c. **Quadratic equations** (solve by factoring, by taking square roots, by completing the square, using the quadratic formula, solve application problems)
 - d. **Solve other types of equations** (polynomial, radical, absolute value, equations that are quadratic in form, equations with rational exponents)
 - e. **Inequalities with one variable** (graph and solve linear, compound, absolute value, quadratic and rational inequalities)
 - f. **Lines** (find slope, graph, write equation, model data, use idea of parallel and perpendicular)
 - g. **Circles** (equation, center, radius, graph, convert equation to standard form)
 - h. **Functions** (definition, domain, range, zeros, use vertical line test, evaluate, intervals for increasing and decreasing, odd, even, symmetry, model data)
 - i. **Graph and analyze common functions** (quadratic, cubic, square root, absolute value, reciprocal, piece-wise, greatest integer)
 - j. **Transformations and combinations of functions** (vertical shifts, horizontal shifts, reflections, vertical stretching and shrinking, add, subtract, multiply, divide, composition, inverse)

- k. **Quadratic functions** (graph, standard form, vertex, intercepts, model data, solve application problems)
 - l. **Polynomial functions** (end behavior, leading coefficient test, graph, Remainder Theorem, Factor Theorem, find all zeros)
 - m. **Rational functions** (vertical asymptotes, horizontal asymptotes, slant asymptotes, intercepts, graph, solve application problems)
 - n. **Variations** (direct, inverse, joint, combined)
 - o. **Conic sections** (analyze and graph ellipses, hyperbolas and parabolas, find vertices, foci, axis of symmetry, directrix, eccentricity, and asymptotes as applicable, model data and solve application problems)
 - p. **Exponential functions and equations** (evaluate, graph, transform, solve equations, model data and solve application problems)
 - q. **Logarithmic functions and equations** (log notation, properties of logs, evaluate, graph, solve log equations, change bases, model data and solve application problems)
 - r. **Systems of equations** (linear equations in two variables, linear equations in three variables, nonlinear equations in two variables, application problems)
 - s. **Systems of inequalities** (linear, nonlinear, linear programming)
 - t. **Binomial theorem** (expand binomial raised to a power, find one specified term)
2. Success will be measured by homework presentations, regular exams and a comprehensive final exam.

OUTCOMES ASSESSMENT:

Philosophy Statement:

General education in Mathematics develops the understanding of mathematics as a language which permits the student to express, define, and answer questions about the world.

Student Learning Outcomes

- 1. The students will be able to analyze real-world questions and mathematically structure strategies to model the questions.
- 2. The students will be able to correctly provide solutions to the models of the questions.
- 3. The students will be able to communicate the solutions to the questions when analyzed and solved mathematically.

ONLINE COURSE EVALUATIONS: To help instructors continually improve courses, students are strongly encouraged to go complete a course evaluation online. CSI Course Evaluations are accessed by students through the [MyCSI](#) website. Look for the “CourseEval” tab in the yellow navigation bar at the top of the [MyCSI](#) website once you are successfully logged-in. Thank you for this valuable input!

POLICIES AND PROCEDURES:

EXAM POLICY: Regular exams during the semester will total ½ of your grade. The Final Exam is an additional ¼ of your grade. If an emergency arises and you cannot attend an exam, you must contact me via voice mail at 732-6821 or e-mail at pmorgan@csi.edu Regular exams will be given in the CSI Testing Center. Regular exams may include questions from material in chapters that have already been tested. The lowest regular exam score may be replaced by the score of your Final Exam. The Final Exam will be given in the classroom.

ONLINE HOMEWORK: Online homework, using Enhanced WebAssign at webassign.net [Class key: **csi 9049 9393**] will be due for each assigned section. See the syllabus schedule. The online homework will be available the day we cover the material in class and is due and will close (that is, be no longer available) at midnight on the following class day. Failure to complete and submit the assignment during that time will result in a zero for that assignment. You may submit answers to each question up to 3 times. The average score of all the online homework is 1/8 of your grade for the course. See below for system requirements.

ONLINE QUIZZES: Online homework will be assigned using Enhanced WebAssign, at webassign.net [Class key: **csi 9049 9393**]. *The quizzes will be available for 1 week before each exam and will close at midnight the night before the exam opens.* See the syllabus schedule. Failure to complete and submit the quiz online during that time will result in a zero for that quiz. You may submit answers to each question only one time, but you can “**Save**” an assignment and come back to it; the questions you have answered cannot be changed then. For the quizzes, when you click “**Submit**” you have handed it in. The quizzes are open book. The average score of these quizzes is 1/8 of your grade for the course. See below for system requirements.

SYSTEM REQUIREMENTS:

WebAssign is tested and supported for the following Web browsers:

Mozilla Firefox, versions 12 or later, for Linux, Mac OS X, and Windows

Google Chrome, versions 19 or later, for Windows or Mac OS X

Microsoft Internet Explorer, versions 8 or later, for Windows

[Do not use Internet Explorer 6 to access WebAssign]

Apple Safari, versions 5.1 or later, for Mac OS X, iOS 5 or later on iPad, and Windows

Some WebAssign content and tools require the following browser plug-ins:

Adobe Acrobat Reader, version 8 or later

Adobe Flash Player, version 10 or later

Adobe Shockwave Player, version 11 or later

Java, version 6 (build 1.6.0) or later

CHEATING POLICY: Cheating is unacceptable. Students caught cheating will be assigned 0 points for that exercise or test. A pattern of cheating may be grounds for dismissal from the course.

ATTENDANCE POLICY: The instructor will drop a student from the course after the first week if the student has not attended class. The student is then responsible for his or her enrollment. If the student is still enrolled in the course after the “last day to withdraw” date of November 15, 2013, he or she will receive a grade.

A student may drop a course or all courses prior to the end of late registration (first Friday of the term) without it being recorded on the student’s official transcript. A student initiated drop after the late registration period is considered a withdrawal, and results in the grade of W. Students may drop courses online until the end of the late registration period. In order to withdraw from one or more courses following late registration, a completed registration form is required. Instructions on the form indicate when a signature of instructor and/or Financial Aid advisor is required. The completed form may be submitted to Admissions & Records or any off-campus center.

Students may withdraw from courses which are less than a full semester in length until 75% of the course meetings have elapsed. No course may be withdrawn from after 75% of the course has elapsed.

STUDENT BEHAVIOR STATEMENT: Please refer to the 2013-2014 College of Southern Idaho Catalog under “STUDENT CODE OF CONDUCT & OTHER POLICIES”, on pages 37-39. This can also be found online at www.csi.edu.

COMPUTER LITERACY: Please refer to the 2013-2014 College of Southern Idaho Catalog under **Computer Literacy Requirement** in the section, “DEGREE AND CERTIFICATE REQUIREMENTS”, on pages 49-50. This can also be found online at www.csi.edu.

ONLINE COURSE EVALUATIONS: To help instructors continually improve courses, students are strongly encouraged to go complete a course evaluation online. CSI Course Evaluations are accessed by students through the MyCSI website. Look for the “CoursEval” tab in the yellow navigation bar at the top of the MyCSI website once you are successfully logged-in. Thank you for this valuable input!

DISABILITIES: Any student with a documented disability may be eligible for reasonable accommodations. To determine eligibility and secure services, students should contact Student Disability Services at their first opportunity after registration for a class(es). Student Disability Services is located on the second floor of the Taylor Building on the Twin Falls Campus. 208.732.6260 or e-mail Marita DeBoard, mdeboard@csi.edu.

LEARNING ASSISTANCE RESOURCES: The Twin Falls Campus Math Lab is in the Shields Building, Room 207. You may request additional tutoring through the Learning Center Coordinator in the Meyerhoeffer Building, Room 202. The WebAssign Student access card provides student resources online at webassign.net, [Class key: **csi 9049 9393**].

STUDENT EMAIL: Since email is the primary source of written communication with students, all registered CSI students get a college email account. Student e-mail addresses have the following format: <address>@eaglemail.csi.edu where <address> is a name selected by the student as a part of activating his/her account. Students activate their accounts and check their CSI e-mail online at <http://eaglemail.csi.edu>. Instructors and various offices send messages to these student accounts. Students must check their **CSI e-mail accounts regularly to avoid** missing important messages and deadlines. At the beginning of each semester free training sessions are offered to students who need help in using their accounts.

PROGRESS REPORTS:

- a. If a student's progress is unsatisfactory as indicated by lack of attendance, poor test scores, incomplete or poor homework, or classroom behavior, the instructor may institute the PASS (Positive Action for Student Success) Program and alert the Advising Center of the difficulties. A letter may be sent to the student with the intent to provide the student with the resources necessary to be successful in the class. This is the "early alert" system.
- b. If a student continues to have difficulties through the course, the instructor may institute the SMART (Students Making A Right Turn) program which aims at contacting students who may need a "wake up" alert in making academic decisions before it's too late in the semester. These "wake up" red flags may arise from a broad spectrum of issues: attendance, coursework, classroom behavior, and other factors impeding the student's success at CSI. The intent of this "late alert" program is to develop positive student/teacher communication in order to map out a course of action for student achievement and success, *before the last day to drop*.

GRADING INFORMATION: 4 regular exams worth 100 points each
Online Quizzes worth 100 points total
Online Homework worth 100 points
Comprehensive final exam worth 200 points

Students must get a 60% on the comprehensive final exam to receive a grade of C or higher for the course.

Grades are computed by adding up total points for all exams and homework and dividing the sum by the total possible number of points. This is converted to percent. Your letter grade is determined according to the following table:

<u>Percent</u>	<u>Grade</u>
90 -100	A
80 - 89	B
70 - 79	C
60 - 69	D
0 - 59	F

**COURSE OUTLINE WITH ASSIGNMENTS AND EXAMS
THIS SYLLABUS IS TENTATIVE AND IS SUBJECT TO CHANGE**

<u>DAY</u>	<u>DATE</u>	<u>CONTENT</u>
Tuesday	August 27	Course Introduction, Syllabus, Online demonstration Chapter 1 Section 1.1, "Linear and Absolute Value Equations," pp. 76 – 83 Online Homework Section 1.1
Thursday	August 29	Section 1.2, "Formulas and Applications," pp. 83 – 96 Online Homework Section 1.2 Section 1.3, "Quadratic Equations," pp. 96 – 109
Tuesday	September 3	Section 1.3 (cont.) Online Homework Section 1.3 Section 1.4, "Other Types of Equations," pp. 110 – 122 Online Homework Section 1.4
Thursday	September 5	No class – Instructor out of town Online Quiz 1, Chapter 1 Due midnight, Thursday, September 12, 2013
Tuesday	September 10	Section 1.5, "Inequalities," pp. 123 – 136 Online Homework Section 1.5 Section 1.6, "Variations and Applications," pp. 136 – 144
Thursday	September 12	Section 1.6 (cont.) Online Homework Section 1.6 Review for Exam 1
Friday - Monday September 13 – 16		Exam 1, Chapter 1 (Testing Centers)
Tuesday	September 17	Chapter 2 Section 2.1, "Two-Dimensional Coordinate System and Graphs," pp. 154 – 165 Online Homework Section 2.1 Section 2.2, "Introduction to Functions," pp. 166 – 185

COURSE OUTLINE WITH ASSIGNMENTS AND EXAMS
THIS SYLLABUS IS TENTATIVE AND IS SUBJECT TO CHANGE

<u>DAY</u>	<u>DATE</u>	<u>CONTENT</u>
Thursday	September 19	Section 2.2 (cont.) Online Homework Section 2.2
		Section 2.3, "Linear Functions," pp. 186 – 200 Online Homework Section 2.3
Tuesday	September 24	Section 2.4, "Quadratic Functions," pp. 200 – 213 Online Homework Section 2.4
		Section 2.5, "Properties of Graphs," pp. 213 – 227
Thursday	September 26	Section 2.5 (cont.) Online Homework Section 2.5
		Section 2.6, "Algebra of Functions," pp. 227 – 237 Online Homework Section 2.6
Tuesday	October 1	Chapter 3 Section 3.1, "Remainder Theorem and Factor Theorem," pp. 260 – 270 Online Homework Section 3.1
		Section 3.2, "Polynomial Functions of Higher Degree," pp. 271 – 286
Thursday	October 3	Section 3.2 (cont.) Online Homework Section 3.2
Tuesday	October 8	Section 3.3, "Zeros of Polynomial Functions," pp. 287 – 298
		Section 3.4, "Fundamental Theorem of Algebra," pp. 299 – 306
		Online Quiz 2, Chapters 2 & 3 Due midnight, Tuesday, October 15, 2013

COURSE OUTLINE WITH ASSIGNMENTS AND EXAMS
THIS SYLLABUS IS TENTATIVE AND IS SUBJECT TO CHANGE

<u>DAY</u>	<u>DATE</u>	<u>CONTENT</u>
Thursday	October 10	Section 3.4 (cont.) Online Homework Section 3.4
		Section 3.5, "Graphs of Rational Functions and Their Applications," pp. 307 – 323 Online Homework Section 3.5
Tuesday	October 15	Review for Exam 2
Tuesday – Friday	October 15 – 18	Exam 2, Chapters 2 & 3 (Testing Centers)
Thursday	October 17	Chapter 4 Section 4.1, "Inverse Functions," pp. 334 – 345 Online Homework Section 4.1
		Section 4.2, "Exponential Functions and Their Applications," pp. 346 – 358
Tuesday	October 22	Section 4.2 (cont.) Online Homework Section 4.2
Thursday	October 24	Section 4.3, "Logarithmic Functions and Their Applications," pp. 358 – 369 Online Homework Section 4.3
		Section 4.4, "Properties of Logarithms and Logarithmic Scales," pp. 369 – 358
Tuesday	October 29	Section 4.4 (cont.) Online Homework Section 4.4
		Section 4.5, "Exponential and Logarithmic Equations," pp. 358 – 369 Online Homework Section 4.5
Thursday	October 31	Section 4.6, "Exponential Growth and Decay," pp. 390 – 404 Online Homework Section 4.6
		Chapter 5 Section 5.1, "Parabolas," pp. 428 – 438

COURSE OUTLINE WITH ASSIGNMENTS AND EXAMS
THIS SYLLABUS IS TENTATIVE AND IS SUBJECT TO CHANGE

<u>DAY</u>	<u>DATE</u>	<u>CONTENT</u>
Tuesday	November 5	Section 5.1 (cont.) Online Homework Section 5.1 Section 5.2, "Ellipses," pp. 439 – 451 Online Homework Section 5.2 Online Quiz 3, Chapters 4 & 5 Due midnight, Tuesday, November 12, 2013
Thursday	November 7	Section 5.3, "Hyperbolas," pp. 452 – 451 Online Homework Section 5.3
Tuesday	November 12	Review for Exam 3
Tuesday – Thursday	November 12 – 14	Exam 3, Chapters 4 & 5 (Testing Centers)
Thursday	November 14	Chapter 6 Section 6.1, "Systems of Linear Equations in Two Variables," pp. 472 – 482 Online Homework Section 6.1 Section 6.2, "Systems of Linear Equations in Three Variables," pp. 482 – 494
Tuesday	November 19	Section 6.2 (cont.) Online Homework Section 6.2 Section 6.3, "Nonlinear Systems of Equations," pp. 494 – 501 Online Homework Section 6.3
Thursday	November 21	Section 6.5, "Inequalities in Two Variables and Systems of Inequalities," pp. 509 – 516 Online Homework Section 6.5 Section 6.6, "Linear Programming," pp. 516 – 526

**COURSE OUTLINE WITH ASSIGNMENTS AND EXAMS
THIS SYLLABUS IS TENTATIVE AND IS SUBJECT TO CHANGE**

<u>DAY</u>	<u>DATE</u>	<u>CONTENT</u>
Tuesday	November 26	Section 6.6 (cont.) Online Homework Section 6.6
		Chapter 8 Section 8.5, "Binomial Theorem," pp. 632 – 637
		Online Quiz 4, Chapters 6 & 8 Due midnight, Thursday, December 5, 2013
Wed - Fri	November 27-29	Thanksgiving Holiday – CSI Campus closed
Tuesday	December 3	Chapter 8 Section 8.5 (cont.) Online Homework Section 8.5
Thursday	December 5	Review for Exam 4
Thursday – Monday December 5 – 9		Exam 4, Chapters 6 & 8 (Testing Centers)
Tuesday	December 10	Review for Final Exam
Thursday	December 12	Review for Final Exam
FINAL EXAM		Monday, December 16, 2013 7:00 – 9:00 pm (in classroom)

INTRODUCTORY MICROBIOLOGY (BIOL 221)
COLLEGE OF SOUTHERN IDAHO
TWIN FALLS, IDAHO
FALL 2013

Instructor: Kathy Clark
Office/Lab: Shields 202B/Shields 224 (732-6839)
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Office Hours

Instructor: Amy Rice Doetsch
Office/Lab: Shields 212 (732-6848)
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Office Hours

Course: Introductory Microbiology, Biol 221
Credit: Four (4) Semester Units

Text & Materials

- ❖ Alcamo's Fundamentals of Microbiology, Pommerville, Body Systems 2nd edition
 - <http://microbiology.jbpub.com/bodysystems/>
- ❖ Microbiology Laboratory Theory and Application, Leboffe & Pierce, *CSI Custom Edition*.
- ❖ Each student **must** bring a notebook to each lab session.
- ❖ Each student **must** bring a pair of lab goggles to each lab throughout the semester.
- ❖ Each student **must** bring a mid-thigh length lab coat (to be stored in the lab) to the 2nd lab.
 - Lab coats and goggles may be purchased at the CSI bookstore.

Course Description

BIOL 221 is an introduction to the fundamental principles of microbial systems and to the information generated in microbiology that has enriched all segments of biology. The course has a public health/infectious disease emphasis; however, the many dimensions of the microbial world will be discussed and will include sub-cellular organization and functions, basic information about life cycles, cell division, and genetics. The activities of microorganisms in disease, global elemental cycles, sewage disposal, industrial processes and food and dairy product manufacturing will be introduced. In addition, contemporary topics in microbiology will be covered.

Hybrid Course Information

I am writing to convey some information about how this course is run. First, I use Blackboard (Bb) as a tool to convey information to students in this course. You will find information for lecture and lab as well as the course syllabus on Bb. I highly encourage everyone to check the announcements regularly as I post information there about exams, due dates, etc... I will post some of your scores on Bb throughout the semester; however, **the Bb grade book does not contain all of the grades you earn in this course and does not represent your course grade.** The Bb grade book is simply a tool that allows me to provide you information about specific grades (usually exams) as rapidly as possible. Please recognize that you will not be able to determine your course grade using only those scores posted on Bb.

This course is offered as a hybrid course; meaning that you can take lecture in the traditional face to face format or access it online regardless of whether you are enrolled in the MWF 10:00 or TR 2:00 lecture section. If you choose the face to face option you will have access to the recordings of each lecture for study purposes by clicking on the Lecture Presentation→Lecture Recordings tabs in Bb and then clicking on the appropriate Unit Link and then the specific lecture date. Those choosing the hybrid option may join the MWF 10:00-10:50 a.m. or TR 2:00-3:20 p.m. face to face sections "live" via the Bb Live Lectures link. Accessing the course in this way will allow you to participate during the lecture with any questions you have; much as you would in a traditional lecture. Hybrid students also have the option of viewing the recording of the lecture in the same manner that face to face students do. This option may be necessary for those students that have conflicts arise throughout the semester. I highly recommend that students make every effort to participate during the face to face lecture either on campus or via Blackboard Collaborate. Students that interact during the live lecture (either traditionally or online) tend to be more successful in the course. **All hybrid students are required to take the final exam on campus.**

GRADING SCALE	LECTURE GRADING	LABORATORY GRADING
A 90 – 100% B 80 --- 89% C 70 ---79% D 60 ---69% F* 0 ---59	Exams ❖ Unit Exams <ul style="list-style-type: none"> ○ 1-4: 125 points each ❖ Comprehensive Final + Unit 5 content: 175 points Lecture Quizzes ❖ 5 points each <ul style="list-style-type: none"> ○ Lowest quiz score dropped 	Practical Exams ❖ 300 points (3 @ 100 points each) ~50% of the 3 rd practical covers the last three lab activities of the semester. The other 50% is comprehensive of the entire semester Pre & Post Lab Quizzes ❖ 5 points each <ul style="list-style-type: none"> ○ Lowest quiz score dropped Skills Assessments ❖ 25 points each Disease Project ❖ 80 points
F*	Students will also receive an F if they do not show up to class and do not drop the course by the scheduled drop dates	
NC	Not given by instructor	
I	Given if a student has successfully completed 80% or more of the class and is not capable of completing the remainder of the semester due to illness or extenuating circumstances	
W	Not given by instructor.	

Attendance Policy

- ❖ Lectures – Excellent attendance is essential to do well in this class.
- ❖ Laboratories – Mandatory. Roll is taken at the beginning of each lab session. Students may miss 2 lab periods without a point penalty; however, students are responsible for the material presented in any missed labs. If a student knows they will have to miss a lab they should contact the instructor immediately to determine if it is possible to attend another lab section. Twenty-five points will be deducted from the student's cumulative score for each lab missed after the first 2 missed labs. Students may not attend labs other than their assigned section without approval from both lab instructors. Permission to attend another lab section will be given when absolutely necessary and will be decided on a case by case basis.
- ❖ Drop Policy
 - **It is the student's responsibility to drop the course**
A student may drop a course or all courses prior to the end of late registration (first Friday of the term) without it being recorded on the student's official transcript. A student initiated drop after the late registration period is considered a withdrawal, and results in the grade of W.
 - **No Shows**
 Students that do not attend/participate during the first week of class will be dropped from the course by the instructor. It is the student's responsibility to contact the instructor prior to the class meeting time if they are unable to be there. No exceptions.

Lecture Exams

- ❖ If a lecture exam is missed due to **extenuating** circumstances the instructor **may** allow a make-up exam. Make-up exams will be formatted as deemed appropriate by the instructor. All lecture exams will be administered on campus or in the testing center for students taking the hybrid option of the course. **All students are required to take the final exam on campus during their scheduled final time.**
- ❖ Lecture exam dates will be announced in lecture as the class nears completion of each unit. All students must take the test in the designated testing room and complete the exam within 50 minutes unless they provide accommodation documentation from the Student Disabilities Services office.

Lab Exams

- ❖ Lab practical exam dates are listed in the syllabus. Students must take the practical in their registered lab section unless they receive permission from their lab instructor to take it in another section. Requests to take an exam in a different section, due to extenuating circumstances, will be evaluated on a case by case basis.

Pre & Post Lab Quizzes

Pre & Post Lab quizzes must be completed on Blackboard by the stated due date; **no exceptions** as the lowest score is dropped.

Skills Assessments

Student's fundamental lab skills will be assessed in the laboratory component of the course per the laboratory schedule. Skills assessments include: Care of the Microscope, Microscopy, Aseptic Technique, and Pipetting/Metrics. A rubric is provided for each assessment.

Disease Project

The Disease project will consist of students working in pairs to review a particular disease. Students will submit answers to questions designed to guide them through their review of the disease assigned to them. All students will participate in peer evaluation of each graded section and completed projects.

Academic Dishonesty

Acts of cheating or plagiarism in BIOL 221 will result in an automatic 0 for that exam/assignment. A zero on any one exam or assignment may result in an automatic F as a final grade in the course if determined appropriate by the instructor based upon the offense. Any subsequent cheating will result in an F for the semester and the student(s) involved will be dropped from the course. Any cheating offenses will be brought to the attention of the department chair and the Academic Vice-President. Please be aware that all parties involved in the act of cheating or plagiarism will be penalized. Cheating refers to the acquisition of answers to test questions in a dishonest fashion. Plagiarism is defined as 1) the use of another student's writing as your own and/or 2) the use of writing from published sources without citation. Plagiarism includes copying or paraphrasing another's writing with slight changes of wording. All students are required to sign the course Honor Code Statement prior to beginning coursework. This statement is available on Bb. Do not pretend to get an education!

Americans Disabilities Act (ADA)

The American Disabilities Act (ADA) and Section 504 of the Rehabilitation Act require "reasonable accommodation" for students on college campuses who have diagnosed disabilities or believe they have a disabling condition needing accommodation for learning access. Any student with a documented disability may be eligible for reasonable accommodations. To determine eligibility and secure services, students should contact Student Disability Services at their first opportunity after registration for a class(es). Student Disability Services is located on the second floor of the Taylor Building on the Twin Falls Campus. 208.732.6260 or e-mail Tara Williams, twilliams@csi.edu. Accommodations are not retroactive and apply from the date the student presents the request for accommodation to the instructor through the remainder of the semester.

Behavior Policy

Any behavior deemed disruptive by your instructor to the learning process of other students will not be tolerated. Every student is entitled to a class without interruptions, therefore, all students are expected to be in class and prepared to begin on time. *All pagers, wireless phones or other devices that generate sound must be turned off when you enter the classroom.* Additionally, inconsiderate/inappropriate behavior will not be tolerated. Students are expected to treat their professor and peers with respect at all times both in and out of the classroom as well as via digital communication. Students that behave in a disruptive, disrespectful, confrontational, threatening, or otherwise inappropriate manner will receive a warning about their behavior and the department chair and dean of student services will be notified. After the initial warning, any violation of the behavior will result in a meeting with appropriate administrators and the student may be dropped from the course.

This course meets the College of Southern Idaho requirements for a General Education Course in the area of Science.

Comprehensive Goal

To understand the process of science and the major concepts and theories found in the scientific field chosen.

Outcomes

1. Students will understand how science is conducted.
 - a. Course Objectives & Assessment #2 & #3
2. Students will understand major concepts and theories in the scientific field chosen.
 - a. Course Objectives & Assessment #1
3. Students will apply and appreciate the use of science in everyday life.
 - a. Course Objectives & Assessment #1 & #3

Course Objectives & Assessment

Objective #1

Students will gain a basic understanding of microbial cell biology, microbial genetics, interactions and impact of microorganisms and humans, interactions and impact of microorganisms in the environment, microbial evolution, and microbial diversity.

Assessment #1:

Students are informally assessed during question and review sessions. Students are formally assessed using lecture exams, lecture quizzes, laboratory practicals, PreLab & PostLab quizzes, and Disease projects.

Objective #2:

Students will be able to physically demonstrate the ability to use a bright field light microscope, properly prepare slides, properly use aseptic techniques, use appropriate microbiological media and test systems, quantitate the number of microbes in a sample, and use standard microbiology laboratory equipment correctly.

Assessment #2:

Regular observation and critique of each student as they perform laboratory techniques and experiments will be used to evaluate student progress. Laboratory practicals, PreLab, PostLab quizzes, and skills assessments will be used to formally assess the student's competence in the laboratory.

Objective #3:

Students will demonstrate an increased skill level in the following areas:

1. cognitive processes -
 - a. formulating a clear, answerable question
 - b. developing a testable hypothesis
 - c. predicting expected results
 - d. following an experimental protocol
2. analysis skills
 - a. collecting and organizing data in a systematic fashion
 - b. presenting data in an appropriate format
 - c. assessing the validity of the data
 - d. drawing appropriate conclusions based on the results
3. communication skills
 - a. discussing and presenting lab results or findings in the laboratory
 - b. presenting information in a professional setting/format
4. interpersonal and citizenry skills
 - a. working effectively in teams or groups
 - b. performing self and peer evaluation
 - c. effectively managing time and tasks allowing concurrent and/or overlapping tasks to be done simultaneously
 - d. integrating knowledge and making informed judgments about microbiology in everyday life

Assessment # 3:

Regular observation and critique of each student as they perform laboratory techniques and experiments will be used to evaluate student progress. Laboratory practicals, PreLab quizzes, PostLab quizzes, and Disease Project will be used to formally assess the student's competence in each of these areas.

Objective #4:

Students will explain and demonstrate the correct execution of the following procedures: microbiological and safety/protective/emergency.

Assessment #4:

Students must receive training during their first laboratory regarding the safety/protective/emergency procedures and policies in the lab. Each student will sign and date a written copy of these procedures and policies. These skills/procedures will be evaluated on a daily basis by informal observation and critique from the instructor. Students' safety, protective, emergency and microbiological skills/procedures will be formally assessed using laboratory exams and skills assessments.

Course Evaluation

As part of Outcomes Assessment at CSI, students are asked to evaluate all of their courses at the end of the semester. You will use online forms, available at <http://evaluation.csi.edu>. User information is provided at the site. These evaluations are important; the Biology Dept. Chair and I take your comments seriously when planning future improvements for the course. Please take a few minutes at the end of the semester to seriously evaluate this course and provide *constructive* suggestions for course improvement. It is much appreciated.

TENTATIVE BIO 221 LECTURE SCHEDULE FALL 2013

UNIT	LECTURE TOPICS	READING ASSIGNMENTS	Exam Date
1	<ul style="list-style-type: none">❖ History of Microbiology❖ Chemistry❖ Concepts & Tools for Studying Microorganisms❖ Prokaryotic Structure<ul style="list-style-type: none">○ Prokaryotic vs Eukaryotic Microbes	Chapter 1 Chapter 2 Chapter 3 Chapter 4	TBA
2	<ul style="list-style-type: none">❖ Prokaryotic Growth & Nutrition❖ Metabolism of Microorganisms❖ Control of Microorganisms: Physical & Chemical Methods❖ Antimicrobial Drugs	Chapter 5 Chapter 6 Chapter 7 Chapter 18	TBA
3	<ul style="list-style-type: none">❖ Microbial Genetics<ul style="list-style-type: none">○ Gene Transfer, Genetic Engineering, & Genomics○ Microbial Systematics❖ The Viruses & Virus-Like Agents	Chapter 8 Chapter 9 Chapter 10 Chapter 12	TBA
4	<ul style="list-style-type: none">❖ Infection & Disease❖ Resistance & the Immune System: Innate Immunity❖ Resistance & the Immune System: Acquired Immunity❖ Immune Disorders & AIDS	Chapter 13 Chapter 14 Chapter 15 Chapter 17	TBA

5	<ul style="list-style-type: none"> ❖ Survey of Infectious Diseases Affecting: <ul style="list-style-type: none"> ○ Skin & Eyes ○ Respiratory Tract ○ Digestive System ○ Nervous System ○ Cardiovascular, Lymphatic, & Systemic ○ Urinary & Reproductive Systems 	Chapter 19 Chapter 20 Chapter 21 Chapter 22 Chapter 23 Chapter 24	TBA
	❖ Final Exam	Comprehensive	See Finals Schedule

TENTATIVE IO 221 LA ORATORY SCHEDULE FALL 2013

Week	Quizzes/Due Date	LA TOPIC/ READING ASSIGNMENT
1	None	Introduction, Safety Information, Metrics, The Microscope Microscopic Observations Ex: 3-1, 3-2 (Demo/discussion)
2	PreLab	Cellular Structures Ex: 3-3, [READ 3-4 & 3-5]
3	PreLab	Microbial Staining Techniques Ex: 1-3, 3-4, 3-5, 3-6, [3-7, 3-8, 3-9→DEMO Only]
4	PreLab Scope Assessment	Examining Transferring Microorganisms in Culture Read: Intro p.1-5 & Appendix D [Transfers from broth using a digital pipettor], Ex: 2-2, 2-3, 2-4, 1-4 Staining Review/Practice
5	Scope Assessment	Practical 1
6	PreLab Data Collection/Analysis Disease Cases Assigned	Environmental Impact on Microbial Growth Read Ex: 2-5, Ex: 2-8, 2-9, 2-10
7	PreLab Data Collection/Analysis Diagnosis Due	Control of Microbial Growth: Disinfectants Ex: 2-12, Ex: 7-2 [Kirby-Bauer Ab sensitivity]
	PreLab Complete Weeks 6 & 7 PostLab	Clinical Microbiology Read Ex: 1-5→Specimen Collection; 6-2→UTI; 5-20 + Rapid Strep test; Throat culture; 4-1, 5-4, 5-21→Staph ID
9	PreLab Aseptic Tech Assessment Pathogen Review Due	Clinical Micro Observations—Diseases Projects
10	Aseptic Tech Assessment	Practical 2
11	PreLab Rx. Plan/Public Health Due	Public Health Microbiology/Serial Dilution Review Ex: 7-5 Fecal Contamination in Water
12	PreLab Data Collection/Analysis	Environmental Microbiology Soils Analysis

13	PreLab Data Collection/Analysis Pipette/Metric Assessment	Probiotics [Bb Handout]
14	Pipette/Metric Assessment	Thanksgiving Break
15		Practical 3 [Comprehensive Lab Final]
16	Power Point File Due	Disease Presentations
17		FINALS WEEK [No lab]

TEN COMMANDMENTS FOR EFFECTIVE STUDY SKILLS

by Larry M. Ludewig, Kilgore College (TX)

I. Thou Shalt Be Responsible, and Thou Shalt Be Active -- For There Be No Other Passage to Academic Success!

Responsibility means control. Your grade in a class is relatively free of any variables other than your own effort. Sure, you may have a lousy professor. It happens. But remember: you are the one who has to live with your grade. It goes on *your* grade report, not your *instructor's*.

If you are seeking a way of increasing learning and improving grades without increasing your study time, active classroom participation is your answer. Look at it this way: classroom time is something to which you are already committed. So, you can sit there, assume the "bored student position" -- arms crossed, slumped in the chair, eyes at half-mast -- and allow yourself an "out-of-body" experience. Or, you can maximize your classroom time by actively listening, thinking, questioning, taking notes, and participating totally in the learning experience.

II. Thou Shalt Know Where Thy "Hot Buttons" Are, and Thou Shalt Push Them Regularly!

The next time you seat yourself in class, ask yourself these questions:

>What am I doing here?

>Why have I chosen to be sitting here now?

>Is there some better place I could be?

>What does my presence here mean to me?

Your responses to these questions represent your educational goals. They are the "hot buttons," and they are, without a doubt, the most important factors in your success as a college student.

College is not easy. Believe it or not, there will be times when you tire of being a student. And that's when a press or two on the hot buttons can pull you through!

III. If Thou Hath Question Asketh Them. If Thou Hath No Question, Maketh Some!

Just as a straight line usually indicates the shortest distance between two points, questions generally provide the quickest route between ignorance and knowledge.

In addition to securing knowledge that you seek, asking questions has at least two other extremely important benefits. The process helps you pay attention to your professor and helps your professor pay attention to you.

IV. Thou Shalt Learn That Thou and Thy Professor Maketh a Team -- and Thou Shalt Be a Team Player!

Most instructors want exactly what you want: they would like for you to learn the material in their respective classes and earn a good grade. After all, successful students reflect well on the efforts of any teacher; if you learned your stuff, the instructor takes some justifiable pride in teaching.

V. Thou Shalt Not Parketh Thy Butt in the Back!

Suppose you pay \$500 to buy concert tickets for your favorite musical artist. Do you choose front row seats or the cheap seats at the rear of the auditorium? Why do some students who spend far more money on a college education than on concerts willingly place themselves in the last row of the classroom? In class, the back row gives invisibility and anonymity, both of which are antithetical to efficient and effective learning.

VI. Thou Shalt Not Write in Thy Notes What Thou Faileth to Understand!

Avoid the "whatinthehellis that" phenomenon experienced by most college students. This unique reaction occurs when students first review their notes for a major examination. Being unable to read, decipher, or comprehend the mess that passes for notes, students are likely to utter the expression that grants this particular phenomenon its name.

VII. If Thine Interest in Class Be Gone Faketh It!

If you are a good actor, you may even fool yourself into liking the lecture. How do you fake interest? You simply assume the "interested student position": lean forward, place your feet flat on the floor in front of you, maintain eye contact with your professor, smile or nod occasionally as though you understand and care about what your instructor is saying, take notes, and ask questions.

VIII. Thou Shalt Know That if Silence Be Golden -- Recitation Shalt Be Platinum!

Recitation is not only good for checking whether or not you know something; it's perhaps the best method for learning it in the first place. Reciting unquestionably provides the most direct route between short-term and long-term memory.

IX. Thou Shalt Knoweth That Cram Is a Four-Letter Word!

If there is one thing that study skills specialists agree on, it is that divided periods of study are more efficient and effective than a single period of condensed study. In other words, you will learn more, remember more, and earn a higher grade if you prepare for Friday's examination by studying one hour a night, Monday through Thursday, rather than studying for four hours straight on Thursday evening.

X. Thou Shalt Not Procrastinate -- and Thou Shalt Beginneth Not Doing It Right Now!

An elemental truth: you will either control time or be controlled by it! There is no middle ground. It's your choice: you can lead or be led, establish control or relinquish control, steer your own course or have it dictated to you.

When I ask students which they prefer, choosing their own path or having it chosen for them, they almost uniformly select the first option. In spite of this response, however, failure to take control of their own time is probably the no. 1 study skill problem of college students.

So, these are the Ten Commandments for Effective Study Skills. They work, but don't take my word for it. Try them! Make them your own. What have you got to lose except poor grades and sleepless study nights?

HOW TO STUDY MICROBIOLOGY

By Ronald O Ragsdale Univ. of Utah

1. **Listening to Lectures:**

Read assigned reading before coming to lecture. Why? You will be sufficiently familiar with the material so you will more readily understand the lecture.

2. **Taking Notes:**

Try to capture the ideas and concepts of lecture. Don't recopy your notes. Why? One is not learning while meticulously copying material. It is time that is wasted. Take notes and review them immediately after lecture (or as soon as possible). Why? In some research, a group that reviewed immediately after lecture recalled one and a half times more than a group of students who did not review. Remembering what you have heard is usually more difficult than remembering what you have read. Therefore, take notes so that you will have something to read. Don't do your remembering by memorizing. Why? We need to be selective in what we memorize. William James said, "The essence of genius is to know what to overlook." Memorization should only be done with material that is understood. Why? Memorization should not be used as a means of escaping the effort to understand. Do not learn by memorizing what can be learned by reasoning. Use the five R's of note-taking (the Cornell system):

Record: The meaningful ideas and concepts.

Reduce: After lecture, summarize the main ideas and concepts.

Recite: Say out loud in your own words the main ideas of the lecture.

Reflect: Take a few minutes to ponder over the main ideas of the lecture.

Review: Once a week review the ideas of all the term's lectures.

3. **Asking Questions:**

During lecture, ask questions of yourself. Why? It helps to keep you mentally alert. It helps you to look for answers in the lecture. You need to have an inquiring mind. Always have at least two questions that you would like to solve each time you go to your discussion classes.

4. **Make a Schedule:**

Schedules are crucial to student success. Why? They remove means of gaining extra time by making you more efficient and by helping you use small blocks of time that usually are wasted without a schedule. Schedules also help you prevent voiding your study. Make each hour productive time.

5. **Studying:**

Use daylight hours. Why? Research shows that each hour used for study during the day is equal to one and a half hours at night. Study before each discussion class. Why? The material will be fresh in your mind. Study each subject in one-hour blocks of time. Why? It makes you more efficient. You don't become bored. Longer blocks of time lead to waste of time. Therefore, you will learn more by studying it every other hour. Allow time for sleep. Why? Sacrificing sleep in order to gain extra time for studying can lead to a vicious circle. Create the right atmosphere for cramming. Why? If cramming for an exam is to be effective, the original studying and learning must take place each day. A good schedule facilitates this type of learning. Set realistic study goals for yourself. Why? You can reward yourself for being successful. If you waste all afternoon and then set goal of studying chemistry from 6:00 p.m. to midnight, you may not be realistic. The chances are that you won't be successful; you will become frustrated. Study "tactically", with your feet flat on the floor and with pencil in hand. Why? It increases your learning efficiency. Recite while studying. Why? If you will recite while writing, you will be learning while using your eyes, ears, and muscles. If you can't say it, you don't know it.

**PRINCIPLES OF MACROECONOMICS (ECON 201 Co2W)
FALL 2013**

COURSE INFORMATION

Instructor: Michael C.L. Slagel
Office: Hepworth Building, Room 174
Phone: (208)732-6453
E-mail: msslagel@csi.edu
Office Hours: MWF 9:00 a.m. - 10:00 a.m.
TTH 10:00 a.m. - 11:00 a.m.
or by appointment
Classroom: Online
Class Hours: Online

COURSE DESCRIPTION

This course includes organization and operation of the American economy, supply and demand analysis, money and banking, employment and aggregate output, public finance, and economic growth.

Note: This is an online course, not an independent study course. Though you will have much more flexibility than in traditional on-campus courses, students are still responsible to meet specified due dates for assignments. We will not, however, be “meeting” at any specified time (for instance, you are not required to be online at any given hour); thus, in most cases you’ll have several hours and/or days to complete the assignments according to your personal schedule.

Many students assume that the online course will be easier than the traditional classroom course. Not true! You, as the student, are responsible to manage your own education in many more ways than those taking traditional classes. I sincerely want you to be successful in the course, but please be aware that this online course will require just as much (if not more) dedication on your end than if you were taking it in the classroom.

PREREQUISITES

There is no prerequisite for this course.

TEXT AND SUPPLIES

1. Economics. Nineteenth Edition. Campbell R. McConnell, Stanley L. Brue, and Sean M. Flynn. McGraw Hill, 2012.
2. Blackboard account.

GRADING

Grading for this course will be based upon students’ scores from discussions, exams, and a team project. Grades will be calculated using the standard percentage grading convention (i.e., 70-79% = C; 80-89% = B; 90-100% = A).

Discussions

Discussions will be open for approximately one week, in most cases beginning at 6:00 a.m. on Monday to 10:00 p.m. on Sunday (please see the attached schedule for due dates). **No late discussions will be accepted.** The assignment may be a response to an article, exercises from the text, or discussion on any topic related to the course. Each discussion assignment is worth ten (10) points. Any discussion assignment reflecting academic dishonesty (i.e. plagiarism) will receive zero (0) points.

Students are allotted ONE “free” discussion (students may drop the lowest discussion score). The “free” discussion score will be dropped from the final grade computation.

COURSE SYLLABUS

PRINCIPLES OF MACROECONOMICS (ECON 201 Co2W) FALL 2013

Exams

There will be three section exams worth one hundred (100) points each. The exams are not comprehensive; each exam will only pertain to information covered since the previous exam. Exams will be open for approximately one week, in most cases beginning at 6:00 a.m. on Monday to 10:00 p.m. on Sunday (please see the attached schedule for due dates). **No make-up exams are allowed**; it is the student's responsibility to take the exam during its allotted time. Students will complete each exam on Blackboard within a single 60-minute time frame. One point will be deducted for each minute over the allotted time.

There are two exceptions to the make-up exam policy: (1) students requiring separate testing accommodations as suggested by Student Disability Services and (2) students participating in verified school-related activities, such as athletics and other school-sponsored organizations. In both cases, it is the student's responsibility to make arrangements with the instructor. Exams must be taken prior (before) to the exam in class.

Team Project

Working in groups of four or five (that the instructor will assign), students will complete a team project relating to topics discussed throughout the semester. Each team will be required to present their final project as a PowerPoint presentation.

The project will be worth one hundred (100) points. More information and instructions for the project will be provided during the semester.

GRADING BREAKDOWN

	<u>Points Each</u>	<u>Total Points</u>	<u>% of Grade</u>
Discussions (10 counted)	10	100	20.0%
Exams (3)	100	300	60.0%
Team Project		100	20.0%
Total Points Possible		500	100%

Extra Credit: An extra credit problem will be offered on each exam. Students also may obtain a small amount of extra credit by responding to in-class CATs (Classroom Assessment Techniques), and by completing the online course evaluation at the end of the semester.

BLACKBOARD ACCOUNTS

We will use Blackboard to supplement the course. Students can access the syllabus, lecture slides, exams, discussion board postings, etc. on the Internet using a Blackboard account. Students are responsible for tracking their progress throughout the semester. Go to <http://blackboard.csi.edu> and follow the instructions to log in.

Make sure your email address is correct in Blackboard. After creating an account and logging on to Blackboard, check your address under PERSONAL INFORMATION. It is your responsibility to list the correct email address.

COLLEGE OF SOUTHERN IDAHO MISSION STATEMENT

The College of Southern Idaho, a comprehensive community college, provides quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities it serves. CSI prepares students to lead enriched, productive, and responsible lives in a global society.

COURSE SYLLABUS

**PRINCIPLES OF MACROECONOMICS (ECON 201 Co2W)
FALL 2013**

STUDENTS WITH DISABILITIES

Any student with a documented disability may be eligible for related accommodations. To determine eligibility and secure services, students should contact the coordinator of Disability Services at their first opportunity after registration for a class. Student Disability Services is located on the second floor of the Taylor Building on the Twin Falls campus, and can be contacted via (208)732-6260 or sscholes@csi.edu.

COURSE OUTCOMES

Department Goals	Class Objectives	Assessment Methods
Communication	Communicate economic concepts both verbally and visually using economic graphing tools.	Discussions Team Project
Problem Solving/Analysis	<p>Calculate, analyze and interpret:</p> <ul style="list-style-type: none"> • Key Economic Models (Supply and Demand, Production Possibilities, Circular Flow, etc.) • Economic Tools and Indicators (GDP, Unemployment, etc.) • Market Systems and Institutions (including Cycles) • International Economic Issues • Fiscal and Monetary Policy <p>Identify relationships between indicators and economic tools and economic trends; identify appropriate economic policies.</p> <p>Apply economic reasoning in both personal and business decisions.</p>	<p>Exams Discussions Team Project</p> <p>Exams Discussions Team Project</p> <p>Discussions Team Project</p>
Effective Performance	Participate in the learning process, become more fluent in economics, and utilize economic reasoning in decision-making.	Exams Discussions Team Project
Pursuit of Personal Goals	Apply economic reasoning in both personal and business decisions.	Discussions Team Project
Global Perspective	Communicate the relevancy and applicability of economic concepts using a global business perspective.	Discussions Team Project

PHILOSOPHY STATEMENT

General education in Social Science improves the student's ability to understand, interpret, and apply knowledge for evaluating and valuing human behavior.

**PRINCIPLES OF MACROECONOMICS (ECON 201 Co2W)
FALL 2013**

STUDENT LEARNING OUTCOMES

General education courses in the social sciences address at least three of the following five student learning outcomes:

1. Students will develop an appreciation for the importance of understanding human behavior.
2. Students will understand the need to accurately interpret human behavior.
3. Students will understand the importance of historical events and their impact on society.
4. Students will analyze world and local governments and their impact on a global society.
5. Students will develop an understanding and appreciation of law and its impact on society.

TEACHING PHILOSOPHY/CLASSROOM ENVIRONMENT

Every student has the right to a comfortable environment conducive to learning. Such an environment is a team effort and is only possible through the explicit cooperation between instructor and student; therefore, every student has the obligation to help provide such an environment. CSI Behavior Policy is listed in the Course Catalog and will be upheld during the course.

Netiquette/Appropriate Language and Behavior

Students must treat each other and the instructor with respect during the course. Language that others may find offensive, abusive, or harassing will not be tolerated. This policy applies to all forms of communication, including e-mail, asynchronous discussion forums, conferences, and chat. Breaching this policy may result in being dropped from the course. Students must read and follow CSI's Acceptable Use of Computing Resources Policy, and abide by all federal and state copyright laws and regulations. It is the intent of the College of Southern Idaho to adhere to the provisions of state and federal copyright laws and regulations. The College strictly prohibits the illegal use, reproduction, distribution, public display, or performance of copyrighted materials in any form.

Electronic Correspondence:

All correspondence should be professional and formal. Spelling, grammar and format are important, and should reflect the same care and professionalism as a business letter.

STUDENT EMAIL POLICY

E-mail is the primary source of *written* communication with all CSI students. Students automatically get a CSI e-mail account when they register for courses. Messages from instructors and various offices such as Admission and Records, Advising, Financial Aid, Scholarships, etc. will be sent to the students' CSI accounts (NOT their personal e-mail accounts). **It is the students' responsibility to check their CSI e-mail accounts regularly.** Failing to do so will result in missing important messages and deadlines. At the beginning of each semester free training sessions will be offered to students who need help using their CSI e-mail accounts.

ONLINE COURSE EVALUATION STATEMENT

Students are strongly encouraged to complete evaluations at the end of the course. Evaluations are very important to assist the teaching faculty in continually improving the course. Evaluations are available online through MyCSI (<http://mycsi.csi.edu>) by clicking on the CoursEval tab in the yellow navigation bar at the top of the MyCSI website once you are successfully logged-in. Students will receive an email when the evaluation becomes available and then have up to two weeks to submit the evaluation before the end of the course. The last day to complete an evaluation is the last day of the course. Evaluations are anonymous and are not available to faculty until after grades are submitted.

DROPPING THE COURSE

If you plan on dropping the class, you must do so before the end of the day on November 15th. Please check with the records/admissions office for the last day to withdraw with a "W." It is the student's responsibility to formally withdraw from class if he or she stops attending. Instructors cannot drop students from courses. Therefore, students who stop attending a course and do not formally withdraw from the course will receive an "F" in the course.